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The Educational Messenger

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Editorial

THE article on Union College summer school which began last week will soon be continued in the MESSENGER.

THE article entitled "Our School Work," which will be found in another column, was furnished us by the educational secretary of the Northern Union Conference. We understand it was intended to bear upon the establishment of the proposed school at Chamberlain. Whatever may have been its purpose, the instruction is so valuable that we are glad to place it before the readers of the MESSENGER.

The Proposed Industrial-Academic Course

At the time of the last annual meeting of the board of trustees of Union College, plans were considered for strengthening the industrial department, and it was unanimously voted to have but one academic course, and that strong enough in literary subjects to prepare for college, and also practical enough in industrial studies to prepare for the common duties of life.

So much interest has been manifested in this subject that the president of the college has sent out the following letter to the members of the board and the faculty, as well as to other friends of Christian education, with the request that they read carefully and send answers to the questions according to instructions contained in the letter. This letter is now made public, and the same request is made of all who are interested.

"I take this method of addressing you because the importance of the topics I wish to present suggests a permanent form which may be studied at leisure, and may not be misunderstood or misconstrued either now or in the future.

"Soon after our annual board meeting I received a letter from the chairman of the department of education of the General Conference, expressing solicitation for the future of Union College in view of the proposed training school of the Northern Union Conference at Chamberlain, a possible German school in Oklahoma, and the adoption of a radical industrial academic course of study, a copy of which had been shown him by a friend.

"I replied at length, to the effect that the congestion at Union College had caused the board to discuss plans for reducing the attendance, one-third of which we could safely and advantageously lose if we would carry out the Lord's plans for industrial education; and that the course of study in question had not yet been adopted, it being a working model, and the joint action of the board and faculty being to adopt one industrial-academic course strong enough to prepare for college and practical enough to prepare for life.

"His reply showed that he had experienced much relief. He was deeply interested in our plans to strengthen our industrial department, urging that the teachers work a portion of the day with the students, and cautioning us not to go to an extreme in the industrial work, as some schools had done and are now suffering in consequence.

"Later there came a letter from the educational secretary of the Northern Union Conference asking what was done with the course of study which was under consideration the day he went away. I replied, giving the action of the board and faculty and stating that the proposed course remained on the blackboard just as it was, because we had been very busy with other matters, did not need the course of study at present, and we thought it best to wait until we had more time before considering the subject further. His reply showed that he feared we did not have the courage to go ahead with the proposed industrial reform; for he exhorted us most earnestly and affectionately to be firm and true to the principles of Christian industrial education, and fortified his appeal with facts showing the rapid advance of this reform in worldly schools and with lengthy and forcible extracts from the Testimonies, all of which I greatly appreciated, although I have never had a thought of giving up a single inch of the ground gained at the annual board meeting.

"These experiences show how interested our educators are in the work we have undertaken, and empha-

size the fact that sooner or later we must take up the matter where it was left at the close of the board meeting and carry it forward to a successful conclusion. I believe the time for doing this has come. Meanwhile, although pressed with other duties, I have not ceased to study the problem of the industrial-academic course of study, and I now think I can see a satisfactory and reasonable solution.

"And first I think I see clearly what should be our relation to the Nebraska University and the school system of the state. I have for two years tried to promote an affiliation with the medical department of the university, because I believe that was the best way to train medical missionaries since the loss of our medical college. An affiliation was formed by which the medical department agreed to let the college do the preparatory work and two years of the six year combined college and medical course. During the past year they have applied for and received recognition from the College of Physicians and Surgeons in London; and in anticipation of this recognition, and in order to maintain their high standing, have raised their standard of admission to a full high school course and one year of college work, and beginning with 1910 will require a second year of college work for entrance to the four-year medical course, specifying that this college work shall include advanced chemistry, physics, and biology. Perhaps because of sustaining their high position they seem to have become more rigorous in their requirements the past year, and it has been necessary to readjust our arrangement with them. In doing this it seemed best to abandon our old plan of giving two years of their six-year course, and to ask for state recognition as an academy and college, so that our certificate would pass students into their medical course. Hence we have been working on this idea since the board meeting. But now a new difficulty arises. The state high school course is prescribed by law, and it embraces four subjects for each of the four years in the course. In the first two years the subjects are fixed, and the next two years six subjects are named, from which school boards may select four. Now it is clearly impossible for a student to take all these subjects with a Bible study and an industry in addition. And as these studies are essential from our point of view, I conclude that we ought to give up trying to meet their standard, form an academic course to meet our own needs, publish in our calendar the entrance requirements for their medical course, and let students get with us what credits the university will accept, but go straight to the university for the rest.

"This plan may cause some students to leave us a year earlier than the one we have been working on, but there will not be any very large number of such students—only seven at the present time—and it will be better for them perhaps to take their technical work of preparation for the medical course at the univer-

sity, where the work is planned with that very end in view. This plan, also, will relieve us of the necessity of incurring unnecessarily heavy expense to give this special work to only a few, will still enable the science department to do its general work in a creditable manner, and will permit this department to divide its allotment with the industrial department, where it will benefit a much larger number of students. Furthermore, I would publish in the calendar a description of the other medical and dental schools in Lincoln, with their entrance requirements, to encourage some students to pursue a less strenuous medical course, which with sanitarium methods and principles, will enable its possessors to do valuable medical missionary work in many parts of the world.

"But here arises a strange situation. The University School of Agriculture has a three-year course of study for men and a three-year course for women, each year of which is only six months long. Concerning these courses their 'Bulletin' for 1909 says:—

"Men who complete the course are admitted to the technical agricultural group in the university without examination; women have the same privilege if they wish to enter the group of home economics."

"But four years' study in each of these 'groups' leads to the bachelor's degree. And the entrance requirements to each of these 'groups,' while differing slightly from the requirements of other groups by specifying more science and less language, are practically identical with the requirements for entrance to the other degree groups of the university, including the medical group. If the agricultural school can get this credit for eighteen months' work, it would seem that Union College ought to get it for thirty-six months' work, even though we include Bible and industrial studies.

"Coming now directly to the academic course of study, I have kept in mind the religious work that our students ought to do and also the exhortation of the Testimonies not to let the students take so many studies that they have no time for prayer, meditation, reading the Bible and other good books, and engaging in missionary work. Remembering also that Union College ran seven years on a three-study basis, I propose the following course embracing each year one Bible study, two literary studies, one drill, and one industrial study or trade, holding as closely as possible throughout to the revision made last year, which is presented first for convenience in comparison.

ACADEMIC COURSE

FIRST YEAR	Terms	SECOND YEAR	Terms
Adv. Arithmetic	1, 2	Algebra	1, 2, 3
Algebra	3	Gen. History	1, 2, 3
Ele. Zoology	1	N. T. History	1, 2, 3
Bookkeeping	2, 3	Adv. Physiology	1, 2, 3
English	1, 2, 3	Eng. Literature	1, 2, 3
Testimonies	1, 2, 3	Manual Training	1, 2, 3
Drawing	1, 2, 3	Elocution	3
Floriculture	1, 2, 3		

THIRD YEAR

Ele. Chemistry.....	I, 2
Ele. Botany.....	3
Hist. of Missions.....	I, 2
Denom. History.....	3
English Composition.....	I, 2, 3
Latin, or	
N. T. Greek.....	I, 2, 3
Hydrotherapy.....	I, 2, 3

FOURTH YEAR

Agriculture.....	I, 2, 3
Bible Doctrine.....	I, 2, 3
Pedagogy, or	
Geometry, or	
History of Antiquity.....	I, 2, 3
Language.....	I, 2, 3
Ele. Physics.....	I, 2
Ele. Astronomy.....	I, 2
Eng. Comp. (spe. drill).....	2, 3
Singing.....	I, 2

NOTE.—Pedagogy will be taken by normal students, Geometry by college preparatory students, and History of Antiquity by ministerial students.

THE PROPOSED INDUSTRIAL-ACADEMIC COURSE

FIRST YEAR	Terms	SECOND YEAR	Terms
Testimonies.....	I, 2, 3	N. T. History.....	I, 2, 3
Bookkeeping.....	3	Algebra.....	I, 2, 3
English I.....	I, 2, 3	General History.....	I, 2, 3
Agriculture.....	I, 2, 3	Farm Animals and	
Physiology.....	I, 2	Dairying (boys).....	I, 2, 3
Zoology.....	3	Cooking, Dom. Econ.	
A drill.....	I, 2, 3	and Dairying (girls).....	I, 2, 3
		English II (drill).....	I, 2, 3
THIRD YEAR		FOURTH YEAR	
History Missions.....	I, 2	Bible Doctrine.....	I, 2, 3
Denom. History.....	3	Geometry, or	
Astronomy.....	I	Pedagogy, or	
Chemistry.....	2, 3	History I.....	I, 2, 3
Language.....	I, 2, 3	Physics.....	I, 2
Carpentry and Wood-		Botany.....	3
work (boys).....	I, 2, 3	Language.....	I, 2, 3
Sew., Garment Making		Gard. and Horticul.....	I, 2, 3
and Millinery (girls).....	I, 2, 3	A drill.....	I, 2, 3
English III (drill).....	I, 2, 3		

NOTE 1.—In the first and fourth years students may choose their drills from the following list of subjects: Penmanship, Drawing, Singing, Hydrotherapy, El. Elocution, Type-writing.

NOTE 2.—Instead of the prescribed industrial studies pupils may choose from the following list of trades: Broom Making, Canning, Sheet Metal Work, Printing, Bookbinding, Plumbing, Steam and Electrical Engineering, House Painting, Baking, Dressmaking. In these trades students must work two hours per day or twelve hours per week.

NOTES ON THE COURSE

The few changes suggested and the reasons therefore will here be noted.

1. Advanced Arithmetic and one term of Algebra are omitted from the ninth grade. The state high schools have no arithmetic beyond the eighth grade, and a straight year of Algebra in the ninth grade. If this is strong enough for them it ought to be for us. Beginning Algebra in the spring term has been inconvenient. The high schools have another half year of Algebra in the twelfth grade, and we could take it in the thirteenth if thought best. The University requires but one year of Algebra for entrance to any of its departments.

2. The study of the Testimonies is shortened to two terms to make way for one term of Bookkeeping. The eight volumes can be reasonably considered in twenty-four weeks. The high schools have no Bookkeeping.

3. Advanced Physiology is shortened to two terms to make room for Elementary Zoology. The high schools have no Physiology.

4. In the third year, Elementary Chemistry begins in the winter term. The Advanced Chemistry should then begin in the fall term. By this arrangement the advanced class would have sole use of the laboratory during the fall term and the

elementary class the sole use during the spring term. During the winter term this beginning class might not need the laboratory so much.

In order to aid in the final decision of this matter, I would further suggest the following questions to be answered in writing by teachers, members of the board, and other educational workers in the denomination, giving reasons for their answer if they desire, and making such suggestions as they may think best. The answers will be tabulated and the results sent to all who reply:—

1. Would you attempt to meet the standard of the state requirements for recognized high schools? or would you let prospective medical students get what they can at the college and go to the university for other preparatory requirements.

2. Would you think it best for the science department to divide its \$4,000 appropriation with the industrial department?

3. Would you require every student of the academic department to take an industrial study unless excused for good and sufficient reasons by the faculty?

4. Would you advise Union College to grant the B. S. degree (as we have a legal right to to) to students who complete two years of college work at Union College, and afterwards do two years of successful work in a reputable medical college?

5. Would you give teachers their choice between teaching six literary classes daily and teaching five classes and working one hour and a half daily with the students.

6. What would you think of four classes and three hours work?

7. Would you vote for the proposed new industrial-academic course?

Please number your answers to correspond with the questions.

With an earnest prayer that the good Lord may grant us all special clearness of vision and soundness of judgment for the right decision of these questions, I beg to remain,

Most sincerely your brother in Christ,

C. C. Lewis.

School Work in Scandinavia

CONCERNING school funds for the European conferences we are in receipt of a letter from Elder J. C. Raft of Copenhagen, Denmark. He writes:—

"As regards Scandinavia, we have now established our union school at Skodsborg, that is, a school for Norway and Denmark. Sweden has its own school, as the Swedish brethren do not feel free to work in union with us for one common school unless the school was located in Sweden. It is a great joy for me to say that the school at Skodsborg is doing nicely, and we have but reason to be glad and satisfied with the new arrangement of getting new blood into the school, I mean a new management. We have thirty-four students in the school. But of course, we ought to have twice as many, and I hope we shall reach this point in the future. If we could only get some young men and women educated I believe we shall see a great change in Scandinavia; for this is certainly a most promising field of labor. We need young consecrated men and women to go into the field here at home; but first they must receive an education, for otherwise they cannot find entrance to the better classes of society. And we have such young men and

women, but in most cases they are lacking means. When I think of the many cities and towns in Sweden, Norway, Finland, and Denmark that are still untouched, never having heard a preacher proclaim the last message of mercy, I pray to the Lord of the harvest that he may send out workers into the great harvest field. I feel sure that a large number of souls may be gathered in for the kingdom of God every year here in Scandinavia, and I believe the time is here when God desires to do, and will do, great things for this part of his vineyard. But as far as the school problem is concerned, we are far behind. This we see and feel plainly enough; for from all sides we hear the call, 'come over and help us!' But we have no one to send. But it is of no use weeping for having been so slow to learn this lesson; we must take hold and do something. And this we intend to do, by the help of God. You will understand, therefore, what joy it affords us to learn that you will help us in this line, both with advice and with means.

"I am glad of expecting to have the privilege of attending the coming session of the General Conference. We have decided to send eight delegates from Scandinavia. I hope this may prove a great blessing to us, and that it may make us better fitted for the work to which God has called us. May the Lord make the conference session the best we ever had, is my prayer every day."

The Thing That Counts

JUST before President Roosevelt retired from his office, he gave a luncheon to a few men whom he regarded as personal friends in the various walks of life. In his address given on this occasion he spoke the following words which show most clearly that the supreme distinction by which men are judged is the spirit in which they do their work. He spoke in part as follows:—

"There are many others like you, whom I would have given much to bring here to-day; but there simply was not room enough; and so I have brought you here partly for your own sakes, but primarily as representing thousands of other workers; as representing all good, faithful, fearless public servants who strive their best to do what the public demands and who in the last analysis stand on the same level when judged by that supreme test which takes into chief account the spirit of the service rendered.

"Whether a man is a cabinet minister, a bureau chief, a marshal, an Indian agent, a forester, a letter carrier, a member of a life saving service, a clerk in a department, or a workman in a navy yard, or whether he holds one of a hundred positions, makes not the slightest difference if he puts his heart and soul and his mind into his work and is content to accept as his chief reward the satisfaction that comes from the knowledge that the work has been well done."

General Articles

Our School Work

MRS. E. G. WHITE

ECONOMY in regard to the outlay of means should be practised in our school in Cooranbong. This must be done, or the same mistakes will be made here that have been made in our schools in America. Those who stand at the head of the schools here need to guard carefully every point and bind about every needless expense, that the burden of debt may not fall upon the school. As co-laborers with Christ, every student who loves God supremely will help to bear responsibility in this matter.

Self-indulgence is a great evil and must be overcome. Those who have been educated in this line can demonstrate in precept and example to those with whom they come in contact the principles taught by our self-denying Redeemer. He says to all, "Come unto me, all ye that labor and are heavy laden, and I will give you rest." Then the conditions are stated, from which there can be no departure, "Take my yoke upon you and learn of me; for I am meek and lowly of heart and ye shall find rest unto your souls. For my yoke is easy and my burden is light."

There is far less earnest, whole-souled study of the truth as it is in Jesus than there should be. There should be connected with our school, those who are strong-minded and whole-souled Christians, who receive and believe in Christ as the Alpha and Omega.

In acquiring an education, many have made a mistake by not plowing deep enough. They have thought a knowledge of books the principal thing. But young men and young women must learn sometime that in order to do the highest service for God, they must closely investigate the Scriptures and learn how to do God's will. As they study this Word, they will see in it heights and depths that they have not reached.

When students refuse to make the Word of God their study, and take as their instructors books written by infidels, Satan is close by, to make his impression on their mind. Everyone who allows himself to have respect for infidel authors is in danger. Why?—Because he sees no God, and with all his educators, he does not recognize Jesus Christ as the Teacher sent by God. He does not look upon Him as the Bread sent down from heaven, of which he must eat; and therefore his experience is not composed of that which makes him one with Christ.

The Bible is a treasure house of knowledge, and all who make this book their study, sinking the shaft deep in the mine of truth, will exclaim, "I behold wondrous things out of Thy Word." The incarnation of Christ is but dimly appreciated by many students

who have studied long in our schools. This subject should be and will be better understood by all who in truth love truth, and walk in the way of the Lord. The experimental knowledge of this is as essential to sanctify daily, as to redeem.

Light has been given you in clear lines in regard to the mistakes made in the education of teachers. The education which teachers might gain many regard as non-essential. They do not gain a knowledge of practical life, a knowledge of how to work as well as of how to study. This mistake must not be allowed to influence the youth who attend the school we are trying to establish.

Many look upon books as the principal purpose of their scholastic life. They know very little of practical business management and are therefore one-sided. Their faculties have not been developed proportionately. They have not plowed deep, to understand the weak points in their character building, and they do not realize their deficiency. They start wrong. They feel too unconcerned in regard to becoming involved in debt. They do not look critically at the outcome of this. What is faith?—True faith takes in the whole man, it enables the soul to rise out of an imperfect, undeveloped state, and to understand what true wisdom is. See Prov. 8.

If education has been carried on in accordance with the mind and will of God, the dark shadow of heavy debt would not to-day be hanging over our institutions. If the students had developed brain, bone and muscle harmoniously, they could have studied better. But many students have followed their own idea as to what constitutes education, and therefore they have not placed themselves where their determination was to be self-made men and women. Many have failed because they have not reasoned from cause to effect. They are contented to be carried rather than to work their own way. And many follow their example.

When students are carried through years of study on the means of others they lose that experience of practical life that will be difficult for them to recover. One who has often appeared as my instructor, placed his hand on the shoulder of a young man, and said, "You have yet to sink the shaft deeper if you obtain the heavenly treasure. You must learn to cling to the truth by faith in Jesus Christ. Associate with men of experience, who have been taught by God, and who have experimental knowledge of saving faith."

Notwithstanding all that has been written in regard to God's plan for the education of our schools, this subject has not fully been taken in. It is to-day as it was in the days of Christ. The sayings of the priests and rabbis were then frequently brought forward as if they were truth and light. Their words were repeated with assurance, because they had been handed down from rabbi to rabbi. Men departed from the Word of God. False theories, which

were received as truth because they came from the lips of rabbis were exalted above the words of God. Christ said to these teachers, "Ye are both ignorant of the Scriptures and of the power of God."

Thus it is in our day. Darkness hath covered the earth, and gross darkness the people. Students have left our schools with a deficient education. Some think that they know all that is worth knowing, and that they are qualified to manage institutions. But they have much to unlearn and much to learn. They must know more of God. They must realize their deficiency. They must know what constitutes true Christianity.

Nothing can elevate man, nothing can make him pure and keep him pure but believing in and practising the truth. He must eat the flesh and drink the blood of the Son of God. This is the lesson all should learn. They should see that to be sanctified means more than to have a theoretical knowledge of the truth. They must have living faith. They must do more than denounce wrongs in others; they must fight it in themselves. They must be whole-souled Christians possessing the earnestness and living energy derived in Christ.

The youth should be taught to look upon physiology as one of the essential studies. They should not be satisfied with the mere theory; they should practise the knowledge obtained from books on this subject. This matter has not been patiently and perseveringly worked out. Those who neglect this branch of study which comprehends so much, will make haphazard work in attempting to teach the youth. They are not qualified to direct in our schools, because the way of the Lord must be learned in order to be practised.

Many go from our schools with some knowledge, but without that all-round harmonious character that would enable them to be teachers or principals.

The principles of true education, that will fit students to be practical business men have been very poorly carried out. This class of education is needed in all our missionary enterprises; and if teachers in our schools did their duty, according to the "It is written," they would send forth from school men who would know how to take hold of the work in a new field, and use their brain, bone, and muscle in making it a harmonious whole.

Many who have been educated in our schools are heedless. They do a little somewhere else, but they show they have not been educated for practical work. Students should remember that the first interest is to make themselves practical, all-round, useful men and women, who, in an emergency, can do the work necessary to be done. When students are given this kind of education, it will not be necessary to spend money to transport men thousands of miles to plan schools, meeting-houses and colleges. Students should be encouraged to combine mental and physical labor. The physical powers should be developed in propor-

tion to the mental faculties. This is essential for an all-round education. They will then be at home in any place. They should be prepared to teach others how to build, how to cultivate the soil. A man may have a brilliant mind, he may be quick to catch ideas; but this is of little value to him and to others if he has no knowledge of practical work, if he does not know how to put his ideas into execution. Such a one is only half educated.

A teacher who has an intelligent knowledge of the best, and who can not only teach the theory, but can show by example how things should be done, will never be a drug in the market. Young men should not always be as servants who must be told what to do, and who, when one job is done, have no perception to look around and see what more needs to be done. They should look the situation squarely in the face, saying, "This will not do. Unless I learn how to work, how to manage difficult problems, how to wrestle with difficult problems, I will be of no practical value. I must and will rise. I will mount from the lowest to the highest round on the ladder." He who manifests this determination will make a trustworthy worker; for his aim is to advance in knowledge and increase in understanding. He can be depended on as thoughtful and caretaking. There are those who are quick to see and grasp ideas in advance. But they do not weigh every point and apply their ideas in a way that produces the best results. They are heedless; they do not work in the wisdom of God. Such need to make haste slowly in forming their opinions, lest they should be obliged to retrace their steps. If they are not careful, their course will be uneven and uncertain. They will fail to make straight paths for their feet, lest the lame be turned out of the way. They will surely lead away those

who admire their flashes and brilliancy, unless they determine to know why they know the things they claim to know. They should be careful how they order their steps. They should pray much, fearing to make mistakes. Unless they walk guardedly, they will be losers.

God's holy Word gives us the principles that form the standard of correct management in temporal as well as spiritual things. God's will is to be made the will of the human agent, and this will is to be kept prominent. Men are not to act as though there were one rule for the master and another for the servant. Christ was a servant. He lived not to please Himself, and by His life of service He has exalted all service.

A New United States History

PROF. FRANK S. BUNCH of Gravel Ford, Oregon, has just completed his United States History in the Light of Prophecy. This history has been published in parts during the past winter. It is now complete and will be a great help to our church-school work. The book consists of 325 pages, bound in full cloth. There are eleven chapters reaching to the close of Mr. Roosevelt's administration. Following this are chapters on the rise and fall of religious liberty, church and state in the days of Rome, and church and state in the United States. An appendix by Eld. O. A. Johnson follows on civil government and its limitations, the theocracy of Israel, and the christian church, and its sphere. The price of the history per copy, postpaid, is one dollar. Foster's United States history atlas should be used with it, the price of which is thirty cents. Both the history and the atlas together may be obtained for \$1.20. Orders should be addressed to Prof. M. E. Cady, College Place, Wash.

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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.

CHAS NAGELE has gone to his home at Germantown, Nebr.

C. M. GAGE, who has been visiting at the home of his son, E. L. Gage, returned to his home in Pawpaw, Mich., Wednesday.

MRS. TUCKER and family have lately taken rooms in North Hall. Their own home has been disinfected for scarlet fever germs and they are giving it a chance to air out before moving in again.

L. L. VANFOSSEN of Omaha, who entered Union College near the beginning of the spring term, is among the new members of the sanitarium family, and is taking his meals in the helpers' dining room.

MRS. F. M. NORTON was visiting at the home of Mrs. Libbie Collins the week. Mrs. Norton had a family of her brother, Hastings, Nebr., and the argument with his under studious roommate.

MRS. MATTIE LEWIS has returned to College View from Curtis, Nebraska, where she has been teaching a church school.

MISS LULU PEASE, stenographer and bookkeeper at the Des Moines, Iowa, Sanitarium, has been visiting at her home in College View, for the past week.

MISS MARY JENSEN and Conrad Anderson were married at the home of the bride in Blair, Nebraska, March 4th. Prof. P. E. Berthelsen performing the ceremony. Mr. Anderson was a student in the Scandinavian department at the college for some time.

THE Medical Association, of Lincoln, of which Dr. Rockwell is a member, was entertained at the sanitarium, Saturday evening. After dinner the guests were shown through the treatment rooms and Mr. Skinner gave some practical demonstrations of the water treatments.

MISS MARIE L. BOEHM writes from Shaffer, Kansas, saying that she often thinks of Union College and the many friends there, also of the blessings she received while attending school. She taught school near Shaffer last spring and the same school this winter. She expects to attend the summer school and also to attend Union College next year with the purpose, as she quaintly puts it, to "find out how little I know."

THE chapel time on Wednesday, March 17, was taken up by the Bible Readers' Band. After the opening exercises Mr. Stratton gave a study on the importance of, and good to be accomplished, by reading the Bible with people in their own homes. Following Mr. Stratton's talk came an ideal Bible study on the Second Coming of Christ. The signs in the natural, religious, and social worlds were shown to be transpiring all around us. A solo "My Grace is Sufficient for Thee," by Miss Collins closed the exercises.

THE following program was given at an open session of the Philelethian Literary Society Saturday evening, March 13th: piano solo, Frank Peterson; oration, The North, Ray N. Studt; piano solo, Mrs. W. Rowell; oration, The South, D. C. Robertson; drama, in one act, by Messrs. Thiel, Donaldson, Irvine, and Morlan. In a typical Union College student's room, one of the young men was soliloquizing over his books. One after another the other young men dropped in and all took part in the discussion of the advisability of one leaving his books occasionally to mingle with his fellow students in a social way. The over studious young man was at least partly convinced before the two friends left him to finish the argument with his under studious roommate.

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News and Notes

Mrs. L. V. Rice, who has been visiting at the home of her daughter, Mrs. B. M. Emerson, has returned to her home in Kansas City, Mo.

CLARKSON RENTRO writes from College Place, Washington: "I have started here in Walla Walla College with a determination to make the best of my time." His many friends wish him abundant success.

ML N. KAWAI is still attending school at the Kansas State Agricultural College, Manhattan, Kansas. He recently sent to Union College several interesting copies of the bulletins published by the agriculture school on the subject of Poultry.

At General Culture Band Tuesday, most of the time was spent in a spirited discussion, from the floor, of the value of a college education to a person who does not intend to follow a profession. The benefits of such extemporaneous discussions of student questions can only be appreciated by those who take part in them.

Miss FLORENCE FORBES was called home by telegram Wednesday, March 24th, telling of the sudden death of her father. Her home is at Carthage, Mo. We haven't yet learned the particulars. Her friends will sympathize with her in this affliction, also with her brother and sister who were with us last year.

REES CALLICOTT was called to his home in Mercedes, Texas, by the sickness of his father. He did not reach home in time to see his father alive. He died Monday, March 15th, and the body had been sent back to their old home at Hazel, Kentucky, for burial. In writing of the experience, Rees says, "We are trying to bear our loss patiently, knowing our Father doeth all things."

One thing that consoles us is the fact that he sleeps in Jesus, and it gives us hope to meet him in heaven. And our sympathy to him, and his sisters who were in college

Religious Liberty in Missouri

John S. Wightman, religious liberty secretary of the Central Union Conference, writes from Sedalia, Mo.: "There are now eight Sunday bills in the legislature, two new bills to close, practically, all theaters and places of amusement. And this, too, bear in mind, where there is a very strict Sunday law enacted as far back as 1853. The Methodist Conference at Sedalia yesterday adopted the following resolution:

"We wish more earnestly than ever to sound the note of warning against the increasing disrespect of the Christian Sabbath. Sabbath desecration is demoralizing and fatal to the maintenance of the nation, of society, or the church. We demand a faithful enforcement of the laws against irreligious amusements and unnecessary labors on the Lord's day and to this policy we pledge our support. We urge our legislators to more specific laws in this state for the protection of the Sabbath."

I am quite sure we are approaching a determined battle at Jefferson City which will probably not let up until the close of the legislative session, May 3d.

MISS MAUDE HODSON, who has spent some time at Artesian, S. Dak., returned home last week.

MISS GERTRUDE SWANK of Gothenburg, Nebr., returned to the sanitarium last week, to finish the nurses' course.

DR. HAROLD SMITH and his mother, Mrs. A. T. Smith, of Republican City, Nebr., are visiting Miss Lora Smith at the college.

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