

**COLUMBUS DAY PROGRAMME.**

**A PRELIMINARY OUTLINE OF IT.**

By FRANCIS BELLAMY,  
Chairman of the Executive Committee of  
the National Public School Celebration of Columbus Day.

A uniform programme for every locality in America, to be used on Columbus Day, simultaneously with the dedicatory exercises of the World's exposition grounds, will give a significant unity to America's celebration of its 400th anniversary. Accordingly the superintendents of education, when they adopted the plan of a national public school celebration of Columbus Day, instructed the executive committee to prepare an official programme, identical for every city and village in the country.

The executive committee is now endeavoring to secure contributions from the ablest American writers. The names of the authors cannot be announced yet, but the general plan for the exercises of the day is as follows:

**The official programme provides for A Morning Celebration.**

The pupils of our public schools are to gather on Oct. 21, at the usual hour, in their school houses. But instead of the regular recitations the morning is to be devoted to exercises befitting the anniversary. These exercises may be simple or elaborate, according to the resources of the school. Many schools will doubtless do little more than use the official programme, adding to it the old, familiar national songs and a few speeches by leading citizens. Other schools with larger resources are likely to extend the programme with additional features, such as special music by chorus or orchestra, historical exercises, pageants, etc. The largest liberty for individual ingenuity and taste is left to all schools, and the executive committee would encourage a local variety to be given to the official programme.

**The Official Programme will consist of the following features:**

1. RAISING AND SALUTING THE FLAG (under the direction, wherever possible, of a detail of the veterans of the war.)
2. THE SONG OF COLUMBUS DAY (to a well known tune.)
3. THE ADDRESS (to be declaimed by the best speaker among the boys.)
4. THE ODE (to be read or recited by a young lady.)
5. "AMERICA" (which will in all cases be the closing song.)

The song, the address and the ode will all be original, prepared especially for the celebration by some of the best of American writers.

By the 1st of September this official programme, in a complete form, will be published throughout the country, and will also be sent to all applicants who address the chairman of the executive committee.

Even if nothing be added to this programme, except perhaps a few speeches and some familiar national songs, the ceremonies will be impressive and worthy of the occasion.

But for schools which desire to arrange a more enriched programme a number of other appropriate features may be at the same time suggested by the executive committee.

**The Public School Houses.**

It is to be remembered, are to be the scenes of this morning celebration. As far as possible in each school house all the rooms under the same principal should unite in having the same exercises. The parents and friends of the pupils should be brought together. Family interests on Columbus Day should be made to center in the particular school house the children attend.

In the country the day ought to be made a real holiday. Farm and household work might well be relinquished, and the families of the district might come together at the school house with their picnic lunches prepared to make a day of memorable festivity. The commemorative exercises of the morning being over, the afternoon might be devoted to games and to social reunions of neighbors, which would make the day a joyous one to millions of our hard working population.

**The Afternoon Celebration.**

In nearly all cities and large villages, however, the citizens will wish a formal demonstration on Columbus Day which may be in their own hands. Wherever the citizens are to conduct a celebration two matters should be especially arranged:

First—That the civic celebration occur in the afternoon, so that it will not conflict with the morning celebrations which are going on in all the school houses.

Second—That in the afternoon celebration by the people ample recognition should be given to the public school idea, which is to be the characteristic of the day throughout the nation.

This afternoon celebration will vary with each locality, but the citizens will gladly accord to the free school institution the place of honor.

This leading position for the schools in the afternoon celebration can be easily arranged:

First, a most fitting feature will be a "Public School Review."

If there is a general procession this public school review may be part of it, and the most honored part. If there is no procession by any other organizations the school may have their review by themselves. Let the pupils march by in classes and with banners, led by their teachers. Let the army veterans, north and south, the blue and the gray alike, be invited to march with the schools as an escort of honor. As the reviewing stand is reached, where the dignitaries are assembled, let each part of the procession salute the flag of the nation with cheers and waving of handkerchiefs.

If the weather is propitious there need be no difficulty in a perfect arrange-

ment of this review. The streets can be cleared by the police, the marching columns of children can be protected by lines of militia or of some other local organization on both sides, and the movements may be made as safe as in the schoolyard itself.

The afternoon celebration by the citizens may also include a

**Mass Meeting**

at the public hall. This meeting, however, in many localities, will occur in the evening. An important place in the exercises of this meeting should be given to the free school as the characteristic product of the four centuries of American life, and as the safeguard of our free institutions for the future. At least one of the speakers should deal with this subject. Moreover, "The Song of Columbus Day," sung at the morning celebration in all the schools, might be repeated by the general audience in this mass meeting. While in some cases it may be impossible for the schools to be present en masse at the public meeting, they may at least send delegations. Prominent seats should be reserved for the representatives of the pupils, and one of the exercises of the afternoon might be assigned to them.

In these ways, and in others which will suggest themselves, the

**Schools May Lead**

in the general public observance by the citizens. This dominance of the schools in all the celebrations of the day is desirable, because the object of the public school celebration of Columbus Day is not merely to awaken in the pupils an historical and patriotic interest in their country, but also to impress on the people of America that the free institutions of the United States are the product of free and universal education.

The attention of the American public on this 400th anniversary must be directed forcibly to the fact that the free school has given to our land its distinguishing civilization, and that the hope of the coming century lies mainly in committing to the public schools definitely the work of training the coming voters to the duties of citizenship.

**THOPPA-RIDING.**

A curious mode of conveyance in India is the thoppa, a long cane basket with a seat in the middle, from which hangs a small board to support the feet. Over the head is a covered top of cane and cloth. As you sit in this basket a man carries you on his back, supporting some of the weight by a strap which attaches the back of the thoppa to his head.

Going along backward, and knowing that, should the man's headstrap break, you will doubtless be precipitated down the cliff, are not very pleasurable sensations, but one becomes exceedingly callous after a lengthy course of thoppa-rides in the hills.

Sometimes the bearer remembers that it is a cold night, and his patron is going to a ball, to be there three or four hours while he is left outside in the cold. Having arrived at the conclusion that the cold will probably by that time be intense, he will begin the journey enveloped in all the coverings he can muster.

After he has gone some distance with the thoppa he becomes warm, and rapidly divests himself of his many wrappers, placing them on top of the machine, where they flutter about, now and then hitting one playfully in the mouth or eye. Having made themselves as unpleasant as they possibly can, they end by falling off into the road.

The bearer perceives them, and immediately descends with you to his hands and knees, and grovels about until he recovers the fallen raiment. During this process your head assumes a downward tendency, and your heels fly heavenward; should you move ever so slightly in any direction you immediately find yourself sitting on the ground, in an attitude less dignified than usual.

Then you may rage at the native, and abuse all his relations, according to custom, in his own language, and you will not impress him in the least; but use good sound fish-wife English and he will treat you as becomes a person worthy of respect.

**The World's Peanut Center.**

Norfolk has a crop which is worth millions of dollars annually—peanuts. Norfolk supplies the civilized world with peanuts. The street corner Italian who empties a pint in your overcoat pocket, and the Parisian fruit merchant who weighs you out a quarter of a kilogram of the homely nut, get them from here, for this is the only peanut market in the world. Smyrna has its figs, Barbary its dates, Bordeaux its grapes, and Norfolk its peanuts. What would life be without peanuts? One can scarcely picture an existence which would be tolerable under such circumstances.

The peanut magnates grow the edible tuber in Nansemond, Isle of Wight, Surry, and Southampton counties, but the common market is in Norfolk. The rows for the nuts are laid off three feet apart. They are made fifteen inches deep, and phosphates are largely used as under dressing. They are sown along in these trenches about the middle of April, and mature after the same term which is required for potatoes.

It is a crop which is marketed like the Dutch drumhead and purple Savoy cabbage, running from November to March. The nuts, however, have to go through the factories before they are shipped northward, and these factories are with a few exceptions situated in Norfolk. There are two factories in Franklin, Southampton county.

"What is a peanut factory?" might be asked. A peanut factory is a place where they put the "goobers" through some such processes as wheat has to undergo when it is being cleansed of chaff and rid of cockle. The most complicated machinery is used to assort and polish the nuts, and when they are packed in the ninety-pound bags the prime class bring by the pound from two dollars and seventy-five cents to three dollars a year.

This is the result of a market which yields to Virginia truckers eight million dollars annually. It is second in importance only to the sweet potato crop of Acomack and Northampton counties, on the eastern shore of Virginia, which is calculated at as many millions per acre as Bermuda has square feet, and Bermuda is the only yam raising country that can compete with the southern peninsula.

**STREAKS OF LUCK.**

**Fortunes That Have Been Made by Accidents.**

One O'Reilly, a trader, in casually stopping at the house of a Boer near Prael, Griqualand West, saw some children playing with a number of exceedingly pretty pebbles, and on asking his Dutch host whether he could take one, he was promptly told that he could do so, as "the children had plenty more of them."

O'Reilly took the stone to Grahamstown and sold it for \$3,000; it was resold for \$25,000.

A Dutchman named De Beer had built himself the usual wattle and daub house on his farm, but it had been erected for quite a long period before some inquiring prospectors found that the rough cast used for the walls actually contained diamonds. The farm speedily changed hands for \$10,000. It now, with its neighboring mines produces over \$15,000,000 of diamonds annually, the total wealth from this discovery to date being probably over \$250,000,000.

At Wesselon, a Boer riding out at sundown to bring in his horses from the veldt, where they had been running all day, saw a small animal called a "meercat" (it somewhat resembles a weasel, and burrows in colonies like rabbits) industriously scraping some earth from its hole. Some peculiarity of the ground so thrown up led the Dutchman to fill his handkerchief with it, and after he had stabled his horses, by the dim light of a small lamp he examined the nature of the earth. To his astonishment and delight he found a three-quarter carat diamond in the sands.

Further search at the meercat's hole revealed other diamonds, and six months ago no less than \$3,550,000 was refused for the farm. Since the accidental discovery over 200,000 carats of fine white diamonds have been extracted from the mine.—Tit-Bits.

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