

THE EDUCATIONAL MESSENGER

VOL. 5

COLLEGE VIEW, NEBRASKA, JANUARY 29, 1909

No. 5

The Educational Messenger

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

Published Weekly by Central Union Conference, College View, Nebraska
Terms, 50 cents per year (48 numbers)

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Editorial

Responsibility of Students Toward the Missionary Volunteer Movement

GENERAL PRINCIPLES OF RESPONSIBILITY

RESPONSIBILITY is the state of being answerable, or accountable, for the performance of some task, duty, or obligation. It implies some one of authority who will ask the question, did you perform that duty? and will wait for a reply. Responsibility is the ability to give a satisfactory answer, for that is the literal meaning of the root word—to answer back or to answer again. If we are obliged to answer that the duty has not been performed, the next question will be, why has it not been performed? If we can honestly say, "I tried, I did my best, but the task was too great, I could not complete it," or if we can reply, "There were hindering causes which I could not control and therefore the task was not done," in either case we may be excused and not be held responsible. But if we are compelled to admit that we forgot or did not think, we shall be held responsible and will be condemned to suffer just punishment for our carelessness or unfaithfulness.

If, for example, since the topic pertains to student responsibility, your teacher assigns so many pages as a lesson in algebra, the hour of recitation arrives and he inquires, "Have you mastered the lesson?" and if you reply with confidence and proceed to demonstrate your understanding of the subject, "Very good," is your teacher's comment, "you have done well." And your heart glows with satisfaction at the thought that while held responsible you have not failed, but have discharged your responsibility.

*Read before the Missionary Volunteers, at College View, Nebr., Jan. 19, 1909.

Again, suppose you are obliged to answer to the teacher's question, "Sir, I have not fully mastered the lesson, I did the best I could, I studied diligently, but there are some points I could not understand." Still your teacher commends you for your effort, inquires particularly into the nature of your difficulties, and sheds light upon the subject, before which your shadows vanish. So, also, if your answer be, "My friend was sick and I had to care for him. I am not prepared. Please excuse me." There is no reproach in your teacher's face and tone, but sympathy instead, as he inquires into the welfare of your friend. But there must be no sham. Your excuses must be well founded and sincere and not too often repeated or you will be held responsible for a duty not performed, and your heart will sink under your teacher's disapproval.

Responsibility implies native or acquired ability upon the part of the one held accountable to perform the task assigned. No one is held accountable for what he can not do, no matter how much the task needs to be done, unless his own fault has rendered him incapable. If a child falls into the water I am not responsible for not leaping into the water for its rescue if I can not swim. However, I am responsible for putting forth every effort possible, even to the reasonable risking of my own life.

(To be continued)

Industrial Education in Massachusetts

EVERYWHERE the cry goes out for industrial education. The officers of the Nebraska State Teachers' Association have announced that industrial education is to be the central theme of the next meeting of the association. In 1906 the legislature of Massachusetts passed an act providing for the appointment of a commission on industrial education to serve for three years, empowering the commission to investigate methods and local needs of industrial education, to initiate and superintend the establishment and maintenance of industrial schools for boys and girls. This commission issued its first annual report in March, 1907, from which the following extracts are taken:—

"It is the opinion of the commission that there is a demand in various agricultural sections for schools which shall be devoted to specialized work, object lessons and such practical courses as have a direct bearing on farm life for both boys and girls.

"Furthermore, it is the belief of the commission that agriculture must be developed in Massachusetts

on a plan different from the one so successfully followed in our western states. Here our farming must be intensive, instead of extensive, as in the West. It is hoped that a typical agricultural school may be established before the next annual report.

"Such a school would take the boy and girl at the age of 14. In addition to the work assigned the boy to be done on the farm, which would be under the control of the school, he would be given practise work, drawing and other studies particularly useful in farm management. The regular course should be sufficiently extended to prepare pupils for admission to the State Agricultural College at Amherst, and winter courses should be provided for those whose services could not be spared from the farm in summer.

"The practise work, including the shop work should be such as would be most helpful to a farmer, such as would result in making a man skillful in the care and repair of farm machinery and buildings. Another line of work should certainly include botany, physiology and hygiene, applied physics, chemistry, and mathematics, also surveying.

"The year should be divided into three terms; and the following courses, as given in the Marathon County School of Agriculture and Domestic Economy, of Wisconsin, could be modified to meet the requirements of our rural communities."

They have also suggested the following courses of study, the first for boys and the second for girls:—

Course of Study for Boys

FIRST YEAR

First term.—The soil, d. 5; shop work, carpentry, d. 5; business arithmetic, 5; English, 5.

Second term.—Soils and fertilizers, d. 5; shop work, carpentry, d. 5; English, 5; library reading, 5.

Third term.—Plant life, d. 5; vegetable, flower and fruit gardening, d. 5; poultry, d. 5; English, 5; library reading, 2.

SECOND YEAR

First term.—Plant life, d. 5; shop work, blacksmithing, d. 5; United States history, 5; economics, d. 3; library reading, 5.

Second term.—Animal husbandry, d. 5; rural architecture, d. 5; United States history and civil government, 5; library reading, 5.

Third term.—Animal husbandry, d. 5; vegetable, flower, and fruit gardening, d. 5; economics of agriculture, 5; library reading, 5.

Course of Study for Girls

FIRST YEAR

First term.—Cooking and sewing, d. 5; domestic hygiene, 5; English, 5; business arithmetic, 5.

Second term.—Cooking and sewing, d. 5; home economy, 5; English, 5; library reading, 5.

Third term.—Cooking and sewing, d. 5; vegetable, flower, and fruit gardening, d. 5; English, 5; library reading, 5.

SECOND YEAR

First term.—Cooking and sewing, d. 5; laundry, d. 3; United States history, 5; library reading, 5.

Second term.—Cooking and sewing, d. 5; chemistry of foods, 5; United States history and civil government, 5; library reading, 5.

Third term.—Cooking and millinery, d. 3; home nursing, d. 2; poultry, d. 3; vegetable, flower, and fruit gardening, d. 5; library reading, 5.

General Articles

A Heroine*

ETHEL CURRIER

ON a simple country farm in the northern part of South Dakota, lives a girl, whom I call a heroine.

She is an only child, tall and modest, possessing a plain face lighted up with large brown eyes which almost speak to you, and a sweet, sunny disposition. Although this girl had lived on a farm for several years prior to the time of this experience I am about to relate, she knew very little about housekeeping and almost nothing about cooking. Her one ambition was to obtain a good education and become a musician. Her friends had like aspirations, and many happy hours were spent in relating school experiences during the summer vacations.

At the time of my story, Nellie was eighteen years of age and had gone away to school in September as usual, leaving her father and mother at home alone. Her mother, Mrs. Brown, had not been well during the summer and in October became worse, so Nellie was called home. The doctor said Mrs. Brown could not recover unless she left the farm and went to the city where she could be treated. She was on the verge of nervous prostration and must have perfect rest and quiet.

This meant that Nellie must stay at home while her mother was away. Was it a struggle for her to give up her cherished plans and become a common housekeeper? Then, too, it was the entering of a world unknown to her, for she had never planned a meal, nor baked a loaf of bread in her life.

The first few weeks would have tried one accustomed to such work; poor Nellie they tried severely. Every morning she planned her work, but there were so many duties. In the endless round of small tasks which she had supposed she knew how to perform she was met at every turn by a perplexing difficulty. Each new difficulty caused her to long for her mother, and although a brave girl, the tears would fall thick and fast. After every cry she began her work again, compelling herself to smile and sing. She would not complain.

The third day, on going for bread, she was dismayed to find the can almost empty. They must have more, but how was it made? She went to the neighbor across the road, and came home with a vision of newly baked bread, in her head. She followed the directions given her, and with carefulness and fear, baked her first bread. It was good, but not like the bread her mother made.

At dinner her father made no remark but gave the bread a glance of surprise and ate less of it than

*This paper is taken from the regular class work in the English Department. One or two will appear in the next issue of the MESSENGER.—Ed.]

usual. Nellie noticed this and it cut her sensitive soul like a knife. She cried again. But at supper she was cheerful as usual, and her father never dreamed of the struggles through which she passed. As the days went by she made rapid progress with her work and soon became a first-class housekeeper and cook.

Her mother wrote that she was feeling much better and would soon be home. Nellie began to entertain hopes of going back to school for the spring term. But when Mrs. Brown came in February, and Nellie saw how weak and nervous her mother was, her hopes and air-castles fell with a crash. Not once did she say, or even hint, that she wanted to go back to school but bravely went ahead with the work, and was the same cheerful girl.

Perhaps no one would have ever known how hard the struggle had been for her, had not a friend said to her one day, "Nellie, wasn't it hard for you to give up your school work and come home to do house-work? The friend who had meant to be sympathetic, was sorry she had spoken as soon as the words were gone. Nellie's eyes filled quickly with tears, her lips and chin quivered, and she turned away her head. In a moment she bravely but slowly answered, with a break in her voice, "Yes, it was hard, but it was good for me. It is the struggles and disappointments through which we pass that make us appreciate our blessings."

Young People's Council Meeting

M. E. ELLIS

A VERY enthusiastic council for the discussion of young people's work met in College View, Nebr., from January 19 to 25, and spent the time very profitably and fully in talking over the work that had been done, the further development of plans already laid, and the needs of the work for the future. Those who planned the council were very fortunate in their choice of a time in which to hold it. The presidents of the local conferences in the Central and Northern Unions were meeting in the annual session of the Union College board, and we enjoyed their presence and counsels in many of the meetings of the convention.

The council held five sessions a day and every session was crowded full with plans, experiences and discussions of the officers who come in close touch with our young people throughout the field, and many excellent ideas exchanged hands and were passed on for broader use. The needs of the foreign mission fields, and plans that can be developed among our young people to help fill these needs was a very prominent feature of the council. The sermon Sabbath morning by Professor Kern, on the training of children in the home for usefulness in the Lord's work, was a masterful presentation of the importance of the first institution established on earth for the training of our youth.

Four committees were appointed to place before the convention in the form of resolutions the most vital features to be considered and developed in the work the coming year. These committees were almost entirely made up of conference young people's secretaries, and brought in the following resolutions which were passed after interesting discussions:—

1. *We recommend*, That we urge upon all our Missionary Volunteer societies the importance of using the weekly lessons as given in the *Youth's Instructor*.

2. *We recommend*, That a series of pointed, pithy leaflets be prepared and published by the General Conference Missionary Department on temptation, faith, prayer, Bible study, consecration, doubt, testifying in meetings, and personal work.

3. *We recommend*, That two leaflets be prepared on adolescence, one to circulate among parents and workers, and the other for the young people.

4. *We recommend*, That a pledge be gotten out against pernicious literature.

5. *We recommend*, That the young people's secretaries be encouraged to make a special study of the junior conditions in their respective states and to plan with the local leaders methods of engaging the juniors in Christian work and in interesting them in the regular meetings of the young people's society where the number of juniors is not large enough for regular junior meetings, and where there are but two or three even, to organize them into a band for prayer and service under the direction of an older member of the society.

6. *We recommend*, That the local secretary of our young people's work report only that work which is done as missionary work by their young people, not including reports of paid workers or regular canvassers.

7. *We recommend*, That each conference secretary urge the churches:—

(a) To educate capable leaders in the young people's work; and,

(b) To discourage the too frequent changing of officers.

Whereas, There is a great need of thoroughly qualified young people's leaders and workers in our churches, therefore,

8. *We recommend*, That institutes be held in each conference for the instruction of leaders and young people's workers at such times and places as may seem best, and, if necessary, assist them in defraying their expenses.

"FAITH is the swivel-link that keeps the kinks out of business, gives the commercial world its stability, binds one soul to another, holds the mortal to the immortal, expands the life-possibilities of man, dissipates the shadows of hardship,—focalized becomes the leaven and sunshine of the world."

Leaves from Students' Note Books

A PRACTICAL LESSON

THE professor tells the new man how to clean a fire.

"Cleaning a fire under a boiler that is working at its full capacity is a hot, smoky piece of work. Still it is something that must be done about two or three times a day.

"To begin, take the slash bar, that long heavy iron flattened at the end, and run it along the side of the grate next to the wall. Then pry suddenly against the end of the fire box, throwing the fire over to the opposite side of the grates. Pull out your bar and run it under the fire and cinders which were under the fire you have just moved. Now take the cinder hoe and rake that side of the grate clean. After thoroughly wetting down the cinders you have pulled out, you will be ready to throw the fire back onto the cleaned side of the grate, after which you can proceed as before. When both sides have been cleaned, spread the fire evenly over the entire grate surface and throw on some good, coarse coal.

"Those cinders you can wheel out to the pile back of the coal shed."

MOVING A BOULDER

THIS boulder was one hundred and fifty feet under the ground, and there was only a two-inch hole down to it. But the boulder was exactly in the way and must be moved before the hole could go any farther. Accordingly, the men cut off a piece of one-inch sand rod (iron pipe) about eighteen inches long, and tak-

ing it to the forge welded one end shut. Then threads were cut on the other end and a coupling put on. By this time the dynamite in the pail of hot water was thawed out. One of the men tamped the charge into the pipe which had been prepared and coupled the pipe onto a sand rod. This was let slowly down the hole, until only a foot of the end remained, and another until the dynamite rested on the boulder. Next came the pointed tin tube, loaded with shot to make it heavy, and containing the cap and fuse. The fuse was lighted and the tube dropped into the end of the sand rod. "Ting, ting, ting, ting," it sang as it sped downward. "Boom!" answered the dynamite as it struck bottom. The boulder moved.

Selecting Woolens

MOST persons suppose that fabrics made of coarse wool are the warmest and most durable. This is not true. Coarse heavy woolens insure less warmth in winter than the fine wool which feels pleasant and soft to the touch and has the appearance of velvet. For underwear, the finer woolens, mixed with silk, are considered the warmest. They are not bulky, and one can wear them with genuine comfort. One of the gravest mistakes in woman's dress is the failure to provide proper covering for the arms and chest. A woman may be warmly clad, when her arms will be freezing cold. Can this lead to anything but illness? Low slippers, a lace-yoked dress and a heavy jacket, are strangers to good, sound judgment.—*Woman's National Daily*.

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Collars 2 1/2 cents
Pair Cuffs, 5 cents

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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

7:30 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.

OTTO BLACK, of Kansas, is visiting friends in College View. Mr Black was a former student of Union College.

ELD. N. Z. TOWN, who has spent twelve years as a missionary in South America, addressed the students in chapel Tuesday morning, January 19th.

MR. E. RUSSEL POTTER, canvassing agent for the Manitoba Conference, is spending a few days in the village with his parents, Mr. and Mrs. P. Potter, while on his return from the bookmen's convention.

ELDER and Mrs. C. R. Kite were given a farewell reception in the Scandinavian chapel at the College, Monday evening, January 18th. Brief addresses were made by Eld. R. F. Andrews, Eld. A. T. Robinson, Eld. C. A. Thorp, and Eld. J. W. Lair, Prof. P. E. Berthelsen made the presentation speech, and in behalf of the friends gave Elder and Mrs. Kite a rug and table linen. A piano solo was rendered by Miss Ada Madison, a vocal solo by Miss Anna Pierce, and a violin solo by Miss Kate Sanborn. Elder Kite has now gone to Boulder, Colo., where he will act as chaplain of the Boulder Sanitarium.

The Annual Board Meeting

THE annual meeting of the Union College Board of Trustees is in session at the present writing. The following presidents of conferences are present:—E. T. Russell, Central Union; S. E. Jackson, Minnesota; J. W. Christian, So. Dakota; M. N. Campbell, Iowa; A. T. Robinson, Nebraska; J. H. Wheeler, Wyoming; J. W. Lair, Eastern Colorado; Wm. Kennedy, Western Colorado; Charles Thompson, Kansas; D. U. Hale, Southern Missouri; A. R. Ogden, Northern Missouri. Elder R. A. Underwood, president of the Northern Union Conference, arrived here sick from the Kansas City Bookmen's Convention, and after a few days was obliged to go on to his home in Minneapolis without attending the meetings.

The first two or three days were spent in listening to reports from teachers and employees. A few important actions have been taken as follows:—

1. Voted to raise \$5,000.00 in the Central Union Conference to equip the chemical and physical laboratories and the library.
2. Decided to rent a cottage for the Music Department to relieve the present congested condition in regard to the class rooms.
3. Authorized the formation of an association among students and teachers to build and conduct a swimming pool, and a skating pond.

THE following program was given in the college chapel, Saturday evening, January 23d, by the German department of Union College:—

Invocation E. T. Russell
Die Ehre Gottes in der Natur Beethoven
CHOR
(a) Abendlied Jakob
(b) Ein' feste Burg ist unser Gott Franz
MANNERCHOR
Das Heldenroslein Werner
QUARTETTE
MISSSES HOILAND, SMITH;
MESSRS EDEN, SMITH
Komm', Heil'ger Geist Buehrer
CHOR
Der Erlkonig Schubert
E. C. EDEN
Largo Handel
MANDOLIN CLUB
Gebet Belleter
CHOR
(a) Du bist die Ruh' Schubert
(b) Liebesbotschaft Schubert
MARION CRAWFORD
Waldabendschein Schmolzer
MANNERCHOR
(a) Duetto Mendelssohn
(b) Springsong Mendelssohn
C. N. ROBERTS
Die Himmel erzahlen Haydn
CHOR
Benediction Elder Burg

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Makers of Health Foods

A Few Leading Products

Cereal Coffee.....	per pkg.....	\$0.10
Tri-Grano.....	" " " " " "	.10
Nut Cero.....	" 1 1/2 lb. can.....	.30
Nut Loaf.....	" " " " " "	.30
Nut Butter.....	" " " " " "	.30

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Second term.—Soils and fertilizers, d.5; shop work, carpentry, d. 5; English, 5; library reading, 5.

Third term.—Plant life, d. 5; vegetable, flower and fruit gardening, d. 5; poultry, d. 5; English, 5; library reading, 2.

SECOND YEAR

First term.—Plant life, d.5; shop work, blacksmithing, d. 5; United States history, 5; economics, d.3; library reading, 5.

Second term.—Animal husbandry, d. 5; rural architecture, d. 5; United States history and civil government, 5; library reading, 5.

Third term.—Animal husbandry, d. 5; vegetable, flower, and fruit gardening, d. 5; economics of agriculture, 5; library reading, 5.

Course of Study for Girls

FIRST YEAR

First term.—Cooking and sewing, d. 5; domestic hygiene, 5; English, 5; business arithmetic, 5.

Second term.—Cooking and sewing, d. 5; home economy, 5; English, 5; library reading, 5.

Third term.—Cooking and sewing, d. 5; vegetable, flower, and fruit gardening, d. 5; English, 5; library reading, 5.

SECOND YEAR

First term.—Cooking and sewing, d. 5; laundry, d. 3; United States history, 5; library reading, 5.

Second term.—Cooking and sewing, d. 5; chemistry of foods, 5; United States history and civil government, 5; library reading, 5.

Third term.—Cooking and millinery, d. 3; home nursing, d. 2; poultry, d. 3; vegetable, flower, and fruit gardening, d. 5; library reading, 5.

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