

READING COURSE NUMBER

...The...

Educational Messenger

An Exponent of the Theory and Practice of Christian Education

Vol. 2

COLLEGE VIEW, NEB., SEPT. 15, 1906

No. 18



THE UNION COLLEGE MUSEUM

Union College School of

Correspondence.....

INTRODUCTION

The correspondence school has become a regular feature of modern education. Thousands of busy but progressive men and women are to-day successfully pursuing courses of study by this method. Ambitious workers are in this way preparing themselves for higher places of usefulness. Men are studying the different trades and professions as well as the general studies for culture.

As a people to whom the Lord has given a most solemn work to do, we should be deeply interested in our own self-improvement, that we may become better fitted to carry forward the great work that God has given us to do. He is not satisfied with anything short of the very best efforts that we can put forth for the salvation of the lost. We have been told that "he is a Christian who aims to reach the highest attainments for doing others good." Everyone who has accepted the message for this time should surely be doing everything in his power to do his part in spreading the message. All cannot avail themselves of the privileges of our training schools, but through correspondence work it is possible for many to pursue courses of study under the direction of competent instructors, and to come into close touch with these schools.

We believe that Union College has a

work to do in thus extending its influence, and a small beginning is being made by offering four subjects, New Testament History, English Grammar, (two courses), and Art.

BENEFITS OF CORRESPONDENCE COURSE

While there are disadvantages in the lack of libraries, laboratories, and other facilities, and in personal contact with teachers and helpful associations with fellow students; there are some advantages in this method of study.

1. The student takes what he wants at the particular time, and what may help him in the work at hand, thus combining study with work.

2. The work is entirely written, and hence greater accuracy and definiteness is required. "Writing makes an exact man." The student is dependent more upon his own resources, and must, therefore, put forth greater effort and develop greater independence of thought and effort and greater thoroughness.

3. The teacher in one way comes in closer touch with the students, because all of the work is personally examined and corrected.

NEW TESTAMENT HISTORY, CONDUCTED BY
PROF. M. E. KEHN

This is a study of the Life of Christ and Apostolic History. The Studies in Gospel and Apostolic History which are

(Continued on 3d page of cover)

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THE WHIP-POOR-WILL

MAY G. COLE

Voice of the wilderness,
Mournful in tenderness,
Singing thy vespers in love and in pain;
Sound of the saddened heart,
Wailing thy woeful part,
Would I might hear thy weird wood-
notes again!

Faint-pictured memories,
Visions of dark'ning leas,
Glimpses of twilight woods—and father's
face;
I childlike by his side,
Heartsafe, half-terrified,
Longing to hear the voice in its home
place.

Now through perplexing ways
Life's older childhood strays,
Voices call out from the world's wood-
lands near;
I see His eyes so mild.
He whispers, "Courage, child;
While I am with thee thou needst have
no fear."

General Articles

HISTORICAL SKETCH OF EDUCA- TIONAL WORK OF SEVENTH- DAY ADVENTISTS

(Continued)

Up to 1896 or 7, but little had been said in regard to the establishment of church schools. This matter now began

to receive attention, and the agitation became prominent in 1897, 1898. The thirty-third session of the General Conference, held at South Lancaster, Mass., in February and March, 1899, was the first to give the subject of church schools official attention. Communications from Mrs. White, comprising the matter on the church school work printed in Volume VI of the Testimonies came to this Conference, and produced a profound impression. No such language had ever been heard in the denomination as the following found on pages 202 and 203 of this volume:—

"When properly conducted, church schools will be the means of lifting the standard of truth in the places where they are established; for children who are receiving a Christian education will be witnesses for Christ. As Jesus in the temple solved the mysteries which priests and rulers had not discerned, so in the closing work of this earth, children who have been rightly educated will in their simplicity speak words which will be an astonishment to men who now talk of 'higher education.' As the children sang in the temple courts, 'Hosanna! Blessed is He that cometh in the name of the Lord,' so in these last days, children's voices will be raised to give the last message of warning to a perishing world. When heavenly intelligences see that men are no longer per-

mitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older workers cannot do, because their way will be hedged up.

"Our church schools are ordained by God to prepare the children for this great work. Here children are to be instructed in the special truths for this time, and in practical missionary work. They are to enlist in the army of workers to help the sick and the suffering. Children can take part in the medical missionary work, and by their jots and tittles can help to carry it forward. Their investments may be small, but every little helps, and by their efforts many souls will be won to the truth. By them God's message will be made known, and His saving health to all nations. Then let the church carry a burden for the lambs of the flock. Let the children be educated and trained to do service for God, for they are the Lord's heritage."

The foregoing message is the foundation of the church school work. Since it came to us, the subject has received much attention from our General, Union, and State Conferences. The movement spread rapidly. In 1903 there were 430 church schools with 467 teachers employed.

INTERMEDIATE SCHOOLS

The intermediate schools came a little later. Before the present decade they were discouraged for fear they would draw from the attendance of our colleges and academies. They were recognized by the General Conference of 1901 and their scope defined as embracing the work of grades seven to ten. In 1903 their establishment was recommended and their work outlined. Last year there were 29 intermediate schools and 17 colleges and academies in operation. The whole number of pupils enrolled in our denominational schools was recently stated "in the Review to be fourteen

thousand. Thus have our schools increased in numbers and importance.

CHARACTERISTICS OF OUR SCHOOLS

Let us now consider what characteristics distinguish, or should distinguish, the schools of Seventh-day Adventists from those of the world. Unless there are such characteristics, there is no sufficient reason for our maintaining a separate system of schools.

A large amount of instruction has been given us from time to time relative to the character and work of our schools. From the mass of material thus accumulated three characteristics stand out clear and distinct: the Word of God is to be made the basis of all education, the pupils are to receive instruction and practice in different kinds of useful labor, and the schools themselves are to be missionary training schools for the preparation of laborers in the closing gospel message. Let us consider a few statements upon each subject.

THE WORD OF GOD THE FOUNDATION

"The Holy Scriptures were the essential study in the schools of the prophets, and they should hold the first place in every educational system; for the foundation of all right education is a knowledge of God. Used as a text-book in our schools, the Bible will do for mind and morals what cannot be done by books of science or philosophy. As a book to discipline and strengthen the intellect, and ennoble, purify, and refine the character, it is without a rival."—*Special Testimonies on Education*, p. 53.

"The study of the sciences is not to be neglected. Books must be used for this purpose; but they should be in harmony with the Bible, for that is the standard."—*Ib.*, p. 56.

"The Bible must be made the foundation for all study. Individually we must learn from this lesson-book which God has given us, the condition of the salvation of our souls; for it is the only book that tells us what we must do in

order to be saved. Not only this, but from it strength may be received for the intellect. The many books which education is thought to embrace are misleading, a deception, and a delusion. What is the chaff to the wheat?"—*Ib.*, p. 156.

"Above all other books, the Word of God must be our study, the great textbook, the basis of all education; and our children are to be educated in the truths found therein, irrespective of previous habits and customs."—*Testimonies for the Church, Vol. VI, p. 131.*

INDUSTRIAL EDUCATION

"The lessons necessary to fit one for practical usefulness should be taught to every child in the home, and to every student in the schools."—*Ib.*, p. 32.

"When the child is old enough to be sent to school, the teacher should cooperate with the parents, and manual training should be continued as a part of his school duties. There are many students who object to this kind of work in the schools. They think useful employments, like learning a trade, degrading; but such persons have an incorrect idea of what constitutes true dignity."—*Special Testimonies, p. 32.*

"In connection with our schools, ample grounds should be provided. There are some students who have never learned to economize, and have always spent every shilling they could get. These should not be cut off from the means of gaining an education. Employment should be furnished them, and with their study of books should be mingled a training in industrious, frugal habits. Let them learn to appreciate the necessity of learning to help themselves. There should be work for all students, whether they are able to pay their way or not; the physical and mental powers should receive proportionate attention. Students should learn to cultivate the land; for this will bring them into close contact with nature."—*Ib.*, pp. 45, 46.

"The teachers in our schools must be

on guard constantly, lest their plans and management depress and quench the faith of students who have had their hearts deeply impressed by the Holy Spirit. They have heard the voice of Jesus saying, 'Son, go work to-day in my vineyard.' They feel the need of a proper course of study, that they may be prepared to labor for the Master, and every effort should be made to hasten their advancement; but the object of their education should be kept constantly in view."—*Ib.*, pp. 105, 106, *Gospel Training Schools.*

"It is the purpose of God that through 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. . . . The object of schools is to provide places where the younger members of the Lord's family may be trained according to His plan of growth and development The Third Angel's Message, the great testing truth for this time is to be taught in all our institutions. God designs that through them this special warning shall be given, and bright beams of light shall shine to the world."—*Special Testimonies for the Church, pp. 126-128.*

"One great object of our schools is the training of youth to engage in service in our institutions, and in different lines of gospel work."—*Ib.*, p. 133.

Page after page might be filled with similar quotations. While other principles are set forth, these stand out pre-eminent, and include all others. They should never be lost sight of by any who have to do with school work.

LESSONS FOR THE FUTURE

One object of studying the history of the past is to learn how to perform better the duties of the present and plan more wisely for the work of the future. Returning from our survey of the development of our school work, let us inquire what lessons may be drawn from its experiences to guide us in our edu-

educational efforts in the closing up of this message.

And first let it be remarked with deep conviction that we do not half appreciate the principles of education which God has revealed to us. These have been scattered all along our way, and in the book "Education" have finally been gathered into a garland of surpassing beauty and loveliness. The wisdom of the world has produced nothing greater, even when measured by its own standards; but when considered in the light of eternity and the great purposes of man's creation these principles rise above all else that the world has produced. Let one who has studied the writings of the world's great educators, past and present, turn to the pages of "Education," and he will be convicted that through its humble source, unacquainted by study with the pedagogical writings of the past, nor by observation or practice with the educational methods of the present, God has spoken to this people concerning that which is of most worth in education. These writings contain great principles, which in some cases must be wrought into the details of practice through prayerful study and careful experiment. Again, they flash direct and positive light upon how and what to do in dealing with certain conditions of youthful life.

MANUAL TRAINING

The history of the educational work of this denomination is the story of tardy and reluctant attempts to carry into practice principles long before given us through this source. Sometimes the world has beaten us in the race after our own ideals. Take for example the subject of industrial education. Twenty-five years ago, manual training was almost unknown in the schools of this country. Dr. John D. Runkle, of the Massachusetts Institute of Technology, is regarded as the founder of manual training as an educational factor in this

country. But Col. Parker speaks of Mr. Charles H. Ham as a leading pioneer in the movement. Mr. Ham began his work in 1879 by reading a paper before the Chicago Philosophical Society on "The Inventive Genius; or an Epitome of Human Progress." His study in the preparation of this paper gave a new direction to all his thoughts. The following year his attention was called to the Manual Training Department of the Washington University, of St. Louis, Mo. Here he found what he regarded as the realization of Bacon's aphorism, "Education is the cultivation of a just and legitimate familiarity between the mind and things." He made an exhaustive study of the methods of this school, and reached the conclusion that the philosopher's stone in education had been discovered. The columns of the *Chicago Tribune* were opened to him, and he wrote constantly on the subject during the next three years. As a result largely of his work the Chicago Manual Training School, now a department of the Chicago University, was opened in 1884. In 1886 he published his book entitled, "Manual Training, the Solution of Social and Industrial Problems," which has passed through three editions, and has had a powerful influence in molding the opinion of educators in favor of manual training. The last edition published in 1900 by the American Book Company, is called, "Mind and Hand: Manual Training the Chief Factor in Education."

With this beginning the work has extended until there are now in the United States 153 schools devoted chiefly to manual and industrial training. Besides these there are 232 cities with a population of 8,000 or more in whose public schools manual training is maintained. The steady growth of the movement is shown by the fact that in 1890 there were but 37 such cities; in 1894, 121; in 1898, 146; in 1900, 169; and in 1901, 232.

This in brief is the history of the rise

and progress of industrial training as a part of education in this country. But six years before Charles H. Ham read his famous paper which marked the beginning of this movement, the Lord had spoken with the utmost clearness to this denomination concerning these principles. Thirty pages of Testimony No. 22, first published in 1873, are devoted to proper education and physical labor for students. Let the following brief extracts suffice to show the nature of this early and important contribution to the literature of industrial education:—

"Provision should have been made in past generations for education upon a larger scale. In connection with the schools should have been agricultural and manufacturing establishments. There should also have been teachers of household labor. And a portion of time each day should have been devoted to labor, that the physical and mental powers might be equally exercised. If schools had been established upon the plan we have mentioned, there would not now be so many unbalanced minds."—*P. 153.*

"If the young had been given thorough education in the different branches of labor, if they had been taught labor as well as the sciences, their education would have been of greater advantage to them."—*P. 155.*

"I have been led to inquire, 'Must all that is valuable in our youth be sacrificed in order that they may obtain a school education?' Had there been agricultural and manufacturing establishments connected with our schools had competent teachers been employed to educate the youth in the different branches of study and labor, devoting a portion of each day to mental improvement, and a portion to physical labor, there would now be a more elevated class of youth to come upon the stage of action to have influence in molding society. Many of the youth who would

graduate at such institutions would come forth with stability of character. They would have perseverance, fortitude, and courage to surmount obstacles, and such principles that they would not be swayed by a wrong influence, however popular. There should have been experienced teachers to give lessons to young ladies in the cooking department. Young girls should have been instructed to manufacture wearing apparel, to cut, make, and mend garments, and thus become educated for practical duties of life.

"For young men, there should be establishments where they could learn different trades, which would bring into exercise their muscles as well as their mental powers. If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages to health and life; or a knowledge of labor for practical life? We unhesitatingly answer, the latter. If one must be neglected, let it be the study of books."—*Pp. 155, 156.*

"The foregoing is a statement of what might have been done by a proper system of education. Time is too short now to accomplish that which might have been done in past generations; but we can do much, even in these last days, to correct the existing evils in the education of youth. And because time is short, we should be earnest, and work zealously to give the young that education which is consistent with our faith. We are reformers. We desire that our children should study to the best advantage. In order to do this, employment should be given them which will call the muscles into exercise. Daily, systematic labor should constitute a part of the education of the youth, even at this late period. Much can now be gained by connecting labor with schools. In following this plan, the student will realize elasticity of spirit and vigor of thought, and will be able to accomplish

more mental labor in a given time than they could by study alone. And they can leave school with their constitutions unimpaired, and with strength and courage to persevere in any position in which the providence of God may place them.

"Because time is short, we should work with diligence, and doubled energy."—*Pp. 158, 159.*

What have we done as a denomination toward carrying out this instruction? At first almost nothing. Although the testimony from which I have read was published in 1873, the year before Battle Creek College opened, and was evidently intended to affect the character of that institution, absolutely nothing was done at the beginning to put this instruction into practice. About ten years later feeble efforts were made for a time, of which we are still occasionally reminded by the sight of one of those little red first-day offering boxes which were made in the carpentry department. The effort subsided, however, and nothing further was done until a few years before its closing, when a commendable industrial movement was started, which is perpetuated in the Emmanuel Missionary College, of Berrien Springs, Mich., and the Nashville Agricultural and Normal Institute, of Madison, Tenn. Healdsburg, South Lancaster, Union, Mt. Vernon, all began and continued their work for years without any attempt at industrial education except an hour's domestic work for home students. A few years ago, however, a wave of reform passed over us, which washed some of the dust from the eyes of even these sleepy institutions, and which has not yet subsided, but is running stronger and deeper than ever.

(To be Concluded)

SOLILOQUY OF A STUDENT

Twenty-three years ago, Dr. Allen A. McAfee, the founder of Park College,

near Kansas City, Mo., wrote the following soliloquy as an editorial for the *Park College Record*. It was designed to represent the thoughts and feelings of a student who had just entered the Park College family. The thoughts are just as valuable as they were twenty-three years ago, and they are just as applicable to students entering college as if they had been written yesterday. Let each student who reads these lines read the name of his own school instead of Park College, and consider well his own duties and responsibilities:—

"I am now a member of and an adopted child of Park College family. Do I realize what is involved in this? The Lord has graciously prepared the place and given me the opportunities which I so craved. With a deepening love and more hallowed affection for parents and home, I must now give my hearty and faithful allegiance to this College home and those whom God here places over me. Every day's mercies and blessings will but increase my obligations to be faithful to my covenant relation to this family. With gratitude to God, I must heartily and faithfully enter into these new relations and fulfil these obligations. The contract has been made, the covenant sealed, and I must not parley even with the thought of failing on my part.

"God called Joseph to a place and a work. He gave to him intimations of that work. He must be prepared fully before he could fulfil his mission. The Lord provided the means of training. God's active providence seems lost sight of, and all seems permissive. The first school I find Joseph in was a pit. His brothers had cast him into it. It does seem so hard. But was that not one of the means which God overruled to prepare Joseph for the work He had for him to do? The Lord is calling me to some work. He has given aspirations and longings. I, like Joseph, dream

with eyes wide open, of positions of usefulness. I long for wisdom and strength which is necessary for such positions. Now where is my pit? What forms of severe trial shall I undergo?

"Well, here I am in the midst of opportunities. Here I must expect to be sorely tried. Here are constant tests of manhood. I cannot expect to choose my way. Joseph did not choose his way. His good old father grieved and wept much over God's way with Joseph. I do wonder how my father and mother will act. Will they be constantly longing for me and my help at home? Will they be worrying about God's strange dealings with me? Will they be constantly imagining God's dealings and providence severe, and try to keep me out of the pit? Out of Potiphar's house? Out of prison?

"This College home is not given me simply to clothe and instruct me. I am here to have my manhood tried, developed, strengthened, and trained. I am here to deny myself and submit to rigid and exacting discipline. It may come in the form of sickness, weakness, or some other similar form as unexpected to me as the pit was to Joseph. This is the Lord's place for me. I must pray against any whisper of temptation to neglect my duties or forsake my home and the solemn obligation which binds me to it."

THE VALUE OF GOOD READING

Literature is the child of language. In the higher, nobler sense, it is the treasure-house of the brightest and best expression of the most beautiful thoughts of the greatest and noblest men. Is there any advantage from associating with noble living men? All must admit that such association is of the greatest benefit. So, through their writings, we may hold sweet converse with the best and wisest men of all ages. But if it is important to choose carefully and

wisely our associations with living men and women, so it is also important to choose carefully the books for our reading.

Mrs. E. G. White, writing to the workers in the office of the *Signs of the Times*, once said, "The character of your religious experience is made manifest largely by the character of the books that you choose to read during your leisure moments."

The effort of the Young People's Department of the Central Union Conference to get the youth of this conference to read the lives of Joseph Bates, of William Miller, and of Mr. and Mrs. James White, is designed to accomplish much good for our young people. No one can read of the labors of these honored pioneers in the cause of the Third Angel's Message without being profoundly impressed with their devotion and consecration to the work of God. Let all our young people respond to this effort that is made in their behalf, and take up the study of these excellent books during the fall and winter months. The value of such reading upon their character and the future of their lives cannot be overestimated.

YOUNG PEOPLE'S WORK AT BOULDER, COLO.

Word from Clem Benson indicates that the young people of Boulder, Colo., are re-organizing their work and are taking hold in earnest. The following is an outline of the work which has been planned:—

1. Personal work.
 - a. Study methods of personal work.
 - b. Small bands to pray for certain ones.
 - c. Visit families for religious conversation.
 - d. Do all the personal work possible.
2. Cottage meetings.
 - a. Look up places.
 - b. Arrange for meetings.

3. Literature.
 - a. Reading racks.
 - b. Send papers to libraries.
 - c. Place literature in hospitals and jails.
 - d. Family Bible Teacher.
 - e. Reading circle for the aged and cripples.
4. Correspondence.
 - a. Send papers and write.
 - b. Write to isolated old people.
 - c. Write to friends.
 - d. Write to missionaries.
 - e. Write to other societies.

5. Christian help work.

Mr. Benson writes, "The young people have planned on taking up the most of these lines. All plans laid are substantial. The young people can be depended upon. We are taking up just what can be done, and all plans are laid for permanent work. Each person has a definite line of work for which he is responsible."

M. E. K.

YOUNG PEOPLE! ATTENTION!

Through the kindness of the Southern Publishing Association we are permitted to offer to all our young people taking the General Culture Course the book "The Great Second Advent Movement" for \$1.25. To get this reduction it will be necessary to send the orders direct to Central Union Conf. Y. P. S. S. D. A., College View, Neb. This makes the cost of the reading course as follows: "Life of Bates," 35c.; "Life Sketches of Elder and Mrs. White," \$1.25; and "The Great Second Advent Movement," \$1.25; and THE EDUCATIONAL MESSENGER 50c.

Let all our young people improve this opportunity of pursuing a systematic course of reading concerning the beginning and remarkable progress of the Third Angel's Message. We cannot afford to spend our time reading that which is not profitable, but harmful, when we can obtain these very interesting and profitable books at the prices named.

M. E. K.

ENROLMENT OF STUDENTS

UNION COLLEGE

ALABAMA

Albion Kiehnhoff, Geo. W. Kiehnhoff.

BRITISH COLUMBIA

Laurence Weeks.

CALIFORNIA

William Yarnell.

COLORADO

Sarah Cowan, Mrs. E. E. Farnsworth, Gladys Shufelt, Nannie Parker, Ethel C. Charles E. Munce, Eugene Rowell, V. E. Toppenberg, Lola French.

ENGLAND

F. H. Phillips, Mrs. F. H. Phillips.

IDAHO

Ethel Titus.

IOWA

Edith Shively, Vera Wallace, P. V. Thomas, Esther M. Anderson, C. C. Rentfro, Lizzie Peterson, Carrie Peterson, Anral Jordan, William I. Hilliard, E. A. Bungor, N. C. Bungor, Leanore Hartwick, Herbert J. Curtis, Alfred W. Adson, Earl Lower, Esther Juhl, B. H. Turner, Floy Frederickson, Clyde C. Morlan.

ILLINOIS

Alfred Johnson, Bettie Swenson, Ellen Swenson, Homer Teesdale, Hugh Teesdale.

JAPAN

Noburn Nose, Nobuzo Kawai.

KANSAS

Marie Boehm, Ivy Endicott, Earl F. Parker, Geo. W. Grant, Phebe Stedman, Effie Kiehnhoff, Herschel Ard, Alvah E. Shaffer, Charley B. Sutton, Arthur C. Dick, Alves D. Dick, Frank G. Hallock, Earl Seaward, Alma Hiatt, William Mohr, Olive J. Pearson, Ward Preston, Pearl Preston, James L. Petrick, Albert Segebartt, Leonard Rucker, Ada Small, Amy Small, Zelma Small, Mrs. B. E. Huffman, Clara Ogden, Maggie Ogden, William Morey, R. S. Irvine, J. A. Westermeyer, Margaret Strobel, Oren Durham, Oliver S. Beltz, Jessie Seaward.

LOUISIANA

Oscar F. Frank.

MEXICO

Otto M. John.

MISSOURI

Arthur R. Smith, Leona Tuley, Lillie George, Lewis Patterson, Lucy Patterson, Maude Patterson, Gulah Brown, W. S. Wineland, Anna Quantock, Lillian MacBride, Geo. H. Armstrong, Kate Sanborn, Ray V. Peterson, Frank H. Bergman, Lovica Goode, Chas. Wineland.

MINNESOTA

Arvid Bjurstrom, Dwight E. Pettis, Bessie M. Christenson, Clara Krassin, Lilla Krassin, Gertrude Burghart, Gertrude Akins, Martha Anderson.

MICHIGAN

John Wallin, Ruth Rosenquist.

MAINE

Mine Hansen, Iver Hansen.

NEBRASKA

Mable Dot Eno, Joseph H. Anderson, Henry Willers, Lloyd Whitnack, John Mathiesen, E. C. Eden, Mrs. I. E. Clement, Fred M. Rigby, Earl Ventling, Sam P. Gatenby, Chester Orr, Edward H. Eden, Lora Smith, Winnifred Collins, Agatha Kroeker, Catherine Paulsen, Emma Mourer, Carl A. Adolphson, Lily Rigby, Viva VanSyoc, Marion Carr, Lorence Carr, Harold Sullivan, Bertha Mosser, Mabel Mosser, Frank Mauk, V. E. Porter, Altie Wardell, Glenn George, Agness Lewis, Irma E. Lewis, Clara Hull, Nettie Allen, Adah Allen, Ida Johnson, Jay VanSyoc, Earl Jones, Sophie Paulsen, D. L. Friend, Inez Shultz, Nellie Dymond, Elvena Jensen, John J. Clark, Carl Thompson, Clara Johnson, Elmer Lindholm, Hattie Beardley, Edna Brown, Maud Dymond, Mildred Pullen, Ada Kruger, Emma Hansen, Mary Nelsen, Anna Nelsen, Agnes Cunningham, Frank Johns, Helen A. Nelson, Milton Ames, Cora Marshall, Josephine Schee, Bertha Lewis, Mabelle Brown, Otto Griessbach, Alfreda Emerson, Mae Foote, Arthur Thorp, Myron B. Jenkins, Vernon Larson, Richard Glatzer, Stella Johnson, Marian Crawford, Caroline Reid, Ernest Ryan, Hattie Mulder,

Dora Thorn, Louise Tucker, Marta E. Wells, Orrel Graham, Ethel Fankhauser, Florence Aul; Edith Rigby, Lora Clement, Ural Schmaltz, Emma Christensen, Clara Gilbert, Lydia Rishel, Bertha Hill, Emma Neumann, Laura Neuman, Ethel Ames, John J. Runck, Earnest Thompson, Ray Hill, Irvin Blue, Roy Smith, Arthur Thompson, J. R. Dieffenbacher, Roy Oxley, Norris Clement, Alice M. Thompson, Daisy Shaver, Fred Herzer, Grace Aul, Imogene Morrison, Jacob Reiswig, Eva Kern, Mary Welch, Charlene Morrison, T. A. McFarland, Emma Pease, Maude Hardesty, Elsie Hamsher, Etta Bickert, Inez Dobson, Melissa Beeson, Lottie Groom, Lulu Stump, Nora Beeson, Ada Madison.

NEW YORK

Anna Shields.

NORTH DAKOTA

Sarah Hanson, George Covey, Edward Hanson, Hanna Hanson.

OREGON

Irvin Nagel, Sherman Nagel.

OKLAHOMA

Emanuel Ehlers, Chas. McWilliams, Rollo Stevens, Harland Stevens, Isaac Ortner, Vesta Field.

PENNSYLVANIA

Martina Johnson.

SCOTLAND

Thomas Dingwall.

SOUTH DAKOTA

Nathan Aalborg, Glenn Hodson, Clara Kier, Della Berg, Edna Marston, Florence Peterson, Katherine Loewen, Roger Warner.

TRINIDAD

C. A. Crichlow.

TURKEY

Beatrice Baharian.

WISCONSIN

Sina Gjerde, Earnest R. Johnson, Edgar Brigham, Olive Boutelle.

WYOMING

Thos. C. Nethery, Ruby McNeese, Nora McNeese, Faith Worth.

J. J. Thomas is in business in Chicago.

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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College View, Nebraska

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News and Notes

Glenn George has charge of the College bookstore this year.

Dr. Geo. Runck is teacher of Science in Emmanuel Missionary College.

D. E. Welch recently returned from a trip to New Mexico. He went to spy out the land.

John Shively, of Woodburn, Iowa, spent a few days in College View on his return from a trip to Colorado.

Dr. Harry M. Bonnewell, who graduated in '05 from the A. M. M. C., is married and located in Little Rock, Ark.

Robert Reimche and wife are expected in College View soon. Robert comes to complete his medical course at the Nebraska University.

Word has been received here that Mr. and Mrs. D. K. Nicola have a wee daughter, Marjorie by name, added to the family circle. De is the treasurer of the Review and Herald Publishing Association, of Washington, D. C.

Mr. and Mrs. Pearl Field, who have been in the tent work in Iowa, spent a few days in College View recently.

Nellie Davis, now matron of the Des Moines Sanitarium, and her mother, have been spending a few days visiting friends at the Boulder Sanitarium.

Howard Welty, who attended school in 1900-1901, is now holding down a homestead in northern Colorado, and is also doing some real estate business.

The family of Eld. J. J. Graf has gone to Elida, New Mexico, to live. The elder and Carl have been there for some weeks, getting a house built and ready for occupancy.

Roy Johnson who graduated from U. C. in the class of '99, visited at the home of Prof. Berthelson in College View a few days last month. He is successfully operating a linotype machine in Beaumont, Texas.

A pleasant little gathering was enjoyed by about twenty of the friends of Miss Alma J. Graf last Sunday evening at the home of Mr. and Mrs. M. E. Ellis. It was a surprise for Miss Graf, who left for her new ranch home in New Mexico the next day.

Married, on the 16th inst. in the S. D. A. church in Cedar Rapids, Ia., Dr. D. G. Olson, of Loomis, Neb., and Daisy Olsen, of Cedar Rapids. Both are old Union College students, Mr. Olson having graduated here, and later from the medical school in Lincoln. They will make their home at Loomis, Neb.

James A. Neilson and wife, *nee* Sadie Johnson of Wisconsin, appeared in College View, Sept. 5, taking Prof. Berthelson and family, as well as the rest of their friends completely by surprise. Both are old Union College students and graduate nurses. Their daughter Nellie accompanied them. They were on their way to their home in Grand Junction, Colo.

Effie Northrup is the Boulder Sanitarium stenographer.

Ray Austin is clerking in Boulder, and is very successful.

Pearl Jenkins will attend high school this winter in Boulder.

Anna and Edith Peterson are bookkeepers in the Boulder Sanitarium.

Addie Green, formerly a Union College student, is now living in Boulder.

Ruby Wright finishes the three years' nurses' course at Boulder a year from this fall.

Mrs. Carrie Rousseau-Jones, who was in Union College in 1893-1894, now lives in Boulder.

Helfred Toppenberg is at Boulder. He started last January on the three years' nurses' course.

Florence Marrs, Louise Scholz, and Mary Anderson are nursing cases in the village and in Lincoln.

Miss Opal Carner has resumed work at the Sanitarium after a five weeks' visit with relatives at Iola, Kans.

Eld. Leer and son Emmanuel, of Milltown, South Dakota, are registered at the Sanitarium, the latter having to undergo an operation.

Miss Celia Christenson has arrived from Dodge Center, Minn., to continue the nurses' course, which she had begun at the Boulder Sanitarium.

Susie Shively and Clara Nelson finish the three years' nurses' course in December, at the Boulder Sanitarium. Both are old Union College Students.

Rachel Johnson and Mrs. McCamly will sail for India with Elder and Mrs. Shaw in October. They expect to stop for a few days in College View on their way.

Dr. H. P. Parker, who attended Union College in 1897-1899, took the nurses' course and the medical course, and is now a physician at the Boulder Sanitarium.

Luther Shufelt is farming near Boulder, Colo.

Charles States is raising fruit near Cedaredge, Colo.

Lilah States is teaching a church school in California this fall.

Alta Nesmith graduated from the nurses' course at Boulder and is now residing at that place.

Grace Mitchell is contemplating taking up the nurses' course at the Boulder Sanitarium this fall.

Edith Pierce is living at Boulder. She and her brother are planning to attend Union College next spring.

Daisy McPhee, after completing her nurses' course at Boulder, returned to Perkins, Okla., where she is now nursing.

Florence McPhee and Ruth Reid are at the St. Helena Sanitarium, where they went after graduating from the Boulder Sanitarium.

Ralph Emery, who was in Union College in 1900-1902, resides near Boulder, and will teach school in the mountains this winter.

Thea Rohwer, one of our graduate nurses, has left for her home in Fort Lupton, Colo., where she will take up private nursing.

Mrs. L. L. McCamley, of Boulder, Colo., writes us that she will soon leave for India and will visit at the Nebraska Sanitarium a few days.

Dr. W. A. George and wife have returned from their western trip, after a month's absence, during which time they attended the medical convention and visited the different sanitariums on the way.

Dr. Amy Humphrey, who has been connected with the Sanitarium work here for over a year, leaves for Bethel, Wis., this week. She has accepted a position as teacher in the Bethel Academy, but will also continue her practice as physician.

Maxie Fulton-Carlson now lives in Boulder.

Harry Watson and wife are farming at Palisades, Colo.

John Shively is visiting his sisters and brother at the Boulder Sanitarium.

Mary Rice and her brother Charles now reside in Boulder. Charles is connected with the Sanitarium.

Mr. Lawrence Weeks, while canvassing in Minnesota, spent Sabbath, Aug. 18, with Mrs. Standard, who is known to old Union College students as Miss Larkee.

The first public recital of the Music Department of Union College was given in the College chapel Thursday evening, September 13, by the teachers of the Department.

Cards are out announcing the marriage of Iva L. Leech, formerly secretary of the Wyoming Mission Field, and Herman Fish, at Sheridan, Wyoming, September 20. Both have been students of Union College.

The College View church school opened September 13 with an enrolment of 100. Elder C. R. Kite is principal of the school, Mary Kinneburgh has the intermediate grades, and Edna Schee is teacher in the primary grades.

Union College opened September 12 with an enrolment of 204, which is 39 more than the first day last year. On the 17th the enrolment reached 260. The Home is filled with students, and the outlook is good for a very prosperous year.

The graduating exercises of the senior class of the Nebraska Sanitarium Training School will be held Sunday evening, September 30, at 7:30, in the College chapel. The following are the graduates:—

Rose C. Wise, J. Everett Johnson, Lauritz H. Larsen, Mallie C. Dominic, Louisa Scholz, Hilda C. Hanson, Katharine M. French, Addie Swarz.

Edith Shively is in Union College again this year.

Burt Bray and wife, of Monte Vista, Colo., have been visiting Mrs. Bray's parents in College View. Both are old students of Union College.

The Faculty of Union College gave a reception to the students Saturday evening, September 15. After the reception a short program was given.

Prof. and Mrs. J. L. Shaw, former teachers of Union College, will spend Sabbath and Sunday, September 22 and 23, visiting friends in College View. They have been in Colorado for some time, and are now returning to India.

Eld. Geo. F. Enoch, who spent nine years in Trinidad, will spend Sabbath and Sunday, September 29 and 30, at Union College. He has recently been elected principal of the school in Jamaica, and is on his way to that place.

"LIFE AND HEALTH"

What do you know about the health journal, *Life and Health*? Do you know it has been published since 1885, and that since it has been removed to Washington, D. C., improved, and its name changed from the *Pacific Health Journal* to *Life and Health*, it has more than quadrupled its circulation? Do you know how much it is appreciated by the people, and that boys and girls are selling it with excellent success? That one 14-year-old girl sold over 2,000 copies of the July number and 1,500 copies of the August number during the last two weeks of July and the first two weeks of August? Do you know that agents make 2½ cents a copy on each copy sold? Have you seen the September number (the "melon-choleera days" number) which contains articles upon the Common Disorders of Children, Streptococcus School Work, Bringing Up of Children, and lots of other good things for the general public? We advise our readers

to interest themselves in this health journal. Sample copies will be sent on request, and special agents' rates furnished to those who wish to solicit for the journal. Address—*Life and Health*, Takoma Park Station, Washington, D. C.

FROM ONTARIO

We make the following interesting extracts from a letter written by W. E. Hancock, who was in school last year.

"As I crossed the line from the United States into Johnny Bull's possessions, I could not but think quite seriously about leaving my native land, and especially the good times I had known in Union College during the past year. I could hardly resist concluding I had made a mistake in leaving there and coming to Canada. But as these thoughts filled my mind, the words of the hymn, 'Hold On,' came to me; and beginning to plan and think forward and not backward, I soon became so busy I had no time for anything but work.

"This is an entirely new field. We began meetings on an island—St. Joseph's—these being the first meetings ever held in western Ontario. Prejudice had been aroused by our books. Preachers began to talk about Adventists before we could pitch the tent—for it rained so that we could not pitch our tent immediately. When we did begin, people would not attend; but through our visiting them, some began to search for truth. Four families are interested, but they are scattered over different parts of the island. We attempted to hold meetings there only two weeks, but will return after tent season to look after the interested ones.

"We moved down the Channel to Manitoutin Island—an island about one hundred miles long and from two to thirty miles wide. We have been here about one month—this being Aug. 14—and have had good attendance from the beginning. Interest is seemingly deep, and the agitation is becoming strong.

Two have begun to keep the Sabbath. Others are studying earnestly for Sunday support. Two others have become convicted that we are right on the Sabbath. For this we can only praise God. It is His work.

"A Mennonite minister came to our meeting Friday evening, and remained after meeting until 12 o'clock, talking to us about the second coming of Christ, and the mark of the beast. We hope that he may accept the truth, and that there may be a company raised up to witness for the message in this new field."

THE ELK POINT INSTITUTE

The church school teachers' institute for South Dakota is now in progress at this place. I came here from College View Tuesday, August 28. At Sioux City I visited the home of Mrs. Ola Allee Frederickson, which is in the suburb known as Morningside. Miss Floy Frederickson, her sister-in-law, is planning to be in Union College this year. I also visited the home and treatment rooms of Mr. and Mrs. Barcus at Sioux City. Miss Tacy Lytle, Mrs. Barcus' sister, is planning to enter upon the nurses' course at the Iowa Sanitarium this fall. Miss Lytle is interested in all that pertains to Union College and Union College students.

The Elk Point Industrial School is situated not far from the Missouri river four and one-half miles southwest of Elk Point. We can see from here the Missouri river bluffs in Nebraska and the Sioux river bluffs in Iowa. The school is nicely located in a quiet country place, and the soil is well adapted to raising most kinds of vegetables and farm crops.

The chief industries are tomato-canning and broom-making. This is a very busy season on the school farm. Something over four hundred bushels of tomatoes have been gathered and canned from their four-acre tomato patch, and

they have gathered only about half the crop as yet. The broom corn is about the finest I have seen anywhere. Mr. Marshall Low, of the Union College class of 1897, has charge of the tomato-canning and broom-making industries.

Elder E. G. Hayes, president of the South Dakota Conference, Elder J. W. Christian, church school superintendent, Prof. O. J. Graf, educational superintendent of the Northern Union Conference, and the writer, are assisting the teachers in their work. Among other things, Prof. Graf is giving some very valuable instruction in the rational method of reading.

Among the teachers in attendance here are Mrs. Frank Isaac (formerly Grace Hagelin), Misses Anna Anderson, Verna Weller, Florence Miller, who were formerly Union College students. South Dakota will have the same number of church schools this year as last. The demand for teachers is greater than the supply. I shall remember with pleasure my visit to this place, and shall hope to visit it at some time when the regular school term is in session. M. E. K.

Sept. 2.

REPORT FROM C. L. BENSON

We take the liberty of quoting the following paragraphs from a private letter written by Brother Benson from Boulder, Colorado camp meeting.

"Will drop you a few lines with reference to the work here. Camp meeting closed Sunday evening after a most excellent series of meetings, especially with the young people. Between 125 and 150 young people were present. Forty-five per cent of the membership of the Colorado Conference are young people. The Lord was especially near, and if you could have heard the testimonies claiming victories gained and blessings received, your heart would have been cheered.

"A great deal of personal work was

carried on. To make sure that every young person would receive a personal invitation before leaving the grounds to come to Jesus, the camp was divided into sections. Over each division some experienced, consecrated worker had charge. Associated with each worker were earnest, zealous young people who had a burden for souls and who desired to gain an experience that would help them to do effective work for the Master when they should return home. All reported valuable and encouraging experiences.

"The prospects for Union College are quite brilliant as far as Colorado is concerned. A great interest was manifested in the College by both old and young. At a Union College reunion, a large number of old students were present, also Professor and Mrs. Shaw, of India. Professor Shaw was one of the first preceptors of Union College.

"According to present plans, I will remain here about a week yet. Brother MacGuire and I will work for the young people in the Boulder church, trying to get them to do some aggressive work."

SPECIAL TRAINING COURSE FOR TEACHERS

After much careful consideration, it has been decided to offer our teachers one of two lines of home study for self-improvement. The experiences of our teachers are such as to make it difficult to meet the needs of each with one course of reading. For months several teachers have been asking for a course in Bell's Grammar that they may be better prepared to use these books in their schools. Therefore, we have arranged for Miss Winifred Peebles, language teacher in Union College, to conduct a correspondence course in Bell's Grammar adapted to the needs of our teachers. For further particulars in regard to this course, see announcement of "Special Training Course—Grammar," in

another column of this paper.

For those not desiring to take the course in grammar, we would recommend the General Culture Course for young people as of great value to teachers. The reasons for this recommendation may be briefly stated as follows: first, our teachers need to know the rise and development of the Second Advent Message and the lives of the pioneers in this movement. Such knowledge will be a help to them in their teaching work; second, by uniting with them in this reading course, our teachers will find it easier to co-operate with the young people's workers in the churches where they teach.

The plan for conducting this course for our teachers is about the same as that for the young people in general. Read the announcement for the General Culture Course. There will be this difference, however—all teachers desiring to take the General Culture Course should enroll with their conference superintendent of schools instead of M. E. Kern.

We hope that every teacher in the Union Conference will enroll for one or the other of these courses. For further information, address B. E. Huffman, College View, Neb.

SPECIAL TRAINING¹ COURSE— GRAMMAR

CONDUCTED BY MISS WINIFRED PEEBLES

This course is adapted especially to the needs of the church school teachers, who have a general knowledge of the subject, but desire special preparation in methods. The series of thirty lessons is based on Bell's Language Series No. 3. About half of each lesson is devoted to the study of technical grammar, and half to methods in all grades. Order Bell's No. 3 from Pacific Press Pub. Co., 1109 E. 12th St., Kansas City, Mo.

Tuition \$5.00, payable in advance. Students may begin any time in November.

THE HOME IMPROVEMENT COURSES

The home reading courses established two years ago have accomplished much good. In the General Culture Course for young people have been offered some very good biographies and books for religious instruction. Those who have been teaching or preparing for that work have found very practical help in the Special Training Course. This year it has been decided to combine these two courses in one. The books chosen for the General Culture Course have met with such hearty approval on the part of all that it has been decided to adopt the same course for church school teachers.

What could be more important, just at this time, for all our young people than the study of three most prominent lives connected with the beginning of the Third Angel's Message, and the history of the development of this work? When we compare the humble beginning of this unpopular message with the results already attained, as portrayed in a recent *Review*, we cannot help exclaiming, "It is the Lord's doings and it is marvelous in our eyes!"

As we read the marvelous story of the beginning and development of this work we will also become better acquainted with the message itself. The giving of this message to all the world is the work of God for this time, and all our young people should hasten to become well grounded in it, that they may have the great privilege of co-operating with God in this blessed work.

"We are living, we are dwelling,
In a grand and awful time;
In an age on ages telling,
To be living is sublime."

Let us appreciate this great truth and

devote our whole lives to this great work. Let us choose "rather to suffer afflictions with the people of God than to enjoy the pleasures of sin for a season." Few things will help us more to appreciate the value of this message to us, and the importance of giving it to the world than the pursuit of such a course of reading as this.

The books and prices are as follows:
 "Life of Joseph Bates," 35c.
 "Life Sketches of Eld. James White —
 and Mrs. Ellen G. White," \$1.25
 "The Great Second Advent Move-
 ment," \$1.50

The lessons will appear in each issue of the MESSENGER beginning Oct. 1, and continuing eight months.

Let all who desire to take the course send in their names at once to the Central Union Conf. Y. P. S. S. D. A., College View, Neb. The books and MESSENGER may also be ordered at the same time.

Do not delay another day. Let all our young people of the Central Union Conference show their appreciation of the truth for this time by taking up this course. Remember that lost opportunities never return.

M. E. K.

THE GENERAL CULTURE COURSE

FOR YOUNG PEOPLE AND CHURCH SCHOOL
TEACHERS

1. What line of reading is taken up this year in the General Culture Course?—The lives of three prominent pioneers connected with the beginning of the Third Angel's Message, and the history of this movement. The books are:—

"Life of Joseph Bates," "Life Sketches of Eld. James White and Mrs. Ellen G. White," "The Great Second Advent Movement."

2. In what order will these books be taken up?—In the order in which the books are named above.

3. How long is the course to be?—Eight months, beginning Oct. 1.

4. Where will the outlines and directions for study be given?—In the EDUCATIONAL MESSENGER, published every two weeks by the Union College Press, College View, Nebr.

5. How can one get started in this course?—Send your name at once for enrollment to the Central Union Conf. Y. P. S. S. D. A., College View, Nebr.; order the MESSENGER if you are not already a subscriber, and procure the books, or at least the first one to be used.

6. Will there be any tests or examinations?—Yes, at the close of the time allotted to each book questions will be sent to all taking the course, to be answered and returned.

7. Do those completing the course receive any recognition of that fact?—Yes, a careful record is kept of all who enter the course and certificates are granted to all who satisfactorily complete the work, stating that fact.

8. What is the cost of this course?—No tuition is charged. Each one must provide the necessary books and the MESSENGER. The cost of these is as follows:—"Life of Joseph Bates", 35c.; "Life Sketches of Eld. and Mrs. White," \$1.25; "The Great Second Advent Movement," \$1.50.

9. Where can these be obtained? From the Central Union Conf. Y. P. S. S. D. A., College View, Neb. They may be ordered when the names are sent in for enrolment. The books can also be obtained of our publishing houses and tract societies, and the MESSENGER can be ordered, if desired, direct from the Union College Press, College View, Neb.

10. What are the special benefits of this work?—(a) The stimulation of the pursuit of a regular course of reading for self improvement. (b) The formation of a taste for good reading. (c) Acquisition of information regarding the great advent movement in the earth. (d) Stimulation of a spirit of sacrifice and consecration, such as the pioneers in this message had.

M. E. K.

THE EDUCATIONAL MESSENGER

used in the College are used in this work. These lessons are carefully studied and answers to the questions written out on paper. The lesson thus prepared is mailed to the instructor, who makes proper corrections, and returns the lessons to the student. The answers thus corrected are carefully copied in the book in the spaces provided. Essays are assigned from time to time, and sent in for examination and suggestions.

It is necessary, besides the Bible and the Lessons, to have "Desire of Ages," which is used as a constant reference work. It is also highly desirable to have a Bible Dictionary, and whatever other works the student can obtain on the Life of Christ and Acts of the Apostles. Order lessons from Union College Press, College View, Neb. Price—"Studies in Gospel History," 75c.; "Lessons in Apostolic History," 30c.

ENGLISH GRAMMAR, TEACHERS' COURSE,
CONDUCTED BY MISS WINIFRED
M. PEEBLES

This course is adapted especially to the needs of church school teachers, who have a general knowledge of the subject, but desire special preparation in methods. The series of thirty lessons is based on Bell's Language Series No. 3. About half the time is devoted to the study of technical grammar, and half to methods in all grades. Order Bell's No. 3 from Pacific Press Pnb. Co., 1109 E. 12th St., Kansas City, Mo.

ENGLISH GRAMMAR, CONDUCTED BY MISS
WINIFRED M. PEEBLES

This is a comprehensive course of fifty lessons in common school grammar covering work usually done in the eighth grade. It is based on Bell's No. 3 also. A course in supplementary reading is also outlined in connection with it. Order as above.

ART, CONDUCTED BY MISS ELSA NORTHRUP

This work is designed to be of special help to church school teachers, Sabbath school workers, or anyone wishing to learn to draw or paint from nature in

water colors. The work will be entirely individual and will be adapted to the needs and desires of each student. The course will consist of ten lessons giving exercises in simple outline drawing, designing, light and shade and values, simple perspective and form study, and easy work in color. Six weeks are allowed to one lesson and as soon as each lesson is completed it will be sent in to the teacher for criticism. Good examples of different methods of rendering, will be sent with each lesson and returned to the teacher when the succeeding lesson is sent in for criticism. All necessary materials will be sent with the lessons. The cost of materials will depend upon the kind of work desired by the student, but will probably not exceed \$1.75.

TIME REQUIRED

Fifteen months is allowed for each of these studies except Teachers' Course in English Grammar which is done in seven months. The work may be done in a much shorter time if the student desires.

CREDITS

Those who satisfactorily complete a course of study will receive a certificate of the same, and will receive due credit on the College books when they become resident students and pass examinations in the subjects taken in this way.

EXPENSES

The tuition for a fifteen months' course is \$10 payable one half at the beginning and at the middle of the course, seven months' course five dollars, payable in advance.

ADDRESSES AND REMITTANCES

For further information and for enrollment address the one who conducts the course you propose to take. Tuition should be sent to the same person. The address in every case is College View, Neb.

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