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**REMEMBER** *Send all orders direct to us if you want to profit by these offers.*

## *Educational Messenger*

*College View*

*Nebraska*

...The...

# Educational Messenger

An Exponent of the Theory and Practice of Christian Education

Vol. 2

COLLEGE VIEW, NEB., NOV. 1, 1906

No. 21

## Editorial Jottings

A youth who ends his education at seventeen is no match for one who ends it at twenty-two.—*Bishop J. H. Newman in "Idea of a University," page 15, preface.*

I tremble at the willingness of boys and girls with meager education to thrust themselves upon the world as teachers and molders of public opinion and character.

Check that tendency in your character to do things carelessly. If you notice that you are inclined to be a minute or two tardy at your classes or other appointments, make special effort to be five minutes early until the wrong tendency is overcome.

We are pleased to receive an interesting letter, printed in another column, in regard to the church school work in Tonga, Friendly Islands, South Pacific Ocean; also a letter from New Zealand, ordering three hundred copies of the "Story of the Educational Convention," with which to supply all the families in the Conference. We trust that such interest and zeal may stimulate our American educational workers to take

measures to place the "Story of the Educational Convention" in at least every church in the country. There are only about 700 copies of it left. We hope they will be ordered quickly.

We are continually singing, "I'll go where you want me to go, dear Lord." How would it do for a change to sing occasionally, "I'll stay where you want me to stay"? A writer in a poultry journal recently advised his readers looking for a poultry farm to "locate somewhere near where you are. Why? Because you have struck your roots down where you are and men and trees suffer from transplanting." It is worth thinking about.

President David Starr Jordan in "The Voice of the Scholar," page 110, makes the following sensible remarks with reference to scholastic degrees: "The college degree is only an incident. It is the badge of admission to the roll of alumni, a certificate of good fellowship, which always means a little and may imply a great deal. But the degree is only one of the toys of our educational babyhood, as hoods and gowns represent educational bib and tucker. Do not go out of your way to take a degree. Do not miss it because you are in too great a hurry. For the highest professional success you can afford to take your time."

## General Articles

### CHRISTIAN EDUCATION IN TONGA

Christian education is advancing in all parts of the world. From Nukaulofa, Tonga, in the far away Friendly Islands, the MESSENGER has received the following letter from Brother and Sister E. W. and Lily Thorpe, which reveals an interest in church school work which might well be imitated by our people in more favored countries:—

"We thank you for your printed letter of July 15, and hasten to answer it by return mail. We are both interested and anxious for everything along the line of Christian education, and have been watching every report of the Convention in the *Review*. Please send us six copies of the advertised report. Our little church here in Tonga consists of four families, but all are united in the love of the truth, and anxious for advanced light and truth. Also please send to us for one year the EDUCATIONAL MESSENGER. We will be very glad to get a Christian educational paper published by our people. Kindly begin subscription with July 15, 1906.

"Our church school in this place is enjoying a great deal of the Lord's blessing. Our membership at present is twenty-four. This is less than last year, when it was thirty. It numbered thirty-three part of this year, until another school opened which took a few of our scholars. The first year the school paid the teacher 25s. per week, and paid for the erection of the school house, which cost forty pounds. Our school is entirely self-supporting. Our teacher, Miss Ella Sisely Boyd, is doing a good work among the children, only three of whom are white; three are half caste, and the rest are full-blooded Tongans. Many interesting things could be writ-

ten of personal experiences in the school, and of methods and means valuable in Island school work.

"We shall be glad to keep in touch with the Educational Department of the General Conference. We realize in this short waiting time that it is our privilege to have the benefit of counsel."

### THE VALPARAISO EARTHQUAKE

The following paragraphs are taken from a letter received by the International Publishing Association:—

"Undoubtedly you have read something of the terrible catastrophe that recently visited our country. Valparaiso, the largest port in Chile, was practically destroyed by earthquake and fire, as also were the smaller towns of Vina del Mar, Quillota, Quilpue, Limache, and Llay Llay. Also considerable damage was done in Santiago, the capital of Chile and in smaller towns in the south.

"The lives of all our brethren were spared and their losses financially were of no importance, but our office with entire stock of books was destroyed by fire, a loss of about \$600. It is true that this is not very much, but for our little Mission it is quite a loss, following so closely the loss of our office and printing plant in November last year.

"The 200 'Cristo Nuestro Capitan' that you sent us were received a few days before the earthquake. We will not be able to order any more books this year as our finances will not permit, but would like a few more 'Capitan, de Nuestro Salvation,' and if you have any tracts and books in Spanish you would like to donate, they would be thankfully received.

GEO. STEELE,  
Sec. of West Coast Mission, S. America."

### THREE HUNDRED ORDERS FOR "STORY OF THE CONVENTION"

The MESSENGER is pleased to receive the following letter from Elder S. M. Cobb, President of the New Zealand Conference. Since it gives an interesting account of the educational work in New Zealand and shows a commendable zeal upon the part of the Conference to place the Educational Report in every family, we publish the letter entire, hoping that it may stimulate our American people to renewed zeal in the educational work.

"Your letter with report of the Educational Convention held at College View is at hand and I have read with interest the report of that convention, and as we are just now especially interested in the educational work, and are about to start a school in this field for New Zealand for the education of our youth, I thought that the report might be helpful to our people to give them an inspiration in the educational work that is now being started in our own field.

"New Zealand is separated from any other country nearly thirteen hundred miles, and with the many young people we have here we must have a school for this field, and must have it very soon. There are now waiting for the school to open over sixty students that will enter the school the first year, and this number will rapidly increase.

"I am now in Australia attending the Union Conference and I will not be back to New Zealand before the second of October, and as I am so far from the Conference office I will simply send you the order for three hundred copies to send to the families of our people in New Zealand and if we want more we will order them at a later date."

"Where God would build a church, there the devil would also build a chapel."

### LETTER FROM J. P. ANDERSON

We have received from Brother John Anderson the following letter, announcing his safe arrival in Canton, China. His many friends have been anxious for his safety because it was reported that his ship was grounded in the terrible storm which visited the coast of China in September.—

"I am now at my destination. Arrived here Sabbath morning, September 15. I was indeed very glad, for the trip had begun to get rather monotonous. The second day out at sea was somewhat stormy, which caused most of the passengers to be sick. I was among the lot, but not as sick as the most of them. I only lost two meals. Sea-sickness is something queer, and when one has it proper he does not care for anything. Some even went so far as to express their wish of being dead, rather than to live. It certainly is a horrible experience to pass through. The rest of the voyage to Yokohama was very pleasant, it was quite cold at times, and the 'steamer rug' was a very useful article. The officers and the crew were all of a jolly, good nature, which made the voyage very enjoyable. Of course there were times when things were dull and it seemed as if it was time wasted; but on the whole this has been one of the most profitable months I ever spent.

"We arrived at Yokohama, September 5, and were met by Brother Caldwell, at eight o'clock in the morning. At about 10:30 Elder and Mrs. Field and Brother Burden arrived from Tokyo. We were very glad to see them. At about 11:30 we took a train for Tokyo, which is only about 18 or 20 miles from Yokohama. Just imagine me getting into one of those small cars, I could not believe myself, and to be in Japan was more of a dream to me than a reality. When the train stopped Brother Burden and Brother Caldwell took me around the city, while Elder Field took charge of Brother and Sister

Benson. There is quite an up-to-date tram (street car) in Tokyo. My time was so limited that we could not stop very long at any one place. They took me around part of the time on the tram and part on a rickshaw. It seemed very odd to have a man pull me around. At one place they stopped and said we would have some Japanese ice cream. It was more like pure ice to me than ice cream. They just break up the ice into very small pieces and then put the flavoring on top. I would just as soon eat the pure ice. A little farther, Brother Burden said we would have something to eat. We stopped at a restaurant, which looked rather shabby to me. There were no chairs or tables, only a small platform, on which we sat and crossed our legs and waited until the waiter came with the soup, which consisted mostly of water, rice, a kind of vermicelli, pressed fish, sea weeds. It was a mixed up mess, and to make matters worse they made me eat with chop sticks. They laughed at my awkwardness. I suppose it was funny to them to see me get something on my stick and then watch it slide off before it reached my mouth. I could not eat very much because I did not like it.

"At three o'clock I had to start back for Yokohama in order to catch my boat which left at five. I will stop here for the present. How is 'Old Union'? Will write you about my work a little later."

#### A SURPRISE

One Saturday evening not long ago Prof. and Mrs. H. A. Morrison were entertaining Misses Johnson, Clement, and Shufelt when their pleasant visit was interrupted by a knock. The girls and Professor behaved in a rather strange manner but finally opened the door. Then began an almost unending stream of students, some ninety in number. Mrs. Morrison recovered from the shock and bravely stood at her post receiving for several minutes. After they

had all joined in singing "Home Sweet Home," lanterns were found and the company enjoyed themselves on the lawn for some time. Then the porch was converted into a platform while Professor Kellogg explained the reason and manner of our coming. Miss Florence Aul and Mr. Earnest Johnson did their part in imparting joy to the gathering: the former by a recitation, the latter by a mandolin solo. Just before the all-important event of the evening a mixed quartet invited us to "Come Where the Lillies Bloom."

Then J. I. Beardsley in his characteristic way reminded us of the happy days spent in Mrs. Morrison's classes, and thanked her for her patience and cheerful assistance in our work, recalling many things that made us smile and wish those days might come again. In closing he presented Mrs. Morrison with seven volumes from F. B. Meyer's set of Old Testament Heroes. Why! haven't I told you what this was all about? Mrs. Morrison's birthday to be sure, and the guests were all her old students that could be found.

Mrs. M. responded in a way that made us think more of her than ever, and we are sure the memory of that evening will live long in the hearts of those present.

#### "THE MISSIONARY REVIEW OF THE WORLD"

This magazine, as its name implies, is a review of the entire missionary problem. Note a few subjects treated in the September number. "Influences that are Moulding Japanese Thought," "The Day of Opportunity in China,"—the story of the remarkable changes now taking place in China and the consequent opportunities for Christians, "Native Evangelism in Korea," "Egypt, Dead and Alive," "Medical Missions, a Factor in the World's Evangelization," "Inadequacy of the Non-Christian Religions." There are short editorials on such ques-

tions as, "A Great Need in Korea," "The Indo-Chinese Opium Trade," etc., and a large amount of "General Missionary Intelligence." Anyone interested in the

progress of the gospel among the heathen should take this magazine, published by Funk & Wagnalls Co., 44 E. 23d St., New York, at \$2.50 per year.

## Church School Work

### COOPERATION OF PARENTS AND TEACHERS

MARY L. ZENER

(Continued)

Every child differs in temperament and disposition from every other child. Some have physical peculiarities or infirmities. The treatment given one child would have an effect entirely different upon another, even of the same family, perhaps. If the parent would impart to the teacher his knowledge of these peculiarities it would be of great assistance to him. Of course he would find these out in time, but with this knowledge already, he could better understand the motives which prompt some unexpected action of a child. This is especially true of the young teacher whose experience is limited.

I will relate two incidents from my own experience in school work which illustrates the good done by friendly visits from the parents. Once there was a dear little girl in my room whose work in language, reading, and spelling was excellent, but whose arithmetic work was very poor. It seemed as though she could not get hold of the subject, and could not comprehend the meaning of numbers. Gradually she became quite careless in the writing of her papers for seat work, reproduction work, etc., and did not seem to try to do good work. One day her mother came to see me, and, to my great surprise, she told me that Marguerite thought that I did not like her. The little girl had become discour-

aged, and said it was no use for her to try, for she could not please me anyway. Why she had gotten that mistaken notion, I could not tell, but after the mother's visit it did not take me long to let the little girl know that I did love her, and appreciated every effort she made. From that time she took new courage and seemed to have more energy as well as a new interest, and soon became one of the best in arithmetic as she had been before in her other lessons.

Another little girl, sitting at the back of a long row of seats, was quite indifferent and careless with regard to her work, seeming to have a greater liking for play than for anything else. Her teacher of the year before had thought she was such a little worker, and I could not understand the change until her mother told me that the child had some trouble with her eyes. Usually a teacher will notice when a child's sight is defective or its hearing imperfect, but this little girl showed no signs of it in her actions. She had never complained of not being able to see the board, and there was nothing in her manner that would lead one to suspect that there was any trouble. Her mother asked me to let the child sit nearer the front where she would be closer to the blackboard. I allowed her to change her seat, and immediately there was a change in her work and in her conduct.

These parents might have remained at home and talked to their families and neighbors about the imagined wrongs suffered by their children, and neither I,

nor the children, would have been benefitted, but by their telling their difficulties to me, remedies were found immediately.

It is oftentimes the case that, while the teacher is having trouble with the child at school, the parents are having trouble with him at home. I remember a little boy, usually careful and painstaking, who became quite troublesome and careless. When his mother called to see me about why he had been put down into the class below, for this had become necessary, she told me that lately he had been naughty at home and was not at all like himself. She said that she had always noticed that his behaviour at home and in school were usually similar. The mother and I consulted together, trying to devise a plan for concerted action. We decided that the plan I had persued was probably the best that we could adopt. In a day or two he became himself again, and was reinstated in his former place. He gave us no more trouble.

Suppose a teacher *does* make a mistake in disciplining a child. It is better for the character of the child to sympathize with him, and help him to say, "Forgive us our trespasses as we forgive those who trespass against us." Is there any infallible person on this earth, one who does not sometimes make a mistake, or err in judgment? Does not the father often look over the past and see times when, were circumstances the same, he would deal differently with his boy? If the father who is so intimately acquainted with the boy may make a mistake in his dealings with him, should we be surprised to find that a teacher may occasionally make a mistake? Any conscientious teacher who had really been unjust in his treatment of a child, would be glad to have the difficulty removed, and would not feel it at all belittling or lowering to his dignity to tell the child that he was in the wrong, and ask for forgiveness.

In public school work, as Dr. Soldan

says, "a teacher may, perhaps, get into trouble with a parent by simply doing her duty and firmly maintaining a rule required in the interests of every child in the school." But in a church school where all the parents and the teacher are Christians, and supposedly striving in all points to serve the Lord, it hardly seems possible that such a thing could occur. Yet when it does occur, let all who stand for principle, rally to the support of the teacher, and with words of sympathy and encouragement, and prayers for the Lord's guidance, stand by him and co-operate with him to make this work what the Lord designs it should be.

#### GEOGRAPHY EXERCISES AND REVIEWS

Take some article which will suggest the name of some country, state, city, lake, etc. Mount it upon a piece of card-board and when the time comes for the exercises, display the cards before the school, and have the country, state, or whatever it may be, named and located. These may be either oral or written exercises. The following are a suggestive list with which to start. Bright pupils will become interested and suggest many others which may be used:—

1. China—a small piece of china.
2. Glasgow—a small piece of glass with the word "go."
3. Hayti—a bit of hay tied to a card.
4. Belfast—a small bell fastened to a card.
5. Lincoln—a link fastened on a key ring.
6. Buffalo—a small piece of buffalo hide.
7. Maine—a bit of horse's mane fastened to a card.
8. Europe—a picture of a ewe and a bit of rope, or a large letter "U" and a bit of rope.
9. Wheeling—a man on a bicycle.
10. Lyons—a picture of two or more lions.



11. Turkey—a picture of a turkey.
12. Canton—a can or a picture of a can and the word "ton."
13. Moosehead Lake—picture of the head of a moose and a lake.

Another exercise the children will take an interest in is the writing of essays upon the different states and making booklets of them by tying the large sheets of paper upon which they write together with bits of bright ribbon. From railroad ticket offices may be obtained folders and booklets containing pictures of many interesting places. From *Reviews*, *Instructors*, and other papers, interesting pictures and accounts may also be obtained. These may be cut out and mounted upon the pages of their essay at the side or bottom of the paragraphs. This will not only add to the pupil's interest, but will cultivate the habit of neatness and good taste. The children will do much supplementary reading in search for interesting items. A map of the state may be drawn on the first cover page. Assign each pupil a state to be treated by the following outline:—

- STATE.—1. Location. 2. Boundaries. 3. Comparative size and importance. 4. Principal cities. 5. Surface and drainage. 6. Places of interest to visit. 7. Its people. 8. Industries. 9. Products. 10. History, including the work of the Third Angel's Message.

#### TO YOUNG TEACHERS

1. In determining the value of children's compositions, place originality first; capitalization, punctuation, and all the rest, last.
2. When you are the most discouraged is perhaps the time when you are doing the most enduring work.
3. It is not a capital offence to finish a sentence with a preposition. In some cases it may weaken a sentence not to finish it that way.
4. Remember that diagrams in grammar are only crutches or other artificial

aids to beginners. Let the child throw them away when he can walk alone.—*Selected.*

#### THINGS THAT YOU CAN DO WITH CHALK

Saturate the end of a crayon in mucilage and the lines made will be permanent so far as erasure by an ordinary eraser is concerned, but they can be removed by means of a damp sponge or cloth.

For a music or writing staff this is a great convenience, for if the board is ever needed for other work the lines can be removed more easily than painted lines.

In map drawing, a permanent outline can thus be made and used as long as it is needed, the pupils filling in the details which can be erased, leaving the outline ready for use each day.

In drawing lessons also some permanent lines and dots are very useful.

Colored chalk is now used in many schools to good advantage for diagrams, maps, etc. It is attractive when artistically used, and is a convenient way of emphasizing in a map special points or diagram.—*The Western Teacher.*

#### THE COST OF EDUCATION

It costs London \$20 a year to educate a child in the public schools; in Germany the average cost is about \$14; in New York, about \$31. When we consider these figures, our church schools do not appear so expensive as some have thought them to be. During the year 1904-5 we had in Nebraska, Kansas, and Missouri 54 church school teachers working with 771 pupils. The expense per pupil for the year in teachers' wages was \$8.74. In the same states with Wyoming added the next year, we had 55 teachers working with 771 pupils, at an annual expense of \$9.81 per pupil for teachers' wages. We should have many more

schools than we have. Cannot every industrious boy or girl, with the co-operation of his parents, save ten dollars each year for his tuition in a good church school? Try it and see.

B. E. H.

#### BLAIR AND OCONTO CHURCH SCHOOLS

H. A. HEBARD

Last week I visited the Blair church school and found fourteen pupils enrolled. The school is held in a private house with Sister Hattie Brown as teacher. The church seems to take a deep interest in the work of the school, and the Lord is certainly blessing the efforts put forth. One Catholic lady is sending four of her children to this school. When planning for the school, we had only eight children in mind who would attend, but at the time of opening, the above number, fourteen, were ready to start. This school is supported by pledges. The teacher receives twenty dollars per month and free board a month at a time with each of the different families of the church.

I also visited the Oconto school, where Sister Boynton is teaching. The brethren here have erected a very neat building with the "lumber from the plains" or in other words, a sod building. They have floored this with regular flooring. The roof also is made of lumber. This building is sixteen feet wide by thirty-six feet long and is used for a church also. The school started with ten pupils. The brethren here seem to be full of courage and pleased with the work of the school.

#### HOPE FOR CHURCH SCHOOL TEACHERS

Statistics of teachers' wages in the state of Michigan show that in forty years the average monthly wages of men have increased from \$28.17 to \$57.33; of women, from \$12.44 to \$40.55. The increase in

the last ten years has been for men, \$9.33 for women, \$5.47. There is hope yet for our church school teachers. As they increase in proficiency their work will be more appreciated and better paid.

#### CHURCH SCHOOL GLEANINGS

Miss Mabel Watson writes from Thayer, Kan.: "School is progressing nicely in both rooms. I have nineteen pupils t present."

W. D. Gilliland sends an encouraging report from his school at Wellington, Kansas. He has twenty-three pupils in school representing six grades.

Miss Addie Wheeler is teaching church school at Sheridan, Wyo. Of her work she writes: "I am teaching the school at Sheridan this winter and boarding about a mile from where the school is held. We are having a touch of winter now. The ground is covered with snow. I am enjoying my work very well so far. Our school began the second of October." Besides her school work, Miss Wheeler is teaching music.

From a letter just received from Prof. E. H. Curtis, Palisades, Colo., we quote the following:—

"Our school is moving along nicely. The attendance is increasing. If we had a home for students we would build up a large school here. A very successful camp meeting closed here last evening. The Lord came near, or rather, we drew near to the Lord, and much of His presence was felt in all the meetings. We are very hopeful of our work here. Do not forget us in your prayers."

"God does not require the youth to be less ambitious. The characteristics that make men successful in the world—the indomitable will, strenuous exertion, the desire for some greater good, patient perseverance—are not to be crushed out. By the grace of God they are to be directed to things as much higher than the ambitions of the world as the heavens are higher than the earth."—Mrs. E. G. White.

# Reading for Improvement

## LIFE OF BATES

### LESSON III

#### Chapters VII—XII

1. Tell what occurred on the voyage to America.

2. Give the state of Captain Carr's consciousness when his crew left him. Name his characteristics.

3. Trace on the map every voyage.

4. Give your impression of a sailor's life.

5. Is it consistent to pray when in trouble and neglect it when the way is smooth? State your position.

6. Enumerate the prominent characteristics revealed by Bates thus far.

7. Trace and describe the voyage to Bermuda.

NOTE.—"Bermudas, or Somer's Islands, are British possessions in the Atlantic, south east of Cape Hatteras, 680 miles from New York. They were named from the Spaniard Bermudez, who first sighted them in 1522, and from the Englishman, Sir George Somers, who was shipwrecked there in 1609. They are said to be 360 in number. They are composed of coral sand, and are surrounded by a growing reef of coral. Because of the balmy and temperate climate the Bermudas have become in winter a popular resort for Americans as well as English."  
—*Student's Reference Work.*

8. Does it frost on the ocean? Give proof.

9. Trace and describe the voyage of Chapter XI.

10. Was Captain Bates governed by circumstances, or did he govern circumstances? Prove your position.

11. Tell what "Portugese men-of-war" are. Also all you have learned of Buenos Ayres.

NOTE.—"Buenos Ayres, the federal capital of Argentine Republic, stands on the right bank of the River Plata, 150

miles from the open sea. The river here is thirty-six miles wide. Buenos Ayres was founded in 1535, but was twice destroyed by the Indians."

12. Give your estimation of Captain Bates and how he compares with your ideal.

13. Describe the appearance of the heavens in the southern hemisphere.

## ADOLESCENCE LITERATURE

It has long been recognized that the beginning of adolescence is a period of rapid transformations. In the young man the voice changes, the beard sprouts, the proportions of the head are altered, the volume of the heart increases while that of the arteries is diminished. More than any other period of life this is a time of unrest, both of mind and spirit. Doubt and certainty, depression and exaltation, fear and hope, remorse and joy—a score of conflicting emotions are constantly coming and going, often to the utter bewilderment of the inexperienced youth.

This is the transitional period so puzzling to the keenest child. Now for the first time the thoughts and passions, the realities of the great world, begin to penetrate the young soul. In his search to discover his boundaries and to solve the problems confronting him, he has often a regular mania for reading.

The literature that appeals to a youth of this age is the incident that stirs his blood, character and thought. Naturally enough such literature is leaving its indelible stamp upon the lad's mind. How important then that care and discretion be given the selection of suitable books to be read at this critical time.

Bearing the foregoing facts in mind, the General Culture Course, has been

created for the purpose of meeting these needs. The following lines are some of the contents of this week's lesson in the "Life of Bates":—

Embarkation for the United States—  
injustice to prisoners—threatened mutiny—  
islands of ice—mutiny on the high seas—  
voyage to Europe—perilous situation in  
Chesapeake Bay—wrecked in a snow storm—  
hurricane—allowance of water—casting cargo  
into the sea—allowance of provisions—  
terrible storm—dead calm and rushing  
hurricane—silent agony—wallowing between  
the seas—leak increasing—breakers off  
Bermuda—dangerous position in a violent  
storm—singular phenomenon on the Banks  
of Newfoundland—desperate situation—  
cutting in a whale—escape from a stage—  
sail for South America—alarming position  
off Cape Horn—a whale harpooned in the  
harbor—earthquakes—disposal of the dead.

If the facts appeal to you, send in your name for enrolment *to-day*, accompanied by your order for the "Life of Bates," 35 cts., and 50 cts. for the MESSENGER if you are not already a subscriber.

Address, Central Union Conference Y. P. S., College View, Neb.

#### ELOQUENCE OF BOOKS

"Books are strange things, although  
untongued and dumb,  
Yet with their eloquence they sway  
the world;  
And, powerless and passive as  
they seem,  
Move o'er the impressive minds and  
hearts of men  
Like fire across a prairie. Mind  
sparks,  
They star the else dark firmament."

Books wield a powerful influence either for good or for bad, they leave either an elevating or an enervating effect. A book that lights the torch of aspiration in a young life does a great work. The aspiration of a single book has made missionaries, poets, philosophers, authors and statesmen. On the

other hand the influence of a single book has made infidels, profligates and animals.

Reading the "Voyages of Captain Cook" impressed William Carey to give his life to India. David Livingston formed the ambition to be a missionary when he read Guetzlaff's appeal to the churches of Britain and America on behalf of China. It is said that Voltaire, at the age of five years, read a skeptical poem, the impression of which made him the chief of skeptics during his life time.

Marden depicts the value of books as follows:—

"The greatest advantage of books does not always come from what we remember, but from their suggestiveness. A good book often serves as a match to light the dormant powder within us. There is explosive material enough in most of us if we can only reach it. A good book or a good friend often serves to wake up our latent possibilities. We often find in books what we thought and felt, could we have expressed ourselves. Indeed, we get acquainted with ourselves in books. True we get many pleasing reflections of ourselves from friends, many mirrored reflections of ourselves from our enemies, and a characteristic here and there from the world; but in a calm and unbiased way we find the most of ourselves, our strength, our weakness, our breadth, our limitations, our opinions, our tastes, our harmonies, and discords, our poetic and prosaic qualities in books."

C. L. B.

"When a man fails in life, he usually says, 'I am as God made me.' When he succeeds, he proudly proclaims himself a 'self made man'."

Subscribe for THE MESSENGER.

# Young People's Work

## CHATS WITH LEADERS

How would you proceed to organize a new society?

*Ans.*—Visit the elder of the church and the Sabbath school superintendent, and talk up the work with the members of the church and Sabbath school. Then get just as many interested as you possibly can. Nothing is so contagious as enthusiasm. Call a meeting, at which present the advantages of having a young people's society. Give those present an opportunity to express themselves. If the move is agreeable to the majority, elect officers either by nominating from the floor, or better, by appointing a nominating committee. The executive committee can then proceed as it sees fit.

Who shall be members of the young people's society?

*Ans.*—"Young people who love Jesus and desire to engage in active service in His cause may be members. Membership implies the duty of faithfulness in all that tends to promote the object of the society."

How long shall a term of office be, and what shall be the regular manner of election?

*Ans.*—The term of office should not be for a longer period than six months. Two weeks before the expiration of the term, a nominating committee should be appointed to bring before the Society at the next meeting nominations for officers for the ensuing term. This committee should be expected to counsel with the elder of the church and the superintendent of the Sabbath school in making up its report, so that in all things the work of the Society may be under the guidance of the church.

To whom shall the local societies report and how often?

*Ans.*—The secretary of the local society should report to the State Secretary of the Young People's Department, who should, in turn, report to the Central Union Conference Secretary of the young people's work, also to the Corresponding Secretary of the General Conference Department. The reports should be sent in through its secretary promptly at the close of the quarter.

How can isolated young people keep in touch with the young people's work, and how shall they report?

*Ans.*—A cordial invitation is extended to isolated young people to connect with this young people's movement. Signing the Membership Card will make you a member of your State Young People's Society. By spending a little time each week in practical missionary work, you will be gaining the same experience that the regular members of the Society are getting, and blanks will be furnished for your missionary report.

## A STIRRING DAY

M. E. ELLIS

Sabbath, October 20, was a good day for the church at College View, Neb., and for Union College.

The young people's society has voted to support Elder J. C. Rogers in Nyassaland this year, and by request, he and his wife were with us. By a providential coincidence, Brethren Jay and Robert Nethery, with their wives, who are on their way to Egypt, and Elder W. C. White, were also here. At the forenoon service, Elder Rogers spoke for a short time on the greatest need of the mission field—the need of earnest prayer from understanding hearts. Elder White followed with a few stirring comments on

the text, "I am determined to know nothing among you save Jesus Christ, and him crucified." A male quartet sang "Who'll go to Save the Lost?" and Brother Jay Nethery was then ordained to the gospel ministry. Prof. C. C. Lewis offered prayer, and Elder E. T. Russell delivered the charge. It was a most solemn, impressive, and inspiring service.

At the afternoon meeting Elder Jay Nethery spoke for a short time, and Elder Rogers told us more about mission work in Africa. At the beginning and close of the service, prayer was offered, and as the congregation bowed in silent prayer for a few moments before the audible prayer began, a remarkable hush came over the large audience, and there was no one present but felt the sacredness of the hour and the presence of God.

After the benediction the departing missionaries stepped to the main entrance, and the whole congregation as they passed out gave hearty handclaps and God-speed to our recruits to the front.

In the evening a reception was given in the South Hall parlor by the young people's society for Elder and Mrs. Rogers, which proved a very interesting and profitable occasion. We believe that as a result of this day's work a greater interest in missions has been awakened. A larger effort will follow, more prayers for missions will be made, and the coming of the King be hastened because the workers will be strengthened to greater efforts and thus their work sooner finished.

#### \*THE TRAINING TO BE GIVEN IN OUR INTERMEDIATE SCHOOLS

A. W. HALLOCK

The papers which have been read outlining the training of the home and of the church school, have covered the subject so well that we feel the larger part of our subject has been presented. We

\*SYNOPSIS OF A PAPER READ AT THE EDUCATIONAL CONVENTION.

suggest the continuance of this very training in the intermediate school, and we wish in addition to present a few thoughts bearing on the purposes and aims to be kept before the young people of these schools while receiving their education.

The school that fills its place of usefulness in the world is the one that succeeds in providing for the wants of the world. In other words, a school exists because the world wants something, and if it does its appointed work those wants are provided for. This object of the school ought to furnish the one problem of study for the teacher, and its solution ought not only to affect the result of his school work but it ought to supply to him and to each of his pupils a daily aim.

The so called needs of the world are not hard to learn; for they are being expressed all about us,—in our papers, by our speakers, and by individuals in private conversation. Even at this Convention suggestions as to the needs of the hour have not been lacking. But dropping all this variety, we wish to present the needs as stated in the book "Education," on page 57. "The greatest want of the world is the want of men,—men who will not be bought or sold; men who in their inmost souls are true and honest; men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole; men who will stand for right though the heavens fall."

This want, you will notice, is a want of character, and it is the greatest want of the world. Character is at a premium in our world to-day and it must and will be revealed. Our intermediate schools were born to help supply this great want and the problem confronts us as teachers. We must furnish these men.

Now the hindrance to the development of character is, put in one word selfishness, and it manifests itself in the schools, through the aims of the individuals connected with them, in three

ways. The first is the desire to get an education to be able to earn more money. It is often expressed to the boys in this form; "Why don't you go to school and get an education so as to be able to get on better in the world? You can't afford to be without it." Now if a boy completes his schooling depending on his aim for his inspiration, when the time of his life comes in which God calls for a sacrifice of all he has for the support of the work he will find, or others will, that he has trained himself to fail and perhaps God Himself can't save him.

Another aim placed before the youth to-day, as always, is expressed often like this, "Educate yourself to be somebody." "Work till you can be recognized." It is an aim for honor and may lie almost unnoticed at the very bottom of the student's effort to master his grammar lesson, to make a smooth speech in a literary society, or to get a diploma or degree at the close of his school. He may put forth extraordinary effort to get a better grade than his neighbor: he may strive even to the losing of his health to avoid being excelled by any of his class, he may take branches of study which he otherwise would not choose, or spend years in school which he might prefer spending in labor, merely to get the honor of having merited a degree.

If all his attainments thus far have been reached through this incentive, when the time comes in which, if he humbly identifies himself with the work of God, the world will call him foolish and some of his own brethren will turn against him, it will be found that his training has actually unfitted him for the crisis, and he might better never have seen the inside of a schoolhouse.

The other desire governing many students is one for freedom from responsibility. A friend or a father will often say to a boy, "Get an education so you won't have to take all the hard knocks in life." The desire is to educate one's self mentally so as not to have to work

so hard, but when in after life such a boy is called to sacrifice unselfishly every energy of his being for the saving of others, his training will prove a hindrance rather than a help and perhaps all the pleadings of the spirit can't keep him balanced.

"These slavish bands," we are told on page 83 of Testimonies, Vol. V, "must be broken," and to break them requires another aim; a nobler one than any of these placed in the heart of every boy or girl who is to succeed. On page 262 of "Education" we find these statements: "Success in any line demands a definite aim. He who would achieve true success in life must keep steadily in view the aim worthy of his endeavor. Such an aim is set before the youth of to-day. The heaven appointed purpose of giving the gospel to the world in this generation is the noblest that can appeal to any human being." This is the aim, therefore, we suggest to take the place of all others in every day's experience and in all the exercises of the school.

This is the aim of the training we are struggling to give in our school and I am glad to report that we are pleased with the result of our attempt so far. We desire to enable the boys and girls to see that the school, as such, has an influence worthy to build up and maintain, for "it is the purpose of God that though the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing."—*Testimonies, Vol. VI, p. 126.* We also find these words on page 220 of "Education," speaking of manual training in the schools: "Thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the cities. Thus also our schools could aid effectively in the disposition of the unemployed masses." We want the students to apply themselves diligently in the study of their English to be able to speak and write the message well; we are working with them on the farm to make that in value and appearance a praise to the Father; we are teaching them to build and how to build houses because they also are needed in God's great plan of work.

We believe this great problem of aim, when solved, will create great changes in our schools, and we hope soon to see the selfish incentives give place to this one great unselfish aim in the training of all the youth in our intermediate schools.

## 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 Young People's Societies

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## News and Notes

### COLLEGE VIEW HAPPENINGS

Elder and Mrs. J. S. Hart are visiting Mrs. Hart's relatives in Whitewater, Wisconsin.

The various Sabbath schools of College View united in holding an Ingathering Service in the church Thursday evening.

Dr. T. J. Merryman, of Lincoln, and Mrs. L. C. Warrington, of Chicago, delivered temperance lectures in the College View church recently.

Elder T. Valentiner has gone to Elida, New Mexico, where he took a homestead last spring, and will commence making improvements upon his claim.

Elder W. F. H. Shroeder, who has been laboring in St. Joseph, Mo., attended the meeting of the International Publishing Association. He was a Union College student from 1901 to 1903.

Burt Bray and wife, formerly Valeda Willson, have been visiting at the home of Mrs. Bray's parents in College View, and have now gone on to Silver City, New Mexico, where they will engage in conference work.

Mrs. R. J. Wallace, of Ladoga, Iowa, has moved to College View.

Prof. B. E. Nicola, a former teacher of Union College, has been visiting his parents in College View, and has returned to his home in Battle Creek, Mich. He called at the College and gave a short address at the chapel exercises.

At a recent meeting of the International Publishing Association, Elder E. T. Russell was chosen President, Elder A. T. Robinson, Treasurer, and F. F. Byington, Secretary. Mr. Byington was also elected Superintendent and Business Manager of the Association.

Elder and Mrs. Conrad Reising, of Milltown, S. Dak., have returned to their home from a visit to their son, C. K. Reising, of College View, Mrs. Valentine Leer accompanied them, as she has been visiting her son E. C. Leer, who is being treated at the Nebraska Sanitarium.

In response to a call from the Oakwood Industrial School at Huntsville, Ala., for help because of the destruction by fire of the main building, clothing of the students, etc., a good supply of clothing, bedding, and much needed articles for the comfort of the students there was forwarded by the people of College View.

The International Publishing Association has just issued a new edition of "Elder Hill's Bible Class," rearranged and made up in a very attractive form. It retails for fifteen cents. It is "a study of excuses, fables, and dreams," and deals with about all the problems on the Sabbath question that Elder Hill met in his forty years' experience.

Thursday evening, Oct. 25, was the date of the Harvest Ingathering service at the church. The program was almost wholly given by the kindergarten, primary and intermediate divisions of the Sabbath school. The program was well-rendered and was worth the effort the superintendents expended on it. The display of fruits and vegetables was better than usual, the decorations showing skill and artistic arrangement.

### MISCELLANEOUS

W. F. Hills is building a church at Plateau City, Colo. He assisted William Kennedy in raising up the company there.



Prof. C. D. Lude, of our training school in Argentine Republic, South America, has suffered very much recently from an injury to the foot, but he is recovering quite rapidly at last reports.

J. M. Fletcher has been chosen treasurer and secretary of the Kansas Conference, and will reside in Topeka in the future. The last week he canvassed he took \$165.00 worth of orders in fifty hours, delivering all but one. Mrs. Fletcher is state Sabbath School Secretary.

### SANITARIUM SIFTINGS

Mr. Jacob Gefaller, of Terril, Ia., has joined the nurses' class here.

Mr. L. E. Koon is registered at the Sanitarium and is auditing the books.

Miss Hilda Hanson is taking a few weeks rest and vacation at her home in Wahoo, Neb.

Mr. Arnold McKambly is filling the position as cook again at the Des Moines Sanitarium.

Miss Katie French, of the Nebraska Sanitarium, has gone to Mason City, Neb., to engage in nursing.

Miss Hilda Hanson has returned to the Sanitarium from Nevada, Mo., where she has been engaged in nursing.

Miss Viola Tillotson, of Republican City, Neb., a graduate of the class of '04, is assisting with the work at the Sanitarium now. Her sister, Mrs. Flora Craw, also a graduate, is working in the Battle Creek Sanitarium.

Miss Carrie Shipley, who has been a member of the Sanitarium family for the past two years, left for Los Angeles, Cal., where she will visit her mother for a time. She will then continue her nurse's work at the St. Helena Sanitarium.

### UNION COLLEGE BREVITIES

Gladys Shufelt is teaching two eighth grade Arithmetic classes.

Arthur Christenson is living on a fruit farm near Dodge Center, Minn.

Etta Smith Appel, of Cheyenne, Wyoming, is very sick at the Des Moines, Iowa, Sanitarium.

Lillie George is teaching Descriptive Geography, and Harland Stevens, Physical Geography.

Belle Dixon is teaching the church school at her home church. Miss Mina Dixon is attending high school.

Ralph Brown is at his home in Joplin, Mo. His sister, Miss Guleh, is attending school at Union College.

Arthur Pearson and wife, formerly Bonnie Shultz, are living in Pitkin, Colo., where Arthur has mining interests.

Mr. Arbogast, a former Union College student, has completed the medical course and is married. He is practicing in Bartly, Neb.

Since going to North Dakota, Fred Juhl has suffered a siege of sickness, but at last reports was improving. He expects to spend the winter there.

Lillian Lindholm and Roy C. Wheeler were united in marriage at the home of Mr. and Mrs. A. B. Englund, in Mountain View, California, October 3.

The Academic Department of Union College has organized a literary society, with Irving Blue, President, Alfreda Emerson, Vice-President, and Ethel Ames, Secretary.

The Collegiate Department of Union College has organized a literary society and elected Harland U. Stevens, President, Glenn George, Vice-President, and Winnie Hunt, Secretary.

Bert Reid is caring for the home place while his parents are taking treatment at the Nebraska Sanitarium. His father recently visited the Messenger office and renewed Bert's subscription.

The Owen brothers, who were in Union College last year, are at their home in Oconto, Neb. They had excellent success canvassing during the past vacation, and we understand one or both will be with us again soon.

Albert C. Anderson, a Union College student of three years ago, is in Lead City, S. Dak. Under date of October 21 he writes, "We have had a regular old-fashioned winter of snow—two feet on the level. The work is prospering in this part of the vineyard. I hope that God's blessing will rest upon you and your work and upon the students entrusted to your care, that many workers may go forth from the College into the Lord's great harvest field, which is now ripe for the harvest."

Aural Jordan recently visited her home in Sutherland, Ia.

Olga Dammen, who was in school last year, has returned and taken up work at College.

A meeting of the International Publishing Association was held in College View from Oct. 16 to 18.

An enthusiastic gymnasium class of about 30 young men has been organized. It is expected that a class for the young ladies will be organized soon.

Among the students who have recently entered school, we mention the name of Ethel Currier, who was in school last year. Her brother will not return this year.

Elder G. A. Irwin spent one day in College View on his way to California, whence he later sailed for Australia. He spoke to the students at the chapel exercises.

Geo. H. Armstrong was called home on account of the sickness and death of his father. Mr. Armstrong has the sympathy of his many friends in College View in his affliction.

The College was recently favored by a visit from Prof. J. E. Tenney, Principal of the Southern Training School at Graysville, Tenn. He spoke to the students at the chapel exercise period.

A cash collection was recently taken at the chapel exercise period for the Huntsville school, which amounted to \$20. The amount was forwarded at once to Huntsville to assist in the rebuilding of that school.

When our work first started in Europe we had no schools. Now we have a school in England of 70 or 80 members; we have a school in Germany with 150 students; there is a school at Lake Geneva of about 20 members, and we also have a school in Sweden. Altogether there are nearly 300 young people in our schools in Europe.

Elder L. R. Conradi, President of the General European Conference, attended the meeting of the International Publishing Association in College View. He spoke to the students in the chapel and gave a very encouraging report of the work in the General European Conference. During the last six months fifteen hundred people have been baptised and added to the churches in Europe.

The public library has added a new case and a fresh supply of books.

Mrs. B. F. Woods, of Keene, Texas, is visiting her daughter, Mrs. B. R. Shryock.

Earl Rentfro returned yesterday from Juanita, Colo., where he has been working for the Eldorado Mining Company.

Carl Svenson recently passed through College View to his home in Omaha, where he and his wife, *nee* Huldah Carlson, are in the Bible work.

W. E. Hancock, who was expecting to return to Union College, has decided not to come because the interest where he has been working at Grimsthorpe, Ontario, is so great that he does not think it best to leave.

The College missionary meeting was especially interesting last Wednesday morning. The program was on Mexico, and the speakers were Miss Winifred M. Peebles, L. L. Caviness and Otto M. John, all of whom have lived in Mexico. The closing number was the Mexican National Hymn, rendered very effectively by a double quartet.

One of the most interesting exercises of the College is the College Sabbath school, which meets in the chapel at ten o'clock. Prof. E. C. Kellogg is the Superintendent, J. W. Eden and Roberta Andrews, Assistant Superintendents, and Otto John is Secretary. The average attendance is about 145. The Germans and Scandinavians hold their Sabbath schools in their respective chapels at the same hour.

The students from the Northern Union Conference held a very interesting meeting during the chapel hour, October 31. O. J. Graf, Educational Secretary of that Conference, met with them, and his encouraging remarks were greatly appreciated. He called attention to the greatness of the work and the necessity of each one doing his part. There were twenty-eight present at the meeting. Twelve of this number were from South Dakota, ten from Minnesota, and six from North Dakota. It is encouraging to know that twenty-five of this number are preparing to enter some branch of the Lord's work. Seven plan to take up the ministry, ten are preparing to teach; and the remainder expect to enter the medical and other branches.

# The Missionary Idea....

By Mrs. A. E. Ellis

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Elder Geo. I. Butler, in "The Watchman," of September 11, 1906, says:—

**I**T is a book in three parts, neatly bound in cloth, consisting of 244 pages, including the Table of Contents. Part I consists of an elucidation of the 'Missionary Idea,' Part II of a few Bible studies, brief biographies of some of the most celebrated missionaries, and important facts and items relating to the missionary theme; Part III to a careful but brief history of the establishment of Seventh-day Adventist missions throughout foreign countries, wherever our missionaries have gone. These records, are reliable, accurate, and comprehensive. This history is worth the price of the book as a convenient work of reference.

"The book is written in a pleasing, interesting style, and is full of excellent thoughts, well calculated to awaken interest in the glorious work of saving souls. It will do great good to everybody who reads it with care and in the right spirit. The heart will be touched with tenderness by many noble thoughts. The mind will be set to thinking on grand and glorious themes."

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