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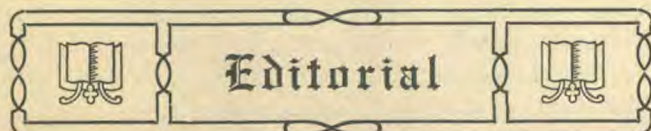
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The Sabbath Services

ELDER C. R. Kite preached a farewell sermon to the College View church Sabbath, December 6, having resigned the pastorate of the church in order to accept the superintendency of the young people's work of the Central Union Conference. His text was Luke 21:34. He said in part: The day of God will come upon many unawares. There never was so great a profession of religion and never so little sweetness and gentleness among the followers of Christ. Are we making special efforts to get ready for the great day of God? The church board have recently been looking over the seven hundred names upon the church records. Of these three hundred have moved away. Some have gone back to the world. Our hearts were made sad and we were led to cry out, "Lord, spare thy people." The storm cloud of God's wrath is about to break. We are on the enchanted ground, and do not realize our danger. God desires to send his Holy Spirit to our hearts to convict us of our need. It has come to seem a small thing to belong to the church. Many think they can be good church members while associating with the world, dressing like the world and living according to the world's low standard. Some are engaged in worldly amusements. We need a reformation in our hearts and in our homes. Our children and young people are departing from God. Often parents are too busy with the things of the world to give their children the attention they need, and their hearts are too full of the cares of this life to permit them to stop and pray with their children. In every case where the speaker had looked into the reason for the young people going astray, he had traced the cause to the home. One mother who was lamenting the waywardness of

her boy told how hard she had worked to please him and satisfy him and keep him from going with the world. She had always humored him, he had not been required to work, and this she thought was the way to save him. On the contrary, it was probably the cause of his downfall.

The sermon was a very tender address, as well as a plain and pointed rebuking of sin. In response to the call by the speaker for renewed consecration, nearly the entire audience arose. At the close of the sermon two special meetings were held, one for the candidates for baptism, and the other for those who specially desired to seek the Lord. Both meetings were well attended.

At the close of the young people's meeting in the afternoon, eight students were baptized by Elder F. M. Burg. It is hoped that this work will move steadily forward, since there are others who are considering the subject of baptism.

Elder R. F. Andrews, former pastor of the College View church, will take Elder Kite's place until the annual election of officers the first of January.

Qualifications and Preparation of the Teacher

THE following summary of the essential qualifications and necessary preparation of the teacher is one of the truest and most impressive ever written, deserving to be placed in the same rank with the writings of the world's greatest educators. It is taken from the book "Education," by Mrs. E. G. White, pages 276-280:—

"The necessity of preparatory training for the teacher is universally admitted; but few recognize the character of the preparation most essential. He who appreciates the responsibility involved in the training of the youth, will realize that instruction in scientific and literary lines alone cannot suffice. The teacher should have a more comprehensive education than can be gained by the study of books. He should possess not only strength but breadth of mind; should be not only whole-souled but large-hearted.

"He only who created the mind and ordained its laws can perfectly understand its needs or direct its development. The principles of education that He has given are the only safe guide. A qualification essential for every teacher is a knowledge of these principles, and such an acceptance of them as will make them a controlling power in his own life.

"Experience in practical life is indispensable. Or-

der, thoroughness, punctuality, self-control, a sunny temper, evenness of disposition, self-sacrifice, integrity and courtesy are essential qualifications.

"Because there is so much cheapness of character, so much of the counterfeit all around the youth, there is the more need that the teacher's words, attitude and deportment should represent the elevated and the true. Children are quick to detect affectation or any other weakness or defect. The teacher can gain the respect of his pupils in no other way than by revealing in his own character the principles which he seeks to teach them. Only as he does this in his daily association with them can he have a permanent influence over them for good.

"For almost every other qualification that contributes to his success, the teacher is in a great degree dependent upon physical vigor. The better his health the better will be his work.

"So wearing are his responsibilities that special effort on his part is required to preserve vigor and freshness. Often he becomes heart-weary and brain-weary, with the almost irresistible tendency to depression, coldness, or irritability. It is his duty not merely to resist such moods but to avoid their cause. He needs to keep the heart pure and sweet and trustful and sympathetic. In order to be always firm, calm, and cheerful, he must preserve the strength of brain and nerve.

"Since in his work quality is so much more important than quantity, he should guard against overlabor—against attempting too much in his own line of duty; against accepting other responsibilities that would unfit him for his work; and against engaging in amusements and social pleasures that are exhausting rather than recuperative.

"Outdoor exercise, especially in useful labor, is one of the best means of recreation for body and mind; and the teacher's example will inspire his pupils with interest in and respect for manual labor.

"In every line the teacher should scrupulously observe the principles of health. He should do this not only because of its bearing upon his own usefulness, but also because of its influence upon his pupils. He should be temperate in all things; in diet, dress, labor, recreation, he is to be an example.

"With physical health and uprightness of character should be combined high literary qualifications. The more of true knowledge the teacher has, the better will be his work. The schoolroom is no place for surface work. No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency.

"But the teacher's usefulness depends not so much upon the actual amount of his acquirements as upon the standard at which he aims. The true teacher is not content with dull thoughts, an indolent mind, or a loose memory. He constantly seeks higher attainments and better methods. His life is one of continual growth. In the work of such a teacher there is

a freshness, a quickening power, that awakens and inspires his pupils.

"The teacher must have aptness for his work. He must have the wisdom and tact required in dealing with minds. However great his scientific knowledge, however excellent his qualifications in other lines, if he does not gain the respect and confidence of his pupils, his efforts will be in vain.

"Teachers are needed who are quick to discern and improve every opportunity for doing good; those who with enthusiasm combine true dignity; who are able to control, and 'apt to teach'; who can inspire thought, arouse energy, and impart courage and life.

"A teacher's advantages may have been limited, so that he may not possess as high literary qualifications as might be desirable: yet if he has true insight into human nature; if he has a genuine love for his work; an appreciation of its magnitude, and a determination to improve; if he is willing to labor earnestly and perseveringly; he will comprehend the needs of his pupils, and, by his sympathetic, progressive spirit, will inspire them to follow as he seeks to lead them onward and upward.

"The children and youth under the teacher's care differ widely in disposition, habits, and training. Some have no definite purpose or fixed principles. They need to be awakened to their responsibilities and possibilities. Few children have been rightly trained at home. Some have been household pets. Their whole training has been superficial. Allowed to follow inclination and to shun responsibility and burden-bearing, they lack stability, perseverance, and self-denial. These often regard all discipline as an unnecessary restraint. Others have been censured and discouraged. Arbitrary restraint and harshness have developed in them obstinacy and defiance. If these deformed characters are reshaped, the work must, in most cases, be done by the teacher. In order to accomplish it successfully, he must have the sympathy and insight that will enable him to trace to their cause the faults and errors manifest in his pupils. He must have also the tact and skill, the patience and firmness, that will enable him to impart to each the needed help,—to the vacillating and ease-loving, such encouragement and assistance as will be a stimulus to exertion; to the discouraged, sympathy and appreciation that will create confidence and thus inspire effort.

"Teachers often fail of coming sufficiently into social relation with their pupils. They manifest too little sympathy and tenderness, and too much of the dignity of the stern judge. While the teacher must be firm and decided, he should not be exacting or dictatorial. To be harsh and censorious, to stand aloof from his pupils or treat them indifferently, is to close the avenues through which he might influence them for good.

"Under no circumstances should the teacher manifest partiality. To favor the winning, attractive pupil, and be critical, impatient or unsympathetic toward

those who most need encouragement and help is to reveal a total misconception of the teacher's work. It is in dealing with the faulty, trying ones that the character is tested, and it is proved whether the teacher is really qualified for his position."

General Articles

Co-operation of Parents in the Training of their Children

MRS. RACHEL THOMPSON

CO-OPERATION implies the laboring together to obtain a desired end. The first requisite in a co-operation or partnership, is the unification of the co-partners, for "How can two walk together except they be agreed."

If there is any co-operation in this world which should endeavor to keep the unity of the spirit in the bonds of peace, it is that of husband and wife. The happiness and prosperity, not only of their married life, but of their whole future existence depends upon their unity. No well informed persons would think of entering a business, or assuming duties together, without a well defined outline of procedure understood between them. Much less should a father and mother.

In the strenuous times in which we live, it would seem almost impossible for the heads of the family, in order to successfully meet the issues of life, not to be overburdened with duties and cares. Where, then, shall come the time—the much needed time—for consultation and advice. Here is where we meet the difficulty. Not all of us are sufficiently filled with the fulness of Christ to be all of one mind.

Many unscriptural alliances have been made, where neither duties as husband and wife, duties to the future generation, or similarity of religious belief has been considered, but simply the gratification of a sentimental fancy. Too often such contracting parties awake to find they have no similarity of tastes. Their ideas and aims, their ambitions and purposes in life, are entirely at variance. One may be esthetically inclined, while the other is coarse and vulgar. Imperceptibly their love is undermined and finally destroyed, and a wall or partition grows up between them. Thus as they attempt to govern their families one draws one way, while the other pulls another way. "A house divided against itself cannot stand," and these structures generally begin their fall in the children.

The children should be the pivot upon which the whole domestic economy should balance; or if by nature or education one of the parents is lacking in some of the qualities that are necessary to make a worthy father or mother, it should be the pleasure of

the other to point out the deficiencies, and exert all his power in helping to overcome, while the other should put forth every possible effort to reform errors and eradicate deficiencies.

God understands our motives, and one parent cannot shift responsibility upon the other without incurring His displeasure. Fathers have an equal share in the training of their children with the mothers. I repeat an equal share; for some have gotten the idea that because God commended Abraham for ruling his household, they must govern the whole family with a rod of iron, making themselves domestic tyrants. Ruling his household does not imply an egotistical assumption of all authority, but rather a leadership. Every individual in a family is accountable to God. They each have an identity and an individuality of their own, which each should be taught to respect and maintain.

(To be Concluded)

A New Course in English Composition

WINNIFRED P. ROWELL

A NEW course in English composition is offered this year at the beginning of the winter term. This course is arranged to meet the needs of three classes of persons: New students coming in at the beginning of the winter term who cannot easily begin work with the regular classes in English; students who have finished academic English, but who are "rusty" in spelling, punctuation, and the simpler principles of sentence construction, and therefore are not ready to take courses in college English with profit; students in academic or college composition and rhetoric classes who feel the need of a better understanding of punctuation and analysis of sentences.

The general plan of the work is as follows:—

The class will be conducted as a drill, with two class recitations a week, possibly three, as the needs of the class may indicate. Part of each recitation period will be devoted to sentence analysis, together with a study of the laws of punctuation growing out of sentence structure; part of the time will be devoted to a study of the essentials of effective composition in narration, description, exposition and argumentation. The weekly written work will consist of two ten minute themes written and corrected in class, and a longer theme written outside of class, making three themes a week. This work will be criticized with the same care as other theme work.

To the student who realizes his need of a better training in the use of the English language, this course will furnish a very practical line of work with the expenditure of comparatively little time, as the only outside work during most of the course will be the weekly theme. It may be taken in connection with four regular studies without special arrangement. Students who wish to enter the class should consult the instructor before making arrangements to do so.

A Mothers' Meeting

MRS. C. C. LEWIS

LAST week several of the ladies from College View attended a W. C. T. U. meeting at University Place. The meeting was addressed by Mrs. Bullock, a sweet-faced motherly woman of about sixty years.

Mrs. Bullock is the national superintendent of mother's work. Her audience was well repaid for any effort it may have cost them to attend. The importance of parents reading the books their children read, and of reading with them, was strongly impressed upon the mothers present.

Mrs. Bullock also said that the only way for the parents to keep their children pure was for the mothers to keep the confidence and sympathy of their children, so that as questions arise in their minds they will come to their mothers for information, and not to some vile companion who would poison their minds. Another important point was impressed on our minds, that of the associations and entertainments of children. Mrs. Bullock said that she did not believe in mixed parties for children. Said she would have girls' parties and boys' parties but no mixed gatherings.

Would that all mothers were as wise as this venerable woman.

Dear readers, what are we doing to live up to these high ideals?

No flower is unworthy of the poet's thought,
No blossom is too lowly for the artist's skill;
For the greatest miracle the Father ever wrought
The smallest flower holds in secret still.

The School Teacher

SHE must be the embodiment of all that is good, wise, and beautiful; in fact, but a little lower than the angels. And she must be willing to hear complaints from the parents of unruly children who never obey at home and would not do so at school if not disciplined. Have you a child at school who comes home every night with stories of exaggerated character about his or her teacher? If your little girl or boy is not the best child at home, but is sometimes erratic, you should be less ready to condemn or talk about the teacher. We never fully appreciate the true value of a teacher until we have left school and teachers back of us. Yes, teachers get cross, just like the children and their mothers. There are times when teaching is very irksome and the teachers grow weary of the dull monotony of school life. Children are not the quiet, docile little creatures they are oft times represented, and many ordinarily meek little ones will sometimes become unruly rebellious, and ugly in disposition. It is then that the teacher remonstrates. If a teacher is very harsh, —unreasonably so—if she truly neglects her duties or does anything not worthy of a teacher, she should be reported to the board. Do not attempt to "settle her case" yourself.—*Woman's National Daily.*

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—N. D. Hillis.

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From Sierra Leone, West Africa

THE following extract from a letter written by Mrs. T. M. French to Mrs. Z. Nicola will be of general interest to the many friends of Professor and Mrs. French:—

I was very sorry that I could not see the College View people again, but after giving up the trip to the Pacific Coast, I decided to remain and visit our people in the South. We took the Southern route from East Texas to Washington, and learning that we had to sail about two weeks earlier than we had planned, we had to go right through. We were in Washington only a few hours as the steamer left New York the next noon.

"We had a very pleasant trip all the way through. At New York we found Mr. and Mrs. Emerson waiting for us. Mrs. Emerson and I were playmates when children and this was the first time we had seen each other since. They were on their way to South Africa and we to West Africa.

"We both like it here real well and are glad we are here. Wish you could see how cozy we are fixed in the mission home. I know you would laugh, but still it isn't so bad for Sierra Leone. Elder Babcock and Mr. French are busy working on the new school building and we will live there as soon as it is finished. On account of the work on the building we have breakfast very early. Mrs. Babcock and I both teach, but before we go to school we have to do our work including the cooking of dinner. At half past eleven each day I send Marie, my little native girl, home to warm dinner and have it on the table for us. Our school is now quite a distance from home so that I have to hurry to get back in time to begin school again at one o'clock.

"As I am doing the work of two teachers, it is difficult to find time to write half the letters I would like to. We have been quite well most of the time, although I have had a touch of fever during the past week. I think, however, I will be all right now.

"This is a very pretty country, and as it is mountainous it keeps cool all the time. Bananas are the only fruit we can get here now. How I wish we had brought more fruit with us. It is impossible to buy dried fruit and canned fruit is very expensive. I would give almost anything for some dried apples, apricots and prunes. We are so tired of bananas."

If any readers of the MESSENGER would like to assist in sending some dried fruit to these missionaries in West Africa, such contributions in either cash or fruit may be sent in care of the MESSENGER to College View at once and they will be forwarded.

C. T. CAVANESS, of Childs, Kansas, auditor of the Central Union Conference, is spending a few days in College View.

A. N. HELLIGSO, of Webster, S. Dak., has moved to College View. His son, Merton Helligso, is a student at the college.

ELDER ANDREW NELSON, president of the Oklahoma Conference, addressed the students in chapel Monday morning, December 7.

O. A. HALL, secretary of the young people's department of the Nebraska Conference, is spending a few days in College View in the interests of the young people's work.

THE Adelpian literary society at the college has been divided and the new society has taken the name of Progressives. This society includes students of the eleventh and twelfth grades.

A. E. SMITH has been called to his home at Charlotte, Mich., by the death of a sister. Two brothers and two sisters still remain at the college. They have the sympathy of their many friends at the college in this bereavement.

Union College Students from the Southern Training School

THE former students from the Southern Training School now attending Union College are enjoying their work. Last year there was only one representative from that school, but we are glad to say that their numbers have increased two hundred per cent. They were welcomed by two of their old teachers, Mr. Crouse and Miss Holaday. Mr. Leslie Wade, though three weeks late in arriving, has succeeded in making up his back work. He has developed a great love for chemistry. The school has impressed him so favorably that he intends to finish a course here. Mr. D. C. Robertson, the latest arrival, from Georgia, says he likes the place, the school and the people. Although some of the customs seem peculiar, he thinks he will soon become used to them. He is acting as stenographer and secretary to Miss Sarah E. Peck. Mr. Howell Brooks is well pleased with the work of the school. He intends to make use of every opportunity for improvement. His greatest worry is that he will freeze when midwinter comes. In common we are all striving to uphold the good name of our fair land.

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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 ANDREW NELSON, of Oklahoma City, Okla., and Dr. Ida S. Herr, formerly of the Boulder-Colorado Sanitarium, were recently united in marriage at the home of the bride's parents at Woodburn, Iowa.

MISS METTIE CORNELL, stenographer for the Central Union Conference, has been called to Springfield, Mo. by the serious illness of her brother, Will Cornell. Mr. Cornell was a student in Union College in 1893 and 1894.

THE new sanitarium at Hastings, Nebr., was dedicated Thursday evening, December 10. Dr. David Paulson, of Chicago, delivered the address. President C. C. Lewis, of Union College offered the invocation, and Misses Kate Sanborn and Winnifred Collins furnished music. Dr. Paulson expects to spend next Sabbath and Sunday at College View.

THE following have entered Union College since the opening of the winter term: Joseph Weislander, Portland, Maine; Martin Larsen, College View; J. S. Stevens, Maywood, Nebr.; Mina Mathiasen, Chicago; W. H. Hanhardt, Tinkin, Kan.; Mr. and Mrs. Albert O. Lundquist, Barrytown, Kan.; Mary E. Miller, Tevis, Kan.; Lora G. Smith, Republican City, Nebr.; Thomas Crowley, Polar Bluff, Mo.; G. J. Kressman, Bridgewater, S. Dak.; Esther M. Anderson, Bloomington, Nebr.; Lawrence Nelson, Marne, Iowa; Jessie C. Lewis, Early, Iowa; Arthur Petersen, Plainview, Nebr.; Carl Wolter, Neola, Iowa; Stanley A. James, Sanitarium, Calif.; William Koenig, Dumfries, Iowa; Lawrence Morganson, Stettler, Alta.; Ray L. Hill, College View; C. R. Esau, College View; H. J. Mikkelsen, College View; Louise Kraft, College View; Lela Christensen, Exira, Iowa; Edith Peterson, Elm Creek, Nebr.; Irvin M. Reed, College View; Fred Korgan, Council Bluffs, Iowa; Edith Mauk, Broken Bow, Nebr.; Bennie Grundset, Barnesville, Minn.; Martin Larson, Ruthven, Iowa;

Jennie Berglund, College View; Rose and Jacob Jutzy, Upham, N. Dak.; Maurice M. Fate, Belleville, Kan.; William Jacobsen, Exira, Iowa; Arthur Alexsen, Exira, Iowa; Elmer Petersen, Exira, Iowa; Joe Hobbs, Kingsville, Mo. The enrolment at the college is now 522. The five hundredth student was enrolled on December 2, the first day of the winter term. Last year the five hundredth student was enrolled on the opening day of the winter term, or December 10. This makes the enrolment of the two years just about equal.

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