

...The...

Educational Messenger

An Exponent of the Theory and Practice of Christian Education

Vol. I COLLEGE VIEW, NEB., DECEMBER 1905

No. 24

The Church School Building



College View, Nebraska

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Educational Messenger

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Vol. 1 COLLEGE VIEW, NEB., DECEMBER 1, 1905 No. 25

THE COLLEGE VIEW CHURCH SCHOOL

M. A. EARNSWORTH

Five years ago some of the members of the College View church decided that it was time to follow out the instruction given in the Testimonies in regard to taking their children out of the public schools and organizing a school where the word of God could be taught, and such instruction given as to fit them for work in the cause of God. Accordingly arrangements were made with the College Board, and some rooms were fitted up in the College. Here, for two years it struggled for existence, passing through what might be called its embryo period and, like some plants, found it a hard struggle for life.

It was then decided to remove to the vestries of the church where it would have more room to grow. Here it reached an attendance of one hundred ten.

But on account of the many disadvantages found here, it was decided to build a building that would be suitable for school purposes. As a result of this effort money has been raised and a neat building with three large rooms has been erected in a good location three blocks east of the College.

On Nov. 13 a service was held in the church called a removal service in which A. T. Robinson, B. E. Huffman, C. H. Miller, and J. J. Graf took part. A very instructive and interesting address was given by A. T. Robinson. After the ser-

vice at the church, all marched to the new building where Brother Huffman offered prayer, and then the keys were handed over to the teachers, who led their pupils to their respective rooms to begin school in their new quarters.

Thus the school has passed through its experimental stage, and we trust and pray that much good may be accomplished and many souls saved through the work done in this place.

GOOD BOOKS

Under this heading we will, from time to time, call attention to books which have been found helpful, especially to young people. We cannot afford to read anything but the very best, so it stands us in hand to be very careful in the choice of the books which we read even as we are careful of the company we keep. In this choice we may receive much help from the experience of others. We shall endeavor to answer questions concerning books of which inquiry may be made.

M. E. K.

"STEPS TO CHRIST"

BY MRS. E. G. WHITE

This little book is what its name indicates, a guide to lead the soul to God and into the full light of salvation. It is a handbook of Christian living and should be in the hands of every young person.

Anyone who will read this little book chapter by chapter and study the scripture references given cannot help but

see God's plan of salvation for him. Once studied in this way it becomes to the Christian a constant reference book. To any of our young people who will make a study of "Steps to Christ," and who desire it, we will send a list of examination questions and will be glad to examine their answers. The coat pocket size limp leather edition is especially convenient for constant use. Prices 25c (paper) to 60c (limp leather.)

M. E. K.

"INDIVIDUAL WORK FOR INDIVIDUALS"

BY H. CLAY TRUMBULL

This is one of the most helpful and inspiring little books for Christian workers which I have ever read. It is full of experiences of personal work which Mr. Trumbull had during his long and successful ministry. Personal effort for the individual soul lies at the foundation of all true Christian effort. To endeavor to engage in the Lord's work without this heart burden for souls which leads to individual effort is mockery. Individual work was Jesus' method. "The sick soul needs not a lecture on medicine but a prescription," and to administer to the needs of the sinsick soul is the nicest work in this world.

Mr. Trumbull tells of being led to Christ by a letter from a friend, and how this led him to a life-resolve to do individual work. The reading of these experiences will be an inspiration to many of our young people who desire to work for the Master. Personal work is the first work for our Christian youth. We may not be able to preach the gospel from the pulpit but we can tell the love of Jesus to those about us. Prices, cloth 75c, paper 35c. Fleming H. Revell, 63 Washington St., Chicago, Ill.

M. E. K.

WHY NOT?

If you want to make a friend a holiday gift that will be of lasting benefit and profit, why not send him a copy of

the book, "Why I am what I am?" This gives a clear, interesting exposition of the fundamental doctrines of Seventh-day Adventists, yet is written in such a way that none could take offense at it, whether believers in its doctrines or not. It is a book of 256 pages, 5½x8 inches, bound in cloth and paper, and contains a larger amount of reading than most books of its size on account of the type pages being wide and long.

Just the thing for a holiday gift.

Sent postpaid on receipt of price. Paper binding, 35c; cloth, 75c.

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College View, Neb.

NEGATIVE NUGGETS FOR THE STUDENT

Don't shirk.

Don't dilly-dally.

Don't be a churl.

Don't be an extremist.

Don't be afraid to dig.

Don't yield to the temptation to do a mean thing.

Don't be afraid to work to earn your expenses if necessary.

Don't stand on the street corner with your hands in your pockets.

Don't think you know more about running a school than the teacher does.

Don't feel that you have a moral right to escape every obligation not expressly defined by the regulations of the school.

Don't think the teacher is trying to impose a hardship upon you when he requires that your work would be a commendable quality. He is merely doing his best to help you.

Don't think there'll be no place in the world for you when you finish your course, but at the same time don't imagine that all creation will be standing at the school room threshold with out-

stretched arms waiting to hail you as a conquering hero the moment the last signature is placed upon your diploma. You will find that in this world of hustle men are rated at their actual value and that there is no such thing as watering your stock.—*Inspiration.*

A TRIBUTE TO MOTHER

The writer saw an anxious mother intercepting her daughter from the company of a "scalawag." As we observed the anxious face of mother, we thought of the countless number of thoughtless girls who are, by such conduct, daily lengthening the furrows of care in the sweetest face on earth—mother's. Young lady, remember that ninety-nine times out of a hundred mother knows best, and that there is no love so pure and unselfish as hers. She watched over you during the long weary hours of childhood and when scrowls darkened your little life, and the busy world, yea, even your father in life's rush found not time to devote to your childish whims, mother, though burdened with many cares folded you in her arms and kissed the tears away and brought back the sunshine and beauty of life. The young lady is thrice blessed who has the benefit of the advice and counsel of an intelligent, pure, and devoted mother. Do not therefore, think her old-timey or too exacting, but remember the day may come when you would give the world, were it yours to give, for an opportunity to sit at her feet and hear her words of counsel. For some day perhaps sooner or later than you expect, those gray locks will be dropped over eyelids closed in death, and those hands, beautiful hands that have often smoothed sorrows from your life, will be folded over a breast that is forever stilled in death. How many broken lives might have been spared had mothers only been more thoughtful and girls obedient.—*Selected.*

Subscribe for the MESSENGER.

PROPER AND IMPROPER PUNISHMENTS

"Punishment is pain inflicted upon the mind or body of an individual by the authority to which he is subject, with a view either to reform him or to deter others from the commission of offenses, or both."—*Page.*

I. Improper Punishments—Always wrong.

1. Those that from their nature excite a feeling in the pupil that an indignity has been committed against his person or his character; as, wringing the nose, pinching, pulling, or boxing the ears, twisting the hair, snapping the forehead, tying the hands, scolding, low wit, brutal threats.

2. Those punishments that from their nature imply in the inflictor a love of prolonged torture; as, holding out a weight; "holding a nail into the floor," bending forward and holding the finger upon the head of a nail in the floor; sitting on nothing back against wall, feet a foot from base, body sliding down; "sitting on worse than nothing" sitting on floor with feet on bench or chair.

3. Ridicule and sarcasm; as, the hiss of scorn, the finger of shame.

II. Proper Punishments—When properly applied.

1. Private reproof, in a kind manner.
2. Loss of privileges, when privileges are abused.
3. Restraint or confinement, but not in a cold or dark room.
4. Imposition of a task; not very valuable.
5. Public reform, to be resorted to with the utmost caution.
6. Suspension from school, for a specified time.
7. Corporal punishment, to be rarely employed, never in excitement or anger, always with a proper instrument, never upon head or joints.
8. Expulsion from school, as final resort.

The foregoing outline is condensed and adopted from Page's "Theory and Practice of Teaching."—*Home and Church School Manual.*

A PLACE IN LIFE

ELDER A. R. OGDEN

"In all thy ways acknowledge him and he shall direct thy paths." Proverbs 3:6.

"Not more surely is the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God.—*Christ's Object Lessons, p. 327.*

To-day while riding upon the train I have been reading Prof. Kern's and Prof. Washburn's contributions to the Union College Progress Series and as they bring to mind so strongly the many precious experiences at Union College during the history of its early years, when with these brethren I had the happy privilege of receiving of its benefits and blessings, I feel constrained to write a little upon the topic "A place in life." I hope it may be a source of encouragement to some other young person as it was to me.

Brother Kern has written upon a very essential theme, "A purpose in life." Certainly nothing is of more importance than a well directed purpose in life, and if by God's blessing these few words, hastily written, shall inspire some one with the assurance that God has a place, a definite place too, for him, then I am sure that he can labor on day by day with courage and full and complete confidence that God is watching over him and directing in all his ways. This confidence and trust in God's leadership and direction day by day will inspire to earnestness in every duty, small or great, as it comes to us.

The thought I want to get before the reader is this: God has a definite place of usefulness for every one of us. One Sabbath day while attending the College I was reading from the "Testimonies to

the Church" and came upon that thought: "It has been a thought of encouragement to me from that day to this I have labored on with the firm conviction that God has a place in life for me."

"Not more surely is the place prepared for us in the heavenly mansions that is the special place designated on earth where we are to work for God."—*Christ's Object Lessons, p. 327.* Is not this beautiful assurance? We can not see what, or where our place will be to-morrow. Our part is to do faithfully the duty of to-day whatever, wherever, and however small it may be. God knows the future as well as the past, and if we are faithful in the duties and responsibilities that come to us to-day, He can and will lead us on to greater duties and responsibilities to-morrow. Do your best, and do your best to-day. We live in the ever present God will take care of the future. "The time is to be spent, not in idle waiting, but in diligent working. This lesson Christ taught in the parable of the talents." Some people are always waiting for something to turn up, but Eld. E. N. Farnsworth used to say in our Bible class at College, "Boys, if you want anything to turn up in life, turn something up." Many persons go through life with no definite purpose and consequently God can give them no definite place to work for Him. Read "Christ's Object Lessons" page 344 and with it the entire chapter on the "Talents."

"Do your best." Faithfulness is a thing that God will bless. So while spending days, months, and years in Union College, be faithful, and do not feel that you can there do nothing for God. Do not feel that it is time poorly spent to get an education and better preparation to perform life's duties. It pays to take time to grind the sickle. Sharper the blade the easier and faster can the reaping be done.

There is one all-essential condition to God's directing us to the place He would have us labor. It is expressed in the

language of the text, "in all thy ways acknowledge him, and he shall direct thy path." Our part then is to acknowledge Him, to recognize God in all of our planning, and He gives the assurance that He will direct our paths. We can not properly direct our own ways. "O Lord, I know that the way of man in not in himself, it is not in man that walketh to direct his steps." Jer. 10:22. A daily consecration of the life to God, is the essential thing upon our part, then God will do the directing. A continual acknowledgement of Him is a perfect guarantee that He will lead us. We need not then worry for fear God has no place for us. God has a place of usefulness for every human being. He has in mind a place where just the very talent that you have is needed and can be used to His glory. Will you let Him use you? is the practical question for each.

The world is large. The great sinning mass of humanity is calling for help. There are dying, sinking, perishing souls all about us crying "help," will we each help?

God has a special message of warning for the world in this generation. Let us to whom God has committed an understanding of "present truth" consecrate anew our lives and service to God, and He will direct our paths.

Again let me urge that God has need of you. He has a place for the very talents and ability that you possess. Consecrate your life to Him and He will lead you day by day to the very place He would have you occupy.

"The Lord has His eye upon every one of His people; He has His plans concerning each."—*Testimonies*, Vol. 6, p. 12. Then do not worry about what you can or may do in the future. Accept His plans. Walk in His leading and opening providence now. He will direct you to-morrow. Work! Watch! Pray!

"Quench not the Spirit."

GREAT MUSICAL EVENT

Perhaps the greatest musical event that ever came to College View was the lecture recital of Edward Baxter Perry, the noted blind pianist and lecturer.

Mr. Perry is the originator and chief representative of the piano-forte lecture recital, of which he has given fifteen hundred in the United States in the past twelve years. His plan is to preface each composition with a brief talk, calling attention to its descriptive or emotional characteristics and the circumstances of its origin, thus rendering it doubly interesting because fully intelligible to all. Mr. Perry is the only blind pianist in the world's history who has succeeded in winning an unquestioned position at the front rank of his profession. He is the only American pianist who ever played at the Imperial Court of Germany.

The recital took place in the College Chapel Sunday evening, November 19. Professor Shryock met Mr. Perry at the train and accompanied him to the College chapel, where the members of the chorus Class were gathered to receive him at 2 o'clock. They sang for him, "The Heavens are Telling," and "Boat Song," by F. Abt. Mr. Perry enjoyed their singing very much, saying that he did not often have an opportunity to hear chorus work. During the afternoon he gave lessons to several of the advanced pupils in the music department.

The lecture was attended by a good-sized audience who listened during the two hours with almost breathless interest. It is the custom of the College not to render applause at such gatherings, which was an entirely new feature to Mr. Perry. For many years he has been accustomed to applause from his audiences, hence this feature was novel to him. He appreciated it, however, highly, especially as his audience gave better attention than he was accustomed to. Near the close of his program he spoke in commendation of the custom

of the College, and expressed his appreciation of the quiet attention that was given to his work. At the close of the lecture a large number of the friends pressed about him to shake his hand and express their appreciation of his work.

The lecture netted the College nearly forty-five dollars, which was applied on the new organ and finished paying the amount that the music department had undertaken to raise for the organ.

The following is the program as rendered by Mr. Perry:—

PART I

BEETHOVEN—Introduction and Rondo, from Op. 53.

BEETHOVEN-SAINTE-SAENS—Dancing Derivishes, from "Ruins of Athens."

RUBINSTEIN—Kammenoi-Ostrow, No. 22.

SAINTE-SAENS—Danse Macabre.

PART II

E. B. PERRY—Melusine Suite: 1. The Hunt. 2. At the Fountain. 3. Love Scene. 4. In the Turret.

SCHUBERT-LISZT—Erl-King.

CHOPIN—Ballade, A flat.

CHOPIN—Andante Spianato and Polonaise.

you in taste and life with a sinful world from which you should be separate. Rom. 12: 2; 2 Cor. 6: 14—17.

6. Those which might gain the mastery over you which would interfere with anything of more importance. Eph. 5: 18, Phil. 4: 5; 1 Cor. 7: 31.

7. Those into which you cannot carry your religion without incongruity (1 Cor. 10: 31), on which you can not ask God's blessing (Col. 3: 17), in which you cannot show forth the graces of a Christian character to the honor of God (Matt. 16), and in which you can not breathe the atmosphere of Christ's presence.

FROM BONACCA, BAY ISLANDS

We quote a short extract from a letter by Ada Evans, a former Union College student,—

"Of the little time I can spare for reading, I give quite a share to the MESSENGER and so should not like to be without it. For in this our lonely isle, teaching and other duties keep me quite busy. In our little school now we have two Indian, two Spanish children, a Carib boy, colored children and mixture of all but the Carib."

PLEASURES WHICH THE CHRISTIAN MUST FOREGO

1. Those as to the propriety of which you are in doubt. Rom. 14: 23.

2. Those in which you can not indulge without danger that your example may lead others into sin. 1 Cor. 8: 9; Rom. 14: 15.

3. Even those in which, if you engage you will grieve weak Christians, who disapprove them much more than those which Christians universally condemn. 1 Cor. 8: 12, 13; Rom. 14: 15; Mark 9: 42.

4. Those which have the taint of sin upon them. Jude 23.

5. Those which, if indulged in, would place you in a false position (1 Thess. 5: 22; II Cor. 8: 21), and seems to identify

"THE MISSIONARY IDEA"

This is the title of the book which the Union College Press is working on at present. It is a book which we feel sure will find a ready and welcome reception among all missionary workers of the church, especially Sabbath school superintendents, mission secretaries, church elders and leaders in young people's societies.

There is not a superfluous word in the book. It is not written to fill space, but is information and suggestion condensed to the last degree.

It is written by one who has had long experience in the planning and carrying out of "missionary ideas,"—Mrs. A. E. Ellis, for twelve years Mission Secretary

of the Minnesota Conference, and is largely an outgrowth of her correspondence with and suggestions to workers.

We give below a —

TABLE OF CONTENTS

Part I—The Missionary Idea—Workers with God—Home and Foreign—Exhortation or Information?—Simple Suggestions for Missionary Study—"Where is Thy Flock?"—The Missionary Leader—Meetings, Plans, and Programs—Missionary Giving—"What Wilt Thou Have Me to do?"—Missionary Correspondence—Heart Helps—But if We Faint—?

Part II—Suggestive Material for Meetings—Missionary Biographies—Facts and Items—Bible Studies on Missionary Subjects and Characters—Other Missionary Selections—List of Missionary Books and Publications.

Part III—Missionary Statistics of Seventh-day Adventist Mission Fields.

A book of about 200 pages, printed on heavy paper and handsomely bound in cloth. 75c. post-paid. Will be ready for delivery March 1, 1906. Send for sample pages.

Order of UNION COLLEGE PRESS,
College View, Nebraska.

FROM A LETTER

The following extracts from a letter written by Mrs. Emma Nicola, who formerly lived in College View, will be read with interest by all who are acquainted with the family:—

"We look forward to the coming of the MESSENGER as we would to a letter from a friend; for it gives us so much news from our dear old home in College View. We all read it from beginning to end. After spending a very happy vacation with us in our Missouri home, Bessie has just returned to Atlanta, Ga. to take up her school work at East Lake seven miles from Atlanta. She writes that she has a school of fifteen pupils, and that she is enjoying her work better

every day. She is also giving treatments twice a week to patients in the city of Atlanta after school hours. She is happy in her work and seems to be wholly devoted to it. Johnnie is at home with us working hard on the farm this year, looking forward with bright hopes of returning to good old Union College next year. We are all well and trying to hold up the banner of truth in this little corner of the world, where there is only one other sister of like faith. Pray for us, for we are lonely away from church privileges and the society of our dear brothers and sisters."

CONVERTED

O long my spirit warred with God,
And long a sinner's path I trod;
With earthly cares encompassed round,
I walked in darkness most profound;
And long that gentle voice I heard,
Nor listened to one pleading word.
My heart was hard, my spirit wild,
Nor I to God was reconciled.

But now that love has conquered me,
That conquered death on Calvary;
That love whose beams of light divine
Still through illumined ages shine,
And yet undimmed shall still shine on
When suns are dark and worlds are
gone;
When things that are, and yet to be,
Are lost in far Eternity.

O blessed beams of light divine,
What healing, cleansing powers were
thine
When first you set my spirit free,
And caused my sin blind eyes to see.
First heavenward turned my longing
gaze,
Set my glad tongue to songs of praise,
And filled my heart with boundless joy
That earthly cares cannot destroy;

From powers of sin gave me release,
And to my soul gave calm, sweet peace
Rejoicing now, I e'er shall be.
Redeemed and ransomed and set free
By that great love a Saviour gave,
Poor sinners such as me to save;—
That wondrous love that still shall be
Unchanged through all Eternity.

RELATION OF YOUNG PEOPLE'S SOCIETIES TO THE CHURCH

M. E. ELLIS

The humanity of human beings is nowhere more publicly illustrated than in the organization of the church for work. Because of the indifference and apathy of the members, because of the continual tendency to backslide instead of to advance, because of the ease with which we forget that our one business in life should be the salvation of souls and the proclamation of the gospel to all the world,—the Sabbath school, the Bible class, the missionary meeting, and the young people's society are needed.

In the ideal church there would be no difficulty in the adjustment of the young people's work and the old people's work, each would have its proper sphere, and that sphere would be filled. But we are all human; we therefore have imperfections, and so it is hard for us to see alike on any subject, it is harder to follow out what we do agree on as right, and hardest of all to get the majority of the church awake to see that there is anything to do and persuade them to do it.

But even with our failings and weaknesses there is a possibility of seeing alike about this matter of young people's organization and its relation to the church, so far as the underlying principles are concerned,—the details necessarily have to be worked out by localities. Let it be remembered that it is not the young people's organization *and* the church, but the young people's organization *in* the church,—it is not something which separates the young people and their work *from* the church, but rather unites the old and young people and brings harmony of action *for* the church.

In all its work the young people's society should be fostered and advised by the officers of the church. There should be no pulling away from the

parent stem. The branch must needs abide in the vine, to amount to anything, and in every respect and in every phase of its work, the young people's organization is most emphatically, a branch. So then one of the first results of a proper young people's organization should be increased interest and attendance at all the regular church services by members of the society, and real spiritual growth as systematic study and prayer is undertaken by the society.

The members of the society should assist, not resist the church; should help lift the church burdens—not be a dead weight themselves; should come to see, as they study and learn from week to week, the need of harmony and unity of action in every just cause, and with the enthusiasm and zeal of youth, tempered by the advice and counsel of older heads, make the object of the church their business in life, and press forward side by side with the white-haired and the middle-aged veterans of the cross of Christ, sustaining them by their youth and vigor, and encouraging and helping one another and all to hasten the proclamation of the gospel, that the grand consummation, the coming of Christ, and the gathering of the saved in the kingdom of God, may be reached as soon as possible.

In this one principle is embraced the relation of the young people's organization to the church. "The church and the young people's society are not rival institutions. The society is a department of the church, and both the church and the society should recognize this relation. A society that in any sense draws the interest away from the regular services of the church, gives evidence that the members have not caught the true spirit of this movement. The banding together of our young people into companies of workers means that they are to be church workers. It should mean that the young people

'who really love Jesus' will be *more faithful* in their attendance at the regular services, the prayer-meeting, the missionary meeting, and the Sabbath school. It should mean that these young people will be *workers* in all their lives. It should never mean a separation of interests. In many places the close test of the spirit and worth of the society will come upon this point. If the young people fail to recognize their duty to the church and its services, the cause of God will be dishonored, church officers and members will regard the society with disfavor, and the result will be a lowering of the standard, and consequent failure. Unless the organization of the young people's society has a direct tendency to encourage each member to be more faithful in all church duties, it might better never be organized."

A GREAT MISSIONARY OPPORTUNITY AND A GOOD INVESTMENT COMBINED

In Eastern Colorado there are fifty or more young people who are in need of and anxious to secure an education in a Christian institution of learning, but who cannot possibly come to Union College. They are not able to do so.

The railroad fare to Lincoln and return would pay most of their tuition through a year of school at home if an Intermediate School or Academy could be provided for them at home. Otherwise they must forever give up hope of such educational advantages. Some of this class might later on be able to come to Union College to complete their education in special lines. But what shall they do now at this most important formative period? There is imperative need of immediate action.

The Colorado Conference has determined to do all it can to help these young people by endeavoring to secure to them the opportunity of a Christian

education that will prepare them for efficient life work in the various departments of business and evangelistic activity and to nobly represent this great truth.

Many every year are drifting away into the world through the subtle influence of ungodly teachers or of worldly philisophy and "science falsely so-called," who could have been saved to God and His cause and place in the Eternal Kingdom if they had been taught true philosophy and the place of God in every science and in all departments of study to give the Lord His throne in all His works.

The Colorado Conference has secured a most ideal and beautiful location for an Academy at Campion, three and one-half miles south of Loveland, Colorado. Campion is not a town nor even a village, but is in the heart of the best farming part of Colorado—the garden spot of the state for farming. A magnificent view of the Rocky Mountain ranges with their snowy peaks glistening in the sunshine is seen from the school campus. An abundant supply of the purest mountain water in Colorado is at hand for all drinking and cooking purposes and plenty of water for irrigating the land. The advantages of an excellent train service (en route), rural mail delivery, telephone lines, and a quiet community, all unite to make the location most suitable for the purpose of a Seventh-day Adventist school.

The Colorado Conference has also raised money for the building of a convenient school building. But what to do with the students is the question. There is no money for a dormitory, and if we wait until enough can be raised to build one, many of our boys and girls may drift into the world and in its deceptive allurements and ideals, make a shipwreck of hope.

The conference has determined not to go in debt. WHAT shall we do? We feel that perhaps the Lord will lay the

burden on some servant of His who has money to invest, who would feel impelled to answer this call and build two good cottages near or on the school campus and rent them to this Conference School at a fair rental. This would solve our perplexity and at the same time be a great missionary work. It would also pay interest on the investment.

Is there not some one who reads this to whom the Lord has entrusted money who as a steward of God will hear the voice of the Lord in this call?

It will be a safe investment in a most delightful and healthful location. It will build up our educational work. It will save souls in the Eternal Kingdom.

We are praying that God will put His Spirit on some one to respond to this call of urgent need.

Address for any further information the Secretary of the Colo. Conf. Eastern School Board, Eld. F. M. Wilcox, Boulder, Colorado; our President, Eld. Geo. F. Watson; or the writer,

H. M. J. RICHARDS,
Loveland, Colorado.

THE DUTY AND RESPONSIBILITY OF THE TEXT BOOK COMMITTEE

From letters written to the Text Book Committee by authors who have manuscript for text books, it would seem that there is a misunderstanding in regard to the duty and responsibility of the Text Book Committee appointed by the Educational Department at the last General Conference. By reference to the report of this Department held at Takoma Park, May 30, 1905, it appears that nothing was said in regard to the duties of the Committee and the time of reporting except that this Committee was also to study the question of finances, and suggest to the Educational Department and to the General Conference such plans as they may formulate. But in the discussion of the appointment of this Com-

mittee, it was clearly stated and agreed to by all of the members present, that the report of the Committee should be made to the educational counsel which it was voted to hold sometime during the summer of 1906. The reason for placing the report so far ahead was that the Committee might have time to do thorough work in the examination of manuscripts and text books, and also that their work might be passed upon by a representative body from the entire field of our educational work, at least in this country. It was feared if a small committee should select text books that their decision would not carry the weight which a decision of a more representative body like a convention would carry. It was believed that the course here outlined, while seeming a little slow to authors anxious to get their books before the people, would in the end be the surest way of bringing about permanent unity in regard to the text books to be used in our schools.

Some seem to think that the committee was designed to assume financial responsibility in providing for the publication of text books, but this is not the understanding of the committee. They were instructed to recommend some plan to the Educational Department of the General Conference, but they cannot assume any financial responsibility in regard to the publication of text books. If there are authors who desire to see their books published before the Text Book Committee, widely scattered throughout the United States, can have time to examine their manuscript and report recommendations to the educational convention next summer, they may have recourse to the recommendation which was passed at the last educational council held at College View, 1903; namely, that authors be encouraged to publish cheap editions of their books in order that teachers may have opportunity to test them before they are adopted as permanent text books.

Home Improvement Courses

GENERAL CULTURE COURSE

John G. Paton, Missionary to the New Hebrides

LESSON III

NOTE.—Read the chapters carefully. Many will find it helpful to underscore important words indicating new subjects or to write an index of subjects in the margin. It will also be an aid to the memory in reviewing to search out and write the answers to the questions. This will be especially true in the chapter "Mission Leaves from Tanna."

THE NEW HEBRIDES

1. How were the four months preceding the departure of Mr. Paton spent?
2. Describe the journey to the New Hebrides. Where are these islands?
3. What difficulty was experienced in landing at Aneityum?
4. Where were Mr. Paton and wife located and what preparations for a home were made?
5. What were the missionaries' first impressions of the natives of Tanna?

LIFE AND DEATH ON TANNA

6. Describe Mr. Paton's method of learning the Tannese language.
7. What was the essential feature of the religion of the Tannese? On the contrary, what do you think is the essential feature of the true religion?
8. What is Mr. Paton's conclusion on the instincts of humanity in regard to worship?
9. What religious conceptions of the natives formed a connecting link by which they might be taught the gospel?
10. Describe the efforts which had been made to give the gospel to the New Hebrides up to the time of the arrival of Mr. Paton. Make use of the map.
11. What evidence is given of the devotion of the people of Aneityum to the Bible?
12. What deep sorrow came to Mr. Paton early in the year 1859?
13. What lesson can missionaries learn from this experience?
14. How was Mr. Paton's devotion to the missionary work shown in this trying time? Do you know of other cases like this?

MISSION LEAVES FROM TANNA

15. After reading the chapter carefully, describe and give instance of the superstition of the natives.
16. Describe their warlike nature. Give instances.
17. Describe and illustrate the degraded position of women among the Tannese.
18. Describe the ways and means employed to teach the natives the right way.
19. What special providence of God was manifested in a native assembly when it had been determined to destroy the missionaries?
20. Who were the first inquirers after the gospel, and how did they come?
21. What strange funeral was celebrated?
22. Describe and illustrate the dishonesty and trickery of the natives.
23. What ships visited Mr. Paton, and with what result?
24. What change in the location of the dwelling-house was effected, and why?
25. What does the author believe to be the strongest argument for the genuineness of the religion of Christ?
26. What essential characteristics of a true missionary do you notice in Mr. Paton's life?

OLD TESTAMENT HISTORY

NOTE.—Review the different periods of Old Testament history as given in the first lesson. Make an outline map of the Old Testament world and locate on it all places mentioned in this lesson.

Patriarchal Period. Call of Abraham to descent into Egypt. P. and P., chapters 11-20.

1. Call and wanderings of Abraham. Gen. 11:10-13:18.

Trace on your map the journeys of Abraham. Note the spiritual lessons in the story of the separation of Abraham and Lot.

2. Settled life in Canaan. Gen. 14-23.

Study especially the character of Abraham. After reading "Patriarchs and Prophets," write a character sketch of him.

3. Career of Isaac. Gen. 24-28:9, 35:28.

4. Wanderings and experiences of Jacob. Gen. 28:10-35:27.

Study especially the account of Jacob's dream and the circumstances connected with the changing of Jacob's name. Trace the journeys of Jacob on the map.

5. Life of Jacob and Joseph to the descent into Egypt. Gen. 37-45.

Period of Bondage. Descent into Egypt to the Exodus.

1. Settlement in Egypt. Gen. 46-50.

Locate on the map the land of Goshen. Study the principle that guided the young man Joseph. See "Education," (index).

2. Sojourn in Egypt. Ex. 1-9.

Note the spiritual lessons in the life of Moses. See "Education." Make a list of plagues and their results:

"The young would not be seduced into sin if they would refuse to enter any path, save that upon which they could ask God's blessing."—*Great Controversy*, p. 622.

"The more direct our labor for our fellow men, the greater good will be accomplished. Personal influence is power."—*Gospel Workers* p. 340.

GUIDING PRINCIPLES FOR THE YOUNG

The publication of extracts from the Testimonies on this subject has been delayed. The series will begin with the next number. Let those who have not yet subscribed for the MESSENGER do so at once so as to get all of these important articles. Such subjects as these will be treated:—

- Living by Principle.
- Faith and Feeling.
- Amusements.
- Reading.
- Purpose in Life.
- Courtship and Marriage.
- Music.

M. E. K.

SPECIAL TRAINING COURSE FOR TEACHERS

THIRD YEAR—PART I

"The Place of the Bible in Education."

Chapter 14, pages 126-146.

The study of moral science.

Its importance—why?

Define and explain.

Relation to mental science.

Field of investigation or scope of work—why?

Education and character.

Lessons from Greece and Rome.

Freedom of choice necessary to morals.

Principles of right government illustrated in Eden.

God's character illustrated in creation and redemption.

The great council.

Freedom of choice an eternal principle.

Knowledge of moral science essential to right interpretation of physical science.

The standard of morals.

Human morals.

Study of—when profitable, when unprofitable.

Basis of true moral science.
Science of immorality.

Character of popular text-books on moral science.

Human nature as it is, versus what it should be.

The true moral nature exemplified in Christ.

This revealed in the gospel.
Why such a revelation was necessary.

The perfection of the standard of morals.

Object or office of the law.

Chapter 15, pages 147-151.

The study of physical science.

The Bible not a complete treatise on physical science.

Examples of physical science principles taught in the Bible.

Why these principles were not known for so many hundreds of years.

The Bible's rightful place in the study of physical science. Why.

The Bible as the text book and basis of all lines of study. Explain.

Why so difficult to accept and understand.

Chapter 16, pages 152-175. (Supplementary reading, "Education," pages 195-201.)

The study of physical science—*anatomy*.

Anatomy, physiology, and hygiene the most important of physical sciences. Why?

Importance of right methods of study.

In what respect modern text-books and teachers fail.

Their method illustrated.

The right method of study—the Creator's thought.

(A) Recognition and understanding of function to be performed.

(B) Devise structural appliances to perform the function.

NOTE.—The term "Creator" as applied to the student in this chapter should

not be understood to mean that he becomes God having creative power; able to make something from nothing; but rather that the Creator's thoughts expressed in the creation studied become his own thoughts. He looks upon the human being as the Creator looks upon it, not as a number of individual organs housed together, but as so many members of one organ, each dependent upon and each supporting the others. "Inventor" is a better word.

Reasons for and manner of the creation of man. Bible texts.

Laws governing construction in invention.

NOTE.—The process described may not be the particular order followed in the creation of man, but it forms a very good order for the consideration of anatomy and reveals an important principle for teachers.

Functions of the skeleton and requisite qualities for the same.

Perfect adaption of each part to its function.

Important principles in physics.

Axial part of skeleton and initial point of study.

The hidden artist.

The muscular system.

How begin and how continue the study.

The nervous system.

Its functions—how study.

May these principles be applied to all study of physiology and hygiene?

Chapter 17, pages 176-188.

The study of physical science—*healing*.

The foundation of Christian healing.

Sin and disease inseparable, texts.

Duty of physicians.

Quack doctors.

Faith which works.

The divine prescription.

Isa. 57:19-21; Prov. 4:20-22; Ex. 15:26; Deut. 7:12-15.

Health and holiness inseparable.

Give texts.

What "saving health" embraces.

Temperance and healthful living.

The Educational Messenger

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Daniel and his companions.
An illustration--let the light shine.
Conclusion--influence of stimulants and narcotics.
Daniels needed to-day.

THE HOME IMPROVEMENT COURSES

The following extract from a private letter recently received is an example of how many young people appreciate the Home Improvement Courses.

"I was glad when I saw that the reading courses would be provided again this winter, and I hope enough young people will be benefitted to repay the labor of those who prepare the lessons. I will speak a word for these courses as I have opportunity."

Let all those who are taking up either of these courses write to us at once so that their names may be properly enrolled.

M. E. K.

News and Notes

Miss Evelyn Koon, who has been away on a vacation for several months, has returned to College View.

Miss Fannie Hunter, who has been in College View for some time past, has returned to her home in Kansas.

Mr. and Mrs. Albert Anderson have gone to Ragan, Neb., to look after some business interests at that place.

Raleigh Andrews has sufficiently recovered from his recent illness to be able to return to his home in Kansas.

D. Earnest Welch has returned from his trip to Colorado, where he accompanied L. N. Muck in visiting several of the leading cities.

L. C. Olson, of Viborg, S. D., has arrived in College View. He will enter upon duty in the industrial department of Union College, taking up work in the line of carpentry.

Mrs. Fannie Whitney and son Paul, of Topeka, Kans., have arrived in College View, and Mrs. Whitney has entered upon her duties as head of the dressmaking department of Union College.

L. N. Muck, editor of the *Christian Record*, which is a paper devoted to missionary work among the blind, has returned from his several weeks' trip to the west. He spent several days at Denver, Boulder, Cripple Creek, Colorado Springs, and Pueblo, also some time at different points in Kansas, and at Falls City, Neb. He was laboring in the interests of the blind people, and his trip was a successful one.

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Dogskin Street Gloves, English red or tan, \$1.00 and \$1.50 a pair.

"Rough Rider" Gauntlet Gloves, fleece lined leather, shades of tan and yellow, for boys or women, 50c and 75c.

Heavy Cape Goat, one clasp, tan and red, \$1.00 a pair.

Automobile Gloves, gauntlet style, soft loose wrist, pliable lambskin, tan, brown, white, \$1.50 a pair.

Dent's Gloves for street wear, 1 or two clasp, \$2.00 a pair.

Kaiser's Double Silk Gloves, black only, \$1.00 a pair.

Silk Golf Gloves, silk lined, black or white, \$1.00 a pair.

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Fleeced Lined Cashmere gloves, modes, browns, grays, 50c a pair.

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Perrin's Gloves, \$1.50.

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