

Complete

....The...

Educational Messenger

An Exponent of the Theory and Practice of Christian Education

Vol. I

COLLEGE VIEW, NEB., JAN. 1, 1905

No. 1

Holiday Greetings To Our Friends



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THE PERCENTAGE IDOL

 **I**F 100 per cent were chosen idol, and teachers and pupils were devout idolators, the worship of this percentage god would not be more zealous, or, we may add, more harmful, than it is in many schools.—*Emerson E. White, A. M., LL. D.*, in "School Management," p. 154.

It is safe to class per cent marking as a hurtful device. As the rod was the panacea of the old schoolmaster, so marking is the panacea of the modern stationary teacher. He sits with pencil in hand and marks each answer, marks each violation of the rules. Progressive educators substitute vital teaching for marking and all other hurtful devices. Colonel F. W. Parker regards per cent marking as criminal as stealing. Superintendent Arnold Tompkins considers the percentage device as an outrage on the learning process.—*Joseph Baldwin, M. A., LL. D.*, in "School Management," p. 189, Edited and endorsed by Hon. W. T. Harris, U. S. Commissioner of Education.

Why do these eminent educational authorities speak so earnestly against the most common method of recording scholarship? The following are some of their reasons:—

1. Per cent marking is a low incentive.
2. It magnifies success at the expense of fidelity.
3. It fosters a brood of school vipers, such as honors, prizes, and hurtful emulations.
4. Too often it proves an antidote to

high-thinking and moral teaching.

5. It proposes as a reward for mechanical success a high mark, and as a punishment for mechanical failure a low mark.

6. At best it is an artificial and hurtful incentive. It does not create a thirst for truth.

7. It is not only useless but vicious; for it emphasizes a comparison of the relative merits of students.

8. It squanders time and energy, and with its train of evils — prizes, honors, text examinations, per cent records, per cent reports — wastes, in many schools, full half the energies of teachers and pupils.

9. It is the monster educational robber. It hurts and does not help. The schoolkeeper marks, but the true teacher teaches.

10. None but an infinite mind can tell why one student is marked 91 and another 91½. All that can be said is that it figures out that way.

11. The system which causes one student to be regarded as one or two per cent better in his studies than another is absurd upon the face of it. No one dare assert that one student is one per cent better than another.

12. Even if it were true, and the teacher could know it to be true, it would not be best to tell the pupils.

We can think of no system that would make family training a greater burden

or farce than the marking of children from day to day on a scale of 1 to 100.

The foregoing reasons are offered for discarding the per cent system of marking. Will some of our readers give reasons for retaining it.

CHURCH SCHOOL NOTES

Brother E. A. Morey, who for two years taught church school at Hutchinson, Kansas, now fills the vacancy in the Ottawa church school made by Brother C. E. Peckover's going to the Panama mission field.

On account of sickness in his family Eld. W. S. Cruzan, Superintendent of Church Schools in Missouri, is locating for the winter at Semmes, Mobile County, Alabama. He expects soon to return to Missouri in the interest of the educational work.

The church school work is growing. Not only in America are these schools being started, but the foreign fields are calling for teachers. Many are dropping the work in this country to take it up in distant lands. Where are the young people who should be filling the ranks made vacant by those whom God is calling abroad?

The church school work in the Central Union Conference has opened very encouraging prospects for a successful year's work. In some places, the work of organizing and starting schools has been with difficulty, but all the available teachers have been employed and are at work. The State Superintendents are full of courage and hope. Some very encouraging reports have been received from teachers and superintendents.

E. E. Farnsworth, Superintendent of Church Schools in Colorado, writes: "You ask in regard to the attitude our teachers are taking toward the Missionary Campaign. I think they are doing

well. I have not been able to get in touch with all the work that is being done as well as I would like, but I know that some of the teachers are taking a half-holiday now and then and going out with the children to sell the papers. It is proving a blessing to all concerned. Miss Barnes especially expresses her thankfulness for the experiences of the summer school in that line."

READING COURSE FOR TEACHERS



HE church school teachers of the Central Union Conference have begun a systematic study of Page's "Theory and Practice of Teaching." Daily lessons are arranged by the Educational Secretary connecting the study with the Spirit of Prophecy. These lessons are printed and sent out monthly to the teachers. After the month's lessons have been studied, a list of test questions are sent them to be answered in writing from memory, and their answers are sent to their State Superintendents for grading. Following is a list of the test questions for the first month's, or November's, study:—

TEST QUESTIONS

Note to Teachers.—This list of questions should not be studied in connection with the daily outline. But after the month's work is completed, these questions should be answered in full from memory and your answers sent promptly to your State Superintendent for grading. Promptness on your part will be much appreciated by your superintendent, as his time for grading these lessons is limited. "Practice punctuality."—B. E. Huffman.

1. (a) What important personal question should each teacher ask himself?
(b) Describe the true teacher's spirit.

2. What motives should prompt a person to choose the teacher's profession? Why?

3. (a) Outline the momentous responsibility voluntarily assumed by the

teacher. (b) In what is the teacher mainly responsible? Why?

4. (a) How are parents and teachers related in these responsibilities? Give reference to the Bible and the Spirit of Prophecy, (b) Is cramming the mind with facts "teaching"?

5. (a) Why is it so important to learn how to study? (b) What bad habits of study have you observed? (c) What is your method of remedying these?

6. (a) What relation does the teacher hold to the moral strength of the children under his care? (b) How can the conscience be educated?

7. What is the church school teacher's duty in regard to the religious instruction of his pupils? Give reference to the Testimonies.

8. (a) Why are teachers' habits so important? (b) What personal habits should every teacher form?

9. How can courtesy of manner best be taught the children?

10. What is the effect upon the school of a lack of punctuality on the part of the teacher?

11. What caused Mr. Page's advancement from a country school teacher to the position of influence and power which he held?

12. Make comparison of qualification of teachers, methods employed, and school-room accomodations in the present church school work with the early days of public school work.

WANTED

Four young ladies between the ages of twenty-four and thirty-five, weighing not less than 125 pounds, to take up the Medical Missionary Nurses' Class at the Iowa Sanitarium. An unusual opportunity for the right persons. Applicants must be in good health, and members of the S. D. A. church. Class begins Jan. 10, 1905, and extends over a graded course of two years. Write at once for application blank. Address the Iowa Sanitarium, Des Moines, Iowa.

SKETCH OF UNION COLLEGE

 UNION COLLEGE, Lincoln, Neb., opened Sept. 30, 1891, with seventy students. The enrolment for the first year was 301. Number of instructors, fourteen.

The College was established by the Seventh-day Adventists as a training school for missionary workers. It is now owned and controlled by the Central Union Conference of Seventh-day Adventists, consisting of the Conferences of Colorado, Nebraska, Iowa, Kansas, and Missouri. It has English, German, and Scandinavian Industrial and Music departments. The English department embraces College, Ministerial, Normal, Commercial, and Academic courses.

The German department offers a three years' course in Bible, history, and language. The Scandinavian department offers the same studies in Danish-Norwegian and Swedish. French and Spanish are also taught. While Greek and Latin are offered, preference is given to the study of one of the modern languages.

An important feature of Union College is its efforts in behalf of industrial education. The means of industrial instruction are three:—

1. The students residing in the College Home, more than one hundred in number, are required to perform one hour's "domestic work" per day as a part of their tuition. This labor is done in connection with the buildings and campus, under the direction of competent foremen. It is changed as often as once a month, so as to give the students practice in all kinds of domestic work.

2. Industrial classes are maintained. These consist of bee-keeping, horticulture, gardening, blacksmithing, carpentry, cooking, domestic science, electrical engineering, floriculture, sewing, dress-making, Mexican drawn work, hydrotherapy, propagation of plants, printing, steam engineering, tailoring, etc. These

classes are conducted by the regular teachers and employees. There is no tuition. Much of the work is practice, some of it is theoretical,—text book work. These classes are open to all students. Seventy-five or more are now voluntarily attending them.

3. General labor is carried on. On the farm of 200 acres, in the garden and orchards, in the broom-shop, printing office, etc., is much general work, which the students perform in part payment of expenses. Probably twenty-five students are working from three to five hours per day in these enterprises.

In 1898 there were sixteen instructors and 278 students. In 1903 there were thirty instructors and 426 students. The enrolment Dec. 15, 1904, was 316.

A LETTER TO TEACHERS

[The following letter was recently sent by the Superintendent of church schools in the Central Union Conference to all the teachers engaged in church school work in the Conference—nearly one hundred in number. It will be suggestive and helpful to other teachers and to all who are interested in Christian education.—C. C. L.]

EAR TEACHER:—

D For sometime I have been thinking of you, and have desired to address you a personal letter; but as this is not practicable because the same matters would have to be written to each teacher in the Union Conference, I will therefore beg of you to give this letter as careful consideration as though it were personal.

The first item I wish to mention is the spiritual interests of your school and the missionary work you are doing. I have no doubt that this is the subject closest to your heart. It should be. By the time you receive my letter the Week of Prayer will be far spent, if not entirely in the past. My prayer is that this may be one of the greatest seasons of refreshing you have ever experi-

enced, and that your pupils may each find peace in God through the forgiveness of sins.

So far as shown by the reports I have received, our schools are doing a good work in missionary lines. Many papers and tracts are being sold or given away, but better still is the spirit of personal, heart-to-heart work with fellow students. For your encouragement I will quote from a letter received a few days ago from a teacher in Kansas:

"School is progressing nicely at present, and we are seeing some very pleasing results already. We are beginning a series of ten minute studies on conversion and kindred subjects instead of simply reading a chapter for our chapel exercise, and we are more than pleased with the results so far."

"To-day we talked to the pupils in my room about personal work. Each pupil was asked to select some one of the smaller pupils and have a personal talk with him each week about his spiritual interests. Nearly every one of my pupils has selected some one and has written the name with his own hand and handed it to me. This gives us a chance to keep the work in hand, and know what is being done all of the time. Nearly every one has had one talk with the student he has selected, and some real victories are reported. The work with the "Family Bible Teacher" is getting to be real interesting already. I sat up till midnight to study with one man on Righteousness by Faith. As a result of the readings, this man seemed real anxious to know. He did not try to teach me, but was satisfied to learn."

No doubt many teachers could write similar experiences, and we shall be glad to receive them for the encouragement of others. I wish also to say a few words about the Teacher's Reading Course. I know you are very busy with your daily school work, but I believe the lessons contain many helpful suggestions which you need, and which I should make were I talking personally with you about your school and its needs.

You have received the first month's

work and I hope have been profited by the study. The Advisory Board desires to make the instruction thoroughly practical, to have the lessons arranged in natural order, and to send them out in convenient form for the teacher's use. For these reasons we have decided to print the lessons. I believe you will appreciate having the questions printed in large clear type, the notes and quotations in smaller type, and the references to the Testimonies, etc., printed in italics. The whole makes a neat and attractive page. At the close of each month's lessons we leave one or more blank pages for notes. We hope that by the time the year's work is closed, each teacher may have not only a knowledge of the book, "Theory and Practice of Teaching," but may be well acquainted with the instruction given by the Spirit of Prophecy on the same subjects. I suggest that you mark these quotations not only in your book, but in your mind. As to the importance of such study, I will ask you to read "Education," p. 276, 4th par., 277 last par., 278, 4th and 5th pars., and "Christ's Object Lessons," pp. 342-346.

The value to our teachers of such a reading course when properly conducted, is beyond estimation. The "Testimonies" recommend such work. I hope you will not fail to follow the studies. Please write me fully about your work, and how you are getting along with the Reading Course. I shall be glad to hear from you at any time. May God richly bless your labors. I remain

Your brother,
B. E. Huffman.

What seal of God upon mission work could be more plain than the *high ideals of character* seen in the missionaries themselves! The workman leaves his impress on his work, but it is no less true that the work leaves its mark on

the workman. Even those who assail missions, applaud the missionaries. They may doubt the policy of sending the best men and women of the church abroad to die by fever or the sword, or waste their sweetness on the desert air; but there is no doubt that such a type of character as is developed by mission work, is the highest known to humanity. In this field have grown and ripened into beauty and fragrance the fairest flowers and fruits of Christian life. Here have been illustrated, as nowhere else, unselfish devotion to Christ, unswerving loyalty to the Word, and unsparing sacrifice for men.—Arthur T. Pierson.

Oh! when the heart is full; when bitter thoughts
Come crowding thickly up for utterance,
And the poor, common words of courtesy
Are such a very mockery—how much
The bursting heart may pour itself in prayer.

—N. P. Willis.

Persistent endeavor on the part of teacher and pupils will surely fix the habit of well doing. This is the greatest thing in education. The pupil learns to place duty above everything else, and comes to feel that it is indeed better to be right than to be president or a millionaire."—Baldwin.

No person who realizes what self-respect means will allow himself to deface the school room by cutting the seats or writing rude or uncomplimentary words on its walls.

Consider this,
That, in the course of justice, none of us
Should see salvation.

—Shakespeare.

"Bear ye one another's burdens, and so fulfil the law of Christ."— Gal. 6: 2.

Do right, and fear not!

News and Notes

A new washer has been installed in the Union College laundry.

Dr. T. J. Evans is medical superintendent of the St. Helena, Cal., sanitarium.

Prof. Rees has moved into his new house recently built in the north part of town.

A special effort will be made for the young people at a general meeting soon to be held at Grand Junction, Colo.

W. S. Harris is working in a lumber yard at Morrel, Neb. He feels that he would like to be back at Union College once more.

Clarence Allen has returned to College View from an extended visit to the Fair, and among relatives in Missouri. His mother will return soon.

Hattie Beardsley is retained as teacher by the church school at Willow Lake, S. D., this year. She has an enrolment of nearly thirty pupils.

Another worker has fallen: Bro. W. W. Quantock, who recently returned from India to his home in Missouri on account of failing health.

Mary Fast and John Neufeld, were recently married at College View. After a brief visit in Oklahoma they will take up work in Union College.

H. A. Peebles is teaching the Lincoln, Neb., church school. Because of failing health Elder Hill was compelled to give up the work in the school, and has gone to Colorado.

Eld. E. E. Farnsworth has recently held a series of meetings at Greeley, Colo. Although his work has been hindered by an attack of rheumatism, much good has been accomplished. Three are keeping the Sabbath and others are interested.

Wm. Musselman, formerly of South Dakota, is at Glenwood Springs, Colo., working with Ezra Tenbrook. William's brother Joseph is still in S. D. All the above were formerly students of Union College.

The condition of his health has compelled Amon Shaver to give up his work in the Union College Bakery. His health has been poor the past year. He will leave with his family in a few days for the state of Washington. He has our wishes for improvement in his new home.

It is well worth the time of any of our readers who may be in Lincoln late in the afternoon, to step into the Armstrong Clothing establishment on O street and view the magnificent electrical decorations displayed there. Over a thousand decorative lights have been put in, many of them being colored, bringing about a beautiful effect. A cordial welcome is given to all visitors.

The young ladies of the west corridor on second floor of the Union College dormitory were pleasantly surprised to receive an invitation from the east corridor girls to a five-thirty spread to be given Sunday evening, December 11. When the hour arrived it found the end of the corridor tastily decorated with lace curtains and other bric-a-brac which only girls know how to create and arrange, forming a retired nook, over which were the four large letters, "E. C. C. C." standing for "East Corridor Cosy Corner." Forty young ladies ranged themselves along the walls of the corridor, sitting Japanese fashion, on the floor. Each guest was served with mixed nuts wrapped in a paper napkin and pinned with a horseshoe nail. Several teachers were present and Prof. Kunze responded to the call for a toast with an excellent speech, in which he expressed his gratitude to the young ladies for so kindly remembering the teachers, and commended them for their entertaining ability.

The Educational Messenger

Representing the Educational Department of the Central Union Conference of Seventh-day Adventists, which embraces its Training College, Intermediate Schools, Church Schools, Sabbath Schools, Sanitariums, Nurses' Training Schools, and the Young People's Societies.

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Application made for entry at second class rates

Editorial

THE EDUCATIONAL MESSENGER is the outgrowth of necessity.

THE Central Union Conference embraces the great states of Iowa, Nebraska, Colorado, Kansas, and Missouri. It has 350 churches with 12,298 members. Within its borders are one missionary training school (Union College), several intermediate schools, seventy-six church schools, 503 Sabbath schools, five sanitariums and nurses' training schools, besides the young people's societies. All this is embraced in the Educational Department of the Conference. Evidently this department needs an organ to represent properly these varied and important interests.

FOR some months *The Union College Messenger* has been, though imperfectly, trying to represent the educational interests and the young people's work. Now, however, by a recent decision of the Post Office Department,

that journal has been deprived of the use of the mails as second class matter.



IT seems that most college papers are using the mails in violation of at least the letter of the law. As Mr. Madden, the Third Assistant Postmaster General says in a circular to post masters, "There seems to be a very general misunderstanding among institutions of learning as to their privileges under act of July 16, 1894. It is well known that many of them which have the second class mailing privilege for their publications are violating the law as herein stated, but the Department is correcting this abuse as rapidly as possible."



SOONER or later other papers of similar character will meet the fate of *The Union College Messenger*. Their scalps will be hanging at Uncle Sam's belt.



NOW that it is all over, however, we feel like thanking the usually kind-hearted old gentleman for his stern justice in this case; for out of the grave of *The Union College Messenger* has come forth *The Educational Messenger*, giving promise of a more vigorous growth and a sturdier manhood than could ever have been attained by the former.

THE EDUCATIONAL MESSENGER

No sooner had word been received of the withdrawal of second class postal rates from *The Union College Messenger* than the Executive Committee of the Central Union Conference assembled to determine what should be done. So long as the *Messenger* was in the field, fostering the educational work and the young people's work, the Union Conference felt no special burden in the matter, but to leave these important in-

terests without representation was a thought not to be considered. Hence, they immediately authorized the publication of a paper to become the organ of the Educational Department of the Conference, and appointed a committee to arrange the details of its publication.

This committee decided to begin the publication of *The Educational Messenger* Jan. 1, 1905. They selected as editors, Prof. C. C. Lewis, to represent the Training College, the Intermediate Schools, and the Nurses' Training Schools; Prof. M. E. Kern, to conduct the department for Sabbath School work and Young People's work; and B. E. Huffman, to have charge of the department for the Church School work.

It is our purpose to secure correspondence from all the schools and institutions represented by the Educational Department of the Union Conference, and to fill the paper with educational news items and short, pithy articles upon the various phases of the educational work.

Believing that the *Educational Messenger* has an important mission and a wide field of usefulness, the editors take up their duties with good courage, and invite the co-operation of all who read these lines in making the journal a just exponent of the principles and practice of Christian education.

TO SUBSCRIBERS OF THE UNION COLLEGE MESSENGER

THE EDUCATIONAL MESSENGER has secured the subscription list of *The Union College Messenger*, and will fill the unexpired subscriptions for the full time due the subscribers of the latter paper. No doubt this will be more than satisfactory, and we cordially invite every subscriber to show his good will by making us a Christmas present of at least one new subscriber—a little late for Christmas to be sure, but just as acceptable.

CONDUCT LESSONS



ROPER conduct is one of the most important objects of education. How to behave under various circumstance and conditions of life is of greater consequence than how to bisect an angle or parse a verb. The principal of a school can reach but few of the students through his class work. His best opportunity, indeed his only opportunity, to influence the body of students, is through general remarks before the assembly of students in the chapel or in the school home. If these lessons are to be made practical and helpful, they must grow out of the daily experiences of school life, being suggested by the small breaches of decorum common to all institutions. To the propriety and effectiveness of this method the best authorities on school management agree.

It is better to request than to command; the one addressed has opportunity to prove himself loyal to right principles. His obedience is the result of choice rather than compulsion.—*Education*, p. 290.

From its very nature general reproof is the most helpful of all school punishments. There is no limit to the helpful ways in which it may be used.—*Baldwin's "School Management,"* p. 135.

A wise teacher will make many requests, and rarely issue a positive command.—*Emerson E. White's "School Management,"* p. 121.

Since, therefore, the teacher must rely largely upon the method of making public suggestions and giving general instruction or reproof, the only question to be determined is, How often and upon what subjects may such suggestions be made?

In the very nature of the case, the answer to these questions must be left largely to the judgment and good sense of the teacher. He should be careful not to make his lessons nauseating by too great frequency, nor irritating by sharp or sarcastic remarks. “The only

way," says Madame Guizot, "to extirpate a vice from the heart of a child, is to cause a virtue to grow in its place." To this end, virtue must be made attractive, and kept before the mind as an inspiring ideal. A great gain is made when a child has learned to love what is noble and true and good in human life and character.

THE HEMMINGFORD, NEB., INDUS. TRIAL SCHOOL

 UR letter sent to the industrial schools brought a hasty reply from Brother and Sister E. C. Cushman, who have charge of the Hemmingford school. They have a membership of twenty-six, all but six above the third grade. The industrial features thus far are chair caneing and glueing, and the making of nut foods. Aside from the patrons of the school, they have received visits from Eld. J. H. Wheeler, Eld. E. T. Russell, and Brethren Bert Hedgecock and L. B. Porter. The following students live in the School Home: Pearl and Minnie Parker, of King, Neb.; Florence and Mable Paterson, Lead, S. D.; Fay Parish, Cascade Springs, S. D.; Elbridge and Nellie Wells, Berea, Neb.; and Brown and Octavia Church and Clarence Rosenberger. The work in the Home is carried on largely by the students.

ELK POINT INDUSTRIAL SCHOOL

BERT RHOADS, PRINCIPAL

 E send our boys and girls to the world to be educated and then wonder why our young men and women turn to the world for their life work, while the cause of God languishes. God has been and is still calling for our people to apply His remedy, Christian education, to cure this condition. And our Industrial School is one of the many evidences that our people are hearing this call.

We have at present thirty students at this school. Line by line we aim to bind them to a missionary gospel.

The land here is admirably adapted to the raising of garden products and broom corn. It seems that the agricultural possibilities could not be greater in any other part of South Dakota. Our broom industry is passing the experimental stage and assures us of financial profit. We have bright hopes that the canning industry will prove an efficient help to the school. And while we make use of these temporal blessings our aim is to turn them into spiritual profit for the kingdom. The Lord adds His blessings along the way and we are of good courage.

UNPREPARED

MAX HILL



HE thought of being unprepared is always disagreeable. In even the little events of life we are uncomfortable and irritated if we are not prepared to take our part. Take the matter of lessons. How we shrink from saying we are not ready to recite, that we have not done that which was expected of us.

But if we dislike being unprepared for these little things of daily occurrence, how should we feel about things of eternal interest?

Not only have we examples of men who have been unprepared for the issues of life, but nations have been taken unawares. At the time of the flood the whole world was unprepared for God's judgment; "they were eating and drinking, marrying and giving in marriage, until the day that Noe entered into the ark."

Day after day, year after year, they refused to heed the voice of the faithful preacher of righteousness, but lived on in the faneied security of the works of their own hands. Their lives were so full of careless pleasures and unholy

folly that all thought of the teaching of Noah were rejected and "they knew not, until the flood came and took them all away." They were unprepared, and as a result perished.

The history of the cities of the plain, Sodom and Gomorrah, further illustrates the same thought. There the people lived in voluptuous ease and plenty till they finally became so wicked that God sent down fire from heaven to blot them from the earth. Only four—Lot with his wife and two of his daughters—were prepared to accept the deliverance God provided. All the rest perished in their sins, having refused to believe and accept the warning message from Lot, and make the necessary preparation.

These two events are used by the Saviour and the Apostles as figures of the greatest event in the history of this earth,—the second coming of Christ. As the people in both instances were unprepared for the event, so we learn that the same conditions will exist just before the great day when Christ shall come. We have the simple prophecy: "As the days of Noe were so shall also the coming of the Son of man be. For as in the days that were before the flood, they were eating and drinking, marrying and giving in marriage, until the day that Noe entered into the ark, and knew not until the flood came and took them all away; so also shall the coming of the Son of man be."

Our Saviour well illustrated the condition of many of the people of the world to-day in the parable of the ten virgins. Only five of these were ready when the coming of the bridegroom was announced; the others were unprepared, not having oil in their lamps.

So many neglect the oil of salvation, so many are drifting on toward eternity without preparation, with little thought even of the need of preparing for the coming of the Saviour and Judge of the world.

Of the time when He does come we

read, "Then shall two be in the field; the one shall be taken, and the other left. Two women shall be grinding at the mill; the one shall be taken, and the other left."

In view of this, hear the Saviour's words of admonition, "Watch therefore; for ye know not what hour your Lord doth come."

And Peter admonishes us; "Seeing then that all these things shall be dissolved, what manner of persons ought we to be in all holy conversation and godliness, looking for and hastening unto the coming of the day of God, wherein the heavens, being on fire, shall be dissolved, and the elements shall melt with fervent heat. Wherefore, beloved, seeing that ye look for such things, be diligent that ye may be found of him in peace, without spot, and blameless."

DEFENDERS OF THE BIBLE



OT all of the eminent Bible students, by any means, have gone over to the forces of the "higher criticism." Early in December, the annual convention of the American Bible League met for a three-days' session in Boston. There were many addresses containing convincing and eloquent defense of the Bible. We can spare space for but two extracts.

The first is from the opening address, by Dr. Daniel S. Gregory, Secretary of the League, and editor of the "Bible Student and Teacher." He said: "What the American Bible League purposes to do is to have the Word of God studied as is the world of God. God's Word is a complete whole. But too often men treat the Book as a lot of crude material, as a mass of hodge-podge. There is in it a unity, completeness, and order not matched by all the science in the world. The league does not stand for controversy, only incidentally; it stands for better, rational study; and if men can

be induced to study the Bible, the book will take care of itself."

The attitude of the League toward Biblical criticism was forcibly stated by Prof. G. Frederick Wright, editor of the *Bibliotheca Sacra*, in an address on the basic truths of Christianity. "The first truth in this system," said Prof. Wright, "is the existence of a God who can be known. We are no more in doubt of God's existence than we are of our own. Nor can all subtleties of metaphysics dispossess us of the belief that God is a person like ourselves. Secondly, we know there is a moral law to which all men are subject. Third, we know as well as we know anything that we ourselves have broken this law and are far from living up to its requirements. Fourth, we know as well as we know any historical fact that the highest, greatest, and most hopeful remedial agency in the world is the gospel of Christ. Fifth, we know as any historical fact can be known that the moving truths of Christianity are all incorporated in the Bible. Christianity is infinitely more than a mere system of ethics. Christ came not to condemn the world, but that the world, through Him, might have life. The glad tidings of the gospel which we preach are the only tidings which can arouse hope in the world, and are all found in the Bible in a form that the common people can understand and rejoice in. Nine-tenths of the truth of the Bible is on the face of it. The Bible is not to be hid from the people, neither by the Roman Catholic nor by agnostic and hypercritical expositors. The Bible as a book, is in a class by itself. It can not be treated as other books are. It is the Word of God and speaks with an authority that can not be easily questioned."

"A true teacher reaches deep into the lives of those whom he teaches, awaking and shaping the elements of their character."

LAW OF PROMPTITUDE



E WILL TRY TO BE PROMPT.

As a school virtue, the habit of promptitude deserves to be written in letters of gold.

It is a great thing to be habitually on time. Promptitude is counted so important that schools vie with each other in the effort to secure it. How may we best educate our pupils to habits of promptitude?

1. *Teacher Promptitude Incites Pupil Promptitude.* "In seven years I have never been tardy," said an earnest teacher, "During my entire course in college I was never tardy," said Garfield. School is called and dismissed on time. Each exercise is begun and closed promptly. A prompt teacher will usually have a prompt school. The prompt teacher can consistently insist on pupil promptitude. Examples of promptitude from the lives of men of action will reinforce the example of the teacher.

2. *Promptitude Helps Others.* Promptitude is a social as well as a personal virtue. Washington thus reproved a tardy subordinate: "Sir, you may choose to waste your own time, but you have no right to waste ours." The prompt pupil helps others. In life, promptitude is a charm and tardiness an offense. In the home, meals are served on time. In the church, services begin and close on time and no laggard disturbs the worshippers. In the orderly school, teacher and pupils are habitually on time, and rarely does a tardy pupil interrupt the work.

3. *Training Fixes the Habit of Promptitude.* It is easy to be prompt when the habit is formed. You arouse the pupil to overcome all obstacles and be prompt during the first week. It is less difficult to secure promptitude during the second week, and still less during the third week. Soon the pupil becomes prompt from habit. The habit of

being prompt has great advantages, as may be illustrated by life instances, showing the gains from promptitude and the misfortunes from dilatory habits. The railroad reinforces the school in training to the habit of promptitude.

4. Tardiness must be remedied. The habit of tardiness must be broken up by forming the habit of promptitude. We use all high motives, and still, in rare cases, we find it necessary to use gentle reproof, or some other helpful remedy. The wise teacher makes provision for special cases, so that pupils, though late, are not counted tardy up to a fixed time. One pupil in twenty may require some impressive lesson, but usually the spirit of the school will remedy avoidable tardiness. Teacher and pupils greet with smiles the prompt pupils, and each pupil becomes inspired with the spirit of promptitude. The sense of honor as well as the sense of duty incites to promptitude. Mountains of difficulty will be overcome, and pupils will be on time. Promptitude in all the school work grows into habit, and the pupil is saved from the ruinous habit of tardiness.—*Baldwin's School Management*, p. 123.

THE YOUNG PEOPLE'S WORK

HE problem of the training, development and work of the young people is the greatest problem facing the state or the church at this or any other time. Taken in this sense, the young people's problem is the greatest question before this denomination, because the work we have to do must be taken up and carried forward by the strenuous efforts of those who are now young men and women. "With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be given to the whole world."

When we think of the many young

people who already know the truth for this time and that by consecration and proper training they can accomplish the wonderful results mentioned, we are led to pray that God will revive His work in the hearts of the young, that their youthful strength and vigor may be consecrated to this work.

It is encouraging to know that an increasing number of workers are giving much thought to this problem and that God is raising up workers who are adapted to these special lines of work and who find their chiefest joy in labor for the young. Surely the problem demands the most serious thought and earnest consideration on the part of every worker in this cause, and the most careful selection of suitable leaders, who, though they may have passed the period of youth, have young hearts and an adaptability to labor for the young.

At the session of the Central Union Conference held at Omaha, Neb., in March, 1904, it was decided that this work should receive special attention in this field. A convention has been held which will, we believe, be far reaching in its results. The work has received more or less consideration in each conference, and some person or persons have been appointed to look after the young people's work. What is needed is that these persons shall have more time for this specific line of work, greater opportunities to study this problem and plan for the work. The difficulties confronting the work are many. The scattered condition of our people, the fewness of the young people in the different churches, the lack of suitable local leaders who understand and can direct the young into different lines of Christian work, the tremendous tendency of our young people to leave the truth, are facts that point to the necessity of careful thought and earnest prayer on the part of those interested in the young people and in this message.

How to arouse an interest in this work such as the importance of the question demands and how to be able to put into operation influences that will enlist our young people in this cause, are great questions. The fact recently stated by the president of one of our conferences that "the work certainly demands, and is worthy of, more effort than we are putting into it" is surely apparent to all.

It was thought that an effort would be made this winter in connection with the Union College Special Course to conduct a class in the study of the young people's work and with the special idea of training leaders for this work. But the College has decided to offer no special course and it has not seemed best to call in young people from the different conferences for this training. Instead, each conference will do what is in its power to advance this work, by a state institute, local institutes or among the churches. Suggestions have been made by the state leaders in the church school and young people's work that in connection with the summer school for teachers a course of instruction be offered to prepare workers for the youth. This is certainly an excellent plan.

Though no effort will be made to bring young people to Union College for a short course of instruction this winter, the young people who are here have taken an active interest in this work and have organized a band of over twenty members for the purpose of making a special study of the problems connected with this work, and engaging in efforts for their fellow youth. This is proving to be a very interesting feature of the College missionary work, and will doubtless become a permanent feature of the work of our training school. The young people's work is to be a feature of the Educational Messenger, and it is hoped that all who are especially interested in this

work will unite to make this department just the help that it ought to be to our young people and to all interested in the problem. The Messenger should be in the hands of all our young people who are seeking for something better. It should be to them an inspiration to consecrate all their powers to God and to seek the best preparation possible for the purpose of serving and blessing their fellowmen.

News and Notes

It is right to tell the truth and act honestly.

"No amount of polish can make a pearl out of a pebble."

"The art of teaching a little depends on knowing a great deal and that thoroughly."

Miss Fannie Black, state secretary of the young people's work in Iowa, is spending a few days in College View.

Several students of Union College have returned to their homes for a short holiday vacation. For years the College has given no extended vacation.

He uses his gifts best who seeks by earnest endeavor to carry out the Lord's great plan for uplifting of humanity, remembering always that he must be a learner as well as a teacher.—*Test., Vol. 7, p. 281.*

Max Smith recently visited College View enroute from Battle Creek, Mich., to his home at Republican City, Neb. His sister Lora who is attending Union College returned home with him for a Christmas vacation.

The Educational Messenger

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C. Correspondence relating to subscriptions or advertising, should be addressed to M. E. Ellis, College View, Neb.

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South Lancaster, Massachusetts

How to study the Bible



Is a question that perplexes many who sincerely desire to feed upon the Word. The noted Sunday school worker, Amos R. Wells, has this to say in a recent article on—

Why young people study the Bible so little

"One reason why so little home study is done in preparation for Sunday school lessons is because teachers so seldom give their scholars definite objects for study. The pupils are set down in a labyrinth, and no clew is placed in their hands. They are willing, most of them; but even where there is a will there is not always a way, or at least, a visible one." To furnish a clew and a systematic guide to a thorough study of the Life of Christ and Acts of the Apostles, has been the aim of the author of—

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