

**EDUCATIONAL**

**TRIPARTITE EDUCATION.**

**The Culture of the Mind, of the Heart and of the Body.**

It affords us much pleasure to place before our readers this week the following extracts from an address delivered at Memphis, Tenn., at the annual meeting of the Southern Education Association in 1899, by Mr. B. F. Johnson, of Richmond, Va.:

When man was first planted on the earth, God promulgated certain inflexible laws, which, if obeyed, would bring comfort, happiness, and close communion with the Creator. These laws violated, misery and unhappiness were, and ever will be, the inevitable result. We believe in the Trinity—Father, Son and Spirit. And in more respects than one man is, like his Maker, a triune being, and in proportion as he cultivates the three great forces of his life, just in that proportion he draws nearer to his Maker and lives a higher and nobler life.

Historians tell us that under the Incas of Peru, the physical man was so developed that there were many who, on foot, could travel a hundred miles a day; while the gladiators of ancient Rome cultivated their strength to such a degree that single-handed they were more than masters for the fiercest beasts that roamed the forest. The ancient Greeks cultivated the intellectual and physical nature and we have handed down to us from the misty ages of the past a few fragments of the greatest literature the world has ever known; and to our shame, poets and artists of to-day have to turn back in the calendar of time more than two thousand years to find the most beautifully developed physical specimens of manhood and womanhood. Even the hardy and vigorous race that fairly swept them from existence is but a tradition of the past. Yet these Greeks failed utterly in the cultivation of the true spiritual nature.

The Israelites of old exalted the spiritual nature, and in the study of their history, we find interesting glimpses of the lives and characters of men who stand out as the noblest examples of spiritual development; they also cultivated to some extent the intellectual and physical, but these important forces were sadly neglected.

It was only at the beginning of the first century in our Christian Era—at the coming of the Master—that the spiritual forces, necessary to the highest development of the race, became its common heritage. The Great Teacher, who spake as never man spake, studied and cultivated those virtues that made up the perfect man. But for the fact that the world was so steeped in ignorance and vice, the reformation begun in His day would have long since enveloped the universe, and brought about a higher type of civilization.

I honestly believe now that the spirit of Christ has permeated every quarter of the globe and is having its influence on all people, that greater, far greater progress will be made in the next hundred years for the true development of mankind than has been made in the past nineteen hundred, and that at the dawning of the twenty-first century all the nations of the earth will have reached a stage of development beyond the reach of present prophecy.

What does the study of psychology mean? What does the endowment of chairs in our great universities for the study of intricate philosophical questions mean? What does the movement to establish chairs for the study of the Bible in every institution in the land mean? What do the millions of dollars spent in gymnasiums and in the endowment of chairs for physical culture mean? These all mean that men are realizing, as they have never done before, the importance of educating aright their sons and daughters. Our great grandfathers were interested in the chase and in getting from the soil a meagre sustenance. Our fathers, reaching a higher stage, contended for the three R's—Reading, Writing, and Arithmetic. Our present generation, reaching a higher stage still, contend for the three H's—Head, Hand, and Heart—and only by the cultivation of these three may we hope to reach that high standard that God in his wisdom planned for us when man was made.

As educators, the problem that

we have to solve is how we may hasten true development. How we may take the poorest and the feeblest boys and girls and develop them into such specimens of manhood or womanhood as will make them worth a dozen ordinary persons. Indeed, I feel that I am not overstating the fact when I say that any trained and properly developed man or woman is worth to his or her community fifty times as much as the ignorant and undeveloped person.

The wise and progressive men and women who direct the policy of our higher institutions of learning are rapidly removing the inconsistencies of our educational work, and are already providing Tripartite Education. That institution that does not give due consideration to the spiritual and physical culture of its pupils is not properly equipped and will, in the course of a few years, be numbered among the failures of the past.

It is a good thing to establish gymnasiums and to employ skilled physicians as physical directors in our schools and colleges. It is a good thing to establish chairs for the systematic study of the Bible; it is a good thing to encourage the study of all the languages and sciences. The director of the gymnasium should occupy just as dignified a position and draw just as large a salary as the professor of Greek. The Bible instruction should not be pushed off into some inconvenient corner at the end of the week, but taken up as an important daily part of the curriculum, and the teacher in this department should be considered just as necessary—his services just as well paid for as the professor of physics.

My object, however, in coming here is to plead for the primary, the preparatory schools in our country. As I travel about and see the pitiable and unfortunate condition of thousands of children who live in filthy and uncomfortable homes, who are dressed in rags, are insufficiently nourished, and have no educational advantages to speak of, my heart goes out in sympathy; and, friends, I desire to join hands with you for bettering the condition of these millions of children in this and other lands. How are we to bring it about? What are we to do? Well, we can and must work for improvement and we can determine by God's help that we will have better things. The responsibility rests upon us, and it is criminal to ignore or neglect the opportunities that God has opened before us.

**GOD'S WORD IN EVERY SCHOOL.**

I am connected with a denomination which has stamped in a most emphatic manner its disapproval of any connection between church and State. I am in hearty accord with that sentiment; but I do believe that in public schools, in private schools, in schools of every class and condition, from the first to the graduating day of the pupil, there should be a portion of each day devoted to moral, spiritual, and physical, as well as intellectual culture. Wise and progressive teachers, who love their work and their fellow man, teachers, who would not only command, but earn the largest salaries, will fit themselves for properly training the tender, and impressive souls and bodies committed to their care. In doing this they will be developing their own best faculties, and building in the hearts of their pupils monuments of love and appreciation, more enduring than any that have been erected in marble. I plead for the children. I believe that the salvation and progress of America depends upon the proper training and educating of the great unwashed democracy.

My limited knowledge and experience in educational work does not justify me in undertaking to state how this work should be done. These are points that need to be carefully considered by our wisest educators, and I am thoroughly satisfied and grow stronger in the conviction every day that these changes and improvements in our educational system should be made. To train the intellect without cultivating the highest qualities of Christian character is to turn loose on the world, men and women whose capacity for evil is increased a hundred-fold. To cultivate the intellect and neglect the body is to send forth decrepit, ill-developed specimens of humanity who are constantly asking the question, "Is life worth living?" and deciding it negatively by sinking into inglorious or suicidal graves. Ask the healthy, developed, full-blooded, all-round man or woman, "Is life worth living?" and

you can tell by the sparkle in the eye, the glow of the countenance, by the soul-flash that leaps out to greet you, that he feels that life here is a grand and glorious thing; and that we are now living in the vestibule of the even more glorious and better life that awaits us.

Teachers and parents should early learn to love the child, to look for the higher and nobler qualities in his mind and heart, and to touch those secret springs that help him in throwing off evil influences, whether hereditary or acquired. Every true teacher will learn to play delicately upon those tender heartstrings and bring forth joyous notes of praise and thanksgiving. In his normal condition, the heart of the true man rises to his Maker overflowing with thankfulness, and as his life grows broader and his horizon widened, his affections are strengthened and deepened until, as he looks out over a suffering world with a full and glowing heart, he exclaims in his every act, "I love you. I love You. I LOVE YOU." Such a spirit moulded and cultivated brings man and his Maker into that sweeter relation that enables us to realize that we are in God and God in us.

**THE CRIME OF THE AGE.**

Ignorance, idleness, and selfishness are the monster crimes of the age and the progenitors of every crime. In every fibre of my soul, I believe this! It is ignorance and selfishness that cause that man in the rural community to raise a row when he is not able to secure the building of the district school-house on the corner of his own farm. It is ignorance and selfishness that cause every trustee or friend of a trustee to try to break up the whole public school system in the community when his daughter, niece, or some friend, however incompetent she may be, is not selected as teacher. It is ignorance and selfishness that lead to the employment of the cheapest and most incompetent teachers, when, by slightly increased taxation, the difference of which would never be really felt, a better grade of teacher would be secured. I say the increase would never be felt, I mean it would not be if it were not for the work of the small braained politician, whose only hope of riding into prominence or power is to preach an exaggerated sentiment of economy to a class of people whose taxes are often not paid at all, and when paid are so insignificant in amount that their proportionate increase would be reckoned by mills instead of by cents.

**THE SOUTH SHOULD LEAD THE WORLD.**

Pardon me if I mention here the fact that the greatest authors, artists and statesmen in all history sprang from those countries whose climatic conditions are exactly the same as that of the Southern States. Our people are warm-hearted and imaginative. While the land brings forth in tropical profusion almost everything that we require, the heart also responds in sympathy and love to every good impulse and every ennobling influence. We, therefore, have a hopeful future and let us not worry over conditions that are rapidly passing away, but let us look with hopeful eyes to the future, aiming for the best and highest things. Frequently the enervating influence of climate is pleaded for the deficiencies of character and the sluggishness of a people; but with a proper development of the physical faculties, we can bid defiance to inequalities of climate. I believe that from these Southern States are destined to spring artists, artisans, authors, organizers, statesmen and scientists who will stand head and shoulders above any that have ever been known in all the history of the world. I do not believe that we have yet reached the highest stage of development, but I do believe that we are just now, as it were, beginning to realize the great and blessed possibilities we possess. With proper training and educating of the natural forces, the development of the latent powers in the minds and hearts of the children, we can bring into our life-work forces that will tell for the good of humanity throughout the ages.

The spirit of the teacher is more than his method, and that person is the most valuable in the schoolroom who fills it with sweet reasonableness.—James Russell Lowell.

Education cannot create; it can only help to bring to light the hidden life.—Rosenkranz.

**How to Study.**

Professor C. S. Coler, superintendent of the Concord, N. C., graded school, recently delivered before a business college an address on "How to study." He said:

Study is an exercise of all the powers of the mind and consists in finding out all the facts possible relative to any subject and thinking them together in all their relations.

1. There must be order and comfort. One cannot study to advantage in the midst of noise and confusion, nor when hunger, cold or anything else interferes with bodily comfort.

2. There should be a definite and regular time for study. The best students and thinkers are those that pursue their studies in a systematic order. Time is an important element in all business and it is not enough that a thing be done well, but it should also be done in the shortest possible period of time.

3. Concentration of mind is essential. We must become lost to all surroundings.

Horace Greely wrote some of his greatest editorials while sitting on a doorstep in the crowded streets of New York city.

4. The best study is done alone. Every life should be well checked by periods of solitude. Students who study in groups seldom have much power of concentration and out little self-reliance. It is in solitude that the best study is done.

5. Rest the mind by a change of subjects. After mathematics, the student may change to book-keeping, from banking to shorthand.

6. Master each point as you proceed. Accuracy and thoroughness are largely matters of habit. Go slowly, consult the cyclopedia and other books of reference, but master every detail as you go.

7. Study to retain what you learn. Every subject thoroughly mastered will aid in mastering something else. Most students get their lessons simply for recitation, and as a result, get but little benefit from their work.

8. Learn to speak and write the English language correctly and to express your thoughts clearly and your study of all other subjects can be made most effective.

9. Be careful of the "scraps of time." The person who carries a good book in his pocket to read while waiting at the station always rises in our estimation. It is wonderful how much reading and study one can do by simply using the bits of waste time that are usually wasted.

The object of education should be not to fill the mind from without, but to direct its energies from within.—Horace Mann.

**The Value of Education.**

A half-developed human being is not a man; and, without a broad liberal education, a man is not likely to develop all his faculties. One of our great bishops said that if his son had chosen to be a blacksmith, he would still have sent him to college. We do not think the question of how much money one can make thereby should influence one's decision whether to go to college or not. It is simply a question of development, whether the acorn wants to become a scrub oak or a giant among trees. In the greed for gain, many a boy has been taken from school and put into a store or office when he had scarcely acquired the rudiments of an education, seriously imperiling his chances of becoming a man. Hundreds of wealthy and prominent men to-day would give half their wealth if they could go back to boyhood and get a collegiate training. A New York millionaire told the writer that he would give a million dollars for even a medium education. He said he had been put to work when a boy, without any chance to go to school, and that the lack of knowledge had mortified and handicapped him all his life.

Will an education pay? Will it pay a rosebud to unfold its petals and fling out its fragrance and beauty to gladden the world? Just as surely will it pay a youth to get as liberal training as he can. No stunted life pays, when a larger and grander one is possible.—Success for June.

Books, schools, education are the scaffolding by means of which God builds up the human soul.—Humboldt.

**For or Against.**

Had you ever thought that in failing to send your children to school, in refusing to lend a "helping hand" in the cause of education, or in opposing educational advancement in any way, that you were combating the very power that, conjunction with the Christian religion, has made possible the glorious civilization you enjoy to-day? Whether you ever thought of it or not, it is a fact. From these two great sources comes our advancement in every department of life. These are the forces that have netted the civilized globe with railroads, belted the earth with telegraph wires; leveled the hills, tunneled the mountains; built our cities, created our commerce; founded our government; established our institutions of learning, and brought together as friends and neighbors the remotest people of the globe.

When you oppose education in any way, you oppose these. In opposing these, you oppose the world's best interests; the nation's best safeguard; the State's best defence; the country's best inheritance; the district's best civilizer; the family's best regulator, and the individual's best friend.

One may answer, perhaps, that he is not opposed to public education, and has never lifted his hand against the cause. This may be true and, as far as it goes, is right; but the great test of your interest in this matter is: Are you sufficiently concerned to work for it and to support it with your substance? One's interest in any cause is more clearly shown by the energy, time, thought and money one invests in said cause, than by any formal declaration of principles. Our Saviour said: "He that is not for me is against me." You cannot get on the fence in this matter. On which side are you?—Atlanta Journal.

**The Height of it.**

"I never see him taking her out for a walk now."  
"No, they're engaged now, and they're economizing."  
"Why, it doesn't cost him anything to take her walking."  
"Well, it wears out shoe leather, you know."—Philadelphia Press.

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