

Holly THE Leaf

MARYLAND STATE NORMAL SCHOOL

VOLUME IV

SALISBURY, MD., MARCH, 1930

NUMBER 7

ANNUAL SERIES ENTERTAINMENTS IN PROGRESS

Miss Black is Assisted by Glee Club. *Cyrano de Bergerac* Coming

It is the custom at the Maryland State Normal School that each year a series of lectures is offered to the public. Different members of the faculty have charge of these lectures each year. This year Miss Margaret Black, Dr. W. J. Holloway and Mrs. Lucy W. Bennett were chosen to take charge of this series.

"The Place of Music in Life," was the subject of the first of these lecture entertainments given during the current school year. The program was in charge of Miss Margaret Black, instructor of music.

The program began with a brief history of music. With the help of the Maryland Elementary School pupils, Miss Black showed the relation between the development of music through the ages and the phases of music studied in the different elementary school grades. Each group sang a few of the songs included in their required repertoire. With each group there was a very apparent difference in the difficulty of the songs and the quality of the tones produced. The songs for the First and Second grades were composed of simple melody. The Third and Fourth grade songs brought in much more difficult note intervals. Harmony was the outstanding characteristic of the Sixth and Seventh grade songs. In the second part of the program Miss Black was assisted by the Sho' Echo Glee Club. They sang a number of compositions each of which had a different emotional effect upon the audience. Through these songs Miss Black showed how music has been written to fit every mood of the individual and to appeal to persons in every phase of life. The Glee Club was very effectively costumed in gowns of rainbow colors. These, with the aid of colored lights, made a very striking and beautiful picture.

The second of the series was given by Dr. William J. Holloway. He chose "Education in Maryland" as his topic. The growth of public sentiment regarding universal education in Maryland was the central theme Dr. Holloway developed.

"The constitution of Maryland authorizes legislation providing for a thorough and efficient system of free public schools. In colonial times schools were altogether private. Nothing was done for education until after the Protestant Reformation in 1689. One hundred years elapsed after the settlement of the Maryland colony before provision was made for even one school in each county. No other constructive legislation was passed until almost the time of the Revolution. Teachers were scarce; schools, poor and few in number. The nineteenth century was marked by the struggle for free public schools. No other



SHO' ECHO GLEE CLUB

As they appeared with the first Lecture Entertainment of this year's series.

question except that of slavery ever caused so much discussion as that of having schools supported by taxes independent of church control and under the general supervision of the state. People needed to be convinced that universal education was essential and that they must be willing to provide necessary funds. The watchword, 'The wealth of the state must educate the children regardless of who has the children or who has the wealth,' was not adopted until 1922. Epoch-making re-organization of the public school system resulting from the Acts of 1916 and forward looking amendments of 1922 have resulted in more progress in educational opportunity in one decade than previously occurred in 300 years. Instead of a backward state educationally Maryland is regarded as having one of the most progressive and leading state school systems of the country."

Mrs. Lucy W. Bennett concluded the series, Monday evening, March 17 by discussing Irish dramatists. Yeats, Lady Gregory, George Russell, known as AE, and Synge were discussed. The Abbey Theatre movement was another topic considered. George Bernard Shaw was given much discussion. One of his plays, "The Dark Lady of the Sonnets," was presented. The cast follows:

William Shakespeare, Flora Hankins

Queen Elizabeth, Catherine Spry
Maid-in-waiting, Dorothy Ward
Warder, Helen Robinson

As a final climax, and a fitting one came a presentation of "Cyrano de Bergerac," the film adapted from the play by Edmond Rostand. This was attended by friends of the school invited to see the picture. It was one of the pleasing social affairs of the school year.

HERE AND THERE

Miss Anne Matthews and the Misses Edith Towers, Ottalie Baker, Constance Clark, Thelma Donoway, and Margaret McAllister motored to Denton the afternoon of March 4, to give a program, Our Eastern Shore in Song and Story, for the Rotary Club and for the high school Parent-Teacher's Association.

Mr. T. J. Caruthers gave an address at the P. T. A. in Hurlock recently. The Misses Mary Frances Crowe and Virginia Dryden gave humorous readings at the same meeting.

ALUMNI NEWS

INTERESTS SENIORS

Heart Throbs from Dorchester

HELEN WINDSOR, class of '26, is still teaching at Galestown. This is Helen's fourth year in a rural school, and when offered a teaching position in a graded school, she stated, "I prefer teaching in a rural school." Helen is an ideal rural teacher.

DOROTHY O. DRYDEN, class of '27, is teaching Geography, English and Penmanship in East New Market. She advises those at S. N. S., who are working and perhaps asking what good will this be to me—"Never let one seatwork device pass your way without grasping it. Never let one suggestion or criticism from others, who perhaps can help you, go unheard. Never let pass one opportunity for participation in any social or educational activity in the school—it will help you to be a leader. Enjoy and cultivate as much as possible the worthy influences of the faculty. Those influences will come back to you when most needed."

LINNIE BELL GRAY, class of '27. Perhaps household duties prevented Linnie from sending a bit of news. However, we know that she was married at Thanksgiving and is still teaching at Elliotts.

MARY ANN BRADLEY, class of '27, attendance officer for Dorchester County, writes, "Each day, each week, and each month the work grows more interesting. Especially as I enjoy working with S. N. S. graduates, who are ever willing to try the new."

MARIAN BRINSFIELD, class of '28, is teaching her second year at Williamsburg. We do not know which will take Marian from the teaching profession, the Public Athletic League or matrimony.

EVELYN MOORE, class of '28, is teaching the Third, Fourth, and Fifth grades in Eldorado. Evelyn says standard tests certainly do not fail to show one up, but they also show one where to go and that certainly helps a lot.

ISABEL HASTINGS, class of '28, writes, "Every child in Lawson school realizes what irregular attendance means to the class, school, county and state. So far, we have won a book each month for making

(Continued on Page 3)

CARNEANS GIVE DANCE

When we, after graduation, look back over our Normal School days, it is not the rush and feverish haste of preparing for lessons, that we will remember; it is not the examinations, nor the fatigue at the end of the day. It is the times when we were together, when we were most carefree—looking our best and feeling our best—that will remain in our memories long after the others have fled.

That is why we will all remember February 21, the night when all loyal Carneans, bedecked, of course, in all their finery, stepped about to the rhythm of "St. James Infirmary Blues" and other tantalizing tunes. Green and yellow lights sent the Carnean colors over the dancers in a soft flood, green and yellow balloons swayed high overhead, and occasionally floated down, emitting loud reports; and as an accompaniment, under all was the insistent, stirring thump—thump, plunkety-plunk of the music. Lights and laughter, youth and merriment, liquidated by light-hearted repartee and the contents of the genial punch-bowl—all blended into one harmonious whole that will remain in our hearts, and help to make the name Carnean even more full of meaning than ever.

INTERESTING PLAY GIVEN

One of the most enjoyable programs given this year in assembly was a one-act play presented by the Senior I's and II's Modern Literature classes under the direction of Mrs. Lucy Bennett. The play, which was called the "Knave of Hearts," was based on the old familiar Mother Goose rhyme, "The Queen of Hearts." The purpose of it was, as Miss Adkins, the chairman of the group announced, to prove that the Knave of Hearts wasn't a knave after all.

The persons taking part in the play were: Miss Aline Adkins, the chairman of the group; Miss Constance Clark, who took the part of Violette, the Queen of Hearts; Miss Betty Holloway, the King of Hearts; Miss Betty Dallas, the chancellor, who grieved because he didn't have the "right to chance." Miss Mary Frances Crowe, who took the part of the Knave in place of Miss Anne Bonner; Miss Doris Cooper, who was the maid of the queen; and the Misses Agnes Mullen and Nellie Pahlman, who were the famous pastry cooks of the realm. The Misses Elizabeth Callahan, Alice Howeth, Dorothy Knotts, Edna Brasten, Viola Golt and Thelma Mister were the pages of the king and the Misses Martha Conner and Virginia Dryden took the parts of the heralds. The story of this fantastic little play holds a charm for all.

Violette seemed very lacking in the culinary arts, but very anxious to be the queen of the people, to ride on a white horse and receive graciously the compliments and shouts of the people, "Long live Violette, Queen of Hearts." However, it was very necessary, accord-

(Continued on Page 4)

FACULTY MEMBER ATTENDS N. E. A. CONVENTION

Thousands Meet in Interest of Education

"Education is life. This statement of the philosopher, which seemed so radical when first uttered, is now generally accepted. American education is engaged in the process of putting the ideal into practice. As we would have life, so must our education be." This was the theme of the recent National Education Association held at Atlantic City. Of the 15,000 educators of U. S. who attended the convention only one of our faculty, Miss Lurah Collins, was fortunate enough to be present.

We are indebted to Miss Collins for the material given in the following summary of the convention.

The convention was divided into several sectional meetings. At one of these meetings Hon. William John Cooper, U. S. Commissioner of Education, was the speaker. His subject was "Training Schools Tomorrow." The changing of the name of normal schools to Teachers' Colleges has been a long debated question. Prof. Cooper favors the Teachers' College. Normal is a French term adopted by the English but "Teachers' College" would identify the American institution. Finally the Teachers' College will be merged with the State University.

W. G. Brooks, Superintendent of Schools at Burlington, Iowa, was another speaker at one of the meetings. His topic was "The Grouping of Children." Mr. Brooks says that dull children are not happier when taken from the bright children. Also, bright children develop a superior attitude not altogether wholesome.

On Monday evening in the largest auditorium in the world Hon. Ruth Bryan Owens spoke to thousands who stood to do her honor. "Modern Politics in Relation to Education" was her subject. She says that modern politics has a great relation to education. She also gave a few points as to method for making history livable through plays, pageantry and pantomime. Educators must train the youth in the meaning of citizenship and the working of our government. "It is not so easy to understand a government that rests on us as to watch a symbol of other countries." She is seeking to do her part by taking 36 boys from 18 counties in Florida to Washington to study for one week our government. "There are two ships that we as educators must build—citizenship and statesman-ship. The building must go on like a cathedral—through many centuries."

Dr. Finley of the New York Times, formerly Commissioner of Education in New York, spoke to the Rural Education Group of which Miss Mabel Carney was chairman.

(Continued on Page 4)



The Holly Leaf



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MARCH, 1930

SCULPTORS OF LIFE

"Chisel in hand stood a sculptor boy,
With his marble block before him;
And his face lit up with a smile of joy
As an angel dream passed o'er him.
He carved that dream on the yielding stone
With many a sharp incision;
In heaven's own light the sculptor shone,
He had caught that angel vision.
Sculptors of life are we as we stand
With our lives uncarved before us,
Waiting the hour when, at God's command,
Our life dream passes o'er us.
Let us carve it, then, on the yielding stone,
With many a sharp incision;
Its heavenly beauty shall be our own;
Our lives, that angel vision."

Thus we see, we are all sculptors of life. We have our own life before us to carve as we will, but as teachers we have even a greater, graver responsibility. We have before us the lives of many innocent children. Do not we give them the tools with which they shape their lives? Let us, then, give them such tools with which to work, that theirs may be marked rather than marred manhood and womanhood.

HUMOR

Occasionally, we hear complaints concerning the lack of humor appearing in the Holly Leaf. It is our desire to put in this paper that which our readers will enjoy most. When we find that we have too much material, it is a difficult problem to know just what to cut out. We had thought humor was the least important thing in our paper and consequently was the first to be cut. Then, too, you will hear our readers say, "Oh, that joke is stale!" Do you really want a humor column? If so, will you help us to fill it? If you hear an original joke or read one you consider exceptionally good, write it down. We aim to please and will appreciate your help.

WANTED—VOICE OF STUDENTS

How can each organization elect next year's Senior officers without a conflict and place the most suitable in her office? Which organization should be given precedence of election dates? Yes, this is one old question. Will the Student Council of 1929 and 1930 settle it? We are going to try to come to some definite conclusion; this can be done only by having the opinion and heartiest co-operation of the Student Body. This is our one big question for discussion at our next February meeting. Let us have your ideas. We want the voice of the student body.

CATHERINE HUGHES
Secretary, Student Council

ARE YOU RECEIVING YOUR PAPERS?

Several rumors have come in to the Holly Leaf Staff of Alumni not receiving the papers subscribed to. If you have not received all of your papers, write in to the office; don't go tell your neighbor. She can't help you any. It is here that the mistake has been made and it is here that it should be corrected. If you have not received all of your issues or know of anyone who has not, please notify our business manager as soon as possible. Thank you.

THE EDITOR

THE TEACHING UNIT

(Continued from February issue)
In the February issue of this paper there appeared the preparation and presentation steps of a unit of work prepared by Misses Clark, Dallas, V. Dryden, and Holloway. The topic, "Shoes Worn by Americans," was developed according to the procedure advocated by Dr. Morrison and Miss Kelly. This issue of the paper presents a summary of the remainder of the unit. The students prepared sub-presentations for each main topic. Because of lack of space and doubt as to the need of sub-presentations for so short a unit, they have been omitted.

Assimilation

Topic: "Shoes Worn by Americans."

I. Materials used in shoes worn by Americans.
II. Places where materials are found.
III. Processes by which materials become shoes.
IV. Chief centers of production.
Bibliography for entire unit.
1. Allen, United States.
2. Allen, How We Live and Where.
3. Barrows and Parker, Journeys in Distant Lands.
4. Carpenter, The Clothes We Wear.
5. Brigham and McFarlane, Essentials in Geography. Book 1, Part 2.
6. Carpenter, How the World is Clothed.
7. Carpenter, New Geographical Readers, North America, South America, Africa, Australia, Europe, Asia.
8. Carpenter, Around the World with Children.
9. Frye, New Geography. Book 1.
10. Guiteau and Winter, Seeing America.
11. Knowlton, First Lessons in Geography.
12. Lefferts, Our Own United States.
13. Lamprey, The Alo Man.
14. Mirack and Holmes, Home Life Around the World.
15. Roehelcan, Industries.
16. Rugg, Industries and Trade Which Bind Nations Together. Part I.
17. Russell and Smith, Home Folks.
18. Tirbes and Wesley, Workers.
19. Encyclopedia Britannica. Page 830.
20. Compton's Pictured Encyclopedia, Volume 3. Making of Shoes. Volume 3. Page 3220-3223.
21. World Book, page 5097-5098; page 1233-1238; page 5419.
22. New International Encyclopedia, page 196-198; page 695-698; page 313-315.
23. Book of Knowledge, page 2670-2671; page 2260-2265; page 5343.
24. Pamphlet, The Story of Rubber by Goodyear Co.

I. Materials Used in Shoes Worn by Americans.
II. Places Where Materials Are Found.
a. Things to remember, (1) calf-skin, snake, alligator, crocodile, kid, rubber, cloth (satin, linen, canvas) and others. (2) Places where materials are found.
b. Illustrative material—shoes worn, samples of material, pictures of advertisements.
c. Procedure during assimilation of I and II.

1. Read references to find answers to definite questions.

2. Collect different kinds of materials.
3. Use bulletin board for picture collection.
4. Begin plans for movie-picture collection.
5. Drill through game called "Pretend."
6. Make resource map of world concerning shoe materials only.
7. Stories. (Original of animals that give skins for shoes.)
d. References especially useful for the above topics.
Numbers 1, 2, 6, 7, 8, 10, 12, 13, 14, 15, 18, 20.
III. Processes by Which Materials Become Shoes.
a. Things to remember—
1. Processes for skins and hides (tanneries)
2. Processes by which cotton, flax, and silk become shoes—cotton, linen and silk manufacturing.
3. Processes by which rubber becomes a part of shoes.
4. Shoe factories.
5. Improvements in shoe industry.
b. Procedures during assimilation of 2.

1. Use of pictures and maps found in all references.
2. Imaginary trips to places where materials are being prepared for manufacturing.
3. Booklet of advertisements of shoes.
4. Story of one kind of shoes.
5. Map showing lines of travel from places where materials are found—as fields of south to place where materials are prepared for manufacturing.
6. Sample product—map of shoe materials.
7. Continue work on movie.
c. Organization of this sub-topic.
1. Teacher puts large topics—1, 2, 3, etc., under a, on board. The pupils fill in sub-topics.
2. Teacher divides class into sections, each section filling in the sub-topic.
d. Recitation—
1. Each pupil tells the story of one kind of shoe.
e. Test is given—some informal type.

f. References especially useful for this topic—see numbers 5, 6, 11, 15, 17, 20, 21, 23, 24.
IV. Places Where Shoes are Manufactured.
a. Things to remember—names and location of Boston and Philadelphia; Massachusetts leads in the shoe industry in the United States.
b. Illustrative material—pictures of means of transportation, maps, globes.
c. Procedure during assimilation—
1. Map showing routes from factories to city.
2. Study railroads, roads and water routes.
3. List reasons for a particular city being the center of an industry.
4. Trace on map trips of a pair of shoes from a shoe center to Italy, to France, to Seattle, to Chicago, etc.

5. Complete movie.
d. References especially useful for this topic. See numbers 7, 9, 10.

Organization

During the class period pupils and teacher, working together, list the main topics on the blackboard. Pupils then fill in the sub-topics under each main heading. This is especially

POET'S CORNER

KEEP ON

Along the road a traveler walked
Seemingly foot-sore, tired and weary;
Her face was young but her shoulders were stooped,
Her face was smirched and her eyes teary.

At length she paused and stopped
to sit
On the ground, then pushed back
her hair
Dropped her head down on her hands
And reflected as she remained there.

Life had been easy for her so far
But now had come the pause,
When she must struggle for herself,
Adjust her living to other's laws.

At first it seemed too hard to do
But success comes not in one day
So the girl briskly picked herself up
And started again on her way.

Let us not be discouraged when
things go wrong
We all make mistakes—that's how
we learn

But let us push onward, and onward,
and on
Whether Fate's kind or whether
she's stern.

MARION OWENS '31



CONTRASTS

With upturned eyes I stand
To gaze amid the heights
Of azure mountain tops and peaks
And sprays of radiant lights.

Below the depths in dizzy roar,
Turmoils in eyes bent
Bring ceaseless of pain,
When feverish eyes are lent.

My soul within me cries in vain
For life is short and notched;
The pressure of the demons many,
But we with cheer are blotted.

A. BONNER '30



THE FLUFFY SNOWFALL

The snow has fallen through the night,
And drifting made snowbanks and mounds.
It came to make the whole world white,
This lovely, fluffy down!

It has made the children merry,
For now they play with sleds and skates
Until each nose is like a cherry.
Happy little playmates!

And if there is a crippled boy
Who is watching from his window,
God gave him the power to enjoy
The beauties of the snow.

GRADES IV AND V

Patapasco Neck School

important under III. Each pupil is assigned to develop in paragraph form one or more topics.

Recitation

Pupils tell the story of "Shoes Worn by Americans," as they present their movie to the upper grade children.

ALUMNI NEWS

INTERESTS SENIORS

(Continued from Page 1)

95 per cent or more. Our motto is: Make the best in attendance better."

MAUDE ESKRIDGE, class of '28, tells us, "Since September 1928, the pupils of my school have been striving for better attendance. This year their incentives were indeed inspiring, for not only did they want Wheatley's School to lead the one-room schools in the county, but they were also anxious to win the District Attendance Banner, which goes to the room making the highest per cent for any month. It was in November that these aims were realized, for Wheatley's School led with 100 per cent and won the banner."

MILDRED McALLISTER, class of '28, is teaching the primary grades at Wingate. We understand that Mildred, who is becoming a specialist in Social Science, is going to apply for a position as instructor of this subject at S. N. S.

ADELINE WHEEDLETON, class of '28, Adeline is outstanding in P. T. A. work. Early in the year she organized a P. T. A. at Wingate School. This is the first P. T. A., not only at this particular school, but also the first in all lower Dorchester.

SARA HURST, class of '28, is very fortunate or unfortunate in that she always gets a school with a small enrollment. Sara returned to Rhoadesdale this year, but was transferred to Egypt when Rhoadesdale was closed on account of the small enrollment. Egypt's enrollment is 10.

LOUISE McALLISTER, class of '28, Louise has thought and planned in units until the Cokesbury school is a perfect working unit of Young America.

MAURILLE INSLEY, class of '28, principal of a two room school at Taylors Island, tells us, "I have a very unusual Fourth grade comprised of 10 boys with 10 entirely different dispositions. I am so glad I learned something concerning individual differences and remedial measures at S. N. S."

BERTIE WHEATLEY, class of '28, teaching in a one-room school says, "When I think that the future of my pupils partly depends on my teaching, it inspires me to do the very best I can for them."

MARY BRATTEN, class of '28, is teaching in a one-room school at Linkwood. Mary says if one practices what she teaches, the results are much better. So, Mary journeys to Northern points occasionally for inspiration in journey geography.

DOROTHY VAUGHN, class of '28, came to Dorchester in September. She is teaching at Eccleston, one of the largest schools in the county. We think of Dorothy as the old woman who lived in the shoe. She has so many pupils—She hardly knows what to do.

ALTA HOGE, class of '28, teacher of primary room at Upper Island, one of the island schools in lower Dorchester. She is instructing children in the arts in the primary grades; the children are instructing her in the art of boat building.

LEONA BANNING, class of '29, teacher of Hoopersville School. Leona is one of those persons, who believes that experience is the best

POINTS OF VIEW

By DOROTHY KNOTTS

"I don't see what in the world you want to teach in that old rural school for," said Helen Wilson as she and her sister Anna had left their home one cold February morning to go to work.

"Well, Helen, you know we must commence at the bottom of the ladder if we ever wish to climb to the top and besides I enjoy working with people who appreciate what I do for them. I consider it my privilege to instill in the hearts of my children some of the knowledge and ideas of life you and I enjoy," Anna calmly replied, the last as though thinking aloud.

"I can't see it your way. Gee, I'm glad I have a warm, comfortable office in which to work. Here you have to build a fire in that horrid old stove. Why suppose the school should catch on fire! This is a dreadful morning."

"Why be so gloomy? If anything such as that should happen I expect to stay until the last child is out," said Anna; "that is my duty and I must answer its call."

"Gee, that's a wonderful spirit to possess. You must have a heart of gold."

Thus the two sisters parted each wishing the other the best of luck. Anna had a cold walk ahead of her but finally she arrived at the school. With the help of two large boys, she built a fire.

School opened promptly and all seemed to be running smoothly until Billy Messick, a 10 o'clock scholar, arrived.

"Oh! Miss Wilson," he exclaimed in a frightened tone, "the school's on fire."

One cannot imagine the feeling of this little teacher.

The school was burning rapidly, but with quick thought and action she had each child march out while two boys had been sent to town for help.

As the last little boy filed through the door, a section of the roof fell and it was then that Anna collapsed as a portion of the burning beam struck her.

"Oh, I saved them," was all she could say. "Did I save them?"

"Yes," answered some gentle voice, "you saved them. Everything is all right."

Anna was carried home bearing a constant reminder of the tragedy, which was a severely burned arm.

"What has happened?" asked Helen as if in a frenzy, as she came into the house.

"Nothing," replied her father. "Anna has just been burned a little from the fire she had at her school." "Oh! Oh! I knew something would happen."

"Yes, something did happen; she saved the lives of her 19 pupils," replied father.

"Could I have answered duty's call as did she?" breathed the unhappy sister.

teacher. This experience in regard to discipline plus the training received at S. N. S. will no doubt make her an advisor in "Disciplinary Problems." It has been told that Leona made this remark to her supervisor, "These children are go-

(Continued on Page 4)

INTERVIEWS

Our Historic Eastern Shore

ROYAL OAK

Talbot County was once the scene of the liveliest war activity. There were many exciting events which took place during the war of 1812. One of these is closely related to the history of Royal Oak.

During the war of 1812, the British fleet came up the Chesapeake with the determination to attack the town of St. Michaels. They were hoping to destroy not only the important shipyards of St. Michaels, but also the military base of the entire section of the state which was causing the British to aim their shots so high that the major part of them passed harmlessly over the town. When the shots lodged into this tree it was immediately named "Royal Oak" and the village became known by that name.

General Benson had been sent with 500 soldiers to St. Michaels. They constructed a fort on Parrott's Point, which was at the point of the inner harbor. They had little equipment to carry on successful battle; nevertheless, they faced the situation bravely.

On August 9, 1813, the struggle began. There was a heavy mist. Darkness had scarcely fallen when 300 soldiers of the British fleet proceeded up the river. Once above the Parrott's Point Fort, they crossed the river with the intention of landing. The beach was of such a nature that the barges could not be landed so the English formed ranks in the shallow water.

Terrified by the sudden appearance of so many trained troops, many of the men fled. Just three men remained at the fort. There was just one gun left, so they rolled it in place and collected some scrap iron wrapped with rope and charged. The British had believed the fort empty, so a great slaughter followed in which the British were defeated. The next day, they made one more attempt to enter the harbor, but were foiled by a log boom.

LOST—SCHOOL SPIRIT

Why is everyone trying to imitate the "Great Stone Face"? Why doesn't the sun turn them into bright smiles? If you are almost drowned in a flood of homesick tears, "Let a Smile Be Your Umbrella," keep "Smiling Through" and sing even if you are "Singing In the Rain." What's the use of just "Painting The Clouds with Sunshine," why not turn them inside out and show the silver lining? Even though there's no place like "Home Sweet Home," there comes a time when we must stop "Drifting Back to Dreamland" and realize "There's a School On the Eastern Shore" where "Me and My Shadow" will find happiness with that "Old Gang O'Mine," so Caesar so efficient? Compare with the reason for Alexander's greatness, "Let Us Be Gay."

DOLORES JONES

CAESAR'S WAR IN GAUL

One of the most responsive lessons which I have had this year was a Sixth grade history lesson in which the class discussed Caesar's War in Gaul.

For preparation the pupils were aided by this question: "What made Caesar so efficient? Compare with the reason for Alexander's greatness, 'Let Us Be Gay.'"

The discussion was centered around these three points:

1. Locate Gaul.
2. The conquest of Gaul was harder than that of the East. Why?
3. Discuss the engines of war, army, and camps.

The text which the Sixth grade uses is, "Our Ancestors in Europe" schoolroom. At the beginning of the year, three of the teachers in our school were finding the same problem: Pupils were bringing to school lesson was a study and discussion of books which were not suitable for the methods of attack which Caesar them to read. That was before the school library was opened for it was to be changed and enlarged this Since we had no sandtable we had

What does the normal need most? This is a question about which many are thinking. We have asked a few leading students for their views on the subject.

Viola Golt, president of the Student Council, says that more appreciation of school, and of sportsmanship in work and play are needed to make the school represent all it should. It is assumed as a matter of course that all connected with the school possess these qualities to a certain degree, but the point is that these same qualities should be accented.

When the question was "popped" to her, Flora Hankins, president of the Home Association, replied that the school was lacking in co-operation, loyalty, enthusiasm, and above all, PEP. Perhaps if all the school co-operated in activities, the other factors—loyalty, enthusiasm and pep—would be manifested.

Ruth Scott, president of the Bag-lean society, asserts that we need loyalty, sportsmanship, and a deep appreciation for the normal school, which is, perhaps expressed a little stronger, Miss Golt's declaration. Do you agree with them?

Another suggestion is presented by Constance Clark, president of the Carneau society. Miss Clark brings forth the idea of having more social activities over the week ends so that so many will not make weekly trips to their nearby homes. In other words, Miss Clark advocates more dances, parties, and other entertainments on Friday and Saturday nights when the students have more time for play.

The president of the Glee Club, Mary Lou Taylor, believes that the students should show more school spirit. She responds to the question by saying, "All of us should boost and show the school respect in every possible way." Is she right?

Certainly all of these people are agreed in this: The normal school students need a jar to realize more keenly the necessity for co-operating and showing everyone that we have more school spirit, than we have been demonstrating. No doubt we'll be able to secure and to publish views of presidents of other groups next month.

to make one from a table which we had. This is nearly finished and we need only a little sand. We are now ready to show the formation of a Roman camp.

It was certainly interesting to watch the enthusiasm of the class as the pupils brought in many points by the discussion of the methods which made Caesar the all-important Roman general. The Fifth grade became interested in the lesson and several offered to help work on the sandtable and to bring materials.

DOLORES JONES

A CHINESE UNIT

This is one lesson from a Unit on China following the "Morrison plan."

Problem: "How the People of China Live"—(home, dress, food, schools, games, occupations, transportation, customs, holidays, religion.)

References:
Andrews, Seven Little Sisters, p. 57-70.

Carpenter, Asia p. 102-111-123-128.
(Continued on Page 4)

FACULTY MEMBER AT-

TENDS N. E. A. CONVENTION

(Continued from Page 1)

He sought to answer the question, "What is there inherent to farm life?" by saying, "It is the presence of the Creator of all things. One has to deal directly with the Eternal. The fields are full of mystery and—flowers. The Almighty is dependent on man to help with his plans. It is as great an art to develop a perfect agricultural product as to make the Parthenon."

Secretary of Interior, Ray Lyman, and formerly president of Leland Stanford University, said in his "Anticipation of Future Needs" that character building and personality should be the outstanding aims of education.

Talent of the 2,000 children of Atlantic City schools and the skill and co-operation of their teachers was shown by an elaborate pageant planned under the auspices of the New Jersey State Teachers' Association. The pageant, an allegory called "An Adventure of Education in the Kingdom. The King of Hearts in the Realm of Leisure," brought helped her upon the throne. Violetta out the striking truth of the title. "Time wasted is existence; used, is life."

The Teacher's College dinner was an important affair for those former students, faculty, and present faculty. One fifth of the important educators of the world come from Teachers' College alone. Dean Russell warned them to keep the democratic force in education. Other important speakers were Mrs. Hollinsworth, Prof. Cubberly and Dean Russell Emeritus. Professor Fretwell led a group of college songs that inspired all.

Indeed one who attended the meeting came back inspired, feeling that:

"Life is idealistic: Education must aim high.

"Life is friendly: Education must develop a social spirit.

"Life is dynamic: Education must move forward aggressively.

"Life is practical: Education must be efficient.

"Life is recreative: Education must train for leisure.

"Life is progressive: Education must adjust itself to new needs.

"Life is co-operative: Education must itself co-operate."

ALUMNI NEWS

INTERESTS SENIORS

(Continued from Page 3)

ing to behave if I don't teach them a darn thing."

WYONA TODD, class of '29, who is teaching at Gootees, asks, "How is everything at S. N. S.? I get so homesick for the good times I had there. You really don't appreciate the place until you are gone from it forever."

ROBERT SMITH, class of '29, came to Dorchester in January as principal of Upper Island two-room school. As a disciplinarian Robert fills the bill.

ALINE BROWN, class of '29, who is teaching primary grades at Taylors Island, writes, "I have found that much of the training received at S. N. S. has really been worthwhile."

MARGARET DENSON, class of '29, just came to Dorchester in Jan-

uary but she has already sung her way into our hearts and has charge of all the music at Vienna in grades four to seven.

INTERESTING PLAY GIVEN

(Continued from Page 1)

ing to the constitution, for the queen to be a great pastry cook. Violetta prepared some terrible raspberry tarts. The Knave entered into the scene of tragedy and formed a plan whereby he was to take the tarts made by Violetta and substitute the tarts made by his excellent wife. But before he could return with them the impatient king came back demanding that his cooks sample the pastry. The tarts were gone! Everyone realized that the absent Knave had stolen them. Soon he returned, bringing the tarts, and admitted the crime. He was helped out of his difficulty by Violetta and was given only 20 lashes and commanded the pastry cook had tasted the tarts and the whole household were marveling at their excellence. They proclaimed Violetta the greatest cook called "An Adventure of Education in the Kingdom. The King of Hearts in the Realm of Leisure," brought helped her upon the throne. Violetta out the striking truth of the title. "Time wasted is existence; used, is life."

Queen of Hearts, wife of the noble King of Hearts.

A Chinese Unit

(Continued from Page 3)

Lee, When I Was a Boy in China, I p. 7-92.

Allen, The New Europe, p. 365-374.

Smith, Human Geog., p. 313-316.

Tarr and McMurry, New Geog., Bk. II p. 362-364.

McMurry and Parkins, Elementary Geography, p. 272-276.

First of all we had a quiz, or as we called it, the exploration. The presentation followed, which was the teacher's acquainting the children with the whole unit. This required checking and reteaching. The guide sheet was then put in the hands of the children. It contained the topics or problems to be studied and the list of references for each one. The next step was the real one for it was the Study. The children used references. After reading the references the book was closed and only the important things put in outline form in the pupil's notebooks. This required several class periods. Next came the organization or summarization of all the material. Then the floor talks or recitation period was the real essence of the whole study. These were well condensed and intensely interesting for the children were "chuck full of the subject-matter."

The whole plan is new and novel in Baltimore County, but I think it is very good even though it does require work and real work. I believe the children will know more geography.

Dot Powell in Rural Soc. class, (the subject being discussed was superstition of people) asked, "When people say that certain crops should be planted by the light of the moon, does that mean they plant things at night?"

Carnean Pep Meeting in 113" Ella: "Miss Hankins, did she say 'corn beef and cabbage in 113?'"

THE SOUTH SEA

ISLAND MYSTERY

III—The Map

The boys were puzzled by the piece of paper they found. All of the letters except the last one, e, were light.

"I'll bet I know an explanation," remarked Dick. "These letters and symbols come in order. First comes a letter, then a number."

"Gee, Dick, you're a wonder!" "Look! Here's a, here's b, here's c—say, where's that charcoal?" "What are you going to do?" asked Calvin.

"You just wait and see!" Dick took the charcoal and drew a line from a to b, from b to c, and so on. "Notice that none of the lines cross?"

"I see now this is a clue!"

"Clue nothing! This is real evidence. Do you know what I think this is? A map!"

"What!"

"See how these lines shape like a map? It ends with e and begins with b. E stands for end and b for beginning."

"Let's start work at once!"

"Wait a minute. Let me think. I believe—"

Jack was leaning against the wall which suddenly gave way with him. "Help!" he yelled, the echo rounding the place like a peal of thunder.

"How far down is it? Maybe we can reach you." All thoughts about the map left Dick.

"I don't know! I can't see!"

"It's not over your head because I've got hold of your hair."

"Get the torches and we'll all go down and explore."

The boys kept the torches behind a rock at the end of Mystery Path. Calvin made a mistake and pulled the wrong rock. Suddenly, instead of coming up, it fell down and he was in as bad a situation as Jack. He began to explore and finally saw a light carried by one of the others. Calvin quickly told his adventure. Meanwhile they kept on exploring. Toward the other end of Mystery Path Jack stumbled over something. Close inspection disclosed a trunk not at all unlike the other one. They quickly opened it and found it full of pearls.

"Say, how did you—What was that noise?" They all listened.

"Just your imagin—No! There it goes again!"

They covered everything just as they found it, including the opening to the cave. They went outside and, to their amazement, saw the cruiser, "Martha" of which Dick's father was captain. The boys went on board and Dick told their story. Soon the pearls were loaded and then, when everything was going nicely—

"Dick! Dick! Get up! It's after time for you to go to school! You've been talking about 'cave' in your sleep all night."

It was Dick's mother. The wonderful adventure was only—a dream! The end.

HENRY WHITE, Grade 7

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THRIFT

The following article was prepared as part of program given in January by the upper grades.

I am Thrift. The reason I am here today is to celebrate the anniversary of Benjamin Franklin's birthday. He was a great believer in thrift.

Do you know what the meaning of thrift is? To many people it means saving things, especially money.

There are many ways beside saving money to be thrifty. Laying aside a few cents each week does not necessarily make one a thrifty person. Thrift doesn't mean always saving things; it also means using them wisely. You should take care of school and school property. If you don't your parents will have to pay more taxes to replace them. Do you waste the paper that is given you? If you write on one side of the paper and spoil it, use the other side.

Saving health is another thrift problem. Do you always turn on the lights when days are dark? Do you change your tennis shoes when you go out-of-doors? Do you get enough sleep?

Do you waste time when there are other things you should be doing? Maybe you are behind in your multiplication tables. Get someone to drill you on your flash cards, because you want to be up with the others in Arithmetic. If you don't some day you'll have to stay home from a party drilling on your Arithmetic while your friends are having fun.

Are you thrifty with your clothes? Don't let the heels of your shoes be run over. Have them repaired. Don't throw your sweaters around. Be thrifty!

LESLIE PURNELL, Grade 7

OUR ACTIVITY

We are planning to entertain the Third and Fourth grades.

On our sandtable we are making a scene of Tree-dwellers and Cave-men. We made the people, animals, and caves of clay. We have trees also. Some of the animals are hyenas, sabre-tooth tigers, wild hogs, rhinoceroses, a hippopotamus and a mammoth.

We have written paragraphs about the life of these people who lived long, long ago. The ones who wrote the best paragraphs and stories will read them to our visitors.

We hope they will enjoy our program.

GRADES 1 AND 2

A TREE-DWELLER

One day a Tree-dweller went to hunt for some food. While he was hunting he heard something. What do you think it was? It was a lion. When the man saw it he ran so fast that he almost fell down. When

he was up in the tree he was happy again. That is what he always did when he saw a fierce animal.

REBECCA PUSEY, Grade 2

A CAVE-BOY

One day a little cave-boy was in the woods with his torch. He was looking for food. He heard something that sounded like a fierce animal. So he stood still and held his torch high. The animal ran away. Soon he found some berries. Then he was happy.

ANN LONG, Grade 2

THE CAVE-MAN'S NEW HOME

Once a cave-man and his family started out to find a new home. The next day they came to a cave. Inside of it were baby tigers. The mother said, "We will go back,"

But the father said, "No!"

They all climbed upon the top. After a while the mother tiger came home. The people up on the top of the cave threw their clubs and stones. The tiger was killed. They had a feast in their new home.

REESE HARVEY, Grade 2

BOBBIE SQUIRREL'S DREAM

Bobbie Squirrel was on his doorstep crying. March Wind came through the forest. He said, "Bobbie, why are you crying?"

Bobbie said, "Mother has gone away, I am lonesome."

March Wind said, "Come up into the clouds and stay with me. Then you can play with the raindrops and sunbeams." Then March Wind carried him through the breeze.

When they got there Bobbie said, "I like it here."

After a while he wanted to see his mother. By and by he saw a kite flying gayly by. "Oh, little kite, please carry me home." When he stepped on the kite he was so heavy he fell through it and all the way down to the ground—bump!

When he opened his eyes he was in his own home in the tree. He ran to his mother and told her all about his dream.

ANNE BLOXOM, Grade 2

IN THE SPRING

One morning in the spring a bear was walking in the fields. He wanted some honey. The wind was blowing, the grass was swaying, and little flowers were blooming. Bees were flying about. He knew they were getting honey. He felt happy because soon there would be plenty of sweet food.

BETTY HANDY, Grade 2

SPRING IS HERE

Do you know when spring has come? Pussywillow is the first to burst out from under its overcoat. The many little buds, purple violets, and yellow daffodils peep out to see the big round sun that is shining so brightly. The birds are coming back from the south to build their nests in the swaying trees. The frogs are coming out of their muddy homes and are croaking so loudly to awaken many families of Mother Nature. I think spring is the best season of the year, don't you?

BROOKE BUTT, Grade 3