

# THE EDUCATIONAL MESSENGER

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## The Educational Messenger

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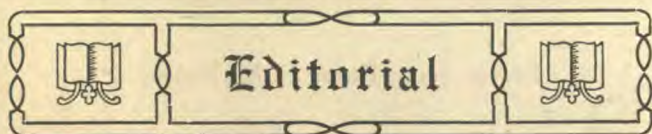
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### The Sabbath Services

LAST Sabbath's services at the College View church were devoted to education. Elder B. E. Huffman, educational secretary of the Central Union Conference, presided. Professor Lewis spoke first.

#### PROFESSOR LEWIS'S ADDRESS

He said that he had been requested by the committee to speak upon the relation of our educational work to the third angel's message, and would present the subject in the form of eight propositions, or theses, which he desired, not like Luther to nail to the church door, but to the church itself, by nailing them to the hearts of the people. He then proceeded to state his propositions which we give as follows, omitting the discussion:—

1. The relation of our educational work to the third angel's message is that of an important means for accomplishing a mighty end.

2. The end to be accomplished is the preaching of the gospel of the kingdom to all the world as a witness to all nations to prepare a people for the coming of the Lord. We are a people with a message—a clear, distinct message of warning and reform, the most important and thrilling the world has ever known.

3. Such a message must be delivered with intelligence and freedom from fanaticism, in order to gain a respectful hearing from the world; and in our schools the messengers gain this intelligence.

4. Those who bear the message must know what it is, and what are the best methods of presenting it to the world; and the fundamental object of our schools is to train workers in these essentials.

5. The messengers must be endued with the power

of the Holy Spirit in order that their ministry may be effective; and our schools should be waiting places for the reception of the baptism of the Spirit. Acts 1:4-8

6. These facts are true not only of our advanced schools but of our primary schools as well. See Testimonies, Vol. 5, page 203.

7. Not only are our schools one of the best means for carrying this message to all the world, but they are also one of the best means for the personal salvation of our children and youth and their instruction in righteousness. Vol. 6, page 203.

8. Therefore our denominational school work is one of the noblest, most philanthropic, and effective kinds of missionary work, and hence should be gladly and liberally supported by all who want to do good with their means, whether they have children of school age or not. See Vol. 6, page 204, 205.

#### ELDER HUFFMAN'S ADDRESS

Elder Huffman followed with a historical sketch of the College View church-school. The school began in 1903, in the vestries of the church, with three teachers and 70 or 80 pupils. Two years ago the new church-school building was erected, and the eighth grade was added to the school. Last year the ninth grade was added, and the patronage became too large for the building, the enrolment reaching 175. After a few weeks, an assistant teacher, in addition to the three regular teachers, was employed to conduct several recitations. This provision proved inadequate, and toward spring part of the school was moved to the college basement under a fourth regular teacher. Last spring the plan was laid to unite the church-school with the normal department of the college, and it was expected the church-school building would be moved to the campus and enlarged to accommodate the growing school. But this plan proved so costly that its carrying out was postponed and for the present year the college generously offered the north half of the basement, with necessary plumbing free, and heat at cost. The Central Union painted the rooms, and the the church voted to raise \$200.00 for partitions, seats, etc. At present there are 100 pupils in these rooms and about 90 at the school building. The work is altogether too heavy for the four teachers, and more seats are needed, also means to fit up the manual training room at the church-school building. The responsibility for furnishing the means for these facilities rests with the church.



## ELDER KITE'S ADDRESS.

Elder Kite quoted John 12:35, "Walk in the light while ye have the light, lest darkness come upon you," and made an impassioned plea for the church to rise to the needs of the hour and provide the necessary means to carry on the work so well begun. We ought to be certain that the Lord wants us to be here, and that we can better train our children here for the Lord's work. Those whose children have grown up have a responsibility to aid in the training of other children. A church-school should be supported by the entire church. Let us put away criticism, and rally to the support of the school.

## ELDER ANDREWS' REMARKS

Elder R. F. Andrews closed the meeting with a few timely remarks about acting promptly at the right time. Unless we walk in the light promptly we shall be left in darkness. The people in Christ's time were afraid of consequences, delayed to act, and were left in darkness. Let us do our part promptly.

A special meeting was appointed for Sunday night to consider more carefully the needs of the church-school.

### Burning of the Western Normal

THE Western Normal College, lying about ten miles across the valley from Union College, was entirely destroyed by fire last Sabbath morning about eight o'clock. Nothing but the walls was left. This building was erected in 1891, the same year Union College opened. At the same time the Lincoln Normal was built about three-quarters of a mile from Union College. This building was destroyed by fire a number of years ago. Also an Episcopal Academy, north of Lincoln, was burned about the same time.

These losses by fire emphasize the importance of a water system for College View. We are entirely without adequate fire protection. The few fire extinguishers and the private water system which the college and sanitarium possesses would be of small use in a serious fire. Of course if the fire should be discovered in time it might be put out with the hand fire extinguishers, but in case a fire started in the roof of the college building, as was the case with the Western Normal just consumed, our system of protection would be almost worthless. Is it not time for the citizens of College View to agitate this question and lay some plans for a system of water works?

The Western Normal has been vacant for half a dozen or more years. It had just been re-opened about a month ago as a military academy, under the ownership and management of Prof. D. B. Hayward, who had purchased the buildings and fitted them up at great expense, investing all his savings. He had looked forward to the establishment of such an academy as the crowning ambition of his educational career. The loss is estimated at about a

hundred thousand dollars, with insurance amounting to only twenty thousand dollars. There were sixty-five boys enrolled and lodged in the building. Six new students were due to arrive the day of the fire. The fire is supposed to have caught from the chimney of the kitchen range, which was on line with the roof of the college. This roof, strangely, was understood by the owner to be of slate. It is thought that a spark from the chimney caught in the shingles and was quickly fanned to a flame by the strong northwest wind. A farmer about half a mile away saw the blaze when it seemed no bigger than his hand. He whipped his team, but before he could reach the building the roof was in flames. He it was who burst into the building and informed the inmates that the house was on fire. Fortunately, no one was injured, and the students saved nearly all of their personal effects. The business men of Lincoln have united to help Mr. Hayward continue his school in temporary quarters.

### Letter from Elder S. M. Butler

UNION COLLEGE students will be pleased to read the following extracts from a letter written by Elder S. M. Butler, formerly teacher of Bible in Union College, now president of Mount Vernon College, Ohio:—

"I see by the MESSENGER that your enrolment is creeping up. We are always glad to know the prosperity of our schools especially Union College. I greatly enjoyed my work there last year. Mrs. Butler and I often speak of the pleasant time we had. Our work is getting a good start and the enrolment is all that we could expect. We have more than fifty per cent more than we had last year in the same length of time after school started. Our buildings are full and we have been obliged to put some students out in the village. We are making an effort to publish a small educational paper in the interests of the college and the educational work in the union conference. I do not know whether you have received a sample copy or not. Perhaps you will honor us by placing us on the exchange list of the MESSENGER."

### Church-School Teachers' Reading Course

It was in the Central Union Conference five years ago that reading circle work among church-school teachers was first introduced. Since then other conferences have followed our example with success. The first book studied was "Education." This has been followed by a number of other books and those who have pursued the course each year have received much help which they are using in their daily work. We believe the same results will follow the careful persual of the course outlined for this year.

Many times have our teachers felt the need of a better knowledge of the history of missionary work in the different countries, that they might supplement their work in Bible, history and geography with interesting



missionary history. History of missions should be and after this is to be, a required subject in examinations for first grade certificates. In the examinations given next summer the questions on history of missions will be taken from the teachers' reading course this winter. The course consists of "The Missionary Enterprise," a concise history of its objects, methods, and extensions, written by Edwin Munsell Bliss. A study of Seventh-day Adventist missions, as reported in the *Review and Herald* from week to week, and in the "Outline of Seventh-day Adventist Missions" will follow the study of this book, or if the teachers prefer, may be pursued at the same time. "The Missionary Enterprise" should be ordered from Fleming H. Revell Co., 80 Wabash Ave., Chicago, Ill., price \$1.25. "Outline of Seventh-day Adventist Missions" should be ordered from the Foreign Mission Board, Takoma Park Station, Washington, D. C.

Our teachers are requested to keep a note-book while pursuing this course, and record a brief outline of the development of missionary work in the various countries of the earth from the beginning of the Christian era to the present. These notes should be prepared in such a way as to make them most serviceable in the school-room or in reviewing the study. From time to time a series of questions on the reports contained in the *Review and Herald* will be published in these columns for the benefit of those taking the course. It is desired that all our teachers will take up this study and continue it through the year.

B. E. H.

### Learn the Good from all Sources

SOME efforts have been made to interest children in the cause, but not enough. Our Sabbath-schools should be made more interesting. The public schools have of late years greatly improved their methods of teaching. Object lessons, pictures, and blackboards are used to make difficult lessons clear to the youthful mind. Just so may present truth be simplified, and made intensely interesting to the active minds of the children. . . . The modes of teaching which have been adopted with such success in the public schools, could be employed with similar results in the Sabbath-schools, and be the means of bringing children to Jesus, and educating them in Bible truth. This will do far more good than religious excitement of an emotional character that passes off as rapidly as it comes."—*Testimony Vol. 4, page 70.*

BEGIN now with your nearest neighbor. Lend a tract, a paper, or a small book, and speak a few words. You will find a "joy unspeakable," and each week will be the "best one of your life."

Peace, if possible, but truth at any rate.

—Martin Luther.

## General Articles

### A Smiling Paradox.

I've squandered smiles to-day,  
And strange to say,  
Although my frowns with care  
I've stored away.  
To night I'm poorer far in frowns  
Than at the start;  
But in my heart,  
Wherein my treasures best I store,  
I find my smiles increased  
By several score.

—John Hendrick Bangs.

### Brief Story of Five Good and Five Evil Women

MRS. M. H. MOORE

WHEN a traveler visits any of the great cities of Europe, one of the chief objects of interest is the galleries of famous paintings which all foreign cities possess. In these museums of art may be found preserved portraits of heroes and heroines, kings, princes and nobles of by-gone generations.

In studying these likenesses of men and women who have long since passed from this earthly stage, we may read their characters in the lines of their countenances and often learn valuable lessons from perusing the pages of life history there laid open before us. In these art collections we find too the highest conceptions that artists can put on canvas of these characters whose real portraits have not been preserved. Who does not know Leonardo Da Vinci's "Last Supper?" Each face is a master's study of character.

It was a portrait of Christ, wearing the crown of thorns with the motto "What hast thou done for me?" that led Count Zinzendorf to devote his life to missions. Every artist of note has striven to express his highest ideals of womanly grace and virtue in a portrait of the Virgin Mary, and there are many well-known and beautiful pictures of the Madonna and child, the apotheosis of motherhood.

But while many pictures awaken in the beholder all holy and lofty emotions and aspirations, others disgust, sadden, or terrify by the delineation of evil in the faces of those who have been, not benefactors to the world, but malefactors in the fullest sense of the word.

Few of us can visit these museums of art and feast our eyes on their beauties. But we have always at hand a collection of divinely inspired portrayals of character and we may study them at our leisure.

To such a study we are invited by the topic assigned for this paper—a comparison of five good women of the Bible with five bad women of the Bible whose lives are recorded by the sacred historians.

It is not a difficult task to find five good Bible women, for the list of such is long. Among them we



may name Sarah, the princess, who was thought worthy to have not only her name but her age and death chronicled, Rachel, Ruth, Deborah the "mother in Israel," Huldah the prophetess, the Shunamite who befriended Elisha, Esther the beautiful queen; and coming down to New Testament times we find the Marys and Martha, Salome, Lydia, Dorcas, Eunice and Lois, the daughter of Philip, the unnamed women who came up with our Saviour to Jerusalem and ministered to Him, and, chief of all the holy women of old, that flower of womanhood and motherhood, Mary the mother of Jesus. From this list I have chosen for our study to-day, Ruth, Deborah, Mary the blessed mother, Martha the housekeeper, and Dorcas the charitable.

Ruth, the Moabitess—what a wreath of sweet recollections cluster around that name, belonging to a nation of whom God had said that "the Moabites shall not come into the congregation of God forever," yet received among God's people, and through her great grandson David, the sweet singer and king of Israel, becoming the ancestors of "Great David's greater son," she stands to all generations the type of loving devotion. That beautiful declaration of her love to Naomi and to Naomi's God has been handed down through the ages with its sublime fervor.

Turning from this entrancing picture of love and devotion, let us observe the next character in this wonderful gallery of divine painting, Deborah, the "mother in Israel," as she called herself. She was an honored wife, and doubtless the name she gave herself was no poetical figure of speech. Yet her life did not begin and end in her home; for she "judged Israel," and since she is called a prophetess she must have been especially blest with the presence of the Holy Spirit. She must have had clear discernment of right and wrong, and have lived a life of consecration, or the Lord could not have sent His messages to Israel through her as He did.

Have we not a "mother in Israel" among us in these days? One who, taught by the Holy Spirit, can discern right from wrong? How ready should we then be to listen to the instruction so kindly given and be quick to obey. Let us remember the warning to him who being often reprov'd hardeneth his neck.

*(To be Continued)*

Do not think yourself pursued by relentless fate because the way seems hard. Just as there are stones in the highway, so there are rough places to be met in your daily work. These very interferences, stumbling places, and difficulties, are the best tests of the stuff you are made of. As a result of these tests you are stronger and better fitted to succeed. Therefore when you stumble, catch yourself and push on. The disgrace is not in falling but in failing to rise again after you have fallen.

W. EARL RENTRO.

### Extracts from Testimonies on Industrial Reform

BECAUSE difficulties arise, we are not to drop the industries that have been taken hold of as branches of education. While attending school, the youth should have an opportunity for learning the use of tools. Under the guidance of experienced workmen, carpenters who are apt to teach, patient, and kind, the students themselves should erect buildings on the school grounds and make needed improvements, thus by practical lessons learning how to build economically. The students should also be trained to manage all the different kinds of work connected with printing, such as typesetting, presswork, and bookbinding together with tentmaking and other useful lines of work. Small fruits should be planted, and vegetables and flowers cultivated, and this work the lady students may be called out of doors to do. Thus while exercising brain, bone, and muscle, they will also be gaining a knowledge of practical life. Vol. 6, page 176.

Students in the industrial departments, whether they are employed in domestic work, in cultivating the ground, or in other ways, should have time and opportunity given them to tell the practical and spiritual lessons they have learned in connection with the work. In all the practical duties of life, comparisons should be made with the teachers of nature and of the Bible. Page 177.

Had all our schools encouraged work in agricultural lines, they would have an altogether different showing. There would not be so great discouragements. Opposing influences would have been overcome; financial conditions would have been changed. With the students, labor would have been equalized; and as all the human machinery was proportionately taxed, greater physical and mental strength would have been developed. But the instruction which the Lord has been pleased to give has been taken hold of so feebly that obstacles have not been overcome. It reveals cowardice to move so slowly and uncertainly in the labor line,—that line which will give the very best kind of education.

More depends upon consecrated activity and perseverance than upon genius and book-learning. Working the soil is one of the best kinds of employment, calling the muscles into action and resting the mind. Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables and fruits so essential to health.

Time is too short now to accomplish that which might have been done in past generations. But even in these last days we can do much to correct the existing evils in the education of the youth. And because time is short we should be in earnest, and work zealously to give the young an education consistent with our faith. Page 179.



## Things Worth Knowing about our Work in Other Lands

[Questions answered in the *Review* of October 15]

### NYASSALAND, BRITISH CENTRAL AFRICA

- Who has charge of the work in Nyassaland, B. C. A.?  
 What native missionary is associated with him?  
 Name and locate his main mission school.  
 How many other schools have they started?  
 What is the total attendance in all these schools, and how many teachers are employed?  
 What is the average salary paid the native teacher?  
 How is it possible for them to live on such low wages?  
 What and how do they teach the native students?  
 What are the needs of this field?

### SOUTH INDIA

- Who is working among the Tamils?  
 How long have they been among these people?  
 What difficulties lay in their way?  
 What means did they employ to open their work and get into the confidence of the people?  
 What are the principal diseases they have to treat?  
 What resulted from this kind of service?  
 How much land was given them on which to locate a mission?  
 What are the prospects and needs of the work among this people?

### CAIRO, EGYPT

- Who are located as sentinels of truth in Cairo?  
 Describe Cairo.  
 What religion prevails in this city and what is said of this form of worship?  
 What is the Mohammedan Bible?  
 Why does Mohammedanism have such a hold upon the people?  
 What lesson does it contain for us?

### HOLLAND AND FLEMISH MISSION FIELD

- How many Sabbath-keepers are there in this field?  
 Where was their annual meeting held, and how many were in attendance?  
 What trying experiences have the believers passed through since 1902?  
 Describe and give evidence of the present condition of the work.  
 Where is the school for the German young people located?  
 Who is the first missionary sent out by this field to the regions beyond? Where was he sent?  
 How do the tithes and offerings of 1907 compare with those of 1906?  
 (The tent spoken of in this article is one of the three tents purchased and sent to Europe by the Central, North Pacific and Northern Union Conferences.)

"EVERY day that dawns brings something to do which can never be done as well again. We should, therefore, try to do it ungrudgingly and cheerfully."

## The Importance of Play

THE schoolroom, says Dr. Woods Hutchinson, who has given much attention to the subject, must relinquish at least one-half its claims upon the time and strength of our children. Our schoolrooms should be relieved of the mere nursery duty of keeping children out of harm and of mischief, with which they are now loaded, and the playground should be organized, supervised and recognized as a vital and co-ordinate branch of our scheme of education. One of the most valuable influences of the school is the effect of the children upon each other. But this can be obtained in its perfection only upon the playground. Cut down the school hours one-half and double the playground hours, and you will have done more for the physical, mental and moral health of Young America than by any other possible step. Better a playground without a schoolhouse, than a schoolhouse without a playground.

Children who see these words must not take it for granted that they are to study less or advance more slowly in their school work. The theory of systematic play does not contemplate such a thing. What the experts like Dr. Hutchinson mean is that, through more of the right kind of recreation, there shall be a better equipment for the work of study hours and a livelier interest in books on the part of strong, healthy boys and girls. It was an old-fashioned and mistaken notion that led us to believe that children played too much. They need lots of play—of the right kind. They should have unlimited fresh air. They should be given every possible opportunity for tests of skill and the employment of eyes, judgment and muscles.—*Lincoln Star*.

### Nailing It Fast

ONCE when I was a schoolgirl, a visitor said something in a speech he made to us which I shall never forget.

"Suppose," he said, "you were building a house, and instead of putting the shingles and weatherboards on with nails, you fastened them in place with tacks. It would be a foolish way to work, would it not? For the first high wind would send them flying off in all directions.

"None of you would do so silly a thing as that, I am sure. But how are you doing your school work day by day? Are you just tacking the lessons on so they will stay long enough for the recitation, and then drop off your memory? or are you nailing them fast, so that they will stay on for life, and become a good, sound part of your education?"—*King's Own*.

There are many kinds of love, as many kinds of light;  
 And every kind of love makes a glory in the night.  
 There is love that stirs the heart, and love that gives it rest;  
 But the love that leads life upward is the noblest and the best.  
 —Henry Van Dyke.



**Insist on Your Best**

It is when we do our best, when we put joy, energy, enthusiasm, and zeal into our work, that we really grow; and this is the only way we can keep our highest self-respect.

We cannot think much of ourselves when we are not honest in our work—when we are not doing our level best. There is nothing which will compensate you for a loss of faith in yourself, for the knowledge of your capacity for doing bungling, dishonest work.

You have something infinitely higher in you to satisfy than to make a mere living, to get through your day's work as easily as possible. That is, your sense of right, the demand in you to do your level best to call out the best thing in you, to be a man, to do the square thing; this should speak so loudly in you that the mere bread-and-butter question, the money making question, should be absolutely insignificant in comparison.

Start out with the tacit understanding with yourself that you will be a man at all hazards; that your

work shall express the highest and best things in you; and that you cannot afford to debase or demoralize yourself by appealing to the lowest, the most despicable, mean side of yourself by deteriorating, by botching your work.

How often we see people working along without a purpose, half committed to their aim, only intending to pursue their vocation until they strike snags! They intend to keep at it as long as it is tolerable, or until they find something they like better. This is a cowardly way to face a life work which determines our destiny.

A man ought to approach his life task, however humble, with the high ideals that characterize a greater master as he approaches the canvas upon which he is going to put his masterpiece—with a resolution to make no false moves that will mar the model that lives in his ideal.—*Orison Swett Marden.*

HEAVEN will pay any loss we may suffer to gain it; but nothing can pay for the loss of heaven.—*Baxter.*

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**Regular Appointments**

ENGLISH

*Sabbath*  
 10:00 A. M. Sabbath-School.  
 11:15 A. M. Preaching Service  
 3:30 P. M. Junior Meetings.  
 3:30 P. M. Senior Social Meeting.  
 4:30 P. M. Young People's Service.

*Monday*  
 7:45 P. M. Testimony Study.

*Tuesday*  
 7:45 P. M. Missionary Meeting.

*Wednesday*  
 8:00 P. M. Prayer meeting in all the Districts.

SCANDINAVIAN

(In Scandinavian Chapel.)

*Thursday*  
 10:00 A. M. Mission Band.

*Friday*  
 7:30 P. M. Prayer and Social Meeting

*Sabbath*  
 10:00 A. M. Sabbath-School.  
 3:00 P. M. Preaching.

GERMAN

(In German Chapel.)

*Sabbath*  
 10:00 A. M. Sabbath School.  
 11:00 A. M. Preaching.

3:00 P. M. Young People's Meeting.  
 3:00 P. M. Senior Social Meeting, Room 24 College.

*Tuesday*  
 7:30 P. M. Prayer Meeting.

THE junior girls' band had an unusual interesting and instructive meeting Sabbath afternoon, Oct. 17. Mrs. Pilquist, a returned missionary from China, related many things which she had seen in that land. She spoke especially about the girls of China, why they are unwelcome and the hard trials they have to bear. She wore a typical Chinese costume and showed several curios from China. The talk was concluded by a song in Chinese sung by Mrs. Pilquist in which her two little girls joined.

THE eleven o'clock service Sabbath morning, October 17, was devoted to the educational work. Professor Lewis presented the relation of our educational work to the third angel's message and the finishing of the work in the earth. Elder B. E. Huffman spent a few minutes in a review of the development of the church-school work in College View and the present conditions and needs of the school. Elder C. R. Kite spoke of the privileges and duties of the College View church in their relation to the educational advantages located in their midst. Another meeting was appointed for Sunday evening to consider the special needs of the church-school. At this meeting a goodly number of the parents and others interested in the church-school met in the north vestry of the church and spent considerable time discussing the crowded condition of some of the rooms, the lack of seats for all who are in attendance, and the

need of manual training equipment. The finances of the school also received attention. An expression was taken favoring a plan whereby the school board may collect from the patrons and friends of the school an amount each month equal to a full tuition for the enrolment. A fund was also started with which to buy the necessary seats and manual training equipment.

To know what you prefer, instead of humbly saying Amen to what the world tells you you ought to prefer, is to have kept your soul alive.—Stevenson.

THE Philatheaan Literary Society met Saturday evening, October 10. The following were elected to act as officers during the present term: President, Ernest R. Johnson; Vice-President, J. W. Field; Secretary, Miss Olive Holland; Assistant Secretary, Calvin Bunker; Sergeants, Harry Westphal and H. W. Earl. The society will meet every other week.

THE following is taken from a letter received from A. M. Woodall, principal of the Western Slope Academy, Palisade, Colorado: "Our school is getting along nicely and is growing every day. Our regular attendance is seventy-five and we are expecting more a little later. The school has opened up by far better than ever before, for which we are thankful."

BROTHER S. BLACKFAN returned to the Sanitarium a few days ago after having spent several weeks visiting former patients and friends of the Sanitarium in Saunders county. He then visited Brown, Rock, and Keyapaha Counties, where he did some colporter work and canvassing and house-to-house visiting. He also attended Sunday-schools and other church associations and young people's meetings. He was very cordially received in the homes of the people and was much pleased and encouraged with the presence of the Holy Spirit all along the way. His efforts to help families to a better understanding of the scriptures were much appreciated, especially where families were not in the habit of holding family worship, he made it a point to engage in devotional exercises. He attended several basket meetings in groves and talked several times to the people in their little meetings. He saw only one Sabbath keeper while he was gone, but sold nine copies of "Object Lessons" for the benefit of the paper for the blind, also twenty copies of "New Testament Primer," fifty copies of "Life and Health" and gave away forty copies of the *Signs of the Times*, and a good many tracts on religious liberty and other subjects. One thing that encouraged him very much was to find people anxious to get our publications.

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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.

WM. A. YARNELL is teaching in Guadalajara, Mexico.

MISS RUTH JONES is teaching a family school in the home of W. J. Eden, Talmage, Nebraska.

P. A. FIELD, of Erickson, Nebr., has moved to College View and will attend Union College this year.

MRS. M. E. ELLIS is teaching a church-school of fifteen or twenty students at Hastings, Nebraska.

MISS GEORGIA FERRON, of Council Bluffs, Iowa, is visiting her sister, Miss Maude Ferron, and friends at the College.

LEONARD RUCKER has returned from his vacation in North Dakota and Minnesota, and is spending a few days with friends at the college.

JAY J. NETHERY and wife, who went to Egypt about three years ago, after spending the summer in England, have decided to work in that country for some time.

MISS MARGARET STROBEL has been elected secretary and treasurer of the Southern Missouri Conference. The office of this conference will be located at Springfield, Mo.

ALBERT SEGBARTT is still canvassing near Sylvia, Kansas, but hopes to enter Union College the winter term. He has two deliveries to make before he can come to College View.

NORRIS S. CLEMENT is attending the Southern Training School at Graysville, Tenn., this year. He writes that he is enjoying his work in that school, but often thinks of Union College.

DR. O. H. HAHN, an old college student, called on us the other day. He finished the medical course in St. Joseph Mo., last spring; and is now practicing at Home City, Kansas.—*Kansas Worker.*

M. E. ELLIS, of Hastings, Nebr., writes that the members of the churches in the Nebraska Conference have ordered 30,000 copies of the Thanksgiving number of the *Review*, and that the orders are still coming in.

MISS NETTIE HARDIMAN has been elected secretary and treasurer of the North Missouri Conference. She will remain at the Pacific Press office in Kansas City for a short time, after which the office will be located at Utica, Mo.

A QUIET wedding took place at the home of A. T. Fuller, Waukon, the evening of September 30, when his daughter, Hattie O., was united in marriage to Sylvester Egan. Elder E. G. Olsen officiated. A number of relatives and immediate friends were present, and all unite in wishing Brother and Sister Egan much of God's blessing as they go to their home at Humbolt, S. Dak.—*Iowa Workers' Bulletin.*

THE following old Union College students are teaching church-schools in the Nebraska Conference: Lydia Rishel, Arcadia; Melissa Beeson, Beaver City; Hattie Beardsley, Tekamah; Howard Peebles, Omaha; Lillian Fulton, Havelock; Mary Kinneburg, Adams; Carrie Teel, Ringgold; Louise Tucker, Oconto; Pearl Massy, Nebraska City; Mrs. Ula M. Owen, Grand Island; and Clara Underwood, Loretto.

MRS. E. H. HUNTLY, whose address is 2714 Divison St., Spokane, Wash., in renewing her subscription says, "I do not wish to miss any of the copies, and especially at this time, as they will no doubt give an account of the opening of the new school year at 'Union.' I realize I am a long way from you all, yet I feel that I cannot do without the weekly visits of the MESSENGER. I still have a deep interest in dear old 'Union College' and look back with pleasant remembrances upon the few years spent there. I wish you a prosperous school year.

R. M. ROCKEY, formerly manager of the International Publishing Association, is now treasurer of the Eastern Colorado Conference. In a recent letter he speaks as follows concerning a fire in the Denver church: "Last Friday morning about three o'clock I was awakened by my landlady pounding on the door, and saying that fire had broken out in the church which is next door. The night-watchman had discovered it while passing and sent in the alarm. The firemen responded promptly, and the fire was soon extinguished with slight damage to the church. The fire broke out in some furniture that was stored in the basement. We feel thankful to the Lord for sparing us from so great a loss."

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