

background. But just consider, if you please, what the time and energy consumed in these hollow performances would do for the average student if properly utilized in reading Latin itself. I do not say bore your students—for there is a wealth of interest for the youthful mind even in Cæsar and Cicero and Vergil, and if it is properly gotten across to the students it cannot fail to please. But I do say make them know thoroughly first hand at least a limited number of the classics, and don't make a mere farce out of the language in which they are written. It is the elements of a classical background that you ought to be instilling, together with a good working understanding of the Latin language.

I admit that there are two things which make the task more difficult than it might otherwise be. The first is the vast number of young people whom we are at present trying to educate. Our high schools are much overcrowded, and a great many of the teachers (especially in the smaller schools) are handling a far greater number of students than they should. This no doubt—in a measure, at least—accounts for the seeming lack of discrimination in the students whom they are sending on for college work. But it is a condition which must be remedied and remedied soon if the high schools are to succeed in training students for college work.

Secondly, as I am well aware, some of you—perhaps many of you—are decidedly out of your chosen field. That, of course, is in no way your fault, but the fault of our system. It is sad, but true that our school boards do not make a more definite effort to fill Latin positions with Latin majors. It is hard, I admit, if you have specialized in chemistry to find that you must teach Latin, or *vice versa*, but I have known all too many cases where such is the truth. If you will permit me in closing I will give the two most striking instances of this which have come to my attention.

In the early days of my teaching at Hollins I had a student whom I inherited from my predecessor, who had failed to pass our required freshman course the year before I came, and it fell to my lot to carry her through it for a second time. It was no agreeable task. She knew no Latin, but finally when June came, out of the kindness of my heart, I put her through, thinking that she had suffered long enough. Two years later she graduated with a major in science—a mediocre student throughout her course. The following year she came back to college as an alumna on a visit, and meeting me on the campus, she danced gaily up to me with the greeting: "Dr. Smith, I am sure you can never guess what I am teaching." I assured her that I could not. She informed me that it was Latin. In stunned surprise I exclaimed, "My dear girl, how can you? You don't know any." "But," she replied, "it was the only vacancy in our high school and I wanted to do something." I am still wondering what her students learn, for she is still after several years teaching Latin. Fortunately none of her products have as yet come my way.

I have also the converse of this. The best major I have ever turned out is teaching in a small high school in Virginia and is teaching every subject in the high school curriculum, I verily believe, except Latin!

E. MARION SMITH

A HISTORICAL PAGEANT

THE fourth grade wanted to give some type of dramatization. After reading a number of stories about early Virginia history, they decided to give a historical pageant.

I. What the Children Did

A. They read widely for information and background material.

1. They read history books and stories relating to the settlement of Virginia.

2. They made an outline of their history material.
 3. They located on their maps Chesapeake Bay, Cape Charles, Cape Henry, James River.
 4. They traced the route of the colonists from the entrance of the Chesapeake Bay to Jamestown Island.
 5. They studied a pageant for form.
 - B. They wrote the pageant.
 1. They selected the episodes from Virginia history that they wanted to present, taking into consideration the dramatic effects of the stories read.
 2. They made a draft of the pageant.
 - a. They decided upon a name for the pageant.
 - b. They wrote the lines for the reader.
 - c. They wrote a description of each of the pantomime episodes.
 - C. They planned to present the pageant.
 1. They chose the characters.
 - a. They selected those that could best take the major parts.
 - b. They saw that every child had a part.
 2. They planned and made their own costumes.
 3. They planned and made the scenery for the pageant.
 4. They selected a committee to extend invitations to other grades.
 5. They invited their parents.
 6. They chose a committee to make posters for advertisement.
 7. They made programs for the pageant.
- II. What the Children Learned about the Settlement of the Jamestown Colony.
- A. Settlers came to Virginia
 1. To seek their fortunes.
 2. For adventure.
 3. To help Christianize the Indians.
 4. To secure land.
 - B. The people who came to Virginia
 1. The number of people who came were one hundred and two.
 2. The people came to Virginia in three ships, "Susan Constant," "Godspeed," and "Discovery."
 3. The people were blacksmiths, laborers, carpenters, mechanics, and noblemen.
 4. The leaders were Captain John Smith, Bartholomew Gosnold, and Rev. Robert Hunt.
 - C. The hardships of the voyage
 1. The stormy weather made the voyage long and dangerous.
 2. The supply of food became limited and many people died from hunger.
 3. The dangers of the voyage caused many of the men to become homesick.
 - D. The landing of the settlers
 1. The settlers landed on Jamestown Island May 13, 1607.
 2. The settlers were very tired from their long voyage.
 3. The settlers held a religious service to thank God for guiding them safely to land.
 4. The settlers began to build crude homes and churches.
 - E. The early life of Captain John Smith
 1. He was born in Lincolnshire, England.
 2. He liked adventure.
 3. He ran away from home and became a brave soldier.
 4. He came to Jamestown with the settlers in 1607.
 - F. The story of Captain John Smith's voyage up the Chickahominy River
 1. He set out to explore the river and get food for the colony.
 2. He was captured by the Indians.

3. He was taken before Powhatan and his council for trial.
4. He was given a death sentence by Powhatan.
5. He was saved by Pocahontas.
- G. The coming of the first women to Virginia
 1. They came to be wives for the men.
 2. They were chosen by the men at the ship.
 3. They were bought for \$80.00 or 120 lbs. of tobacco.
- III. Skills and Abilities Strengthened
 - A. They developed the art principles of lettering, spacing, and the use of color
 1. By making posters
 2. By making programs
 - B. They improved their English habits
 1. By making oral reports
 2. By writing well constructed sentences for the description of the pageant
 3. By making an outline of the subject matter.
 - C. They gained skill in the manipulation of materials
 1. By cutting and making costumes
 2. By cutting figures for the posters.
 - D. They strengthened their oral and silent reading habits
 1. By reading history stories
 2. By telling history stories.
- IV. Attitudes and Appreciations Strengthened
 - A. They gained a respect for Virginia and its founders.
 - B. They developed co-operation through working in committees.
 - C. They acquired growth in leadership through being chairmen and giving reports.
 - D. They developed initiative in planning episodes and in acting.
 - E. They acquired growth in citizenship by respecting the rights of others in discussion lessons.

V. Bibliography

A. Books for the children

Blaisdell and Ball—*American History For Little Folks*. Little, Brown and Company, Boston.

Burger, A. L.—*School History of Virginia*. Dulaney - Boatwright Company, Lynchburg, Virginia.

*Cooke, John E.—*Stories of the Old Dominion*. American Book Company, New York.

Magill, Mary T.—*First Book in Virginia History*. J. P. Bell Company, Lynchburg, Virginia.

Maury, Dabney H.—*A. History of Virginia and Virginians*. B. F. Johnson Publishing Company, Richmond.

†Otis, James—*Richard of Jamestown*. American Book Company, New York.

*Perry, Arthur C.—*American History*. American Book Company, New York.

Smithey, Royall B.—*History of Virginia*. American Book Company, New York.

Tappan, Eva March — *American Hero Stories*. Houghton Mifflin Company, Boston.

Tappan, Eva March—*Our Country's History*. Houghton Mifflin Company, Boston.

Wayland, John W.—*History Stories For Primary Grades*. The Macmillan Company, New York.

Welsh, Lucie D.—*Colonial Days*. Educational Publishing Company, Chicago.

White, Henry A.—*Beginner's History of the United States*. American Book Company, New York.

*Williams, Sherman—*Choice Literature*. American Book Company, New York.

*These books were read by the fastest readers.

†This book was used as a text.

B. Books for the teacher

Taft, Linwood—*The Technique of Pageantry*. A. S. Barnes, and Co., New York.

Virginia Journal of Education. Vol. 18, pages 127-135. Richmond, Virginia.

VI. The Pageant

As a suggestion and help to other teachers, the pageant is included in this unit of work. This pageant is most effective when given out-of-doors.

The Settlement of the Jamestown Colony

CHARACTERS

Capt. John Smith	Captain of the Ship
Pocahontas	Indian Guide
Powhatan	Settlers
Rev. Robert Hunt	Indians
	Dancers

INTRODUCTION

HERALD—In England there were people who were in debt, who wanted adventure, who wished to get away from work, to seek a fortune. Then, too, the population of the country was getting too large. So the London Company was organized to get people to come to the New World and settle. On December 19, 1606, three vessels, *Susan Constant*, *Godspeed*, and *Discovery*, set sail for the New World. This voyage lasted five months and was full of hardships. The sea was stormy and food was scarce. They sailed into the Chesapeake Bay and up a river which they named James after their king. On May 13, 1607, they landed on what is now Jamestown Island. This was the first permanent English settlement in Virginia.

EPISODE I

The Landing of the English at Jamestown

HERALD—As soon as the settlers were on shore they gave thanks to God for a safe trip. Then they set to work to make shelter

for themselves. The Indians gave them a friendly greeting.

Pantomime—Enter settlers very tired from their long voyage. They gaze over the strange land.

Mr. Hunt, the preacher, signals for prayer. They fall upon their knees. All rise and sing the hymn 'Praise God From Whom All Blessings Flow.'

The settlers then pitch their tents.

During the landing, the Indians may be seen in the distance talking and making signs among themselves about the settlers.

The Indians advance and give a dance. The settlers sit quietly and watch them.

EPISODE II

The Story of Captain John Smith and Pocahontas

HERALD—Captain John Smith went up the Chickahominy River to discover the Pacific Ocean and was attacked by a band of Indians. Like the quick-witted man that he was, he took out his pocket compass and showed them how to read it. This kept the Indians from killing him just then. They bound his hands behind him and took him to Powhatan, the Indian chief. Powhatan and his counsel talked the matter over quietly and decided to put Captain John Smith to death. Two warriors brought stones and his head was laid on them. Just as the clubs were raised to strike him, Pocahontas rushed forward and pleaded for his life. Thus Captain John Smith was saved.

Pantomime—Enter Captain John Smith and an Indian guide. They walk boldly through the woods with bows and arrows.

A band of Indians jump out from behind trees. They shoot Captain John Smith's friend, and bind Smith's hands.

The prisoner is taken before Powhatan and his council for trial. The Indians talk together in secrecy about their prisoner. Powhatan orders the prisoner killed. They lay Smith's head upon two rocks. Several warriors raise their tomahawks to cut off his head. The Indians dance madly around the prisoner.

Pocahontas runs forward and drops upon her knees before Captain John Smith, and pleads for his life.

Powhatan gives the signal for the prisoner to be set free. The Indians unbind the prisoner's hands. Pocahontas and Captain John Smith walk off together.

EPISODE III

The First White Women Brought to Virginia

HERALD—The governor of the colony and the London Company thought the men would work better and be happier if they had wives. So twelve years after the settlers came, a shipload of women were sent to be wives for the settlers. The men went down to the shore to greet the women. Each man chose a woman for his wife, and paid the Captain of the ship 120 lbs. of tobacco or \$80.00 for bringing her across. They had a great feast in honor of their wives and invited the Indians as their guests.

Pantomime—Enter white women just off the ship. They feel very lonely in a strange land.

The settlers walk down to the shore to greet the women. Each settler looks over the group of women and selects a wife. He calls her aside and she consents to be his wife. After each man has selected his wife he pays the captain of the ship \$80.00 or 120 lbs. of tobacco for her. All the settlers walk proudly away from the shore with their wives.

A feast is given by the settlers in honor of their wives. The Indians are invited. Dances are given during the feast.

LINNIE SIPE

Thirty-four countries were represented among the places of birth of the 390 graduates of eighth-grade evening schools in Detroit this year. Nineteen countries of Europe were included, Germany coming first with 65, Poland was next with 36, then Russia with 30, and Italy with 12.

PAGEANT OF THE SHENANDOAH VALLEY

THIS colorful portrayal of the history of the Shenandoah Valley inhabitants was given by the Choral Club of the Harrisonburg State Teachers College on April 8, 1927. There were approximately two hundred and forty participants.

As each epoch was mentioned in the libretto, which was read by a student in academic gown, the characters, dressed in period costumes, ascended the stage for their scene. All of the players entered from the rear of the auditorium and came forward as did the actors in the Grecian amphitheatre.

SCENE I. FAIRIES

The elves dance up the aisle and pose for a tableau while soft music is played. The leading fairy dances "To a Wild Rose," by MacDowell and then is joined by the others in Grieg's "Morning."

They all scamper off when the Indians enter for the next scene.

SCENE II. INDIANS

As these dark creatures come forward the chorus sings "Whirl-A-Yah!" On the stage the braves form a semi-circle and sing a war song. As they retire into the background, the maidens join in an Indian corn dance.

The Indians vanish while two members of the chorus sing the "Canoe Song," from the "Feast of the Red Corn" by Bliss.

SCENE III. KNIGHTS OF THE GOLDEN HORSESHOE

Spotswood enters with his trusty men. As they stand looking out over the beautiful Valley, he presents the golden horseshoes to them as tokens of their journey. They sing "God Save the King."

SCENE IV. GERMAN PEASANTS

Representatives of the early German colonists, dressed in peasant costume, dance the "Dutch Couples."

SCENE V. SCOTCH-IRISH

The Scotch-Irish reveal the pious side of