

...The...

Educational Messenger

An Exponent of the Theory and Practice of Christian Education

Vol. 5

COLLEGE VIEW, NEB., MARCH 15, 1907

No. 6

WHAT IS, IS BEST

I do not ask that life should be a bed of ease;
I am not like the child, who wants each toy he sees.
And yet 'tis hard, I think, sometimes to see and know,
When life seems full of bitter things, the why 'tis so.
'Tis hard to watch the ones we love grow sick and die,
To lay them in the grave and make no moan or cry.
Yet those he loves God chasteneth, so we are told;
And each in some way doth believe the story old
That in this world what is, is best; although we see
A thousand ways in which we think 'twould better be
To have what we have longed for, but 'tis all in vain;
Each one must learn through care and grief, sorrow and pain,
That God some trials sends to each that one and all
May come to him for sympathy; may heed his call,
"Come all ye weary ones to me, for here is rest."
And so we all would feign believe what is, is best.
Thus, though like others, I should like at peace to be,
I only ask that He, in time, will give to me
A faith so sure, a love so great, so strong and true,
That I may look to Him for help in all I do;
Content to know, at last for me will come sweet rest;
When life's hard lesson has been learned—what is, is best.

—*Boston Globe.*

The Missionary Idea

By MRS. A. E. ELLIS

ACKNOWLEDGED by all to be the best and most practical treatise on successful plans for missionary workers in all our denominational literature. In three parts. ¶ Part I contains fourteen short chapters on the live questions that confront every live worker. Every sentence contains a suggestion, every paragraph establishes a principle. ¶ Part II contains suggestive selections, Bible studies, etc., to be used in missionary services. ¶ Part III contains a short history of our work in each of our mission fields the world over. PRICE, CLOTH, POSTPAID, 75 CENTS

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Editorial

TEMPERANCE LEGISLATION IN NEBRASKA

In the Nebraska Legislature recently a local option bill was defeated. Immediately afterward a joint resolution was introduced into both Houses providing for the submission to the people in 1908 of a constitutional amendment prohibiting the manufacture and sale of intoxicating liquors. The temperance organizations at once began the circulation of petitions asking the Legislature to pass the bill and thus submit the question to the people. In this work the President of the Nebraska Conference of Seventh-day Adventists heartily joined, printing petitions and sending them to all the churches. Although the petitions were not mailed till Friday and had to be returned the following Tuesday, yet over 1300 signatures were obtained. On Wednesday evening, March 6, a hearing was held by the Committee on Constitutional Amendments, to whom the bill had been referred, and the President of Union College was requested to present the petition for the Nebraska Conference. In doing so he spoke in substance as follows:

"MR. CHAIRMAN AND GENTLEMEN OF THE COMMITTEE: I represent, first, the Faculty of Union College, a company of 25 persons, who desire me to express to you their wishes in the following memorial:—

"We, the faculty of Union College, of College View, Lancaster Co., Neb., believing in the right of the people to pass upon the great issues involved in the liquor traffic, would respectfully petition your honorable body to act favorably upon the Joint Resolution now pending before the Legislature, providing for the submission to the people of the State, of a Constitutional Amendment prohibiting the manufacture and sale in Nebraska of intoxicating liquors to be used as a beverage."

"I represent also the student body of Union College, 450 strong, who are unanimous in asking that the question of a prohibitory amendment be submitted to the people.

"I represent further the village of College View, a suburb of Lincoln, numbering about one thousand inhabitants, the great majority of whom favor this Joint Resolution.

"From these sources I bring to you the names of 600 petitioners favoring this measure.

"I also represent over seven hundred petitioners residing in thirty counties of Nebraska, whose names have been secured

ed during the past four days. Had there been more time the number could easily have been greatly increased.

"Representing these interests, Mr. Chairman, and speaking in behalf of these thirteen hundred petitioners, I most respectfully and earnestly request

your honorable committee to give careful consideration to this Joint Resolution, and to recommend it for favorable action to the Legislative Body of which you form a part."

The Legislature is still in session, and the resolution is pending.

General Articles

"CRIBBING"

The worst college vice known is dishonesty in written work, examinations, quizzes, essays and orations. A pupil hands in to his instructor as of his own study, thought, and composition, and expecting credit for it, matter which he has wholly or in part taken from some other source.

Say what you please this offense is truly heinous, involving the moral turpitude of both lying and theft. When a student formally places manuscript in his teacher's hands as if in fulfilment of set requirements and counting toward the term's credit, it is and ought to be understood by all that he himself has composed the manuscript and has put down in it the results of his own brain work. His act virtually says this. If it is not true he lies. He also steals, for he offers his manuscript expecting and hoping for credit, class and school standing, which is a calculable good, having even a money value. The "cribber," unless caught, buys his goods with bogus money.

Such falsehood and theft are doubly vicious in school, where written work necessarily plays so large a part. Misconduct that vitiates this instrumentality is vitally bad. Were "cribbing" general in any school its credits would cease to have worth. A university's degrees would be ruined. School plagi-

arists deserve severer punishment than thieves and liars in general.

Proven guilty the "cribber" nearly always pleads the baby act. "He had no idea the offense was so serious." This is hypocrisy. I have often proposed in dealing with one of these innocents that he permit me to publish his "crib" and its original side by side in parallel columns followed by his plea without note or comment. Never has one been willing. All of them knew that the great jury of their peers would laugh at their plea and condemn their act without mercy.

Nearly all aver that they drifted into this evil in high school. Some declare that high school teachers encouraged the practice, which is of course not so. It would, however, seem that teachers often fail to emphasize duly the enormity of plagiarism and often fail to distinguish it as they should from the legitimate use of sources. Copying, if bidden by the teacher, done openly and labelled "copy," is of course not "cribbing." Let teachers make sure that their pupils can never honestly confuse the two things.

Not only the immorality of cribbing should be insisted on but its consummate meanness. Who wants credit gotten by sneak methods! What more contemptible than planning to get a mental rating higher than you deserve! And what more senseless! My teacher cau-

not help me unless he knows how little I know. He and others will of course find you out in the end. You can't fool all the people all the time. If we are dunces men will early find it out. If I can't say my lesson or pass the examination set for me, not only honesty but common sense and justice to myself bid me admit my ignorance.—*Chancellor E. Benj. Andrews, in University Journal.*

A LETTER FROM INDIA

J. S. JAMES

DEAR BROTHER LEWIS:—

Yesterday evening I picked up the last number of the MESSENGER and read it through quite carefully. I was especially interested in the news notes of the College and happenings about College View. In fact it set such a train of recollections going in my mind that I resolved to write you this morning. While I write my mind goes back to the very pleasant days that I spent at Union College last spring in the interest of the canvassing work. It seems but a few days ago, and I can almost imagine myself, even now sitting at your table or at your desk in the office, pleasantly planning the work for the canvassers. I rejoice to know that the students have taken this work up in earnest for the coming year and are planning to carry on a more vigorous campaign.

Little did I think last spring while mingling with the students of the school that I would be in this far off land to-day. Yet here I am with my family, and we rejoice to know that we can have a part in the great mission fields of this Message. We firmly believe that God has led us every step of the way, and that he Has a work for us to do in this needy field. While I feel happy to know that we are here, and feel greatly burdened for the work in this field, still I carry on my heart a burden for the students who are being trained in Union College. While I was there last spring I

was impressed many times that something should be done to bring the minds of these students in direct touch with great fields in the regions beyond that have never been warned with this Message. And now, since I am on the mission field, where the needs of the field are so overwhelmingly pressed upon me, this impression has been deepened ten-fold. As I think of that mass of young energy and intellect gathered in that institution for an education, I cannot help but think what a power they could exert in this cause if they could all in some way, become enthused with the missionary spirit to go out and do something for God. O how narrow are our views of the needs of this cause until we are brought face to face with the millions of this earth, groaning under the burden of the awful curse of sin and every form of wickedness! Words fail me if I try to describe conditions in this field compared with conditions in the home land. I know, Brother Lewis, that your heart is burdened for all those students, and you are anxious that every one will become a member of the fighting force for God. I cannot help but feel that those who stand as instructors of these students have a fearful responsibility resting upon them. I know if they could be placed where they could behold the needs of this work in these fields that are crying out for help, and no one to come to their help, that land and property and claims would sink into utter nothingness.

I have been wondering if there was not something that I could do that would help to encourage and promote the foreign missionary spirit among the students of Union College. I have often thought if some line of correspondence could be taken up with different societies formed for missionary work in the College that it would help very much.

I believe there is nothing like getting our young people directly in touch with

the workers in these fields. I will certainly be willing to contribute my mite in this direction if I know to whom to write.

I will now come to another thing that has been on my mind of late. At our recent general meeting, steps were taken to advance the work among the natives of this country much more than has been done in the past. Some of the new arrivals to this field were selected to study some of the principal languages of India and devote their entire time to the mastery of these languages. I was selected as one of this number. It was decided for me to go to southern India and take up the study of the Tamil language. This will give me access to over 16,000,000 people. I was asked to locate at Bangalore, the chief city of the Mysore Province, in the center of the Tamil speaking district. This places me in the extreme southern part of the continent, far separated from all the other workers. In placing the workers in the different fields it was thought best to try to establish centers of work and endeavor to build up a constituency at several different points. Being a member of the Advisory Board for this field, it was thought that I could have oversight of the work in southern India and assist any who might come to that field later on. Our Committee voted that as soon as a man and his wife could be secured I be given help in southern India. This is the thing that I feel anxious about. I ought to have some good man and his wife to join me in the study of the Tamil language, with the purpose of devoting their entire lives to work for that people. They ought to be fresh from school if possible, because then their minds would be fresh and quick to take hold of a new language. It is also quite necessary that they be young, as experiences of the past have proved in this field that those who have passed the age of thirty-five or thereabout seldom acquire a good working knowledge

of the languages of this country. The Tamil language is not a difficult one to acquire, and it is a very beautiful and expressive one. I expect to begin the study of this language the first of April.

At present we are pushing the campaign for our missionary paper, *The Oriental Watchman*, and I have charge of the campaign. This keeps me more than busy, but when I take up the language I will drop everything in connection with the English. I will hire a pundit (teacher) and have him come right into my home and be my constant companion until I am able to use the language in a public way. A pundit is not very expensive in this country. A good native teacher (any other kind would be useless) will cost about 14 rupees a month, or about \$4.50. If I had someone with me now we could both use one teacher, and where two study together they get along much faster. I hope that by the next cool season the Mission Board will have a man and his wife to send to join me. The reason I write to you about this is that I thought you might be able to put the Mission Board in touch with some young man and his wife whom they could send. I would also like to get in touch with the parties myself. I am hoping that someone will be ready to come to join me by the next cool season.

Just a word in regard to southern India. The climate down there is most excellent. Bangalore has an elevation of 3,000 feet above sea level. The average temperature is 72 degrees, and the annual rainfall is 42 inches. Fruit of every description is found there, and it is cheap. Railroad facilities are good, but of course they are nothing to compare with the roads in the States. The Tamil people are a very intelligent class as a rule. It is among this people that is to be found that little colony of 600 Sabbath keepers that you have no doubt heard of. They have been keeping the Sabbath many years and know nothing

about us as a people. They also believe in the Second Advent of Christ. They accept the Bible, both Old and New Testaments, but they have some queer notions and a sprinkling of idolatry mixed up with their religion. It is for these people that I hope to work when I get the language. But until then, one has to be very careful about arousing their prejudices and getting them set against the truth.

Now I have written quite at length, so I must close. I rejoice to hear of the large attendance at Union College, and I pray that God will greatly bless your efforts in this year of school work. Remember me kindly to your wife and family and to the members of the Faculty and any students who may remember me. I should be glad to hear from any of them at any time. If you can help in getting a good man for southern India, you may be sure that God will bless the effort. Hoping that I shall hear from you occasionally, and that God will keep us faithful to His truth until Jesus comes, I remain,

Very sincerely your brother.

39-1 Free School St., Calcutta.

HINTS ON VIOLIN PLAYING

KATE SANBORN

In holding the violin, use the thumb as a pivot on which to rest the neck of the violin. Place the neck just below the first thumb joint. Turn the end of the thumb out. It is a detriment to hug the neck with the upper part of the thumb; for in this case there is an inclination to press firmly against the neck, which brings a tension on the muscles of the entire hand, thus lessening the freedom of the hand and fingers. It is permissible to rest the opposite side of the neck against the hand lightly, at, or just below, the third joint of the index finger.

BOWING

Properly, there are only three differ-

ent kinds of bowing, the legato, the staccato and the impulsive. The sympathetic stroke, and in fact every other style of bowing is merely a combination of these. By means of these three bowings every shade of feeling may be expressed.

STACCATO BOWING

To obtain a pure, pearly, snappy staccato, clear as drops of crystal water in the sun, do not push the bow along but remember that the staccato is an attack. Place the bow on the string, now press until the stick touches the hair, then allow the stick to spring upward; at the instant you release the stick, draw a *very little*. At first use only an inch of the middle part of the bow. Mark the stick with chalk to make sure only an inch is being used.

IMPULSIVE STROKE

Unlike the stroke used to obtain the forte effect, in which the accent is made at the beginning of the stroke, in the impulsive stroke the accent comes after. In the first practice of this bowing, as in the staccato, the method used should be exaggerated; for instance, do not put on the pressure until the last half of the note is reached. Later, while the accent still comes after the note begins, it comes so soon after that few listening can tell how the effect is produced, although the life in the tone is apparent to all.

A LETTER FROM EGYPT

The following extracts are taken from a letter recently received from Mrs. J. J. Nethery, written from Alexandria, Egypt:—

"Since returning from our visit in Upper Egypt we feel that we have a little better knowledge of this country than we had before. The climate is very nice, although somewhat trying until one gets accustomed to it. There is no provision made for heat in the houses, and as they are built of stone it seems

almost too cool for comfort some days in doors, while outside may be warm and sunshiny. We have a little kerosene stove for cooking purposes, and on cold days we keep it burning most of the time. I imagine that the climate is similar to that of California, as we have occasional rains in winter, while the summer is dry and warm. As Alexandria is on the sea coast, it is cooler here than in Cairo or Upper Egypt. Of course the farther south, the hotter it is. Even at Luxor, which is only about 500 miles south of this, the summers are too hot for Europeans, but the winters are very pleasant, and many tourists from America and Europe spend their winters there. Luxor is on the bank of the Nile river, and owes its importance to the fact that it is situated close to the ruins of the temples of the ancient city of Thebes.

"We spent a few days at Cairo, visiting our little company of Sabbath keepers, which is composed of four Armenians, two Egyptians, one German and one Jew. As Mr. Nethery spoke to them, one Armenian brother interpreted for him in Turkish, so that the Jew could understand.

"Now for our trip to Luxor. We left Cairo in the evening and traveled all night on the train. Our accommodations were not altogether pleasant, as we could get the scent from cigarette smokers most of the night, since they are allowed to smoke any place they choose on the trains. We wrapped up in our blankets and stretched out on the cold leather seats for a sleep, and did very well indeed. We awakened bright and early, and after refreshing ourselves with the contents of a bottle of water and our lunch, we watched from our windows the many strange and interesting sights in a foreign land. As the sun came up and shone on the beautiful palm trees dotted here and there about the green fields, it made a grand scene. We wondered why so many natives were

out so early; for the whole country seemed alive with them, working in cane fields, and other places; but we were afterward told that a great many of them lie down and sleep wherever the night overtakes them.

There are hundreds of little mud villages scattered through the country, and in these most of them have their homes. Their villages remind one more of mud daubers nests, or of cone shaped bee hives, than of houses, while some look like groups of old sod ruins with no roofs over them. Others are made of cane stalks. The country natives, or Fellahin, amount to about four-fifths of the entire population of Egypt, and are chiefly employed in agricultural pursuits. In physical type, they greatly resemble the ancient Egyptian as depicted on the monuments. They are a very ignorant and degraded people, and are mostly of the Mohammedan religion. A very small per cent can read or write their own language. All appear to be busy at something. Some were scraping out the mud from the river ditches, and carrying it to their fields, while others were plowing with old fashioned wooden plows. Here and there we would see an ox and a camel hitched together, or perhaps a cow and donkey, or even a donkey and camel. Some of the natives were sitting around in little green patches herding their flocks, which usually consist of a few goats, camels, donkeys, and cows or buffalo as they are called here. Their cattle have thick humped shoulders, and are a sort of bluish gray color. We see very few nice cattle like those we have in America. As we looked upon the thousands of these natives, so thickly scattered throughout the country, we wondered if it could be possible for any of them to grasp the truths of the Third Angel's Message.

(To be concluded.)

"Promise less, do more."



Church School Work

THE TEACHER'S WORK.

"It is the nicest work ever assumed by men and women to deal with youthful minds."—*Christian Education*, p. 5."

"God has given to children inherent tendencies which in a large measure determine their growth. The child's mind is not 'inert clay awaiting the potter's touch,' neither are their minds as wax—easily impressed, and the impression readily removed—but they are like the blossoms on the trees; under the favorable influences of the sunshine and warmth of kindly interest they will develop into rich fruit, ready for the Master.

"A part of the teacher's work is to train the tendencies of children into proper ways of living, which will lead to self control."—*Turning Points in Teaching*, pp. 54, 55.

"Teachers are to do more for a student than to impart a knowledge of books. Their position as guide and instructor of youth is most responsible; for to them is given the work of moulding mind and character. Those who undertake this work should possess well-balanced, and symmetrical characters. They should be refined in manner, neat in dress, careful in all their habits; and they should have all the true Christian courtesy that wins confidence and respect. The teacher should be himself what he wishes his students to become."—*Special Testimonies on Education*, p. 48, third par.

The teacher's business is to educate and reform the heart, mind, and habits of his pupils. In all the exercises of the school these objects should be sought. The recitation gives him opportunity to know the mind and in part, the heart of each pupil. Each question he asks, each illustration he gives, should carry with it the thought of

helping the child to overcome his defects if any should appear. Intermissions and study periods reveal more fully the hearts and habits of his pupils, and the teacher should be just as vigilant then as at any time.

"The preparation of the lessons in school is not the chief thing. We must develop a higher and broader spirit of obedience. The making of a good man is of far greater importance than the making of a good reader, a good mathematician, or a brilliant scholar; and the school which does not impart to its pupils the elements of high character, and how to use their powers in self control, is unworthy."—*Turning Points in Teaching*, pp. 72, 73.

"The schoolroom is more exhausting during the winter months than at any other time. Strange notions of propriety and fears of catching cold interfere with ventilation and with outdoor exercise. The pampered body saps the vigor of the mind. Then the sky looks dull and life becomes one dreary waste. We feel we are not appreciated, and the elsewhere is invested with glittering promises."—*Teacher's Magazine*.

SPRING TIME

Teachers must not now hang their heads and give way to the blues. Study the dispositions of your pupils. Nature is now making new demands upon them. They are bursting with new life just as the whole creation is doing. They are eager to leave their books for outdoor sports whenever an opportunity is offered, and instead of studying during school hours, they often sit looking out at the windows, dreaming as it were of the freedom of nature.

To hold the living seed or sprouting

bud within its winter cell is to destroy its life. To compel the restless boy or girl to remain quiet in the schoolroom and pore over his lifeless books with no vigorous exercise in the open air is almost, if not quite, as destructive of life. God has endowed every boy and girl with a naturally curious, prying, inquiring disposition, which can be fully satisfied only with a more full and complete revelation of Himself.

When God created man He placed him in a world filled with His object lessons; and as the best means of learning these lessons, man was given a pleasant occupation which kept him constantly employed among the subjects he should study. When sin entered, these lessons were not obliterated. They were changed only enough to teach man the lessons he needs in his changed condition. Man's occupation was not changed; he still was to work with nature and learn from it God's power to save from the results of sin. It is not surprising then that each child has an intuitive love for nature and a restless spirit which causes him to break the bounds of his winter quarters and linger among the "living green." This I believe to be the voice of God calling them to learn of Him according to His original plan. If the teacher can so connect the lessons from these living objects, with the work in the schoolroom, that the children will increase their interest and efforts in the work of the school, many boys and girls will remain in school who otherwise may drop out.

TEACHING FROM NATURE

All the subjects in the child's curriculum have to do either directly or indirectly with the study of nature, but too often in the schoolroom the child is isolated from the object he is studying. His research and investigations are all made with imaginary objects, thus the vitalizing influence of association with familiar objects of nature which have

awakened the child's mind and the very means God has given for his becoming acquainted with Him, is left out of his training.

"A return to simpler methods will be appreciated by the children and youth. Work in the garden and field will be an agreeable change from the wearisome routine of abstract lessons, to which their young minds should never be confined. To the nervous child, who finds lessons from books exhausting and hard to remember, it will be especially valuable. There is health and happiness for him in the study of nature; and the impressions made will not fade out of his mind, for they will be associated with objects that are continually before his eyes."—"*Testimonies*," Vol. VI, p. 179.

Teachers should give special attention to nature study and school gardening. Now is the time to begin this work. Take time to plan for it, and do something even though you cannot do as much as you would like. Every teacher should have a copy of the "Manual on School Gardening and Nature Study," which contains suggestions for each month—September to June. Order from Union College Press, College View, Neb. Price 10c. "Cady's Bible Nature" is also good. Price \$1.00. Order from Pacific Press Publishing Co., 1109 East 12th St., Kansas City, Mo. As you conduct this work, have a note book handy in which to keep all questions which arise and all helpful suggestions and pass them on to others when we meet in institute work next summer.

B. E. H.

"All men naturally desire knowledge; but what profit is there in knowledge without the fear of God?"

"Our success depends upon the strength of our purpose; and, if we would make much progress, we must use much diligence."

Reading for Improvement

GENERAL CULTURE COURSE "LIFE SKETCHES"

REVIEW

Never give up: for the wisest is boldest,
Knowing that Providence mingles
the cup;
And of all maxims, the best, as the
oldest,
Is the stern watch word of "Never
give up!"

These questions have been sent to all who have enrolled for the General Culture Course. Such are requested to write out the answers to this review and send them in at once. All answers received on "Life of Bates" were very good. Remember! Those who satisfactorily complete this course will receive a certificate showing that they have finished this work. Address, Central Union Conference Y. P. S., College View, Nebraska.

1. Give the time and place of Elder White's birth, and name ten of the strongest characteristics you noticed in his life.

2. Considering the heroic manner in which Elder White, as a boy, governed circumstances and secured an education, what hinders *you* from finding a way or making a way to secure an education?

3. Compare loyal Seventh-day Adventists of 1907 with the loyal second advent believers in 1844 and show if in either case it can be truthfully said, "your life speaks so loud I cannot hear what you say."

4. Upon what main points of belief did true Adventists agree after the disappointment of 1844?

5. Give a brief but comprehensive sketch of Ellen Harmon's life and show

how she compares with your ideal of a Christian.

6. What is the purpose of the Spirit of Prophecy as shown in the way the Lord used it from 1844-1882.

7. When, where, and through whom was foreign missionary work begun by this people? Trace briefly its progress.

8. When, through whom and for what purpose were S. D. A. educational institutions established, and why should every S. D. A. young person be receiving an education in them today?

9. Describe the rise of health reform and show how it took permanent form when and where.

10. Give your appreciation of "Life Sketches," and tell in what ways it has effected you.

"THE GREAT SECOND ADVENT MOVEMENT"

LESSON I

Chapters 1-5

1. Prepare a Bible reading showing how the Coming of Jesus has been the hope of all ages, from Adam's time to 1907.

2. Prepare a Bible reading which shows distinctly what the Spirit of Prophecy is and its office in the true church to-day.

3. Compare the rise of the Advent Message and party with the rise of other great movements.

4. Show clearly how the Plan of Salvation has been unfolded step by step.

5. Contrast the Jews' attitude toward Christ's coming, with the wise men's actions.

6. Note the length of time John heralded Christ's work, and its effect upon his hearers.

7. Name the two classes at work during the triumphal entry, and explain the motive of each.

8. Notice the two apostasies and the views held in different countries.

9. Give your definition of "time of the end."

10. What is the key to the 2300 days problem, and what relation has it to the "day of atonement" or time of judgment?

11. Tell what the second advent message was, where and when given.

Young People's Work

A FEW WORDS FROM COLORADO

MEAD MAC GUIRE

At our campmeeting in Boulder last August, special emphasis was laid upon the importance of personal work for souls. We had a large company of earnest, consecrated young people, and at the last meeting all were asked to rise who would make it their earnest purpose to bring at least one soul to Christ before the next campmeeting. Nearly the whole company arose, and their faithful efforts the past six months witness to the sincerity of their purpose.

Word is coming from the elders of churches that through the earnest, persevering work of the young people, souls are being won to the truth and uniting with the church. Probably such results could not be realized were it not for the hearty co-operation and interest of the parents in the labors of their children.

To us this is a very significant omen. Everything that God has foretold in connection with this closing work must be fulfilled. He has said, both in the Bible and the Testimonies, that the youth and children should bear an important part in the closing work of this message. What is this great movement among our youth and children, which is being so manifestly blessed of God, but the preparation necessary to their reception of the latter rain and the fulfillment of

both Mal. 4:5, 6, and Acts 2:17, 18.

"When ye see all these things... look up and lift up your heads for your redemption draweth nigh."

CHATS WITH LEADERS

How often, dear leaders, do you wish that you might sit down with some one who has had experience and who carries the same burdens upon his heart that you carry, and talk matters over, ask questions and hear of other's experiences? You doubtless would tell some of your experiences too. We have tried to make a few suggestions in these "chats" but we do not care to do all the talking. Do not think that your experiences or your solutions of difficulties will not interest others. What leader will first respond to write something for this column? You can all send in questions anyway.

FIFTY MISSIONARY PROGRAMS

This little book by Belle M. Brain, published by the United Society of Christian Endeavor, 155 La Salle St., Chicago, Ill., at thirty-five cents, would be helpful to many of our leaders I feel sure. While there are some things we cannot use, it is bristling with suggestions. After eight pages on "The Ideal Missionary Meeting" the space is given to fifty suggestive missionary programs.

The following are some of the titles of the programs: "A Review of the Century," "Moravian Missions," "Medical Missions," "An Evening with Fidelia Fiske," "Stories of Famous Converts," "Hero Tales from Alaska," "An Evening in China," "An African Palaver," "The Bible as a Missionary," "Stories of Famous Missionary Ships."

The following is a sample of the suggestive programs. Many have the autobiography of John G. Paton, and can perhaps make use of this.

AN EVENING WITH JOHN G. PATON

"Our work went on very joyfully, though individual cases of selfishness and vice brought us many a pang. But the Lord never lost patience with us, and we never lost patience with them."—*John G. Paton, D. D.*

1. Biographical sketch: John G. Paton, Missionary to the New Hebrides.

2. Reading from Paton's Autobiography.

- a. Our Cottage Home.
- b. The Magical Effect of an English Man of War.
- c. A Slide in the Dark.
- d. A Twenty-Mile Ride Through the Australian Bush.
- e. Nelwang's Elopement.
- f. The Sinking of the Well.

1. See "John G. Paton, Missionary to the New Hebrides."

2. The biographical sketch may be given at the beginning, or may continue through the entire hour, the reading being introduced at the proper places as the story progresses. The readings, as given in Paton's autobiography are somewhat too long, and must be shortened. They are given in a condensed form in "Missionary Readings for Missionary Programs."

The closing part of the book is given to materials for missionary programs, such as poems and interesting foreign mission items. There is also a bibliography on mission. M. E. K.

The worst enemies are those we carry about in our own hearts.—*Thaluck.*

The Educational Messenger

Representing the Educational Department of the Central Union Conference of Seventh-day Adventists which embraces its Training College, Intermediate Schools, Church Schools, Sabbath Schools, Sanitariums, Nurses' Training Schools and Young People's Societies

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News and Notes

COLLEGE VIEW HAPPENINGS

Ralph Madison, of Casper, Wyo., is visiting his parents and sister in College View.

Mrs. A. E. Doering in Bowden, N. D., has been visiting friends in College View. She has now gone to Council Bluffs, Iowa.

Elder W. M. Adams, President of the Manitoba Conference, recently called a few hours here. He was accompanied by Mrs. Adams.

Bertha Lewis has moved with her mother to DeWitt, Nebr. It is the intention of Miss Lewis to return to Union College next year.

Miss Alma Graf has recently accepted the position of Educational Secretary of the Nebraska Conference and has taken up her work in College View.

Sabbath afternoon, March 16, the program of the young people's meeting will be given by the members of the Hymnology class. The program consists of short topics upon some of our best hymns, each followed by the rendering of the hymn.

Clarence Thompson and Gertrude Dymond were recently married at the home of the bride in College View. They will make their home in College View.

SANITARIUM SIFTINGS

Miss Lulu Koenig is nursing in Council Bluffs, Iowa.

W. H. Holmes, a former student, is taking treatment at the Nebraska Sanitarium.

Miss Mary Anderson, a member of the nurses' class of 1904, is nursing in Lincoln.

Nellie Davis recently visited at the Sanitarium on her way to Minatare, where she has land.

Mrs. Louisa Postier, of Rochester, Minn., is visiting her daughter Miss Blanche Postier, at the Nebraska Sanitarium.

Anna Anderson, of Holdrege, Neb., recently joined the Nebraska Sanitarium family, and is in charge of the dining room.

Mrs. F. W. Patterson, the matron of the Colorado Springs Sanitarium, is enjoying a much needed rest at her home in Corydon, Iowa.

Louise Sholz, formerly of the Nebraska Sanitarium has been doing private nursing at San Rafael, Cal., but has recently gone to South Lancaster, Mass., to connect with Elder Haskell's training school, and prepare herself for foreign mission work.

Miss Minnie James writes us from Little Rock Ark., "For nearly two years I have been connected with the Sanitarium at this place. So while I am not teaching any more I am still interested in Christian Education and have decided to renew my subscription to the *Messenger*. I enjoy its semi-monthly visits very much and have received a great deal of good from it, when it visited me regularly."

MISCELLANEOUS

H. A. Dike is in Wichita Kansas.

The interest started by branch Sabbath schools among the Germans of Lincoln is being followed up by meetings which are held in different parts of the city.

Elder J. W. Adams is engaged in pastoral work at Edendale, Cal., a suburb of Los Angeles. His brother Charley is quite ill at his home in Edendale.

Miss Martha Cornish is now in Graysville, Tennessee.

C. L. Benson is spending some time in the state of Kansas, in the interests of the young people's work.

On a card recently received from Mrs. J. L. Shaw, of India, she says: "India never seemed so nice as now. Everything is onward here."

In a recent communication from Elder Parmele, he informs us that he and his wife expect to start a tent meeting and missionary institute in Tampa, Florida, on the eighth inst.

Prof. Wallenkampf, the only Swedish laborer in New England, expects to leave for his home in Sweden next May. Prof. Wallenkampf was teacher in the Swedish Department of Union College for several years.

Miss Grace Chilson, who taught very successfully a six months' term of church school at Poplar Bluff, Missouri, is now teaching a three months' term at Mountain View, Missouri. She has an enrolment of twelve pupils with prospect of others entering soon.

From a letter to Nathan Alborg we learn that Bro. C. A. Burman and wife are experiencing success in their new field of labor, LeDuc, Alberta. They have twenty-seven pupils enrolled in their school this winter, a large number of whom expect to spend the summer canvassing. When school closes they expect to pitch their tents in the timber for two weeks and fell trees. The lumber will be used to erect a new academy building. They are of good courage, and are anxious for more help in their field.

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Brother H. E. Reeder writes that he will soon leave this state and go to Wyoming to connect with the work in that field.—*Kansas Worker*.

One day recently Bert Glasscock came over from his work in the Sanitarium Bakery to tell us how much he appreciated the Messenger.

Chas. H. Chapman, of Springfield, Neb., stopped in College View long enough to call at the Messenger office while on his way to Minatare Nebr., where he has a claim in the irrigation district.

A Sabbath School Convention was recently held at the S. D. A. Church at Lincoln. Papers were presented by Messrs. M. E. Ellis, H. A. Hebard, and E. C. Cushman, and Misses Winnie Hunt and McAlpine.

Miss Alice Thompson, her mother, sister, and little brother left Mar. 4, for Arcadia, Nebr., where they will visit a few weeks with Mrs. Thompson's, mother. From there they will go to Minatare, where Mr. Thompson has a farm.

The Colorado Springs church school recently enjoyed a visit from Elder Warren. He spoke to the children on the necessity of being prepared to pass the examination when our names are called up in judgment, where none but those who receive one hundred per cent will be accepted.

Professor Griggs, who left College View for Keene Sunday evening, March 3, writes that he arrived at Keene safely on the morning of March 5. The train was delayed several hours in getting into Fort Worth on account of a wreck which took place north of El Reno. He says that he finds a sturdy class of young men and women there. The enrolment is something over 150 in the Academy proper and over 100 in the church school. Concerning his impressions of Union College, he says, "I assure you that I shall remember with much pleasure my visit to your school. There seems to be such a thrifty and healthy spirit in the school that it is certainly cheering."

UNION COLLEGE NOTES

Arnold Hanson has charge of the College hot house.

Lewis Patterson returned to his home at Carthage, Mo., Mar. 3. He expects to accept a position as book-keeper for the summer.

Carl Wolter, of Iowa, is our latest new student.

P. P. Adams is teaching at Port Hammond, B. C. He is also doing some secretary work.

C. W. Hanson, of Ringstead, Iowa has been visiting his daughter, Miss Mary Hanson, who is the cook in South Hall.

The members of the Medical Missionary Band of Union College recently visited several of the hospitals in Lincoln.

Elbridge and Olive Adams have been attending school at Fernando, Calif., but have been out on account of sickness.

Clarence Allen, Henry Anderson, Earl Renfro, and J. Leon Petrik recently left College View for the western part of the state, where they expect to work this summer.

Ruth Kane is teaching at Edendale, Calif. Her brother Robert is bookkeeper at the Gledale Sanitarium. He is also president of the young people's society at that place.

R. J. Bryant, state canvassing agent of Iowa, spent last week at Union College. While here he gave several very interesting and instructive talks to the students on the canvassing work.

The Alpha Literary Society has elected officers for the last term of school as follows: President, R. S. Irvine; Vice President, Dwight Pettis; Secretary, Homer Teesdale; Assistant Secretary, Marie Eden.

Sunday evening, February 24, the "farm-boys" and their friends gave Mr. and Mrs. Earl Austin a little surprise. A pleasant evening was spent with the "farm-boss," and at the close the boys presented him with a picture.

J. H. Anderon, who completes the Scandinavian course in Union College this year, will leave to assist Elder E. Johnson, formerly of Union College, in southern New England, after the commencement in May.

Several lively discussions have recently been held in the General History classes. The subjects were of vital interest to each class, hence the strenuous effort that was put forth on the part of the participants. Two of the subjects for discussion were, "Resolved, That Greece did more for the spread of civilization than Rome," and "Resolved, That race had more to do in determining Grecian civilization than did environment."

John Clarke and Orrie Carr are land hunting in eastern Colorado.

Adolf Kurz is at present working on the home farm near Colorado Springs.

C. B. Evilsisor, a former student of Union College, is now in Wichita, Kansas.

April 13, the College Choral Society will render Mendelssohn's Oratorio "Elijah," in the College chapel. An outline of this work will be given in the next issue.

Brother Emerson, our business manager, is in Topeka, Kan. on business. On his return he expects to bring a large quantity of rhubarb plants for the College farm.

Among the students who returned home at the close of the winter term are Mae and Leonore Hartwick, Catherine Paulson, Floyd Tyrell, Ira Pettis, and Ward Preston.

We are glad to say that Miss Hallie Hiatt, who has been ill at the Sanitarium for several weeks, has recovered. Miss Hiatt returned home March 11, accompanied by her mother.

Homer D. Graham and wife, *nee* Genevieve Hills, are visiting at the home of her mother at Colorado Springs for a few weeks. Mr. Graham attended the College in 1901-02.

For the benefit of the Mathematical Department, two stereopticon lectures have been given by Prof. E. C. Kellogg; one entitled "Bunyan's Pilgrim's Progress" and the other, "Great Things of America" The proceeds amounted to \$50.99.

The Steckelberg String Quartet, of the University School of Music, will give a recital in the College chapel, April 6, at 7:30 p. m. The proceeds of the recital, above the expenses, will be used in payment of the recent musical additions to the College Library.

Friday, March 8, Miss Matilda Erickson returned from her visit to her home in Iowa, and left the following Tuesday evening for Washington, D. C., where she goes to assist in the Sabbath School and Young People's Department of the General Conference. Miss Erickson is a member of the class that graduates this year and will be missed by her classmates, as well as a host of friends in the school. She was also assistant librarian, which place is now filled by Miss Lora Clement.

Mrs. C. W. Larson, formerly Miss Lillie Preston, has been asked to take the position of assistant secretary of the Iowa Conference.

Saturday evening, Mar. 9, the Alpha Literary Society gave a program to which they invited the members of the Philolathia. This was one of the best programs given by either society this year. The participants do not profess to be professionals,—simply learners. Aside from being well rendered, the program showed a marked tendency to choose instructive topics which were much appreciated by all present.

The young men's gymnasium class recently gave a closing exercise in the College gymnasium. This consisted of marches, exercises with dumbbells, Indian clubs, and interesting games. The work has been carried on under the direction of Mr. R. S. Irvine. The young men are very enthusiastic over the benefits of the gymnasium work, which was shown at a short meeting held at the close of the program, at which they agreed to raise more than thirty dollars for better equipment, and by the appointment of a committee to devise plans for pushing the sale of Professor Lewis' booklet, "Benefits of a College Education," the proceeds of which go to the physical training department.

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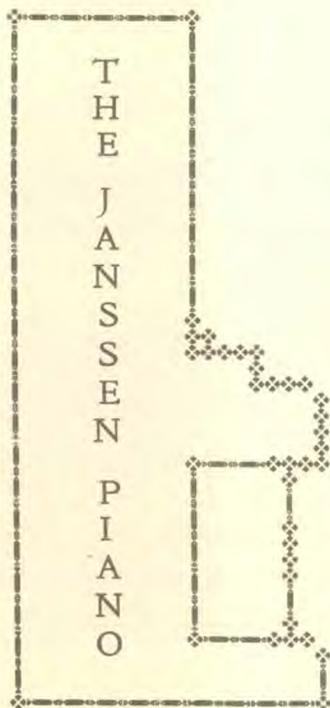
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