

THE EDUCATIONAL MESSENGER

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No. 17

The Educational Messenger

Representing the Educational Department of the Central Union Conference of the Seventh-day Adventists

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Students should not forget to order the MESSENGER before school closes. No matter where you go, or how often you change post office, the MESSENGER will follow you if you will request it. Keep in touch with one another and with the College by joining our regular list of subscribers.

An item in the daily press states that hundreds of telegrams from Seventh-day Adventists from all over the country protesting against proposed legislation for a stricter Sunday law in the District of Columbia are being received by Congress. Senator Gallinger of New Hampshire has presented a batch of them to the senate. This is good missionary work for the cause of religious freedom. Let it continue.

If our readers find eight pages of matter this week instead of four, we hope they will not feel aggrieved and stop their paper. Look at the increase of our editorial staff and you will see the reason why—so many new editors there must be some opportunity for them to relieve their minds. We make no definite promises for the future, except that we hope to print six or eight pages as long as the present run continues.

We are glad to announce that Eld. A. G. Daniells will visit Union College during the last four or five days of the school year. This is an unexpected opportunity. We had the promise of Elder Spicer during the last week or ten days of the school, and he still expects to fulfill this promise, though he will not stay quite as long as he had expected at the first. He is obliged to go on to attend camp-meetings in the

northwest, and Elder Daniells will then take his place and remain until the close of school.

Those who heard Prof. Lutoslawski at Union College a short time ago will be interested in the following item which appeared in the *Woman's National Daily* of May 2:—

"The American nation is too proud and full of conceit, for which it should be spanked, according to Prof. W. Lutoslawski, who fills the chair of sociology and logic at the University of Cracow. The Russian teacher is in America on a visit and lectured at the University of Chicago this afternoon. 'Business is everything to you Americans; learning is nothing,' declared the professor. 'You worship the material. Even China, of its kind, has a higher type of civilization than you have. In a few years England and France will attack Prussia. Russia will be drawn in as an ally. Japan will take a hand on the side of freedom. America, through its antagonism to Japan, will enter the struggle allied against the despots. Roosevelt is an able man. He foresees the country's needs—ships.'

Says an exchange, "No dainty woman cares to be in the company of a man not becomingly attired, and many men with unsightly finger nails have wondered why their worth has been unappreciated. Cleanliness appeals strongly to a woman. It appeals more than physical beauty. Often one hears a girl say: 'No, he is not a nice-looking man, but he is so clean—so faultless about his dress that it is an actual pleasure to see him.' We hear and read something every day about the make-up of the feminine portion of the family, but who ever writes or talks about the boys, especially the 'gander age' boys who are at the age where they need to be taught particular care of their personal appearance? It is as essential to teach a boy how to keep his hands and nails clean as to teach him his first prayer. A boy is not effeminate at all if he cares a great deal about his personal appearance—in fact, it is only marked evidence of innate refinement. Let every member of the family take a wholesome interest in physical culture and the care of the human body and it will never be regretted in the home."

"Reputation is what men and women think of us; character is what God and the angels know of us."

Teaching the Lesson

Teaching is like fishing, and fishing is a twofold process. It is the fisher's part to place the baited hook within reach of the fish, and by every enticement known to the angler's art, to make the circumstances as favorable as possible for the fish to seize the bait. The seizing of the bait is the part of the fish. These acts combined produce fishing. The former without the latter is simply dabbling in the water; the latter without the former is mere luck, due in no respect to the skill of the angler.

Teaching a Twofold Process

The likeness to teaching is perfect in every respect except the hook and its consequences. Teaching is a twofold process. It is the part of the teacher to bring the truth within the reach of the learner, and to make the conditions favorable for its reception; it is the part of the learner to reach forth and grasp the truth. Where these acts are intelligently united, there is teaching, which, in the language of the late editor of the *Sunday School Times*, is "The twofold process by which knowledge that is yet outside the learner's mind is directed toward that mind, and by which the knowledge thus directed is made the learner's own."

Keeping the foregoing definition and its illustration constantly in mind, let us approach the topic, "Teaching the lesson to the class," and notice some of its limitations.

The problem to be considered is: Given the teacher, the lesson, the class, and a half-hour of time, how shall the first get the second into the third in the time of the fourth? The first suggestion is based upon the fact that the process of teaching can not go on without the learner's co-operation; and the learner can not give his co-operation unless his mind is in a condition where its powers are reaching out to grasp the knowledge directed toward it by the teacher. The teacher's mind must also be stretching toward that of the pupil, bearing the truth, which it thrusts into the mind of the latter. What wonder that when two such minds come in contact, a thrill of thought occurs that can be likened only to the flash and leap of the electric current when the poles of a battery are brought together?

Personal Relationship

There is no use of saying that the members of the class ought to be interested in the lesson. Assuredly they ought, and some of them will be interested. But if there are those who are not interested, the teacher must take the burden of awakening their interest. He must go after them personally. The angler hardly expects the fish to wend their way out upon the land to inform him of their consuming desire to nibble at his bait! No, he must go where they are. He must place his bait before them, and in as attractive a form as possible. So the teacher must come into personal relation with his uninterested pupils, must find out what their souls long for, and

must discover in the lesson something adapted to their needs. This will take study, and thought, and personal visits during the week; but the results will richly repay the efforts put forth.

Necessity of Prayer

After the teacher has mastered the facts of the lesson, and has perceived and comprehended its moral truths; after he has come to know the temperament of each member of the class, there still remains unanswered the question; What does this lesson contain which may be lodged in the center of each member's heart and life to help form his character aright?

No teacher is prepared to stand before his class until he has given this question consideration, and has reached definite conclusions. Answers to this question may flash upon the teacher's mind while he is engaged in studying the lesson or his pupils, or while he is about the ordinary affairs of life. And this suggests an important principle and an easy method. The principle is, that the Holy Spirit knows what is in the mind of man, and he is able to flash into man's mind what was not there before. He knows what each man or woman needs, and he can reveal unto the teacher's mind a way of presenting the lessons that will meet these needs. Recognizing this principle, let us as teachers earnestly and often lift our hearts to God in prayer that he would be thus gracious unto us and reveal to us effective ways of teaching. Such is the important principle; what is the easy method? It is to go about our daily work in faith, prepared with note-book and pencil to take down these flashes of revelation as the Lord may give them to us. But the Holy Spirit may not always reveal best methods to us in this quick and easy way. Sometimes we must dig for hidden treasures, for we might fail to appreciate them if we got them too easily. What, then, shall we do?

The Central Truth of the Lesson

First, let us select from the lesson, the main, central truth, and, it may be, two or three subordinate truths. And let us concentrate our thought upon these truths until we see how they are related to the well-known and characteristic needs of different members of the class,—needs ever to be kept before our minds in the study of the lesson.

Employing the Time of Recitation

Do I hear the question, What is the use of being so careful to select a few truths to be impressed, when I can never find enough to fill up the time, and have to sit in embarrassment until the bell rings, or invent ways of holding out to the end of the period? My dear teacher, let me whisper in your ear a secret: You are either young and inexperienced, or you are neglecting to study the lesson. In the former case, you will find that the method I have suggested will help you to obtain matter for profitable employment of all the time. What you need is to be faithful in preparation, and persevering in effort. Time and experience will do the rest. If you are neglecting the

study of the lesson, there is no help for you until you reform.

"But that is not my trouble," says another. "I am so full of my subject, that I cannot get half through before I am stopped by the bell." Very likely, and your trouble is worse than your neighbor's. You waste the time on non-essentials, and never reach the pith of the lesson. The method suggested is your best remedy.

Having selected the truths he would impress upon his pupils, and having decided upon what truths, if any, are suited to the needs of each pupil, the teacher should now direct his thought to the manner in which he shall bring the lesson before the minds of his class. Here the teacher must work out his own methods. They will grow out of his own individuality.

Use of Lesson Pamphlet

And now the teacher stands before his class, the love of God shed abroad in his heart by the Holy Spirit, and beaming from his face as he leads in the consideration of the lesson. There is no delay, no fumbling, no excuses or apologies. He knows what he wants to do and begins at once. The lessons have been transferred from the lesson pamphlet and the Bible to his head; hence, he does not need to read the questions from the paper, but stands face to face, eye to eye, heart to heart, before his pupils, with no dimming veil between. He is full of the lesson, but his fullness is under control, so that he does not waste his matter, but uses it to accomplish the purpose of the hour. He assumes the subject-matter to be reasonably well learned by his class; still he does not fret or scold if he finds it otherwise, but helps his pupils out of their embarrassment by supplying the missing facts or words, or by calling upon some one else to do so, trusting to the general spirit and influence of the class to bring up the tone of study and scholarship. If any one grows inattentive, or falls asleep, he pricks him with a question. He questions his pupils, and he questions the Scriptures. And he uses his own questions; for, though not so good and scientific perhaps as those of the lesson writer, they are better for him, and better for his class, because they are alive with personal interest. Any teacher can learn to question well if he will only stop using the questions of others, and make his own. "Let no man be brains for you." "Let no man do your thinking for you."

What shall we say more?—Simply this: there is never a discharge of electricity until some body has become surcharged with the electric fluid. Let our teachers become storage batteries of the Word of God, and when they come into contact with the needs of their classes, there will be such an exchange of divine truth that the very heavens of their lives will be all ablaze with the glory of the Lord.

Educational Matter

The Normal School

The following description of the plans and purposes of the Normal Department of Union College has been prepared for the annual bulletin of announcements of the College. It is given in advance to the readers of the MESSENGER, and will be continued through two or three numbers:—

"In our large schools provision should be made for the education of younger children. This work is to be managed wisely, in connection with the training of more advanced students. The older students should be encouraged to take part in teaching these lower classes."

"In all our churches there should be schools, and teachers in these schools who are missionaries. It is essential that teachers be educated to act their important parts in educating the children of Sabbath-keepers, not only in the sciences, but in the Scriptures. These schools, established in different localities and conducted by God-fearing men and women, as the case demands, should be built upon the same principles as were the schools of the prophets."

"He (the teacher) who discerns the opportunities and privileges of his work will allow nothing to stand in the way of earnest endeavor for self-improvement. All that he desires his pupils to become, he will himself strive to be."—Mrs. E. G. White.

"If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble to dust; but if we work upon ...minds...we engrave on those tablets something that will brighten to all eternity."—Daniel Webster.

"No unskilled hand should ever play upon a harp where the tones are left forever in the strings."

—Horace Mann

Need, Purpose, and Advantages

The increasing demand for teachers to supply our church, intermediate, and mission schools, makes it necessary for the College to provide for the training of teachers to fill these positions. To assist in supplying this demand, the College has organized a Normal School.

The purpose of the Normal School is to give those who wish to become teachers instruction in the principles and practice of Christian Education. The department stands for "the harmonious development of the physical, the mental, and the spiritual powers,—that development which prepares both teacher and pupil for the joy of service in this world, and the higher joy of wider service in the world to come."

The Book which "contains all the principles that men need to understand in order to be fitted either for this life or for the life to come" will be made "the

foundation of all study." The "Book of Nature" will be made "second in importance." Manual training is "an essential", and will be given that attention which its importance demands,—the aim being to develop "practical men and women who can cope with emergencies," who can "honor their Maker in doing their part of the world's work, and lend a helpful hand to those weaker or more ignorant.

The Normal School provides for both academic and professional studies. It also provides for observation and practice in a training school which shall be under the direction of the Normal Faculty. It is designed to furnish to all those desiring to become teachers in our church schools, intermediate schools, and academies, such facilities as will enable them to obtain not only a thorough knowledge of all branches taught in these schools, but also such a knowledge of the science and art of education as will qualify them for skillful work in teaching.

Normal students have the advantage of work with specialists in the various College departments, of ample apparatus and equipment, library privileges, etc.

The Training School

The organization of a model school is now being effected, which will be an integral part of the Normal School. Children attending this school will have special advantages, as all the teaching will receive personal supervision from some member of the Normal Faculty. The Normal School will afford opportunity for observation and practise to students receiving training in the Normal School. Each Normal student taking the elementary course will be required to spend during each year the equivalent of one recitation period per day for a term of eighteen weeks, a total of not less than thirty hours in actual teaching in the model school, and no student will be graduated from the elementary course before having spent not less than sixty hours in actual practise teaching under proper direction. During this time, the normal student is put in charge of a class for which, for a term of not less than six weeks, he is held responsible in every particular, as he would be in a school of his own. He is under the careful supervision of experienced teachers, who offer such criticisms and suggestions as will prove helpful.

Periods for observation of work done by others, are also assigned to each student, and hours are set apart for a discussion of the excellencies and defects observed. Opportunity will also be given to visit the work of experienced and successful teachers in other schools. A total of not less than sixty hours in observation will be required during the elementary course.

The shaping of mind and character is a sacred work, and as a teacher teaches as much by example as by precept, every applicant for admission to the Normal teacher must present a certificate, or letter of recommendation from some person of responsibility—preferably his church pastor—stating that he is a person of

Christian character. Jewelry, feathers, artificial flowers, and other outward adorning, as well as any form of fashionable dress which is contrary to the principles of health, are out of place in any school, and especially in a church school. Therefore, before entering upon the practise teaching in the model school, each normal student will himself be expected to be a model in dress, as well as in deportment.

Candidates for admission to the Advanced Normal Course should have finished the Elementary Normal Course.

(To be continued)

Educational Work In North Dakota

C. L. BENSON

We are glad to receive the following report from Brother C. L. Benson, and hope our readers will note the call for German church school teachers:—

"I have just returned to the office from a two weeks' visit to North Dakota, where I have been laboring with Brother Simon in behalf of our young people. We spent a few days at Harvey Academy, where we found the largest number of young people remaining through seeding season that the school has ever held. The farmers have such large farms that it seems necessary to withdraw their children from school early in the year. As harvesting and thrashing last till late in the fall and into the winter, our German young people get comparatively little schooling; but there seems to be an awakening, an omen of better days, because some parents are beginning to appreciate the undesirability of their children being allowed to grow up in ignorance. So we feel very much encouraged by the prospects in North Dakota. If we could get six or eight first-class, consecrated German church school teachers it would do much to solve the question in North Dakota. The brethren are willing to pay from \$40 to \$60 a month in some of the churches for this class of teachers. If you can put me in touch with any German students who you think would be able to fill some of these openings the coming year, I shall appreciate it very much.

We spent some days at Fargo, N. D., where we have an earnest little company in town. Eight of their children and young people gave their hearts to the Lord, for which we are very grateful. One high school girl took her stand, and another is under deep conviction. We feel that God sent us to Fargo at that time, inasmuch as two of their company graduate from twelfth grade in High School this spring. The graduating exercises are to be held on a Friday night, thus giving the girls, if true to conviction, an opportunity to be Esthers, and no doubt they have come to the kingdom for such a time as this. Of course it will mean a crucifixion of their fond hopes not to be graduated with their class, but I feel confident that at least one of these girls will show her colors."

Missionary Correspondence

A Letter from Elder J. C. Rogers

Students who were here last year and met Elder Rogers as he passed through College View on his way to Africa will be interested in the following letter:—

"Your very interesting letter reached me some weeks ago. I fully intended to answer without delay. The information which it contained about the support of your society for another year was very greatly appreciated. We have often wondered whether this work which the young people are doing was to be continued, or whether it was only for the one year. Since your society is taking so much interest in this mission, it will be a great pleasure to us to give you all the information that we can about the mission and the field. We are writing this letter just before sunset. The surroundings are quite a contrast to yours at this time. The sun is flooding the green hills and valleys. After the rain begins in November, vegetation thrives wonderfully here. In places the grass is now as high as a man's head. The corn fields which we have planted on the mission for the boys' food are now in their glory. You who live in the Central States know how corn fields look in July. Things seem to grow here day and night, as the temperature is always mild. It is not often that whole days of beautiful sunshine are seen here in January, for this is the rainy season.

"Soon after your letter came, suddenly one evening Mrs. Rogers was taken with a violent shaking. She well knew that it was the dreadful chill preceding fever. The attack lasted about four days, and her temperature stood at 104 a good part of the time. It seemed to take all the life out of her very quickly. She could describe this to you better than I can, as I have not yet had it. A week later another attack came on. I could see that it was very doubtful whether the fever could be broken unless she had a change and a rest. She had been working very hard in the school, besides attending to a multitude of other duties about the mission. So I arranged for her to go to Blantyre for a few days' rest. While there the fever came on again, and she called the doctor from the government hospital, and his one remedy of quinine, in large doses, was administered with good results. She returned home after remaining ten days, and has been at her usual work since. She has to continue taking the quinine in order to forestall other attacks of the fever. I also take it rather irregularly, as I have not got my system inured to it yet. I am hoping that I shall be able to get through this year without the fever, and possibly may be able to ward it off altogether. If I do, I shall feel that it is the Lord's special care and protection.

"I think your young people will be interested to know about our school. I will begin by giving a little schedule of our program. Just before sunrise the rising bell rings. All the boys go to the school building for morning worship. Then all go to work. The "freshmen" work three hours each day for food, and cloth to cover their nakedness. At 9:30 the first school bell rings. All then stop work and go to a near-by stream where they wash their bodies and come to school at ten o'clock. The lower grades in the English school recite from ten to twelve. The classes in the native language recite in the morning from eight to ten. At 12:30 the boys have dinner, which is their first meal of the day. At 2:00 o'clock the second, third, and fourth grades come to the school. These classes are dismissed at four o'clock. Of course the school hours are short, but in the forenoon we have four native teachers, with Mrs. Rogers in charge. In the afternoon she and I do all the teaching. We use English readers here, and also English arithmetics in some grades. Our "curriculum" is not extensive, consisting of reading, arithmetic and Bible, with writing thrown in. If we had more text books I suppose we would be inclined to increase the number of classes. But the fact is that books are exceedingly scarce here. We find great difficulty in getting books enough for the classes we already have. Our school increased in numbers considerably this year, and the only place we have to obtain books is the Church of Scotland mission, at Blantyre, fifty miles away, and when we send for books there we are more likely not to get them than to get them. In the evening we have one hour for study in the school room, and a half hour for general Bible lesson. This Bible lesson is on practical subjects from the gospels. In the afternoon I have a doctrinal Bible class. Soon after the beginning of the school year in August, I started a special Bible class for candidates for baptism. It is the custom of some missions to give instruction to candidates for at least two years before they are baptized. Many of these boys desire baptism, and no doubt would receive it at once if they were given the opportunity, but knowing so little of the gospel, and the meaning of a Christian life, it does not seem advisable to baptize them without considerable instruction. In this Bible class I have at present thirty members, and hope to baptize about half of this number in February. Possibly in May, before the school closes, there will be another baptism. If we can only succeed in turning these darkened minds to the light of life, we know that that will be the success of our work.

"I am very glad indeed to hear of the abundant prosperity of Union College this year. I trust that the five hundred enrolment has been reached by this time. How many of these five hundred will go out into the dark places of the earth before the end? We have written to the Mission Board to supply us with

two workers this year. If these can be found at Union College I am sure it would please us very much. But the Lord must find the ones whom he alone calls for his work.

"While we have regretted very much to hear of the great loss suffered by the fire, I trust that our loyal people will rally, and put the department which has been destroyed even on a higher basis than ever before. We often think of the remarkable loyalty of our people in supporting the cause. This is certainly shown by the sacrifice your young people are making to support us in this field. Every worker supported in this way enables the Mission Board to send so many more workers out.

"We find some things of ever present interest in the line of zoology and natural history. The insect pests of this land are more than legion. We often remark that they are present morning, noon, and night. Those which are above, beneath, all round, and upon us constantly, are little fellows called here 'mad-ika-nyi' with the broad sound on a, always. I believe it is the same species commonly known as the 'jigger.' It is said that it was imported to this country from India by the coolies, (of which there are many in this country, all engaged in trading with the natives, with little box stores strung all along the road to Blantyre, where they cheat the natives outrageously). It burrows into the flesh about the feet, hands, or any other part of the body where it finds a resting place. Some of the natives' feet are eaten into horrible sores. They sometimes even lose these members from this pest. After getting well housed under the skin, it deposits a multitude of eggs; we have just extracted one this minute, and under a small magnifying glass its eggs look like a mass of little transparent fish eggs. This morning twenty-seven of these creatures were caught and killed at one 'sitting,' all of them being on garments worn during the night. This will give a clear impression of the sort of sleep one gets. It is a common thing for us to strip to the skin two or three times a day to remove these pests. If they are not taken out of the skin very promptly their eggs multiply and spread rapidly in the flesh. We always apply permanganate crystals immediately after extracting them. This remedy seems to be effective in killing that particular mass. It is thought by some that the poison left in the body by these pests causes various diseases. One eminent writer thinks that it has something to do with the dreaded sleeping sickness, as well as malaria. There are at least two kinds of fleas here,—one kind being very large, and the other almost as small as the madikanyi, which is so small that it can only be seen by the naked eye in the best light. It often escapes notice entirely until its sharp, stinging pain is felt after it is well under the skin. You can well imagine that with these three pests all crawling over and biting the body at the same time, it keeps the new-comer pretty

busy. Then the deadly mosquito of this region is always ready for his special business of creating malarial fever. I am told by old residents that only one or two bites are required to bring on this disease. On my trip across the Shire River, I slept on the west bank, and was bitten, no doubt, by dozens of them in the night. That was in September, when there are very few mosquitoes in the high lands, so I had not carried any netting. It must be that God's special care kept me from fever that time, and I believe many other times since we have been in the country. We feel sure that the many prayers of our friends have been heard and answered. We never could have carried on the heavy work of this mission with so little sickness without God's special protection.

"I think I have already told some of your members that Brother Branch's family left soon after we came, being worn out by their long service. Brother Branch remained until just before the fever season began, but he feared the coming fever very much, in his weakened condition from many previous attacks, so he requested to be released to join his family in Cape Town. They cannot return this year, and it is very doubtful if at all. We are telling you these things quite fully, so that our young people may know the real conditions in this field. We have no complaints to make, and our courage is good in the work. We have opened three new schools this year, one of them being an out-school more than one hundred miles northeast into the heart of Africa. We now have altogether five native schools outside of the mission. We have thirty boys in training in the upper classes, and out of these we hope to find a good number of teachers, so that we trust another year we can have many more out-schools.

"Friday is our weekly mail day, and this letter must soon start on its twelve thousand mile journey. From the mission to the post office the distance is seven miles through the woods and across high hills and deep valleys. The 'Post Office' is simply a room in one of the out buildings of a planter's estate. All farms are called estates here, and the farmer is called a planter. One of our school boys makes the trip to the post office walking there and back in about three hours.

"Assuring you that we appreciate your kindly interest and your prayers,

"Your brother in the work,
"JOEL C. ROGERS"

—————
The sweetest lives are those to duty wed,
Whose deeds both great and small
Are close knit strands of an unbroken thread
Where love ennobles all.
The world may sound no trumpets, ring no bells,
The book of life the shining record tells.
—Browning

College View Matters

Church Directory

ELDE a.—C. R. Kite, Pastor; R. F. Andrews, S. M. Butler, August Anderson.
DEACONS—J. E. Kirk, District 1; J. J. Ames, Dist. 2; F. F. Byington, Dist. 3; D. K. Oxley, Dist. 4; J. Graham, Dist. 5; H. M. Spear, Dist. 6; George Hoffmann, Dist. 7; Scandinavian, C. A. Thorp, S. Sorenson.
DEACONESSES—Mrs. J. E. Kirk, Dist. 1; Mrs. Carrie Allen, Dist. 2; Mrs. Alice Hart, Dist. 3; Mrs. E. A. Jenkins, Dist. 4; Mrs. E. C. Kellogg, Dist. 5; Mrs. S. M. Butler, Dist. 6; Mary George, Dist. 7; Scandinavian, Mrs. C. A. Thorp, Mrs. S. Sorenson.
CLERK, LIBRARIAN, AND TREASURER—Mrs. Libbie Collins.
RELIGIOUS LIBERTY SECRETARY—E. E. Farnsworth.
ORGANIST—O. S. Beltz.
CHORISTER—Isaac Schmidt.

GERMAN CHURCH

ELDERS—Prof. G. A. Grauer, John Miller, Sr.
DEACON—F. Fast.
CLERK—Adam Schmidt.
LIBRARIAN—Rudolph Schopbach.
SABBATH-SCHOOL—Herma Neumann, Supt.; Ferdinand Kugel, Ass't; Louise Scholz, Sec.; Marie Voth, Ass't.
CHORISTER—Adam Schmidt.
ORGANIST—Emma Neumann.

Sabbath-school Directory

CHURCH—F. F. Byington, General Superintendent; Berton Emerson, Secretary. Senior Division: E. A. Jenkins, Supt.; J. E. Kirk, Ass't.; N. C. Bungor, Sec. Youth's Division: H. M. Spear, Supt.; Otto John, Ass't. Intermediate Division: Mrs. S. M. Butler, Supt.; May Surber, Sec. Primary Division: Mrs. Carrie Allen, Supt.; Mrs. R. J. Wallace, Ass't.; Lola French, Sec. Kindergarten: Mrs. B. M. Emerson, Supt.; Edna Schee, Sec.

COLLEGE—H. U. Stevens, Supt.; Alfred Adson, Mertie A. Wheeler, assistants; Annie Laurie McCutchen, Sec.; Homer Teesdale, assistant.

SCANDINAVIAN—A. Swedberg, Supt.; Nels Olsen, Ass't.; V. E. Toppenberg, Sec.

SANITARIUM—Ethel Jones, Supt.; Cora Marshall, Ass't.; Lou Trease, Sec.; Sadie Mosser, Ass't.

Directory of Young People's Society of Missionary Volunteers

C. Sparks, President; Mrs. H. E. Meyer, Sec. M. B. Jenkins, Leader young men's division; Inez Holland, Leader young women's division. Otto M. John, Leader junior division. Sarah E. Peck, Assistant. Irvin Blue, Treas.

Appointments

(NOTE.—All notices in regard to appointments should be left at the International Pub. Assn. before 9 o'clock Thursday forenoon.)

SABBATH SCHOOLS, 10:00 A. M. In Church, College chapel, German Chapel, Scandinavian Chapel, and Sanitarium Chapel.

PREACHING at 11:15 A. M. in the Church.

JUNIOR MEETINGS, at 3:00, P. M. Boys in Room 24 of College. Girls in North vestry.

SENIOR SOCIAL MEETING, at 3:00 P. M., in the Auditorium.

GERMAN PREACHING, 11:15, Sabbath, German Chapel.

YOUNG PEOPLE'S MEETING, at 4:30, P. M., in the Auditorium.

PRAYER MEETING, of the employees of the International Publishing Association 7:00 A. M., Sunday.

COLLEGE CHAPEL EXERCISES, 10:00, A. M., Monday, Wednesday, and Friday.

YOUNG WOMEN'S Division of Missionary Volunteers 6:30 P. M., bi-weekly, Monday, in the German Chapel.

YOUNG MEN'S Division of Missionary Volunteers 7:30 P. M., Friday, bi-weekly, in Room 32

INTERNATIONAL EMPLOYEES' Missionary Meeting, 5:15, P. M. Thursdays

STUDENT Missionary Training Bands, 10:00 A. M., Tuesday, at the College.

STUDENT Prayer Meetings, 10:00 A. M. Thursday, at the College.

SCANDINAVIAN Missionary meeting, 3 P. M. Sabbath, Scandinavian Chapel.

SCANDINAVIAN Workers' Meeting, 4 P. M. Thursday.

SCANDINAVIAN Prayer Meeting, 7:20 P. M. Friday.

GERMAN Missionary Meeting 7:30 P. M. Friday. German Prayer Meeting, 7:30 P. M. Wednesday in village.

SANITARIUM Prayer Meeting, 7:30 P. M. Wednesday, in the Sanitarium Chapel.

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Envelope	Name	Amount
	Previously reported	\$145.00
No. 203,	N. T. History	\$1.00
No. 34,	Geneva Anderson	1.00
No. 117,	H. Teesdale	1.00
No. 121,	O. S. Beltz	1.00
No. 99,	B. R. Shryock	1.00
No. 204,	Mr. B. Soderlund	1.00
No. 205,	Mr. Alseth	1.00
No. 206,	Mr. R. A. Hare	1.00
No. 111,	O. L. Graham	1.00
No. 207,	German Mis. So.	1.00
No. 208,	German Mis. So.	1.00
No. 209,	German Mis. So.	1.00
No. 210,	Rudolph Nelson	1.00
No. 132,	Anna Ebert	1.00
No. 52,	Sarah Cowan	1.00
No. 113,	Geo. Mc Nay	1.00
No. 211,	Anna Anderson	1.00
	Total	\$162.00

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Entered at the post office in College View, Neb., as second class matter under act of Congress of March 3, 1879.

News and Notes.

Elder E. T. Russell left for his home at Minatare, Nebr., Monday evening, May 11.

Prof. M. E. Kern has returned to College View after attending the General Conference Council in Washington, D. C.

Elder J. W. Christian, President of the South Dakota Conference, attended the meeting of the Union College Board last week.

Elder L. H. Christian, of Milwaukee, Wis., is spending some time at the college in the interests of the Scandinavian work. He spoke to the students at chapel exercises Thursday morning.

Mrs. Mary Wilcox finished a very successful term of church school at Henningford, Nebraska, April 24, 1908. The school's enrollment was 18 pupils, the average daily attendance during the year was 16. Grades 1, 2, 3, 4, 5, 7, 8, and 9 were represented in the school. There were 8 pupils above the 7th grade.

The questions for the final examination in the 8th, 9th, and 10th grades have been completed and sent to the conference superintendents. Teachers conducting these examinations will send their pupils' manuscripts to the respective conference superintendents, who will choose such assistance as they may need to grade the papers.

A meeting of the Executive Committee of the Central Union Conference was held in College View last week. Several meetings of the Union College Board were also held during the week. Those in attendance from abroad were, Elders E. T. Russell, G. F. Watson, Chas. Thompson, J. H. Wheeler, D. U. Hale, A. T. Robinson, and J. S. Wightman.

Miss Agnes Wammack, of Beloit, Kansas, says, "As I read the MESSENGER, it recalls the many happy times I spent in College View five years ago, where I would like very much to be at present. I am now in the Bible work again, which I enjoy very much. As I carry the Word of God to the people, and as I see how hungry they are for the Truth, it makes me want to do more to help carry this message to this dark world. My sister Alice is with me in the Bible work this spring and enjoys her work very much. We are having the best of success and to God we ascribe all praise and glory."

Miss Pearl Jones, of Hastings, Nebr., is visiting at the home of her parents in College View.

The agricultural class, under the direction of S. A. Smith, recently spent an afternoon clearing the campus of dandelions.

The students of the Swedish Department gave Professor and Mrs. Boden a pleasant surprise at their home Saturday evening, May 2.

The present attendance at the College is about four hundred. There are thirty-three tables in the diningroom. This is the largest attendance during the spring term for many years.

Elder M. N. Campbell, President of the Iowa Conference, spent Monday, May 5, in College View, attending the Board meetings and the canvassers' institute. In the afternoon he held a meeting with the students from Iowa.

J. E. Anderson writes from Omago, Cuba, to have his Messengers changed from Nukoma, Kansas, to his present address. He says, "We have just arrived here and are getting located. We find the people in darkness and in great need of help."

F. R. Isaac and wife, of Sioux Falls, S. Dak., former students of Union College, are expecting to attend the College next year. In renewing his subscription to the MESSENGER, Mr. Isaac says, "We always await the arrival of the MESSENGER with interest."

A pianoforte lecture recital was given in the College chapel Sunday evening, May 10, by Prof. B. F. Yeoman. The program was as follows: Sonata, Op. 14, No. 2, Beethoven; Waltz in C sharp minor, Mazurka in B flat major, Chopin; The Invitation, Karl von Weber; Rigoletto, Liszt; The Storm, Henry Weber.

The Canvassers' institute began Monday morning, May 4, with a very large attendance. The Central and Northern Union Conference canvassing agents are present, also the state agents from Nebraska, Kansas, Missouri, Iowa, and Colorado. The institute is held each day at 5:00. Brother Jas. Cochran, of the Pacific Press, Kansas City, is also in attendance.

A general convention of all the departments of the Nebraska Conference was held at the Decatur church beginning Thursday evening, May 7, and closing Sunday evening, May 10. Delegates were present from the Blair, Tekamah and Calhoun churches. Elder and Mrs. A. T. Robinson, Mr. and Mrs. M. E. Ellis, Miss Winnie Hunt, Elder C. H. Miller, and Miss Alma J. Graf were in attendance to represent the Conference.

Miss Winnifred M. Collins, who finishes the Conservatory Course in the Union College School of Music, gave her graduating recital in the College chapel Tuesday afternoon, May 5, at five o'clock. The following program was given: Prelude and Fugue in G Major, Bach; Scherzo, J. S. Bach; Nocturne in G Major, Scherzo in B flat Minor, Chopin; If I Were a Bird, Henselt; Prelude Op. 5, No. 2, Rachmaninoff; Deserted Farm Song, McDowell; "How Long Wilt Thou Forget Me, O Lord?" (Vocal) Geo. A. Metzger; Tancred (Overture) (piano), G. Rossini.

At the close of each day carefully review your acts; see what things had better have been left undone, what words left unspoken, what mistakes can be rectified—and resolve to pursue a more circumspect course upon the morrow.

—Blake.

Few of us realize how near we are to the close of school. Only two more weeks and our numbers will be scattered in every direction. Let us improve every opportunity for good that comes to us, and make these remaining days count for much.

Wednesday, April 30, the Medical Missionary Band gave an interesting program in chapel. The general subject was Temperance. Dr. Larson gave a talk on the evil effects of tobacco and alcohol. A practical demonstration was given by J. E. Johnson, showing the amount of alcohol in patent medicines.

An interesting meeting was held by the Junior Boys' Society last Sabbath. The hour was spent in reviewing the early history of our denominational work. Professor Farnsworth related some of the experiences of his father and Elder Miller, who were our pioneer Sabbath-keepers. Chauncey Smith exhibited a copy of the *Youth's Instructor* dated November, 1865. Several boys sang a song which is printed in this number.

A recital of the Music Department of the College was given in the Chapel Sunday evening, May 3. Following is the program: (a) Menuetti, Boccherini; (b) Pastoral Symphony, (Messiah) Handel; (c) Serenade, Moritz Moszkowski; Orchestra: Otrello, Rossini, Mrs. B. E. Huffman, B. F. Yeoman; Fanfare, J. Lemmens, Miss Gertrude M. Burghart; Overture (Don Juan), Mozart; Violin, Piano, and Organ; (a) A Carnival Scene, Nevison Roberts; (b) Andante Finale (Sextette, Lucia) Leschetizky, (left hand only) Nevison Roberts; Aria, "Jerusalem, thou that killest the Prophets," (St Paul), Mendelssohn; Marion Crawford; (a) Andante in C, Silasabo Fuge in G Minor, Bach, O. S. Beltz; (a) Wenn ich ein Vöglein war, Valentin Frank; (b) Hymne, Van E. H. zu S., Männerchor.

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