

CALISTHENICS.

At the risk of being accounted a foggy, we take the ground that some educators are placing entirely too much stress upon what is called calisthenics. We see no great harm in having a school so drilled that it can be called from study to bodily exercise, for a few minutes, but what is learned about posing and attitudes in such a drill, is hardly worth enough to make a specialty of it, or to lay stress upon it. The average American boy or girl will get more bodily exercise, and of a better quality, on the play ground in the open air, if permitted, than any teacher can give in a close school room, by any method known to us. We have seen recently the catalogue of a school for girls, in which more space is taken to give an account of the instruction in calisthenics than is used to set forth the religious advantages of the institution. One would think that calisthenics, is at least, of as much dignity and importance in the curriculum as mathematics, or any other leading branch of study. We are impressed with the idea that there is a goodly degree of humbuggery in the whole thing. It is said to add grace and health to our daughters, but our opinion is that our mothers, who never heard the word calisthenics, in girlhood, were just as graceful as the girls of the present day, and much more vigorous. One advocate of the system thinks that it should be adopted in the country schools in order to awaken attention when pupils become sleepy or listless. We respectfully submit that a teacher who has not enough tact to keep his pupils from going to sleep, may gloss over and hide his incompetency by a turn at calisthenics, but he is none the less incompetent, and his pupils are none the more advanced toward true development. The truth is that the great want of the schools is teachers; men and women of learning, skill and enthusiasm, sufficient to interest boys and girls, and direct their studies, without any such artificial adjuvant as a few attitudes, motions and marches in concert.

DISTRICT CONFERENCE.

Last week the editor attended the Raleigh District Conference at Plank Chapel, Vance county. It was a notable occasion with the Methodists of this section, and some account of it may prove not uninteresting to the general reader. The name of THE PLACE, Plank Chapel, is significant; it was among the first of the churches in that section with walls of "plank," it being the custom in primitive times to worship in houses built of logs. It is situated 2 1/2 miles from Kittrell, and is surrounded by a population of industrious and successful farmers. In other days camp-meetings were held here, the hosts of Israel came together periodically, and for a time worshipped God, "dwelling in tabernacles."

THE OCCASION,

introduced with a sermon by Rev. B. B. Cullreth, was of great interest to the large crowd attending from day to day. The preaching was sound and evangelical, and the discussions lively and able. Missions, Church Finances, Spirituality, Sunday Schools, Education and Literature, each received attention at the hands of the Conference. We were interested in what was said and done about Education and Literature. These two subjects have been considered from week to week in the columns of the FRIEND, and it was delightful to hear men of culture and thoughtful exchange views on subjects to which we have given so much attention. The entire day on Saturday was given to Literature and Education, Sunday schools being considered an educational factor. Set speeches were delivered by Rev. M. L. Wood, President of Trinity College, Rev. F. L. Reid, Rev. Dr. E. A. Yates, and Col. W. F. Green, besides which, many of the brethren made impromptu remarks. If we are not mistaken good was accomplished, the cause of education was advanced, and those who heard will doubtless set a higher estimate than heretofore on pure literature, while they will more heartily reprobate that which is impure, and more carefully shun it. O for just such a presentation of these subjects before all the people of our land!

ONE WHOLE DAY

spent in considering the interests of the young! Surely we are advancing. The churches, as well as all other organizations, and individuals too, who have in view the welfare of the race, are more and more awaking to the truth that for the best results our efforts should be directed to the children. As the idea was expressed by a forcible and elegant speaker on Saturday, "The mind of a child is a field that must be preoccupied with truth, or Satan will sow seeds of error."

The delegates and visitors to the Conference were entertained with unostentatious and unstinted hospitality. On the Sabbath an immense multitude assembled for Divine worship. The congregation was divided, a part worshipped within the church and a part under an arbor, and the remainder gathered around a huge rock, upon which a preacher stood and dispensed the word of life.

We met many pleasant friends, and found it delightful to company with God's people. We received expressions of sympathy and encouragement in the work we are trying to accomplish through the FRIEND, and found that the Asylum occupied a prominent place in the minds and hearts of a great many people.

Lawyer—"Do you not consider Mr. Biggs, my client, a man of truth and veracity?" Witness hesitates. Lawyer "Well I'll put the question in another form. Do you think he has a mind which cannot distinguish truth from falsehood?" Witness (eagerly)—"Oh, no, sir. I am sure that he can." Lawyer—"You're sure of it—and why are you so sure of it?" Witness—"I know he can distinguish between the two. It isn't possible that he would always happen to lie. If he didn't know the difference he would tell the truth by mistake once in a while." Lawyer—"That'll do sir; you may stand down."



BLAZING STAR.—The blazing star constitutes one of the ornaments of the lodge. Formerly it was said to be "commemorative of the star which appeared to guide the wise men of the East to the place of our Saviour's nativity." But as this allusion, however beautiful, interferes with the universal character of masonry, it is now generally omitted and the blazing star is said to be an emblem of Divine Providence. In the English ritual it is emblematic of Purity. Dr. Hemming, quoted by Oliver, says that it refers to the sun "which enlightens the earth with its refulgent rays, dispensing its blessings to mankind at large, and giving light and life to all things here below."

BLUE.—The appropriate colour of the first three degrees or ancient craft masonry, and has been explained as emblematic of universal friendship and benevolence, instructing us, that in the mind of a Mason those virtues should be as extensive as the blue arch of heaven itself.

BRIGHT.—A mason is said to be "bright" who is well acquainted with the ritual, the forms of opening and closing, and the ceremonies of initiation. This expression does not, however, in its technical sense, appear to include the superior knowledge of the history and science of the institution, and many bright masons are therefore not necessarily learned masons, and on the contrary some learned masons are not well versed in the exact phraseology of the ritual. The one knowledge depends on a retentive memory, the other is derived from deep research.

BROTHER.—The term which Freemasons apply to each other. Freemasons are brethren, not only by common participation of the human nature, but as professing the same faith, as being jointly engaged in the same labours, and as being united by a mutual covenant or tie, whence they are also emphatically called "Brethren of the Mystic Tie."

APPRENTICE.—The Entered Apprentice is the first degree in masonry, and though it supplies no historical knowledge, it is replete with information on the internal structure of the order. It is remarkable, too, for the beauty of the morality which it inculcates. As an Entered Apprentice, a lesson of humility, and contempt of worldly riches and earthly grandeur, is impressed upon the mind by symbolic ceremonies, too important in their character ever to be forgotten. The beauty and holiness of charity are depicted in emblematic modes stronger and more lasting than mere language can express; and the neophyte is directed to lay a corner-stone of virtue and purity, upon which he is charged to erect a superstructure, alike honourable to himself, and to the fraternity of which he is hereafter to compose a part.

This degree is considered as "the weakest part of ma-

soury," and hence, although an Entered Apprentice is allowed to sit in a lodge of his degree, he is not permitted to speak or vote on the proceedings.

When a candidate is initiated into this degree, he is technically said to be "entered," that is, he has been permitted to enter the ground-floor of the temple, for a reason well known to Masons.

PROFESSIONAL TEACHING.

GEORGE P. BROWN, INDIA.

The purpose for which the common school continues to exist is three fold:

- 1. To train the will so that the individual shall become habituated to self-control, both in the field of thought and of conduct.
2. To train the intellect to habitually pursue correct methods in observation and reflection. This results in intellectual power.
3. To lead the pupil to acquire information; to make an accumulation of such facts or knowledge as shall be of most worth to him in the great life into which he must pass from the school.

To be able to realize these purposes the teacher must have made a special preparation. The peculiar knowledge and experience which the successful teacher must be in possession of can be gained in two ways:

- 1. By practice in teaching. This is a tedious and expensive process to both teacher and pupil, but if the teacher is earnest in the pursuit of professional skill, has a correct idea of the results to be obtained, and is persistent in his efforts to discover his duties he will become a teacher.
2. The other method is by the training obtained in a special school, where a conscientious study is made of the facts and principles, and laws that constitute the science of teaching, accompanied by sufficient practice in the art to make it easy to apply the theory to the practice.

Persons are not born teachers, any more than they are poets or statesmen. They achieve greatness in any calling. It has been truly said, that the only real genius is the genius for hard work.

Natural endowments differ, but no great excellence is possible without great labor. What costs nothing is worth nothing. The only difference among people is that labor is more remunerative to some than to others.

There is an educational awakening coming over the land. It is an awakening to the superior value of the services of that teacher who has supplemented good natural endowment with professional training.—Indiana Educational Weekly.

USES OF THE FLY.

The fly has its uses. He serves to keep bald-headed sinners awake at church on a warm summer's day, so that their unregenerated hearts may be touched by the preached word. He also encourages the spirit of invention, inducing the inventive to tax their brains in contriving fly-traps.

As it is through trials alone that a patient spirit reaches its full and complete development, the fly is a useful agent in the good work; for the man who can patiently endure the persistent efforts of a fly to alight upon the end of his nose on a warm day, has very nearly reached the perfection of patient beatitude.

DIVERSIFIED INDUSTRIES.

Every industry that adds to the wealth or population of a community should receive prompt consideration. Many a western town which deliriously boasts of its "boom" owes all to its small enterprises. The puff of black smoke rising day and night betoken a ceaseless activity turning the products of nature into articles needed by man. There may not be a great amount of capital invested in any of these enterprises, but the aggregate is large and each performs its part in the work of progress. The South, taught by experience, is rapidly pushing ahead on this line. To-day she can point to half a hundred manufacturing towns where before the war she had not one. This spirit has made such wonderful growth as Birmingham, Alabama, possible. It has built forges, opened mines of gold and copper and coal, erected factories and laid down long lines of railway. We have abandoned the idea long ago that there is nothing for us to do but to plant cotton. We have come to know that there is profit for us in manufacturing as well as producing the great staple; that there is inexhaustible wealth in our rivers, our mountains, our valleys, and our fields.—Ex.

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