

INTERPRETATIVE ART PROGRAM CONCLUDES LECTURE SERIES

Modern Trends in Education,
Art, and Thought Were
Subjects Discussed

To the student of the trends of modern life and to all those who had not previously given the matter a thought, the series of faculty lectures during the past month must have been exceedingly interesting. Beginning on February 16 with a discussion of modern trends in education by Dr. W. J. Holloway and including further discussions of modern art by Miss Lurah D. Collins, modern thought by Miss Virginia Harwood, and modern interpretative art by Miss Helen Jamart and Miss Gladys E. Feidler, many new ideas were brought out which can not fail to stimulate the minds of the audience.

In his lecture, Dr. Holloway brought out many very interesting as well as very important trends in modern education. Modern theory is good, due to the influence of the new psychology, which deals with a knowledge of child nature and needs, laws of learning and objective measurement. Practice lags because of conservatism on the part of the principal and teachers who lack thorough knowledge and moral courage, and conservatism in the patrons who are influenced by tradition.

The first trend emphasized was publicity. Administrators recognize the value of keeping the public informed. A typical form of publicity is that afforded by the N. E. A. Journal. The second trend is the revised high school curriculum. The number of young people in high schools today is 5,000,000; this number will, in all probability, be doubled in this decade as those in the past have been. This growth is no doubt due to the changes in the high school curriculum, such as the admission of Music, Household Arts, Vocational Training and the omission of certain outgrown subjects. The third trend is the attention to the individual child. The fourth is the revised elementary school curriculum, with its economy of time, individual school courses, objective measurements, and other helps. The fifth is the lengthening of the school term from 161 days in 1920 to 170 days in 1928. The sixth is the efforts being made to evaluate theories by experimenting to find what best suits the needs of each teacher. The next is adult education by radio, travel, etc., and the last trend is in salary. To conclude, Dr. Holloway stated that we are now in the midst of an educational revolution which is slow but certain and urged us to welcome it as a golden opportunity.

The second of the series of talks was given by Miss Lurah D. Collins on the subject of "Modern Art." In connection with her subject, Miss Collins had worked out a valuable

WON PLACES IN POPULARITY CONTEST



MISS OLIVIA THOMPSON
"Best Athlete"



MISS CATHERINE SPRY
"Most Beautiful"



MISS BETTY WRIGHT
"Most Literary"

CONTEST RESULTS PLEASING PRINCIPALS' CONFERENCES

The much-thought-about and talked-about Popularity Contest has at last come to a satisfactory close. The following things are the standards which, to the best of the students' knowledge, the chosen girls represent.

- Most beautiful—
- Is pretty without artificial make-up.
- Well proportioned figure.
- Good complexion.
- Dresses neatly and becomingly.
- Possesses charm.
- Most literary—
- Has an appreciation for the finer things in literature.
- Can make an impromptu talk.
- Can preside over a meeting.
- Can write an article which is correct in form and diction.
- Best athlete—
- Is a member of the Athletic Association.
- Is a member of at least one team.
- Helps to advance the athletic interest of the school.
- Attends practice uncomplainingly when summoned.
- Plays the game fairly.
- Exhibits good sportsmanship.

In our last issue we announced that Miss Edith Towers was selected as being Miss S. N. S. We are now able to publish the full results of the popularity contest, which are as follows: Miss Catherine Spry was chosen "Most Beautiful"; Miss Betty Wright, "Most Literary," and Miss Olivia Thompson, "Best Athlete."

Congratulations to you! We are more than glad to give worthwhile candidates such an honor.

That Miss Spry has not as yet been named "Miss America," and Miss Wright has not written her "Outline of History," nor has Miss Thompson received first honors in the Olympic games, is no reason to say we are not equally as proud of them as if they had. No one can tell what the future holds for them, but we do know that our school expects lots from them.

collection of modern art which was on display in the lobby. Many of the audience are grateful to Miss Collins for the very interesting and helpful information that she gave concerning art and the part it plays in modern life. The slides used to illustrate certain points during the lecture were also greatly enjoyed.

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WILL BE HELD HERE

On Wednesday, March 25, S. N. S. was again the scene of action of the Regional Principals' Conferences. These conferences included the high school principals from Anne Arundel, Worcester, Dorchester, Somerset and Wicomico counties, and were conducted by Mr. E. Clarke Fontaine, state supervisor of high schools. The general topic as announced is "Education—a Long-Term Investment by the State"; the reference given as the basis for discussion is Briggs, "The Great Investment."

The conferences will include discussions led by at least one principal from each county represented. These principals are: Mr. Harold B. Scarborough, Berlin, Worcester county; Mr. L. Tod Motley, Glen Burnie, Anne Arundel county; Mr. Wm. R. Sowers, Harlock, Dorchester county; Mr. Dorsey Donoho, Marion, Somerset county; Mr. C. H. Cordrey, Wicomico High, Wicomico county; and Mr. G. Ewell Dryden, Stockton, Worcester county. Each principal will discuss some aspect of modern education as brought out in the reference.

Lunch was served to the visitors through the courtesy of S. N. S.

MRS. WOOD GUEST OF SCHOOL

The week of March 11, 12 and 13 was a very busy week for the Parent Teacher Association of Wicomico county. Mrs. Margaret Wells Wood of the Division of Educational Measures of the American Social Hygiene Association visited and lectured in Salisbury on the above dates. During her stay she was the guest of the Norman School.

Those interested in the work of the Parent Teacher Associations attended the Wednesday evening meeting at 8 o'clock in the new Wicomico High School auditorium. Her subject was, "Problems Your Child Is Facing." On Thursday Mrs. Wood spoke to parents at 10 a. m. and to the students at 2:40 p. m. in the Normal School auditorium. She answered questions and helped give instruction to those interested in the subject of Boy-Girl Guidance. Luncheon was served at S. N. S. to the visiting delegates.

The program was sponsored by the local Parent Teacher Associations. The officials feel that the meetings were beneficial.

MR. BROOKS IS GUEST

OF THE GRANGE

On Monday night, February 23, the Student Grange had the honor of entertaining one of the outstanding Grangers, Mr. Roy Brooks, the state overseer and organizer. As soon as the business of the evening was transacted the social program and was given, then refreshments were served.

At this meeting it was suggested that the Grange have a dance. From the discussion which followed it seemed as though the entire group liked the idea. The motion was made and carried that we have the dance if it could be arranged without jeopardizing the success of the annual historical pilgrimage.

Mr. Brooks' presence at this meeting meant so much to us. His statement at the end of the meeting was, "I have been favorably impressed with the entire proceedings of this meeting. Particularly do I admire the spirit of the workers and congratulate you upon your splendid achievement in adding so many new members and the excellent manner in which you do your ritualistic work."

The program was in charge of the lecturer. It was as follows:

- Song, America, the Beautiful
- Reading, "The Grave of Washington" by Stella Hutchison
- Solo, "Danny Boy," by Mary Woolston
- Play, "Poor, Dear Mamma," by Marguerite Short, Florence Wimbrow, Frances Insley
- Duet, "The Home Road," by Edith Towers and Gladys Brohawn
- Song, "Yankee Doodle," group.

JESTERS COMING!

Another treat is in store for the students and friends of S. N. S. (What a wonderful thing it is, to be the herald of good times that are coming!) This time it is the Western Maryland Jesters, coming on March 27. Those who attended the performance last year can testify in regard to the program.

The Jesters, as the members of the Western Maryland Glee Club are generally known, never fail to please with their program of music and theatricals.

This year they will be presented to the public under the auspices of the Senior class, who hope that as many as possible will attend.

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JUNE JOYANCE PLANS ARE UNDER WAY BY PARENT-TEACHERS

Series of Meetings on Use of
Out-of-School Experiences
In Teaching Concluded

The program of the last P. T. A. meeting of the Normal Elementary School completed the series of meetings on the question, "How can a teacher use the out-of-school educational experiences of the children as a means of teaching the required subjects in the grades?" The principal speakers of the evening were the Misses Lillian Parker and Margaret Weant, teachers in the Campus School. Miss Parker's part of the question was the use of out-of-school experiences in primary Language, while Miss Weant treated the use of experiences in upper grade Arithmetic.

The announcement that the "Jungle Gym" play ground equipment had arrived and was being installed pleased every one. May 29, is was announced, is to be the date of the elementary play and June 4 that of June Joyance. Committees for the June Joyance were announced as follows: Decoration, Mrs. A. M. Ball, chairman, Mrs. W. W. Gavin and Mrs. Nock; Fish Pond, Mrs. R. A. Brown, chairman, Mrs. R. R. Purnell, Mrs. E. R. White, Jr.; Tickets, Mrs. Reese Harvey, chairman, Mrs. T. J. Caruthers, Miss Helen Jamart; Candy, Mrs. Cornelius Bunting, chairman, Mrs. Fulton Allen, Mrs. John T. Holt; Parcel Post, Mrs. J. C. Lorraine, Mrs. Alex T. Grier, Mrs. Conrad O. Long, Mrs. Curtis W. Long and Mrs. E. Wilson Booth; Short Cake, Mrs. Guy Harmon chairman, Mrs. William Smith, Mrs. W. J. Holloway, Mrs. Joseph Bloxom, Mrs. William Handy; Flower Booth, Mrs. Hunter Mann, chairman, Mrs. DeWitt C. Flannagan; Novelties, Dance, Mrs. Albert Allen, chairman, Miss Helen Jamart, Miss Lillian Parker, Mrs. Nicholas Riffin, Mrs. Arthur Ward; Cold Drinks and Ice Cream, Mrs. Norman Elzey, chairman, Mrs. Eugene Messick, Mrs. Ray Smith, Mrs. R. A. Phillips, Mrs. Wright Barnes, chairman, Mrs. D. C. Flannagan; Construction Committee, Mr. Richardson; Novelty, Mrs. A. B. Hodges, chairman, Mrs. Wm. B. Tilgham, Jr., Mrs. N. E. Shakespeare, Mrs. Levin C. Bailey.

SOCIETIES HOLD CONTEST

Puff Balls, by Christine Chaundeler, Elsie Gibbs.

A Bear Story, by James Whitcomb Riley, Dorothy Clow.

Stories for Intermediate Grades
The Happy Prince, by Oscar Wilde, Arlene Gale

The Nightingale, by Hans Christian Anderson, Mabel Spence

Stories for Upper Grades
The Little Lane Prince, by Mulock, Dorothy Scott

The Famous Jumping Frog, by Samuel L. Clemens, Margaret Sherwood.



The Holly Leaf



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MARCH, 1931

A THOUGHT

A thought is perhaps never absolutely a new thing, but the variety of thoughts usually interests the average reader. We as thinkers generally pay great attention to those things of social or political importance that are closely related to us or that seem especially pleasing to us, but there are some other things that so greatly influence our lives which we take as matter of fact incidents, it seems. One of these problems that press for solution at the present is the continuation or further existence of our Holly Leaf.

The Holly Leaf during the past year and years has presented to its readers the best and most beneficial material available. The Holly Leaf Staff is composed of some of the most efficient persons in the school who labor long and hard to bring to the school a pleasing, attractive, and interesting publication. The staff has been seen many, many times working after school hours and during the study hours while others were enjoying themselves. The staff was sacrificing its time and interests to make its fellow students happy.

What have we as students done to co-operate in the smallest way with the staff? When asked for contributions, do we say, "I can," or "I can't," "I'll try," or "I don't have the time?" Have we even been to the staff after a recent publication and said, "I like your paper," or "It was a good edition this month?" Is the paper a part of the students, or does it belong to a small group of girls? Do we want the paper anymore, or should we discontinue it? That is the question before us.

Did the delegates whom we sent to New York receive any worthwhile hints or ideas on paper-making that will profit our school, or was it merely a pleasure trip for them? How do you feel about it? What did you get from their reports? Will our paper be better? But, may I ask, how can it be any better, if the entire school does not lend a helping hand. The staff, of course, has ideas, but like everything else, the supply will sometime become exhausted.

The surprising thing about the situation is that the staff is not complaining but bravely and valiantly continues to try to reach its goal. Do you feel right about it from the viewpoint of conscience? Don't you think you'd enjoy seeing an article in the paper with your own name in black and white? Aren't you willing to share your knowledge, your individuality and originality, and your wit with someone else?

Come on, girls, let's not be selfish. That attitude is unpopular. We have literary ability in the student body. Shall we permit ourselves to be accused of hiding our light? Let's make our Holly Leaf the best paper of all schools on our level. Are you willing? Shall we try? I challenge YOU—Will YOU pick up the pen?

DREAMS DO COME TRUE

When I was home last week end I visited a teacher friend of mine. Pasted on the shade of a very pretty lamp which graces her desk are four printed words: "Dreams Do come True."

If that isn't a sermon in a flash, I'd like to know what is. The thing impressed me, I haven't been able to forget those words since I saw them. Happening to know something of the private life of my friend, I realize the faith and the courage—The working, never-give-up spirit of confidence in herself and in her destiny—that prompted her to put that little clipping where she could see it often.

Dreams do come true. Yes, if you hold on to them and believe they will.

Thomas Edison was a country telegrapher, but he longed to be an inventor, and he kept thinking of the day when he could give to the world his dreams.

When Christopher Columbus suggested that the earth might be circular he had to listen to the mob: "This flat earth is satisfactory—we don't care for a round earth." But he dreamed on and proved his dreams were real.

When Robert Fulton suggested steam power for boats, even the theologians were against combining fire and water which the Creator had separated. But he carried his dreams forward to the service of mankind.

DR. HOLLOWAY ADDRESSES NORMAL ELEMENTARY CURRICULUM CLASS SCHOOL GIVES PROGRAM

Something very different from the general trend of recitations was enjoyed by the Curriculum Organization classes recently when Dr. Holloway addressed the group. Following the method of calling for questions from the group, then discussing points not previously touched on, many questions which had troubled the class at large were settled.

Two questions which had disturbed the classes were: "What is subject matter?" "Where does it reside when not in use?" In treating the nature of subject matter and its place in the curriculum, the speaker also discussed the meaning and significance of the familiar but often misconstrued terms, study, learn and teach. Briefly, our thinking is governed by the stream of consciousness and the operation of the law of the association of ideas. When the orderly flow of the stream of consciousness is interrupted, or when any form of activity, physical or intellectual, is blocked there is annoyance, discomfort, dissatisfaction and an effort made to discover the cause of the difficulty, to solve the problem that has arisen.

Study is what one does in the effort to find out why the activity was blocked or interrupted, how the difficulty may be removed and the activity set in motion again. Subject matter is what is attended to while studying, what you learn when you study. This is intrinsic, because the student felt a need for it, because it solved his own personal vital problem, because it helped him overcome a felt difficulty. Learn is what one does in acquiring this subject matter, through studying, so as to enable the activity to get going again. To learn is to acquire a new "way-of-believing," a new "behavior pattern." The measure of learning is the effect on conduct. One acts differently or is able to act differently as a result of learning and unless this result is achieved, studying is ineffectual and teaching is wasted effort.

Subject matter is not necessarily that which is printed in books. There was subject matter long before books were thought of. It is really the materials of thinking we have aroused to meet a felt need. When not in use it resides, not in books on the library shelf, but in that part of the brain known as neurons. All subject matter was first studied as intrinsic subject matter. Then, because in a given situation a certain kind of subject matter is found to work, that is, the activity going again, it is preserved and then prescribed to others, whether others feel a need for it or not, such a need arising from a blocked activity. Subject matter on in the counties of Maryland at so prescribed is extrinsic. To the extent you teach this extrinsic subject matter you have the gang spirit, the teacher on the one hand determined to have a task performed (lesson learned), and the class, on the other hand, determined to get out of it. The class studies how to get around the teacher, which is their intrinsic subject matter. The chief job of the teacher is, through motivation of school work, to convert the extrinsic subject matter of the curriculum into subject matter, experiences, activities, which are intrinsic to the children.

The net point of discussion was "Who shall make the curriculum?" According to all the modern educators, the teacher should have a definite part in this. As to the logical and psychological arrangement of the curriculum, there is little to be said. The formal curriculum is arranged logically and presented as the needs of the children dictate—that is, psychologically.

The last big question was how to get a course of study. There are two ways: (1) Require each county to make one and pick our similar elements in all for state goals. (2) Make a general state course of minimum essentials for all schools, and have each county add things in common with its needs, or general characteristics.

In conclusion, Dr. Holloway gave in a few words the aims of our course in Curriculum Organization. They are to develop in students an understanding of the elements of curriculum making, and a sympathetic attitude toward the course or, not, such a need arising from a blocked activity. Subject matter on in the counties of Maryland at so prescribed is extrinsic. To the present time.

Dreams do come true. Yours will if they are practical dreams, dreams of value to your fellowmen and fellowwomen. Keep dreaming. But don't forget to keep working too. Never lose sight of your ideal—make it a part of your every waking moment—and when you go to sleep, let your sub-consciousness weave the threads of your visions into the pattern of realization.

Make fast to your dreams and tie tight. Never let go. When discouragement tries to get a foothold kick it out of your mind. Dreams do come true if their coming true is of use in God's great scheme. We as normal students preparing for teachers should, as we hustle onward, vision bigger things.

NELLIE WRIGHT, JR. III

POET'S CORNER

DAINTINESS

Her small feet move with ease and grace,
She has a dress of woven lace;
Around the fields she trips and sings
No sweeter song could any one bring.

Oh! how I envy this lovely friend,
Her dress with nature always blends.

But me, I never am in place,
With frims or frills or woven lace.

She dances so beautifully, too,
Such a creature is never blue!
If we were half as gay as she,
A wonderful world this would be.

Now after this, give me her name,
I'll tell you—it's of noted fame,
Where she plays her home is near,
You all know her name—the killdeer.

COMMUNION

No wine or bread is passed,
No words are said,
The sky is darkening overhead,
Yet one brief moment gives to me
Silently,
Communion.

No organ peals its tones,
No prayer is made,
Yet pine trees in the glade
Bespeak the majesty,
The symphony
Of Union. —Anonymous

SILLOAM'S SCHOOL STORE

Would you like to know how to teach Arithmetic, Language, Spelling, Reading and Industrial Arts through the motivation influence of a school store? Here's how they did it at Silloam School.

Of course, plans had to be made weeks before the primary grades could use the store. These plans included letter-writing by the Second and Third grades for the material to go in the store, and the making of the shelves and counter by the upper grade boys.

Among the activities, in addition to the letter-writing, were: Oral compositions on such subjects as, "What Things Shall We Have in Our Store?" "Why Should We Keep Our Store Attractive?" After the oral compositions came written compositions, in which the pupils copied, in correct form, the paragraphs they had developed; the addition, subtraction and multiplication facts in Arithmetic were brought in through buying and selling over the counter; poster-making, price tags and "play" money also helped in the correlation of Industrial Arts; as Spelling the pupils learned to use and spell such words as price, cost, change, dime, nickel, quarter, etc.; as Reading the children recognized terms used by real storekeepers by reading the posters, charts and stories.

Some principles underlying good teaching which the school store demonstrated were: Children must have something interesting to talk and write about before they can form good sentences; they learned to use words meaningfully for which they had a need; Arithmetic was made a part of the children's everyday experiences, that is, they saw a reason for drill in addition, subtraction, and multiplication (Continued on Page 4)

CORRIDOR CHATTER

Stella, answering the phone, "Hello, who do you want to see?"
Miss Collins: Now will you please place your note books on my desk?
We almost know that Miss Collins says this in her sleep.

Math is over for Jr. H's. We know they'll miss Mr. Caruthers saying, "Pardon the personal experience." "So much for that."
"Now, girls, make Arithmetic a subject as interesting as you would any other subject, etc."

One day Mr. Caruthers was illustrating a fact in Psychology by a poem, he walked to the board, made a few lines and remarked, "See the blank verse."

Think of this one, girls! Our Science teacher asked us if we had seen Orion lately. Now you know very well we never have had a chance to star gaze since Christmas.

So, another term ends and we all wait patiently for the sentence to be given. Much imagining is going on nowadays. Nothing out of the ordinary at the close of a term, is it?

We don't hear much "Corridor Chatter" now as all the girls have been staying in their rooms studying: "So much for that."

T. T. CLUB PRESENTS PICTURE

The "T. T. Club" of the Normal Elementary School, urged by its loyalty, presented to its school at a recent assembly a very lovely print, which is a copy of a famous painting hanging in St. Stephen's Hall in Westminster. The girls, some of whom are now in Wicomico High School, returned to participate in the ceremonies.

The story of this picture was given by Leslie Purnell. The title of the print is "Queen Elizabeth and Raleigh," and it is a copy of a famous painting by O. K. Lawrence. The sub-title, "Queen Elizabeth, the faerie queen of her knights and merchant adventurers, commissions Sir Walter Raleigh to sail for America and discover new countries, 1584," is suggestive of the theme of the picture. "This picture is symbolical of the 'spacious days' and though Dover is suggested as the scene by means of the white cliff, the blue sea, and the noble ships, the artist is free to introduce also a typical Tudor mansion not unlike 'Hampton Court Palace'; and on a noble forecourt the queen, arrayed in virgin white and accompanied by a brilliant troupe of courtiers and attendants presents a scroll to Raleigh, who is kneeling on one knee and is accompanied by a small group of his adventurous companions. The land of which he was commissioned to take possession 'for six years' was that afterward known as Virginia."

The history of the club was then given by Ellen Roberts. Three girls started this club in 1925 under the name of the "Sewing Club." The next two new members were allowed to join and the name of the club was changed to "Camden Club." The picture was accepted on behalf of the Normal Elementary School by Mr. T. J. Caruthers, Dr. W. J. Holloway then gave a short description of the picture and said, in conclusion, that the "T. T. Club"

The final name "T. T. Club" or "Tolchester Tank Club" was given in 1928. Two years later several more members were added making the total which now belong: Jane Allen, Ellen Roberts, Ruth Morris, Jeanne

A TRIBUTE TO

REAR-ADMIRAL BYRD

Every nation admires its explorers, every state its great men, and every school its best pupils. Therefore it is the place of every nation, state, and school to revere those men who have done something for its welfare.

Salisbury Normal School wishes now to pay tribute to the famous explorer, rear-Admiral Richard E. Byrd, who had discovered new lands in the Polar regions, and brought new territory on the map of the world. Of course, the United States honors him, but can't we, as a school do our part?

A letter from the Department of Superintendence launched the children in the elementary school and Junior H's of S. N. S. on a very constructive and most interesting unit of work. The letter suggested that the school children of America pay their tribute to rear-Admiral Byrd in the form of letters sent from the children to the explorer in Detroit, Mich., where he was a guest of the Department of Superintendence which he addressed at the General Session, Monday evening, February 23, in the elementary department of our school, Miss Margaret Weant undertook the work with her Seventh grade pupils. The children became so enthusiastic about sending the letter that they were really very much interested in reading in books and magazines of Byrd's exploits and reviewing letter forms and characteristics of good letters proved to be no task at all. The exhibition which Mrs. Lucy Bennett put in the library was also an inspiration for any one who liked to read true adventure stories. Some of the enthusiasm of the younger children was transmitted to the Junior H section of S. N. S. who were, also, working on a Byrd unit. All this had, been carefully planned to illustrate functional English.

Another thing which showed that the children were very much interested in Byrd was their patronage of the picture, "Byrd at the South Pole," which Dr. W. J. Holloway was kind enough to secure for the school just at the time when we were all working so diligently on our Byrd units.

Character in action is exemplified in the life of Admiral Byrd and the study of his explorations is a constructive educational project. I suppose the intrepid explorer little knew that besides discovering new lands he has furnished interesting material for a valuable unit of work in school, which can be correlated with Geography, History, Reading, Composition, functional Grammar, Handwriting, and Science.

ANNE WOOD

Holloway, Leslie Purnell, Margaret Townsend, Jarra Kerney, Eleanor Long, the president at the present time and Pauline Long.

As soon as the history was given Leslie Purnell presented the lovely print to the Normal Elementary School and then unveiled it. The acceptance of the picture for the pupils of the Normal Elementary School was made by Pauline Long. The picture was accepted on behalf of the Normal Elementary School by Mr. T. J. Caruthers, Dr. W. J. Holloway then gave a short description of the picture and said, in conclusion, that the "T. T. Club"

Late Saturday afternoon, August 27th, news reached Colonel Reed that a frigate was headed up the bay, almost abreast of Swan Point, and with her were two smaller ves-

Our Historic Eastern Shore



MONUMENT AT THE BATTLE-GROUND

Caulk's Field, Kent County

This battle was fought in the early morning hours of August 31, 1814, on the soil of historic old Kent county, near what is now known as the summer resort of Tolchester.

Of the hand battles of the war with Great Britain, 1812-1814, the battle of Caulk's Field was of signal importance because of its effect upon the battle of North Point and the defense of the city of Baltimore. The war had been in progress nearly two years and neither country had been able to force its conclusions.

Wary of fighting, at last Great Britain determined to make a final struggle with the United States. In August, 1814, she again ordered her war vessels to enter the Chesapeake bay. A British newspaper of 1814 says: "The operations of the British armaments on the coast of the southern American states had heretofore been on a small scale and calculated rather to irritate than to harm, but in this year the resolution was taken of striking some important blow in these quarters."

The farmers along the waterfront expected their farms to be pillaged, as the previous year the British had burned Havre De Grace and Frenchtown at the head of the Chesapeake bay.

The Maryland forces were preparing to defend the city of Baltimore and soldiers were being drilled throughout the state with the expectation of going to their aid when they were needed. Across the Chesapeake bay on the Eastern Shore, bodies of volunteers were camped ready to move at a moment's notice. In Kent the 21st regiment of Maryland militia under Colonel Phillip A. Reed was encamped at Bellair, now known as Fairlee, a little village about five miles from the bay shore. The regiment consisted of 5 companies of Infantry, 1 cavalry and 1 artillery company, in all just 174 men. They had 5 pieces of artillery and were fairly well equipped with guns, pistols, swords, but only 20 rounds of ammunition for each man. It is needless to say that Colonel Reed was kept posted by the citizens of the county, and he quickly received news from the bay shore farms whenever a strange sail was seen on the waters of the Chesapeake.

Late Saturday afternoon, August 27th, news reached Colonel Reed that a frigate was headed up the bay, almost abreast of Swan Point, and with her were two smaller ves-

sels. A strong southerly breeze filled her sails and they came bounding up the Chesapeake over the white caps presenting a beautiful sight. This ship was the "Menelaus," commanded by Sir Captain Peter Parker, baronet. She carried about one hundred and twenty soldiers and was armed with 38 guns, 6 less than our famous warship "Constitution."

Sir Peter Parker was ordered to make a "diversion" on the Eastern Shore. The most important part of "diverting the attention" of the enemy was to prevent troops from crossing the bay to the assistance of Baltimore. Parker had been ordered to capture when possible the bodies of American soldiers, to burn the farm houses along the bay, and to harass the people in every possible way.

He brought the vessel to anchor late Saturday night, off the mouth of Fairlee creek. Sunday morning, August 28th, Parker landed about one hundred men on the farm known as "Skidmore," where they burned every building, together with all the wheat in the granary, as well as in the stacks in the fields.

That night the "Menelaus" sailed down to the farm where Tolchester Beach is now located.

That Parker had a premonition that his end was near is borne out by this very touching letter to his wife.

H. M. S. Menelaus
August 30, 1814
My darling Marianne:
I am just going on desperate service and entirely depend upon valor and example for its successful issue. If anything befalls me, I have made a sort of will. My country will be good to you and our adored children. God Almighty bless and protect you all. Adieu, most beloved Marianne, adieu.

Peter Parker
P. S. I am in high health and spirits.

He realized the risk he was taking, but he would not shirk what he regarded as his duty. He had that morning been told that about two hundred militia were encamped behind a woods about one-half mile from where his vessel was anchored. Parker planned to capture this body of soldiers at midnight. Colonel Reed was also making his plans while camping at Bellair, about five miles out in the country. He ordered his troops to advance toward Caulk's Field, the artillery in the center, supported by the Infantry on the right and left.

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ALUMNI NEWS

Never before have we had the pleasure of publishing a poem written by one of the Alumni to her young daughter. We are indebted to Mrs. Marshall, formerly Miss Viola Young, a member of the Class of '28, for the following contribution.

To Baby Lida Mae

Dear little moonbeam of delight,
Mother loves you so,
Loves you with undying love
That only a mother can know.

She loves your little rosebud mouth
Your little, sleek, black head
Your dimpled hands and knees,
Stretching on your bed.

Oh, baby of mine so precious,
With your dark eyes of blue,
God surely sent you from heaven
So small, so rosy and new.

In you, dear heart, are mother's hopes and joys
Each hour of every day—
If it be the Father's will,
You will with us stay.

Anna May Jones of '29 announces her marriage to Mr. Richard Floyd Cooper. The marriage took place January 31, 1931.

Marie Behrens of '29 was a recent visitor at S. N. S.

A recent letter from Gladys Mulhins, who graduated in '30, has the following interesting news. "When I read the 'Holly Leaf' I get real homesick for S. N. S. I seem to be getting along very well with teaching. On Friday we had a valentine party and the children had lots of fun. At Christmas time we had a program and invited the parents and friends. There were 17 present besides the children and they seemed to enjoy the program. The children worked hard and got a good bit out of it. The children attend well for we have had 94 per cent. for the last 2 months. I attended my first Teachers Meeting February 5 and received many helpful suggestions. The only fault I find with my supervisor is that she doesn't come often enough."

From a letter received by one of the members of the staff from an Alumnus the following excerpts were taken. "Variety plus! That's what I call the last issue of the 'Holly Leaf.' It seems to me that you've done a pretty good job of covering the news, past, present, and future. There is everything from an account of a Silver Wedding Anniversary to the announcement of the marriage of a beginning teacher. You also deal with personalities. Not only is there a letter from Bert himself, but one addressed to the king of the vast white stretches. I think the articles are cleverly written and show originality. The front page arrangement is especially pleasing. The truth of the matter is that the February issue of the 'Holly Leaf' caught me in the best of moods—no—it put me in the best of moods. The advice about thinking is excellent. I have poured over every word of the 'Holly Leaf' criticizing it with a friendly eye in search of do's and don'ts."

This friendly criticism is much appreciated by the staff. They ask (Continued on Page 4)

HOLLY STICKERS

Our Psychology class rates up high
Because it's taught by Uncle Cy.
There isn't much that he don't
know.

At quarter of twelve he'll let us go!
Oh, yeah!

JUNIOR III's

Insley: Give me another paper,
this one's torn and you know I am
satisfied only with the best

Voshell: So that's why you're so
dissatisfied with yourself.

Mr. Caruthers: Girls, what is
our lesson about today?

Mabel S.: The goes-zin-tis.

Mr. Caruthers: Why, what do
you mean by that?

Mabel: Well, you know two goes-
zin-ta eight four times, four goes-
zin-ta eight twice, etc.

Four weeks ago, Bobbie lost a
dollar of her allowance. Yesterday
she put on the jacket she had worn
on that occasion and found the lost
bill in the lining of the jacket.

She was very excited and shout-
ed the news all over the dormitory.
At last, Dot, her roommate told her
to pipe down.

"Well," Bobbie said, "what would
you do if you found one dollar in
your pocket?"

"I'd think I had some one else's
jacket on!" said Dot.

Anne Wood was walking down
the street with her little sister
when several old soldiers passed
dressed in their uniforms. Her sister
asked: "Who are those old men
with uniforms on, sister?"

"Those are Spanish War veter-
ans," Anne replied.

"Oh, Anne, are they just now get-
ting back?"

Age Limit to Dance Attendance

Eva: Margaret, are you going to
the Junior dance?

Jester: Well, no, you see I'm too
big.

INTERPRETATIVE ART PROGRAM CONCLUDES LECTURE SERIES

(Continued from Page 1)

Miss Virginia C. Harwood cov-
ered herself with glory through her
talk on "Modern Thought." This
broad and difficult topic she treated
very ably. Her discussion showed
wide reading and deep thought and
was altogether very good.

The series of lectures came to a
close with the splendid performance
of Miss Gladys Feidler and Miss
Helen Jamart, with assistance by
the Sho' Echo Glee Club and several
others of the student body. The
topic was "Modern Interpretative
Art," and included music and dan-
ces by the girls. The program fol-
lows:

1. Prelude, "Waltz of the Flow-
ers," Tschalkowsky.

2. "Caprice Viennois," "The Old
Refrain," Kreisler, Glee Club.

3. Dance, Waltz Movement, Miss
Jeanne Holloway, arranged by Miss
Jamart. Music by Miss Feidler.

4. (a) "Didn't It Rain," Negro
Spiritual arranged by Harry Bur-
leigh. (b) "I'm So Glad Trouble
Don't Last Alway," Negro Spiritual
arranged by R. Nathaniel Dett.

(c) "Kentucky Babe," Adam Gel-
bel, Glee Club.

5. Dance, "Giga," Corelli, Miss
Sarah Jane Shakespeare.

6. Living statuary, (a) The Arch-
ers, Misses Mary Sherwood, Helen
Wimbrow, May Willoughby. (b)
Girls with Lyres, Misses Julia Cov-
ington, Gladys Adams, Sara Toll.
(c) The Good Fairy, Miss Shake-
speake. (d) Dawn, Misses Elizabeth
Jarvis, Gwendolyn Windsor, Eliza-
beth Thomas. (e) Group of Dan-
cers, Misses Windsor, Jarvis, Thom-
as, Wimbrow.

7. Plastic art, Misses Baker,
Vickers, Hasson, Corkran, Fridham,
Simpkins, Shipley, Grey, West,
Scott, Gibbs, Dickey, Golt, Antol-
nette Harrison, Rose Kelley, and
Mary G. Davis.

8. Contra Dance, Beethoven,
Misses Holloway, Corkran and Rose
Kelley.

9. Finale, Glee Club and dancers.
Miss Margaret McAllister, accom-
panist.

JESTERS COMING!

(Continued from Page 1)

The program is an original and
unique one. The first part portrays
the "Jester" rehearsal room with
the troupe preparing for a tour. It
reveals the ideals of a college enter-
tainment club and the methods of
preparation for public perform-
ances. In the second part is present-
ed a play, "The Pot Boiler" by Alice
Gertensberg, a satire on modern
plays.

SILAM'S SCHOOL STORE

(Continued from Page 2)

facts; these facts or combinations
should, like all new words in read-
ing, originate in content or activity.
The other store gives an opportu-
nity to present the number facts
through concrete activity.

ALICE ROBERTS

T. T. Club Presents Picture

(Continued from Page 3)

had started something novel in pre-
senting to their beloved school a
well selected present which adds
greatly to the beauty of our pre-
sent art collection of famous paint-
ings.

Our Historic Eastern Shore

(Continued from Page 3)

In almost no time the firing be-
gan. The engagement lasted several
hours, but finally the British re-
treated, leaving 1 midshipman and
8 men dead on the field and 9
wounded. Sir Peter Parker was
mortally wounded and died before
reaching the barges to which he
was conveyed by his men.

This engagement upon the soil
of old Kent, though participated in
by few men on either side was hotly
contested, and the loss of Sir Peter
Parker, one of the ablest of the
British commanders was no small
factor in the failure of the British
attack upon Baltimore.

A handsome granite battlemarker
was placed on this field in 1902.
The monument bears the names of
Sir Peter Parker, Baronet and Col-
onel Phillip Reed, and the following
inscription: "Erected to Commemo-
rate the Patriotism and Fortitude
of the Victor and the Vanquished."

ALUMNI NEWS

(Continued from Page 3)

the Alumni as a whole to write
them offering constructive sugges-
tions for the improvement of the
paper. It is only in this way that
the staff is able to meet the needs
and requirements of the Alumni.

This is an original poem without
any revision.

I am a pussy willow
In winter I sleep upon my pillow
It is very soft
For it is full of moss.

The rain tried to wake me
But I was too sleepy
At last the wind woke me
And I was not hungry till tea.

DOROTHY LEE TAYLOR,
Grade 2

THE WORM

Once there was a young robin. He
found a great big worm. He did not
know what to do with it. Soon an-
other bird came and said, "Bite the
worm in two pieces." He gave the
other bird a part of it. Then both
birds were happy.

ELOISE MORRIS, Grade 2

JACK'S KITE

One March day, Jack went to the
toy store to buy a kite. He tried to
fly the kite but he could not get it
up into the air. Soon his father
came home. He asked his father to
help him get the kite up. That day
Jack had a nice time.

JAMES BAILEY, Grade 2

MRS. LONG'S SURPRISE

Jill's mother had been sick for a
long time. She was sick when
spring came. Jill said, "I will have
a surprise for mother." She went
into the woods. She picked many
pretty flowers.

One night when Mrs. Long was
asleep, Jill crept in and put them
into a vase. When Mrs. Long woke
up the next day she said, "Oh,
spring has come. Thank you for the
pretty flowers, Jill." The flowers
helped Mrs. Long feel better.

BARBARA MUMFORD, Grade 2

JACK'S KITE

One spring day Jack and Jill
made a kite. It was red and blue.
When it was made Jack let it fly
into the air. It broke and fell into
a tree. Jack climbed the tree and
got the kite. Jill was glad Jack
could climb a tree.

WILLIAM GREENE, Grade 2

JACK'S SURPRISE

One day Jack went out to get the
milk. He saw a rabbit in the grass.
He took the rabbit in his arms and
went into the house. The next day
was Easter. Bob took the rabbit
to the garden and gave it many
radishes. Then he set him free.

The next morning when Jack got
up he saw two nests full of eggs.
He said, "Oh, Bob, look what the
rabbit has brought us."

DOROTHY LEE TAYLOR, Grade 2

AT EASTER

Jack and Jill did not know that
Easter was near. They were sur-
prised when Easter Bunny brought
them a bunny and some colored
eggs. Easter Bunny was good to the
children.

NICKY RIGGIN, Grade 2

MY CHASE

I'll never forget the chase I had
one March day. As I was looking
for spring flowers in the field, along
came a mischievous wind and took
my hat right off my head. Immedi-

The Holly Leaflet

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LITTLE AMERICA

Can you imagine living in a place
where it is so cold that your breath
turns to ice? That is where Rear-
Admiral Richard E. Byrd and his
party of scientists stayed for two
and one half years. The name of the
place is Little America. Its location
is 164 degrees west longitude and
78½ degrees south latitude. It is
on the Ross Barrier.

Little America did not present a
very warm invitation to the new-
comers. The temperature was 73
degrees below zero. All about were
ice and snow hummocks and deep
crevasses. Blizzards paid unexpect-
ed and unwelcome visits.

The party expected to stay in
Little America for three years, so
much equipment was needed. It in-
cluded material to build scientific
laboratories, a hospital, a gymna-
sium, store rooms, a mess hall, of-
fices, a library, a machine shop, dog
kennels and last of all a radio sta-
tion. Tunnels were dug and the
sides were lined with the boxes of
foods. A great snow hangar was
built for the "Floyd Bennett," the
tri-motored airplane. Little America
soon presented the appearance of
a miniature town clothed in snow
and ice.

Today the settlement is deserted.
The winds howl around it and the
snow covers it. It is waiting for
whom?

BRANDON McLAUGHLIN,
Grade 7

30,000 AHEAD

Thirty thousand points ahead!
What a bridge score! It was made
by Rear-Admiral Richard E. Byrd
in one night during his stay in Ant-
arctica. What cards he must have
held! How he must have schemed
to outwit his opponents! "Impos-
sible"! you will say, but that was
his total score in a night that was
four months long!

JEAN DISHROON, Grade 7
HUNTER MANN, Grade 6

LINES THAT APPLY TO BYRD

We have read many poems and
lines of poems that apply to Byrd.
From these we have selected the
following:

Doors of Daring

The mountains that enclose the vale
With walls of granite steep and
high,

Invite the fearless foot to scale
Their stairway toward the sky.

The restless, deep, dividing sea,
That flows and foams from shore
to shore,
Calls to its sunburned chivalry
"Push out, set sail, explore!"

The bars of life at which we fret,
That seem to prison and control,
Are but doors of daring, set
Ajar before the soul.

Say not, "Too poor," but freely give
Sigh not, "Too weak," but boldly
try:

You never can begin to live
Until you dare to die.

—Henry Van Dyke

RUTH LONG, Grade 6