

AN ABSTRACT OF
THE HISTORY OF MADISON COLLEGE
BY
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MASTER OF ARTS
GEORGE PEABODY COLLEGE FOR TEACHERS

SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF EDUCATION
IN THE
DEPARTMENT OF EDUCATION
OF THE
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GEORGE PEABODY COLLEGE FOR TEACHERS

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APPROVED:

MAJOR PROFESSOR: W. H. Vaughan

SECOND READER: Harold Benjamin

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DEAN OF INSTRUCTION

STATEMENT OF THE PROBLEM

This history is written for the purpose of revealing an underlying philosophy of education that is rarely practiced and little understood. Few men and women through the ages have been willing to make the personal sacrifices necessary for the realization of the type of educational opportunity offered by Madison College. The majority of people are steeped in the traditional types and methods of education. Very few people realize that such a school as Madison College exists. The number is far smaller that knows and understands the spirit of self-sacrifice and the principles of self-support that are the foundation stones of the Madison institution. This history is written for those who do not know and understand these fundamental principles. It is also written to demonstrate how a small movement set in motion can grow until its influence is far-reaching. Attention is merited, if for no other reason, for the great influence exerted upon the people of the southeastern part of the United States in bringing about better rural living, especially from the standpoint of their health, education, and general economy.

A period of forty-nine years is covered by this history, beginning with the founding of the College in 1904 and ending with the activities of the year 1953. The history is general in nature, with an effort made to give attention to every

phase of the College and its accomplishments.

No one has ever written a history of the College. More people are entitled to know and understand Madison College and its contributions to the development of the South.

Madison is a unique college in many ways. In 1938 Robert Ripley called it the only self-supporting college in the United States. With its industries, 816 acres of land, and its 200-bed hospital, it is entirely self-sustaining, and has been throughout its entire history. It lives and operates from the earnings of the institution. It has no subsidies and has only one endowment of \$50,000, left by a former patient of the hospital.

Many sources of valuable data were available to the writer of this history. Two of the original founders are living at the present time. Their personal contributions were valuable in that they were able to fill in gaps not mentioned in any writings; also they were able to enlarge upon and explain things that had been written. Files of board and committee meetings were also good sources of information. The many pamphlets published through the years, along with the Madison Survey, proved to be invaluable sources. Many newspaper and magazine articles on the College were also available. The College bulletins through the years gave a good picture of the course offerings.

The history contains seven chapters with an appendix.

THE DEVELOPMENT OF THE PROBLEM

The first chapter is entitled "From Battle Creek to Madison." We are introduced to Professor Sutherland (who later founded Madison) while he was president of Battle Creek College. The influence of Dr. John Harvey Kellogg, president of the Battle Creek Sanitarium, is shown as it affected the life of Professor Sutherland in matters of health reform. The influence of Mrs. Ellen G. White, the recognized prophet of the Seventh-day Adventist Church, is also shown as it affected the life of Professor Sutherland. The moving of the College from the city of Battle Creek to Berrien Springs, Michigan, out in the country, indicates a new trend in Adventist education.

Professors E. A. Sutherland and P. T. Magan are shown turning their eyes Southward, longing to do something for the people of the hill country. The opportunity for them to fulfill their longing came in the spring of 1904 with their resignation from Emmanuel Missionary College at Berrien Springs, Michigan. The story of the search for a site for a school is very vividly portrayed. The two men with Mrs. White and others took a trip up the Cumberland River on the steamboat, Morning Star. While on the trip Mrs. White saw the farm that later became the Madison school farm. She stated that she was impressed by

Divine power that a school was to be established on that farm. After much searching and investigation they accured the farm. The purchase price was \$12,723.

The farm was run-down, full of gullies, covered with brush, with much rock cropping out on the surface. The prospect was everything but pleasing. The first of the group to settle on the place was Elmer Brink, who came in the early summer of 1904 to look after the livestock. The others came in the fall, and classwork began in October.

Some attention is given, in the chapter, to the corporation set-up with its attendant boards and constituencies.

The second chapter is entitled "Years of Faith, Work, and Frugality." This chapter explains the purposes for which the school was founded. The early hardships are portrayed in order to give a picture of the character and selfless spirit of the founders. The responsibilities of everyone are outlined, showing how the teachers and students worked side by side for long hours, in order to assure the success of the school. The president and the dean, along with others, had their manual responsibilities to perform. Everyone worked, for their very existence depended upon making the institution self-supporting from the very beginning.

The cottage plan of construction was adopted for the early buildings, being copied after Thomas Jefferson's early

University of Virginia. The cottage plan developed within the students valuable lessons in self-government, whereas the privilege of working for their education developed valuable lessons in self-support.

The school expenses in 1910 of \$10.50 each month are contrasted with the school expenses in 1952 of \$78.00 each month. The fact is borne out that a student can still earn his school expenses at Madison by work. It is interesting to note that the teachers, in 1908, received only \$13 each month. Many instances are related showing the sacrificing spirit of the early teachers.

For the first ten years of the school's history, keeping the accounts of the institution had been a personal matter with Mrs. Nellie Druillard. The books had never been audited. The first audit was rendered by Mr. E. H. Rees, the conference auditor, in 1914.

This chapter delineates the philanthropic work of Mrs. Lida Scott and Mrs. Josephine Gotzian, two of the most liberal givers to the Madison school.

Mention is also made of the prominent newspaper and magazine articles that were instrumental in bringing a great influx of students between 1938 and 1940.

Part of the chapter deals with such adversities as the "Depression," the "Love Lawsuit," and floods.

The chapter closes with a description of the fiftieth wedding anniversary of Dr. and Mrs. E. A. Sutherland.

Chapter three is entitled "The School Program." This chapter deals with the school program by ten-year periods, with the exception of the first period from 1904 to 1912. The development of the curriculum is traced from period to period showing the changes as they took place. The curriculum started out with remedial courses for those who were weak in the common branches. Such essential literary courses as English, history, mathematics, science, and literature were offered in addition to an approximately equal number of practical courses such as cabinet-making, blacksmithing, baking, butter-making and many others. Health and nursing played an important part in the curriculum from the beginning in 1904 up to the present.

The nurses' course was lengthened from one year to two years in 1915.

One cannot think of Madison in its earlier years as a college, neither can one think of it as a high school. It was a special school organized for the purpose of training self-supporting missionary teachers and workers. The only entrance requirements were a mature mind and an intense interest in self-supporting missionary endeavor. Entrance examinations determined whether or not one needed to brush up in the common branches.

The school was accredited as a high school in 1927 and as a junior college in 1928. Steps were taken as early as 1929 to make the school into a senior college. The first senior college class was graduated in 1933. Efforts were continued until 1940 to have the school fully accredited as a senior college. The school is recognized by the University of Tennessee and the State Department of Education, but has never been accredited as a senior college by the Southern Association of Colleges and Secondary Schools. At the present time the program is being planned with the idea of achieving full accreditation.

The chapter gives some attention to the present curriculum, outlining the major and minor fields. Some attention is also given to the tenure of office of the five presidents, showing the trends and accomplishments during their terms of office.

Chapter four is entitled "Schools for Men of the Mountains." This chapter illustrates how the objectives of Madison were achieved in the earlier days of its work. Within two years from the founding of the school, some of the students set forth to find locations to establish small schools of their own. Some went as far away as Cuba, while others settled within a few miles of Madison. One of the earlier schools in Tennessee was the Oak Grove Garden School, founded by C. F. Alden and B. N. Mulford, near Ridgetop, Tennessee, about fifteen miles northwest of Madison. This school performed a magnificent

work in that area. The people were taught better methods in agriculture and better methods of living, including better practices in health. A school was established, free to both children and parents. These men were responsible for introducing sub-soil plowing, alfalfa, and strawberries into the ridge country northwest of Madison. Today the Portland, Tennessee, area is outstanding for the growth of strawberries.

This chapter also describes the work of other institutions established under similar circumstances by Madison students. The work is widespread. A list of nearly fifty small outpost schools and sanitariums that were in operation in 1940 is given in the chapter.

This type of extension work was greatly enhanced with the founding of the Layman Foundation in 1924. Mrs. Lida Scott, whose father was the founder of the Funk and Wagnalls Publishing Company, was the founder of the Layman Foundation. She gave many hundreds of thousands of dollars of her money, not only to Madison for buildings, but to help found the small units scattered throughout the southeastern part of the United States. The amount of good accomplished by these units can never be measured.

Chapter five is entitled "The Gospel of Healthful Living." This chapter tells the story of the founding of the Sanitarium, the Food Factory, the Vegetarian Cafeteria, and the city Treatment Rooms.

The first patient of the Sanitarium came before any facilities were ready. Upon his much pleading, he was allowed to stay and sleep on a screened porch. He was given treatments and a special diet and before long went away singing praises for the good that had been done for him. The Sanitarium work grew from simple quarters heated with coal stoves and lighted with kerosene lamps, step by step, until, today, two hundred patients can be accommodated in modern rooms with modern equipment.

There are eight doctors and two residents on the inside staff and seventy-five nurses in training.

The Food Factory was purchased in 1917 and moved from near Amqui, a nearby community, to its present location. The principal foods manufactured are protein foods, made from gluten, soy beans, and peanuts. These serve as substitutes for meat in the diet of vegetarians. Both the College and the Sanitarium hold to a vegetarian diet, no meat being served on the campus. This is a health principle and not a religious principle as many are apt to think.

This chapter tells something of the vegetarian cafeteria work in Nashville and the hydropathic treatment rooms also in Nashville.

Chapter six is entitled "The A-B-C of Education." This title comes from a reference made by Mrs. Ellen G. White, in

her writings, to the subject of agriculture. She believed and instructed that agriculture should be basic to all other studies. In harmony with this instruction, Madison was founded away from the city on a large farm. The courses in agriculture have always found a place in the curriculum. The two outstanding features of the farm are the dairy and the Ridgetop fruit farm with over three thousand apple and peach trees. Poultry is also a dominant agricultural industry.

Chapter seven is entitled "The Institutional Plant." This chapter shows the enlargement of the farm from the original four hundred twelve acres to the eight hundred sixteen acres of today. The chapter also shows the development of the building program. From the original cottage plan the institution has advanced step by step until today there are two large dormitories in addition to four large school buildings. There is a large food factory building and a large sanitarium composed of many buildings connected by covered passageways. The Sanitarium, which is of Spanish architecture, is finished in rough white stucco. Madison is a place that is continually building. Because the institution has had to depend upon friends for funds with which to build, there has been a lack of an over-all plan, and the place has grown like "Topsy." In spite of this fact, one marvels as he stands and gazes upon that which has been wrought upon the Madison campus.

Following the seven chapters is an Appendix which contains a copy of the Charter; a chronology of events; a list of the faculty members through the years; and a list of all of the graduates of the institution.

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This study was made possible through the generous cooperation and contributions of two of the living founders of Madison College: Edward A. Sutherland, M. D., founder and first president, and Miss M. Bessie DeGraw, co-founder and Professor Emeritus of Education. Grateful acknowledgement is accorded also to the many faculty members, workers, and former students who through the years have had a definite part in shaping the history and destiny of the college.

The deepest appreciation is extended to Dr. W. H. Vaughan, under whose direction this study was developed. His kind and considerate manner, his understanding attitude, and his helpful suggestions were a great source of encouragement.

Much credit is due to the writer's wife, Helen Deal Sandborn, and to his children, Billy and Mary Lou, for their enduring patience and their ever-present words of encouragement.

W. C. S.

TABLE OF CONTENTS

Chapter	Page
I. FROM BATTLE CREEK TO MADISON	1
II. YEARS OF FAITH, WORK, AND FRUGALITY.	26
III. THE SCHOOL PROGRAM	49
IV. SCHOOLS FOR MEN OF THE MOUNTAINS	88
V. THE GOSPEL OF HEALTHFUL LIVING	107
VI. THE A.B.C. OF EDUCATION.	128
VII. THE INSTITUTIONAL PLANT.	142
APPENDIX.	162
Charter.	163
Chronology	168
List of Graduates.	184
BIBLIOGRAPHY.	197

CHAPTER 1

FROM BATTLE CREEK TO MADISON

Every great achievement in life is the result of much forethought and a great deal of planning and hard work. Also, we might add that many men attribute much of their success to lives of prayer and faith. Many great structures and many outstanding institutions stand today as monuments to men who believed in prayer and who exercised faith along with hard work and foresight.

Edward A. Sutherland, M. D., eighty-eight years "young," stands today as a stalwart example of how one man can set in motion a great educational movement that knows no bounds. Professor Sutherland, as he was known in the late nineties, became the president of Battle Creek College (Michigan) in February, 1897. While in Battle Creek he became acquainted with the late Dr. John Harvey Kellogg, the founder and operator of the famous Battle Creek Sanitarium. From Dr. Kellogg he learned some outstanding and basic principles of healthful living, yet these were not the only principles that Professor Sutherland learned. He also learned from experience that the older and classical schools were not preparing people both to live and to earn a living. He believed that students must be taught to be self-supporting. He arrived at these conclusions from observation, from assiduously studying the

history of Oberlin College, and from a deep inner conviction.

Professor Sutherland found that he could not carry out these new and cherished principles with Battle Creek College located in the midst of a thickly populated city. So, the only thing to do was to move the college out into the country. A beautiful site was selected on the banks of old St. Joe River in Berrien County, Michigan. The movable assets of Battle Creek College were loaded into sixteen box cars, and the college was literally moved to its new location where it was given the new name of Emmanuel Missionary College. Tents were pitched, and classes were held in the open under the trees and in the old county jail until permanent buildings could be erected. The students and faculty joined hand in hand to build a new college from the ground up. Summer school opened in July, 1901 with an enrollment of two hundred.¹

It was during this time that Professor Sutherland chanced one day to be walking with his friend Dr. David Paulson on the campmeeting ground in Michigan. Professor Sutherland later related this experience:

With my friend, Dr. David Paulson, I was visiting a meeting attended by a large number of young people who desired to enter college. In the course of the day we had met, among others, many who could not finance a college course. These were bright young

1. Verified by Miss DeGraw, a member of the faculty.

people with promising futures, but because of circumstances over which they had no control, they were denied the longed-for privilege of an education.

Perplexed by the situation, Dr. Paulson and I retired to a secluded spot for counsel and prayer. Finally he spoke. 'If I were in your place I would establish a school whose doors would swing open to any young man or woman of worthy character who is willing to work for his expenses. I would never turn away one who had the love of an education and the courage to work for it. You ought to have a large tract of land and provide facilities for student self-support.'²

Other influences were beginning to play upon Professor Sutherland. Both Battle Creek College and its successor, Emmanuel Missionary College, were owned and operated by the Seventh-day Adventist Church. The Church had recognized a "prophet" in the person of Ellen G. White since the middle of the nineteenth century. She reported she had had visions from God shortly after the great religious awakening led by William Miller in 1844.³ Her writings had been a directing influence in the lives of all Seventh-day Adventists since the founding of the Church. She was a frail girl with a limited education, yet she instituted reforms in health and education in the Seventh-day Adventist Church which appear to have been years in advance of the general thinking of that time. Mrs. White had a great molding influence upon

2. Madison Survey, May 9, 1934, p. 53.

3. Ellen G. White, Early Writings (Washington, D. C.: Review and Herald Publishing Association, 1941), pp. 13-20.

the life and work of Professor Sutherland.

Closely associated with Professor Sutherland in his work at Emmanuel Missionary College was Professor Percy T. Magan. Both of these men had a deep interest in and a concern for the people of the hill country of the South. Both looked forward to the day when they might do something for these people. Professor Magan wrote concerning their interest:

The stirring testimonies on the needs of the work in the South, that came about 1894 and 1895, created in the hearts of many of God's people a desire to assist in the development of this line of work. In 1897 some of us at the Battle Creek College were permitted to co-operate in a small way with a few of the Southern workers who had responded to these appeals and gone to that field in person. As we came more and more in contact with the needs of this field, our interest grew; and when, in 1904, the way opened for us to devote our entire time and strength to the work in the South, we gladly accepted the opportunity.⁴

Edson White, the son of Mrs. E. G. White, was also greatly concerned for the poorer people in the South, especially the colored race. He was already actively engaged in mission work among the colored and in a small way was carrying on a publishing work in Nashville, Tennessee. When Professors Sutherland and Magan decided to come South, Edson White had built a boat in Allegan, Michigan, and had named it the Morning Star. He sailed it down the Kalamazoo

4. Percy T. Magan, "Inception and Development," The Nashville Agricultural and Normal Institute (Mountain View, California: Pacific Press Publishing Company, 1908), p. 7.

River to Lake Michigan, across to Chicago, and then through the Chicago Canal to the Illinois River. He continued down the Mississippi, up the Ohio and Cumberland Rivers to Nashville. He had been arrested in Mississippi for not having a pilot's license but was let off by the Judge when the nature of his work became known. As soon as he became acquainted with the rivers he was granted a pilot's license.

He accomplished a great work among the colored race, especially in Mississippi, and as a consequence approximately fifty schools for the colored were established. He published the simplest kinds of books that the colored people could buy and read. Many a colored preacher took his sermons from the Gospel Primer because he could not read the Bible. This publishing work was the forerunner of the Southern Publishing Association.⁵

Professors Magan and Sutherland had made numerous visits South to see and help Edson White in his work. These visits added greatly to their desire to come South and to establish a small school somewhere back in the hills. Their intention was to work directly with the people in the hills; however, fate seems to have dictated otherwise. Time has proved that their real mission was to train teachers and prepare

5. Lecture by Dr. Floyd Bralliar to the Madison College Orientation Class, January 21, 1945

to send them out to work in many places among the hill people.

Professors Sutherland and Magan came South early in June of 1904 with the intention of looking for a suitable location in either East Tennessee or the Carolinas. Mrs. E. G. White, who was in Nashville at the time visiting her son Edson, sent for Sutherland and Magan to come to discuss their plans with her. Mrs. White, the "Prophet," spoke thus concerning their plans:

In connection with the work in Nashville, I wish to speak of the school work that Brethren Sutherland and Magan are planning to do. I was surprised when, in speaking of the work they wished to do in the South, they spoke of establishing a school in some place a long way from Nashville. From the light given me, I knew that this would not be the right thing to do, and I told them so. The work that these brethren can do, because of the experience gained at Berrien Springs,⁶ is to be carried on within easy access of Nashville; for Nashville has not yet been worked as it should be. And it will be a great blessing to the workers in the school to be near enough to Nashville to be able to counsel with the workers here.⁷

As a consequence of the advice given by Mrs. White, the two men spent about six weeks driving in all directions from Nashville, looking for a suitable location for a school. They searched everywhere and finally they did not know where

6. Berrien Springs, Michigan, was the location of Emmanuel Missionary College.

7. Ellen G. White, "The Purchase of a Property," The Madison School, (Mountain View, California: Pacific Press Publishing Company, 1908), p. 8.

to turn next. They had to find a location where they could make a living and the place had to be cheap, for they had no money. When they would go fifteen or twenty miles from Nashville, Mrs. White would tell them that they were not to go that far. In the meantime Edson White had reconditioned his boat, the Morning Star, and it seemed to be in better running shape than it had ever been. He persuaded his mother to accompany him on a trip up the Cumberland River so that she could see firsthand some of the conditions of poverty and hardship that she had been writing about. She invited Sutherland and Magan to accompany her, with the idea in mind that perhaps they would find a suitable location for their school.⁸

At 2:00 p.m. on a beautiful day in the early part of June, 1904, the Morning Star lifted its anchor and slowly eased from its moorings as its prow swung upstream. Professor Sutherland probably never would have undertaken the journey had he know what was in store for him. The boat broke down and came to anchor at the head of an island on Neely's Bend, at Larkin Springs, just above what is now the Madison College farm. The boat was towed over to the bank of the mainland so that repairs could be made. It appeared that the

8. Bralliar, op. cit.

repairs would not take long; so Mrs. White and W. Palmer went ashore to look around. They saw a farm overgrown with brush, full of gullies, and in general pretty well run-down. After looking over the farm, Mrs. White returned to the boat, and said to Sutherland and Magan, "This looks like a place I have seen in vision!" She then advised the men to establish their school on that farm. They found it hard to accept this advice for everything that they saw was displeasing. The next day she called the men to her cabin and told them that the Lord had again shown her that He would have a school on that farm. Again dismay and disbelief covered the countenances of the two men. A third time Mrs. White conveyed the same instruction to the two men. The following statements made by Mrs. White in 1908 and 1909 bear out the authenticity of the foregoing statements which have been repeated publicly on many occasions by Dr. E. A. Sutherland, who was present at the time:⁹

It is in harmony with the leadings of God's Spirit that Brethren Sutherland and Magan and their associates have begun a work at Madison. The Lord guided them in the selection of a location for the school. Had a small sanitarium been established in connection with the school, this would have been in the order of God; and these two institutions would have been a mutual help. This has not yet been done,¹⁰ but our brethren in Madison need not be discouraged.

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9. Related to the writer by Dr. E. A. Sutherland.
10. Letter to the Southern Union Conference Committee from Ellen G. White, Sanitarium, California, February 24, 1907.

When I first visited Madison, about five years ago, and looked over this school property, I told those who were with me, that in appearance it was similar to one of the places that had been presented before me in vision during the night season.¹¹

The name Morning Star was indeed a fitting term for the boat upon which these educational pioneers had embarked, for these educational leaders became "morning stars" of an educational reform in the Seventh-day Adventist Denomination. While on this river journey Mrs. White wrote the following letter:

We are returning from our trip up the river to look for land suitable for school work. We went from Nashville to Carthage, a distance of about one-hundred and seventy miles by the river and seventy-eight miles by rail. We looked at several places; but the fertile land up the river is altogether too high in price for us to think of purchasing for school purposes.

Tomorrow morning we shall reach Edgefield Junction, which is only twelve miles from Nashville. We shall stay there for the rest of the day; for we wish to visit a farm which is for sale at Madison, about nine miles from Nashville, and two and a half miles from the railway. It is said that this farm contains nearly one hundred acres of good bottom land, more than one hundred acres of second quality agricultural land suitable for grain and fruit, and about two hundred acres of pasture land. We think that it can be purchased for about twelve thousand dollars. It is said that there is on it over two thousand dollars' worth of stock and farm implements. I desire to

11. A talk by Mrs. E. G. White to faculty and students of Nashville Agricultural and Normal Institute, Madison, Tennessee, April 26, 1909, published in pamphlet form "Words of Encouragement to Self-Supporting Worker." p. 11.

look at this farm, and if it be the will of the Lord, I shall do so to-morrow afternoon. The farm has a roomy house, barns, and other buildings, and two and a half miles of good stone fence. Considering its advantages, its price is less than anything else we have seen in this part of Tennessee.¹²

Mrs. White hired a carriage and drove over the farm.

Still very much impressed with its possibilities, she invited the Conference brethren out, and several parties tramped over the place inspecting every part of the farm. The more they looked over it the more she declared that it was a beautiful place and the spot where the institution should be founded, and the more Professors Sutherland and Magan became downhearted. There was a large pile of rocks near where the Scott house is located today. Loads of rocks had been piled up there through the years. The "Boys," as they were often endearingly spoken of by some close to them but older and wiser in years, had to make a decision. Here they stood by the rock pile, discouraged, for they were just as sure that this was not the place as Mrs. White was sure that it was the right place. Torn between their own personal feelings and the instruction of Mrs. White, they sat down on the pile of rocks to think the situation through. Finally Professor Sutherland said to Professor Magan, "Percy, you know that we

12. Letter to A. G. Daniells, Washington, D. C., from Mrs. E. G. White, written on board Morning Star on the Cumberland River, June 13, 1904.

have claimed that we believe in the 'Spirit of Prophecy' and we have always believed in what Sister White has said. We must either accept this place or we might just as well give up being Seventh-day Adventists and refuse the prophecies. We have come to the parting of the ways. Things have got to be settled." They talked over some other incidents wherein others had refused to accept her word, and they knew the consequences that had followed. They could not refuse; so they stood up and shook hands on the matter and settled it that they were going ahead with the help of God and do what He told them to do. They told Mrs. White of their decision and she was much pleased.¹³

After counseling together and with Mrs. White, the men decided to go to see about purchasing the place. The farm, known as the Nelson Place, and at that time owned by a Mr. Ferguson, was located ten miles from Nashville and approximately two and one-half miles from the village of Madison in a bend of the Cumberland River known as Neely's Bend.

Mr. Ferguson looked the prospective purchasers over and decided, that being Yankees, he would set a good stiff price and make them take all the stock and equipment too. An agreement was finally reached and a small amount of money deposited

13. Bralliar, op. cit. The conversation was verified by Dr. E. A. Sutherland.

to hold the property for a short period of time until the down payment could be made. This deposit took just about all the cash that Magan, Sutherland, and one or two others had. Dr. Bralliar quotes Mrs. White as saying to Magan and Sutherland:

Now I want you to know that I have been shown how this school should be organized. It is not to be organized like our older schools, neither owned or controlled like them. I want you, Professor Magan, to go with me, and we will get hold of an attorney and we will get him to draw up the papers and take it to the state authorities and get the institution incorporated, and I will stay here until we get that done and then I will go to California.

I want you, Professor Sutherland, to go North and see if you can get enough money to make the first payment on this place (about \$1,000) and we will attend to the organization down here.

Dr. Sutherland went North to Berrien Springs and worked for about a week without any success. He then went to his aunt, Nellie Druillard, and told her that Mrs. White had sent him to see her. He described the place they had found and asked her for the money to make the first payment. She reminded him that she had agreed to pay, provided they find some cheap mountain land. They had bought more expensive land, she told them, and now they could get themselves out of the situation.

Professor Sutherland made other contacts but without success. After about ten days without success he hardly knew where to turn next, for, if he did not raise the money quickly, they would lose all of the money that they had deposited. He went back to see Mrs. Druillard, who finally consented to return to Tennessee with him to look over the farm.

Mrs. Druillard, who had been one of Mrs. White's secretaries and had lived in her home for a number of years, was an outstanding financier and had some funds of her own. When "Mother D," as Mrs. Druillard was affectionately called, arrived, Mrs. White told her of the farm which the "Boys" did not have enough money to buy, and said that she wanted her to come down to Tennessee and lend a hand in helping to get things started. Mother D objected strenuously, saying that she was an old woman who had just buried her husband and that her work was done.

Mrs. White said to Mrs. Druillard, 'The Lord has shown me that if you will come down to Madison and take hold of that work as I have asked you to, He will renew your youth and you will live to see the school a success.'

Naturally she could do nothing but respond favorably. Mrs. Druillard gave \$5,000 to Professor Sutherland to pay on the property. She joined the work at the age of sixty years and the Lord blessed her with thirty-one more years of life, of which thirty years were given to faithful service.¹⁴

Mrs. Druillard was asked in 1920 to give her first impression of Madison. Her first impression substantiates some of the foregoing statements:

My first sight of Madison was on a very warm day in June, 1904. While the trees, the hills, and the sky were pleasing to the eye, the whole farm reminded me of the wilderness or a desert. Nothing could I see but stones and buck brush. Hogs, ducks, chickens, and calves had taken the grass from the dooryard, roots and all. The rain had washed large or small gulleys here and there, in places leaving

14. Related by Dr. E. A. Sutherland to the writer.

twenty feet of bare stone, reflecting the sun's rays and increasing the temperature. The ground looked hard and dry like broken bats. There were no flowers, no garden, no fit buildings, and as the darky said, 'No nothin.' An old log barn stood near the entrance, from which arose a peculiar odor and swarms of flies.

I asked Professor Magan if, for one minute, he thought we should locate in such a place. He smiled, but with tears in his eyes said, 'I don't know. Ask Ed.' My whole being rebelled, and I did not fail to tell both Ed and Percy that I thought neither of them had any gumption. Nor did I change my mind until I was told that, if I would give my time, my talent, and my means to help establish a school in this place and on this farm, God would give me the privilege of doing so, and that I should live to see the work a success.¹⁵

During the absence of Professor Sutherland the Fergusons had a change of heart. It seems that Mrs. Ferguson had not been consulted on the earlier deal and she would not consent to selling unless the price was increased by \$1,000. When Sutherland returned he was met by Magan who said, "Ed the jig is up, and the old lady wants a thousand dollars more." When Mrs. White and Mother D were told, the response of Mother D was, "Now we don't have to buy the old worn-out farm." Mrs. White was quick to reply that they should buy it.¹⁶

15. Madison Survey, March 24, 1920, p. 2.

16. The conversation was verified by Dr. E. A. Sutherland

The farm was purchased for \$12,723, and the purchasers asked Elder and Mrs. S. N. Haskell to act as trustees until a corporation could be perfected. The type of organization was decided upon and incorporated under the "General Welfare Act" of the State of Tennessee. Elder and Mrs. S. N. Haskell turned the trusteeship over to the new corporation in the fall of 1904.¹⁷

The group returned to Berrien Springs to lay their plans to occupy the place at a later date. Although purchased in June, full occupancy was not gained until October.

Elmer E. Brink was the first of the school group to settle on the place. He left Berrien Springs in midsummer and came down with two students to look after the dairy herd and other interests until school opened in the fall. The owner did not offer them a place in the house; so they slept upstairs over the carriage house in what had formerly been the servants' quarters. These quarters became the home of many new students as they were introduced to Madison and were later very appropriately christened "Probation Hall."¹⁸

The Board of Trustees held their first meeting at Berrien Springs, Michigan, on July 4, 1904, and the minutes are quoted verbatim as follows:

17. Percy T. Magan, op. cit., pp. 9-10. Charter of Incorporation listed in Appendix.

18. Madison Survey, November 1, 1922, p. 4.

MINUTES OF THE FIRST MEETING OF THE
INCORPORATORS OF THE BOARD OF TRUSTEES FOR THE
NASHVILLE AGRICULTURAL AND NORMAL SCHOOL

Held Monday, July 4, 1904, at 9:00 o'clock, in the Correspondence Room, Study Hall, Emmanuel Missionary College.

PRESENT: E. A. Sutherland, P. T. Magan, Mrs. Druillard, Miss M. Bessie De Graw. The meeting was called to order by Professor Sutherland. Miss De Graw was asked to act as secretary.

BOARD OF OWNERS. I. An incorporated Board of Owners must be composed of at least five members. These are as follows: E. A. Sutherland, P. T. Magan, Mrs. Druillard, Miss DeGraw, Elder S. N. Haskell. The members present proceeded to organize, and it was VOTED that P. T. Magan act as President, Mrs. Druillard, Treasurer, and Miss De Graw, Secretary.

BOARD OF MANAGERS: II. The Board of Managers, known as the second Board, should be composed of Seventh-day Adventists. Sister White had been asked to become a member of this Board. Sister Druillard was asked to write Sister White, and the names of the following individuals were suggested as members of this Board: The members of the Board of Owners, Elder George I. Butler, N. W. Allen, Mrs. Haskell, C. F. Alden, George Alcorn, J. E. White, Mrs. E. G. White, if she will consent to act.

SOUTHERN EDUCATIONAL SOCIETY. BOARD III. As the nucleus for the educational society which shall be interested in the schools which may be started in the South, the following suggestions were made: S. N. Haskell, President, J. E. Tenney, the members of Board No. I, the members of Board No. II, the officers of the Southern Union Conference, and all educators in the Southern Union Conference.

OBJECT. The object of this society shall be to study educational questions, and to propogate

these principles of Christian education especially in the South. It is the idea that in case Board No. I should disintegrate all Board property shall fall into the hands of the Southern Educational Society.

OWNERSHIP. It was thought by all present that property should be divided into shares which would regulate the number of votes. WITHDRAW. Any owner will be allowed to withdraw what he has put into the institution only with the consent of all the other members.

BUILDING. It will be necessary to erect buildings to be occupied by teachers and workers, and the plan suggested was that all buildings should be owned by the school. Money put into the buildings by the owners will be a donation to the plant. When the money for building is raised by the owners, interest will be paid by the institution, and an amount equivalent to this interest will be charged as rent.

FACULTY AND WORKERS. As a nucleus for beginning the work the following names were suggested: E. A. Sutherland, P. T. Magan, Mrs. Druillard, Miss De Graw, G. F. Alden, O. A. Wolcott, C. D. Kinsman, E. E. Brink, A. M. Watson, Olive Siemann, Mable Noggle, Louise Abegg, R. O. Dickson and wife, Laura Ashton, Cora Shaw, Terry Beeler, Reent Bruns, George Alcorn, Isaac Alcorn, Jennie Persons.

BOARD. All members of the school shall, to begin with at least, board in a common dining-room. It was thought best to serve meals at first on the American plan, and to depend as largely as possible upon the farm for supplies.

WORK. The work in the institution shall be done by teachers and students. It will be impossible to pay salaries in cash at least during the first year except as money may be made by the institution. All connected with the institution must get board, room, and laundry. TUITION. The discussion of the tuition question led to a VOTE that the school should offer free tuition to all

who are considered capable of entering the school. The free tuition includes all subjects, no distinction being made between intellectual subjects and the industries - music, etc. Students should be taught that they are everlastingly in debt to the institution which gives them free tuition.

TWO HOUR LABOR. There was considerable discussion on the question of two hour labor. It was finally thought best to begin on this plan, believing that matters will adjust themselves as the situation is met. Concerning the wages for students the idea was advanced that the rate would be somewhat lower than at Emmanuel Missionary College. Students should be paid about what would be paid workmen who could be obtained from the surrounding country.

LIBRARY. Those who at first connect with the school will be expected to allow the school to use their books, furniture, etc. An estimate will be placed upon their value, and credit given for the same on the school books.

CALENDAR. It was thought that the school should open in the fall. Professor Sutherland and Miss De Graw were asked to get out a simple calendar which should describe briefly the work of the institution and its plan of operation. This was to be printed by the Advocate Publishing Company.

CHARTER. The charter should make mention of the following facts: The school is for white students of both sexes, controlled by Seventh-day Adventists in harmony with the educational reform taught by the Spirit of Prophecy.

NAME. It was thought that the name of the institution should be the Nashville Agricultural and Normal School.

FURNISHING. It was suggested that a request be made to the Executive Board of Emmanuel Missionary College for one microscope, for such tables as they

can spare, for a few blankets, and that Mr. Alcorn be asked to can a quantity of fruit for the new school; only the actual charge of canning being made.

ADJOURNED

P. T. Magan,	Chairman.
M. Bessie De Graw	Secretary. ¹⁹

One should understand the relationship of the two Boards and their supporting organizations in order to understand better the functions of the two. The Board of Trustees often referred to as the Board of Owners was elected by a constituency that was set up with the organization. This Board was the legal officer of the corporation whose duty was to guard the interests of the property. It did no other business than that required by law and turned over to the Board of Managers the responsibility of operating the institution. The patrons elected the Board of Managers. The patrons were those who had paid \$25.00 or more into the corporation as a donation and who asked for membership and were accorded that membership by vote of the constituency.²⁰

This sturdy band of pioneers was made up of Professor Sutherland and Mrs. Sutherland with baby Joe, Professor Magan, Mrs. Druillard, Miss M. B. De Graw, Elmer Brink, and eleven students.

19. Minutes of the first meeting of the Incorporators of the Board of Trustees, July 4, 1904

20. President's report to the Constituency of the Nashville Agricultural and Normal Institute, December 6, 1916.

When we think of a college today we are prone to think of a large campus with many large brick and stone edifices with marble corridors. Not so, however, with the Nashville Agricultural and Normal Institute. It was on a farm, ten miles from a city. Life was very simple at first, use being made of the old log plantation house for living quarters and for classes until other buildings could be constructed. These pioneers in this educational project were not backed by any organization or any endowment. They worked with their hands, using what funds were given by friends, and built their first buildings, humble two-room and four-room cottages for student homes. Teachers worked side by side with students in building, farming, and whatever else needed to be done. Professor Magan was the farm manager, and Professor Sutherland was the president and general manager of the school. One of the official responsibilities of President Sutherland was to churn the cream and prepare the butter for market. Miss De Graw would don her white gloves and drive the old mule to town, carrying the butter and eggs to market. One can imagine her consternation on one occasion when she discovered to her dismay that some of the college boys had not only greased the buggy, but the reins of the harness as well. Life was simple in those days; they used planks for tables and dry goods boxes for chairs. They had no steam heat, no electricity, no

expensive equipment, and no fancy foods. Thus we get a picture of the setting where these sturdy pioneers received their preparation for the great work before them.

At the annual dinner held in November, 1934, Professor Arthur W. Spalding recited the following verses that aptly describe the spirit and experiences of the founders. They were happy in their enterprise and rejoiced in their privations.

Why came they here, this little band?
 What sought they in this clime?
 Were they so greedy of the land?
 Or hoped they jewels to mine?

No; they with faith and hope were filled;
 They saw a kingdom great
 Of minds and souls that should be built
 Upon their low estate.

One thrilling call alone they heard,
 One mission could afford;
 They knew one faith: the Master's word,
 "Not greater than your Lord!"

They came to minister His grace,
 To serve, and not be served,
 And in the vision of His face
 Receive all they deserved.

They were content to serve with hands
 Where service most must be,
 And by that service bind the bands
 Of human destiny.

We who came after speak their praise,
 But better by our deeds,
 If we their monument shall raise
 By serving others' needs.

Full thirty cycling suns have set
 Upon this growing tree:
 Now in its pride let none forget
 What made that growth to be.

Lowly in greatness let us be,
 As were our pioneers,
 And with their vision that can see
 Down through the growing years.²¹

Two factors must be borne in mind when thinking of the material that has been presented concerning the early experiences in the founding of the Madison School. The first factor is that the material written is not for the purpose of eulogizing the founders. We must recognize that they were men subject to like mistakes as we are today. Recorded accounts have the tendency to give us more information on the good side of the ledger, and these good accounts tend to overshadow the mistakes. These two men had their faults and make their mistakes.

One of the greatest evidences of this is the fact that they were not in too good a standing with the officials of the General Conference of Seventh-day Adventists when they left Emmanuel Missionary College and came South. Before that time Dr. John Harvey Kellogg, the head of the Battle Creek Sanitarium, had written a book containing information contrary to the teachings of the Seventh-day Adventist Church. The book was rejected by the denomination and Dr. Kellogg later withdrew from the denomination. Professor Sutherland had been a very close friend of Dr. Kellogg and was looked

21. Madison Survey, November 28, 1934, p. 162

upon with suspicion by the leaders of the denomination.²²

Professor Sutherland was also a reformer in certain respects concerning education and health. He had the tendency to push his reforms too rapidly and too independently and thus incurred the ill will of some denominational brethren.²³ Three experiences might be considered examples of this. One was the instituting of a vegetarian diet in Battle Creek College, and another was the ploughing up of the Battle Creek Athletic field and planting it to vegetables. The third and probably the most important was the moving of Battle Creek College out of the city onto a farm in Berrien County, Michigan.

The following quotation from a letter written by Mrs. E. G. White to some of the denominational leaders indicates that Professor Sutherland and Professor Magan had made some mistakes:

Brethren Sutherland and Magan have had a severe lesson in the past. The Lord sent them correction and instruction, and they received the message from the Lord, and made confession. . .

When I was in Washington (August, 1904), I entreated Brethren Sutherland and Magan to believe that God had forgiven their mistakes, and I have since tried by my help and encouragement to have them realize that the Lord had placed them on vantage-ground.²⁴

22. Related by Dr. E. A. Sutherland

23. Conclusions reached as a result of conversation with Dr. E. A. Sutherland.

24. Ellen G. White, *Special Testimonies, Series B, No. 11, The Madison School* (Mountain View, California: Pacific Press Publishing Company, 1908), p. 21.

Dr. Sutherland stated to the writer, that the mistake referred to was concerning his resignation at Emmanuel Missionary College. It seems that after the Battle Creek Sanitarium burned, Mrs. White advised decentralization of the institution. Dr. Kellogg was favorable and Professor Sutherland supported him in the plan. The General Conference men under the leadership of A. G. Daniells, their president, voted to rebuild at Battle Creek. Later at a General Conference Council at Emmanuel Missionary College in the Spring of 1904, plans were developed to replace Professor Sutherland as President of Emmanuel Missionary College. Professor Sutherland was completely in the dark as to the plans until a personal friend, an Elder Covert, came and told him what was being planned. Professor Sutherland stood up in the Council and said that he probably was the cause of the spirit of unrest that was evident in the Council and that he was offering his resignation. He further stated that he had a desire to go South and that he had talked his plans over with Mrs. White and she was favorable. The injection of the resignation into the Council created a furore, and later Mrs. White told Dr. Sutherland that he had made a serious mistake.

The second factor is that one of the founders and a co-laborer are still living. This fact lends authenticity to the record but might have the tendency to color the

picture too much. With this in mind every effort has been expended to render an unbiased report.

CHAPTER II

YEARS OF FAITH, WORK, AND FRUGALITY

The band of pioneers that founded Madison came not as seekers of fame and fortune, but rather as teachers of a better way of life. They came not seeking a farm with rich alluvial soil where nature almost unaided could produce luxurious crops, but rather they chose a worn-out, run-down, brush-covered, eroded farm where man and nature would have to pull together to gain the bounties of the soil. They came to minister to the poor; so it was necessary to demonstrate what could be done with the most meager of equipment and circumstances. These men and women were courageous and determined to succeed. They were both missionaries and teachers, and a more zealous group would have been hard to find. Mrs. E. G. White buoyed them up by her own faith and special messages:

The Lord has helped you in the selection of the location for the school, and as you continue to work under the guidance of the Holy Spirit, your efforts will be successful. The Lord will give you spirit and life, if you will not permit yourselves to become discouraged.¹

1. Ellen G. White, "Laboring in Unity and Faith," Special Testimonies, Series B., No. 11, The Madison School (Madison College, Tennessee: Madison College Press, 1946), p. 18.

In the South, there are difficulties that must be met. But some people are saying we are well able to go up. Agricultural conditions have been hard because of the lack of intelligent cultivation. With faith and intelligence this land can be redeemed. The promise, concerning this very section, is that the wilderness shall blossom as the rose.²

The Lord desires the desert places of the South, where the outlook appears so forbidding, to become as the garden of God.³

With these words of encouragement the early pioneers launched forth on their first year of activity. The facilities were meager and they lived under extreme hardships. The old Plantation House served many purposes. It was built about 1800, of red cedar logs. Sometime near the end of the nineteenth century, the outside was covered with siding and the inside was plastered. This gave it the appearance of a typical Southern mansion with a wide front veranda. It served as a school room and meeting place in the daytime and as sleeping quarters at night, until other facilities were constructed. The carriage house, "Probation Hall," as it was early renamed, was filled to overflowing with workers and students. Anyone who had the privilege of living in Probation Hall can consider it a distinct honor

2. Ellen G. White, Words of Encouragement to Self-Supporting Workers. (Madison, Tennessee: Madison College Press, 1941), p. 32.

3. White, op. cit., p.26

and should wear a badge today designating his participation in the rigors of pioneer life. The president and founder, Professor E. A. Sutherland, spent the early days of his life at Madison as an occupant of Probation Hall. The experience did something to those early pioneers of Madison. They learned what it meant to sacrifice, and the experience had a molding influence in helping them to learn how to accomplish much, even though they had little with which to work. It taught them that they could work without the latest and most modern equipment and supplies. People who came later, found housing ready for them; as a result, they did not have to sacrifice and were inclined to be more demanding.

The first years were busy ones. Students and teachers worked side by side. The program was from early in the morning until late at night. Miss DeGraw had charge of the Poultry Department. Young women cared for the poultry and gathered the eggs. Mr. Elmer Brink looked after the cows, and with young men did the milking. In addition to being president and teacher, Professor E. A. Sutherland churned the cream and made the butter in a little shack behind the old Plantation House. Miss DeGraw drove the carriage and took the eggs and butter to market. Everyone was busy, for their very livelihood, and the existence of the School, depended upon the food and crops raised on the farm and in

the gardens. Morning and evening they gathered in the old Plantation House, sitting around the fireplace as they listened to Professor Sutherland explain the principles of Christian education. There, too, they knelt in prayer as they opened their hearts in thanks to their Heavenly Father for His bountiful blessings to them and for His watch-care over them.

One of the earliest problems studied was concerning the type of buildings that should be constructed. Should they be large buildings, expensively equipped, should they be of medieval style, or should they be monuments to the new type of education that was in the pangs of birth, fitting harmoniously into the rural simplicity of the surroundings? It was decided to build small, simple, inexpensive, yet neat and substantial buildings. They would be erected by teachers and students working side by side. The cottage plan was adopted and the buildings were constructed cottage by cottage as rapidly as the need arose. Some were two-room cottages, and some were four-room cottages with two students to the room. The students in each cottage became a self-governing group. Choosing one in their cottage to be a sort of monitor, they all co-operated to maintain order and discipline. They took care of the grounds and shrubbery around their cottage, just as if it were their own home. Thus, they

learned valuable lessons in self-government from this plan of living, as they learned valuable lessons in self-support from having the privilege of working for their education.

It may be well to say that the inspiration for this digression from the ordinary form of college architecture came from a study of Thomas Jefferson's plans for the University of Virginia, a style of architecture which he considered a consistent accompaniment of student self-government, self-support, and democracy.⁴

The early spirit of the Madison students can be personified by what the young man in the following parody on the Bible story of the "Rich Young Ruler" found, as he came to Madison.

A young man visited Madison to look over the place, with the idea of entering the school. He stated that he wanted an education and that he was prepared to pay for it. He wanted to work as little as possible, and to spend most of his time in study. When asked if he expected to do his own washing, he replied that he would pay to have that done.

"What about your meals?" Surprised at the question he answered, "I will buy them at the school dining room."

"But there is not money enough to hire any of our women to cook and wash for boarders. Everyone who lives at Madison is a member of the school family and every member works. Each endeavors to be a producer, and not merely a consumer. The girl who cooks the meals expects the man who eats them to provide the farm produce,

4. Edward A. Sutherland, A New Type of Community School for the South Atlantic Highlands, (Madison, Tennessee: The Rural School Press, 1917), p. 9.

to milk the cows, and to build the houses and roads. In the training of workers, Madison considers these duties as important as book study."

When the young man heard that saying he went away sorrowful.⁵

Self-government was one of the foundation principles of Madison from its very beginning. The school family was organized on the basis that the students were mature enough to enter school with a settled purpose, so that self-government could be a part of their training. Students who were accepted into the institution pledged themselves to uphold the principles and standards and to assist in carrying on the school government. When students knew that wrong things were going on, it became their duty to clear those things up. A weekly meeting was held in which all matters of questionable conduct were cleared up.⁶

Self-support was another of the foundation principles. Any worthy young man or woman willing to uphold the standards of Christian conduct, and willing to work for his or her education, was admitted to Madison, provided he was mature of mind. If he did not possess a thoroughness in the common branches, he had to take review classes before he could take

5. Madison Survey, December 22, 1926, p. 191.

6. Loc. cit.

any advanced work. There was no tuition charge in the early years of the School. Ample opportunity to work was afforded the student in exchange for his board, room, and laundry. In addition, the student worked another two hours each day to help pay for the overhead operating costs of the School. The following statement from the Handbook of 1910-1912 gives a glimpse of a student's expenses:

Board costs the average student from \$5.00 to \$7.00 a month; room rent, \$2.00 a month; library fee, 50 cents a term. Laundry is paid for by the piece. The total school expenses average \$10.50 a month -- a part of this may be earned by manual labor if proper arrangements are made. Each student works two hours a day without pay, to aid the Institute in general expenses.⁷

The catalog of 1952-1953, approximately forty years later, lists the total monthly expenses as varying between \$78 and \$90. Of this amount, approximately \$37 is tuition. The old two-hour time is not included in the present program. The program costing \$78 a month is comparable to the program under the 1910-1912 charge of \$10.50 a month. A diligent student who is average or above in his scholastic ability can still earn his school expenses at Madison by spreading his program over the entire year. The two-hour time of the early years is offset today by a bona fide tuition charge.⁸

7. The Nashville Agricultural and Normal Institute and the Rural Sanitarium (A Handbook; Nashville, Tennessee: Southern Publishing Association), p. 16.

8. Madison College Bulletin 1952-1953 (Nashville, Tennessee: The Southern Publishing Association, 1952), p. 16

During the early years money with which to pay the teachers was scarce. By mutual agreement the teachers agreed to allow themselves thirteen dollars a month. In the year 1908 the teachers were credited with thirteen dollars a month and were charged with board, fuel, light, livery hire, etc. Professor Magan opposed paying the teachers more than \$13 a month because the institution was not earning enough to pay more than that amount. He would not consent to using funds for salaries that had been donated for the farm and for buildings.⁹

The Board minutes of 1918 reveal that the wage had not increased much:

The faculty during the past year as heretofore has been drawing \$13 a month which with economy covers an individual's board, room, and laundry. At the end of last year the profits made by the school were divided into three parts, one-third being reserved for repairs and improvements, one-third being for extension work, and the remaining one-third was divided among the teachers according to the number of hours they had reported, which resulted in paying the teachers a little over twelve cents an hour for their work.¹⁰

VOTED on motion of Mrs. Druillard, seconded by Miss DeGraw, to put it on record as the opinion of the faculty and board, that while it has been impossible for the faculty to receive a higher

9. Minutes of the Board of Managers of the Nashville Agricultural and Normal Institute, October 24, 1908, p. 2.

10. Minutes of the Board of Managers of the Nashville Agricultural and Normal Institute, May 20, 1918, p. 3.

wage, each member feels more than repaid for the effort he has devoted to this work, and is devoutly thankful for the progress which God's blessing has made possible.¹¹

The spirit of always being willing to sacrifice salary was indicated in the following excerpt from the report of the president to the Board of Managers:

When Dr. Magan left, the faculty felt that in justice to him and the work he was entering in the West that it should purchase his house. They did so at a cost of \$2,000. It was met by the fund which otherwise would have been divided among the members of the faculty as a salary.¹²

With the "depression" it was necessary to adjust the wages back to ten cents an hour. The last year of the plan of dividing the profits was in 1929. No cash was paid, that year, in the division of profits. Each faculty member was given a note, because of the scarcity of cash funds. Some of those notes are held unto the present day.

Some people questioned whether Professor Magan and Professor Sutherland lived on thirteen dollars a month. Professor Magan made the following statement to the meeting of the patrons in 1912:

Professor Magan stated that he and Professor Sutherland had never made any statement to anyone that they lived on \$13 a month. But they stated

11. Minutes of Meeting of Board of Managers of the Nashville Agricultural and Normal Institute, January 14, 1919, p. 3.

12. President's report to the Board of Managers of the Nashville Agricultural and Normal Institute, October 30, 1917, p. 7.

that this was all they drew from the school, but that they had to have means from other sources in order to get along.¹³

The other sources referred to were income from family property holdings. The writer was told, that in the case of Professor Sutherland, he had income from some property that either he or his family personally owned in Battle Creek, Michigan.

It seems that up until the year 1914, the books of the institution had not been audited. Finally, as a result of much pressure, a conference auditor was called in and the books were audited. Mr. E. H. Rees, the auditor, rendered a statement showing a complete inventory including real-estate and buildings, less the accounts payable, amounting to a grand total of \$40,171.74. The audit also revealed that donations amounting to \$23,793.28, from Adventists, and donations amounting to \$4,489.18, from outside the ranks of Adventists had been received.¹⁴

Mrs. Nellie Druillard made the statement at the meeting of the "Patrons" setting forth her hesitancy in having an audit made previously. This statement, once again, reveals the self-sacrificing spirit of the pioneer workers at Madison.

13. Meeting of the Patrons of the Nashville Agricultural and Normal Institute, November 29, 1912, p. 6.

14. Auditor's statement rendered to the meeting of the Patrons of the Nashville Agricultural and Normal Institute, October 12, 1914, pp. 1-3.

Mrs. N. H. Druillard stated that she had been opposed to having the books audited. . . She felt that the general run of people had no right to ask an audit. She stated that she had told Elder Wight that she was one of the best auditors in the country, and when she came here, Sister White had told her to put in all the money she had. (Note: She owned Western land but could not realize on it.) She borrowed and borrowed and was afraid the brethren would criticize and start a panic, because there was nothing back of the money which she borrowed. Since then she has sold the property for one-half its value, and put it in, and we are now clear of debt. It was because of this that she had not wanted the books audited. She knew that everyone was looking to find something to condemn and criticize. She stated that she had pinched and starved and gone without clothing, and tramped the streets of Nashville without anything to eat or drink all day, when she was in business for the school.¹⁵

As a result of the revelations made by the audit and as a result of the frank statements made by Mrs. Druillard, the treasurer, and others, the conference leaders expressed the belief that there would be a closer harmony between the "Institution" and the "Organized Work."¹⁶

After having served on the Board of Trustees since the founding of Madison, Mrs. Ellen G. White submitted her resignation to the constituency of the corporation of the Nashville Agricultural and Normal Institute at its meeting, October 13, 1914. The resignation reads as follows:

15. Meeting of the Patrons of the Nashville Agricultural and Normal Institute, October 12, 1914, p. 2.

16. Meeting of the Patrons, op. cit., p. 2.

Sanitarium, California
July 29, 1914

To the Board of Directors of the Nashville
Agricultural and Normal Institute

Dear Friends:

On account of my advanced age, and feeble health, I desire to retire from the responsibility of membership of your honorable body. Therefore, I hereby resign as a member of your Board.

In this connection I wish to state that it has been a pleasure to do what I could in behalf of the work of the Institute, and that I have requested my sons to do what they could to encourage the work.

Praying God's manifold blessings upon your work I request you to accept this resignation for the reasons named above.¹⁷

(signed) Ellen G. White

Through the years many good things have come to Madison as well as a few experiences that have not been so pleasant. Among the good things are the appreciations that kind friends often bestow upon the School. The following quotation from the letter of Mr. William Magness as quoted in the Madison Survey, conveys such a gesture of appreciation:

It will always give me a great deal of pleasure to do anything I can for you or your institution, for I believe you have the true philosophy of life, and that you are doing a wonderful work in character building and teaching people how to live mentally, morally, and physically in order to get the best out of life.¹⁸

17. Minutes of the Meeting of the Corporation of the Nashville Agricultural and Normal Institute, October 13, 1914.

18. Madison Survey, March 11, 1936, p. 43.

Five years later the following quotation is found in the Madison Survey:

Late in February a letter from one of the executors of the estate of the late William H. Magness, of McMinnville, Tennessee, brought this word:

"We advise you of the following bequest made to the Nashville Agricultural Normal Institute. We quote you the paragraph in Mr. Magness' will pertaining to this bequest:

"I give and bequeath unto my executors and trustees hereinafter named and their successors in trust the sum of fifty thousand dollars, to be held and administered by them for the Nashville Agricultural and Normal Institute, a corporation of Madison, Tennessee, the income therefrom to be paid over to it semi-annually to aid it in carrying on its work." 19

The writer as a member of the Board has personal knowledge that this money was placed in trust, and the income from it has been paid to the College semi-annually.

This was the first time and the only time that Madison has ever received funds as an endowment. Unlike all other colleges and universities, Madison has been entirely self-supporting, operating entirely within its income. Donations have come in from time to time for buildings and equipment but not for operating expenses.

Mrs. Lida Scott was one of the benefactors of Madison, who put several hundred thousand dollars into the School

19. Meeting of Board of Directors of the Rural Educational Association, March 1, 1939, p. 2.

plant. The Demonstration School Building, The Science Building (Bralliar Hall), and the Helen Funk Assembly Hall, all stand today as a result of the magnanimous spirit of Mrs. Scott. In addition to these projects, Mrs. Scott furnished funds for additions to the Sanitarium and for much equipment in the College.

Mrs. Nellie Druillard, in addition to her many years of service, also gave liberally toward the construction of many projects. The Druillard Library was named in her honor; she was one of the chief contributors to that building.

It is interesting to note that the estate of Mrs. Nellie Druillard, amounting to \$15,000 cash plus \$12,000 to \$15,000 to be realized from the sale of peroperty, was left to the Rural Educational Association to be administered by Dr. E. A. Sutherland.²⁰

Since that time the administrator has appointed three trustees for the Druillard Trust, namely: E. A. Sutherland, Walter Hilgers, and M. Bessie DeGraw. The fund is to be used as a revolving fund for the earning departments in the Madison College and Sanitarium.

Mrs. Gotzian was another benefactor of Madison, giving the funds for Gotzian Hall and Gotzian Health Home. Gotzian

20. Meeting of Board of Directors of the Rural Educational Association, March 1, 1939, p. 2.

Hall was the first chapel building on the campus. All the early meetings were held there until the Helen Funk Assembly Hall was constructed. At the present time Gotzian Hall is the home of the Nutrition Laboratory. Gotzian Health Home, originally built as treatment rooms and as rooms for the care of the sick in the institutional family, is now called Gotzian Home, and is the Nurses' Dormitory.

Among the good things that have come to Madison is much favorable publicity. This came mainly during the decade 1930 to 1940. The first publicity of this period appeared as a half-page of pictures and written material in the Nashville Banner, Sunday, June 22, 1930, announcing the fact that Madison was seeking senior college rating.²¹

Next appeared an editorial in The Nation's Commerce under date of September 15, 1934.²²

The article that, in all probability, brought the most favorable and lasting publicity to Madison appeared in the May, 1938. issue of the Reader's Digest. That article was entitled, "Self-Supporting College," by Weldon Melick.²³ As a result of that one article, nearly five thousand inquiries came in concerning the school. There was a flood of student

21. Nashville Banner, Sunday, June 22, 1930.

22. Nation's Commerce, September 15, 1934.

23. Weldon Melick, "Self-Supporting College," Reader's Digest, May, 1938, pp. 105-109.

applications. The next year the enrollment was the highest in the history of the College with a total of four hundred and fifty college students enrolled. It was not so much what the author of the article had to say as it was the thought that here was a place where young men and women could find remunerative employment while attending school.

Another article with pictures that brought much favorable publicity appeared in the December 7, 1938, issue of the St. Louis Post-Dispatch as a full two-page center spread in the rotogravure section, entitled "A College Supported by Its Own Industries."²⁴

About this same time a syndicated article, with pictures in rotogravure, appeared in many of the papers in the Hearst chain.

In 1938 the United States Department of Interior, Offices of Education, put out a Bulletin, 1938, No. 9, entitled "College Projects for Aiding Students." Division LV of the pamphlet was devoted to "Self-Help Colleges," and Madison was given a good write-up.²⁵

Mrs. Franklin D. Roosevelt devoted her entire column of "My Day," under date of October 6, 1938, to the story of

24. St. Louis Post-Dispatch, (Rotogravure Section), December 7, 1938, pp. 10-11.

25. Self-Help Colleges, from Bulletin 1938, No. 9, entitled "College Projects for Aiding Students," by the United States Department of Interior, Office of Education (Washington: United States Printing Office).

Madison College as related to her by Dr. Floyd Bralliar. Dr. Bralliar made the appointment through the good offices of Secretary of State Cordell Hull, a native Tennessean from nearby Carthage.²⁶

Richard L. G. Deverall, a professor of Villanova College, wrote a very evaluating article in the January 6, 1939, issue of the Commonweal. This article was the climax of a visit to the Madison College campus.²⁷

Many other articles have been written in newspapers and magazines, the most recent being one entitled "Utopia University," in the May, 1953, issue of Mechanix Illustrated.²⁸

With the good things come the bitter; so it is in operating a college. The "Depression" had its effect upon Madison, but not as it did upon many institutions. The following description from the Survey shows how the workers at Madison met and conquered the problems created by the "Depression."

Our workers sometimes feel that we have been having a pretty hard time during the last two years because of the financial depression. It has always been the policy of the Madison School not to run in debt. This is doubly true of a school and trebly so if a school is self-supporting. It is necessary here at Madison to

26. Mrs. Franklin D. Roosevelt, My Day (Syndicated Newspaper Column) October 6, 1938.

27. Richard L. G. Deverall, "Life on the Madison Campus," Commonweal, January 6, 1938.

28. Ross L. Holman, "Utopia University," Mechanix Illustrated, May, 1953, pp. 94-97.

cut our garments according to the cloth we have. That is, we cannot allow our operating expenses to run beyond our income. The workers have been obliged during the last two years to practice the strictest economy, for every income-producing feature of the school has had its earnings reduced. On the other hand, the number of students has increased.

In many respects, the faculty and commissioned workers of the institution are a remarkable company. They are proprietors, for they operate the institution. They themselves are responsible for its financial success or failure. They cannot pay themselves more than the institution earns, but like Paul, they are learning to be content in whatsoever state they are. This, too, it is realized, is a lesson students must learn. Many enter the school who do not have a clear idea of the meaning of self-support. To keep out of debt and at the same time to be doing things that are worth doing is an ability that is necessary for success in life. Madison teachers are learning by experience how to teach students to be self-supporting.²⁹

Floods are another type of adversity. A few times Madison has been seriously affected by high water. In January, 1927, the river rose to its greatest height in recorded history, the previous highest mark being established in January of 1882. The 1927 flood exceeded that one by several inches. The fields near the river were under from six to thirty feet of water. The school pumping station on the "one hundred acres" was entirely under water, and the water line had to be tapped on higher ground and a tractor

29. Madison Survey, April 15, 1931, p. 55.

used to pump water. Water covered Neely's Bend road preventing patients from coming to the Sanitarium. The only outlet from the school to Nashville was over a rocky road that could be traveled only by wagon and team.³⁰

Another flood came exactly ten years later in February, 1937. This was at the time of the great Ohio River flood. Even though the water covered the Neely's Bend Road, the College and Sanitarium were not materially affected, for by this time the institution was connected with the Inglewood Water Company, and the Old Hickory Boulevard had been constructed, thus assuring the institution a good water supply and a broad highway to the outside.³¹

Adversity can come in other ways. William I. Love started a suit in the courts against the institution in 1921 for alleged contamination of his spring, with sewage. His property adjoins the institution property on the north. The institution lost the lawsuit even though chemical tests did not show any evidence of contamination. At that time it was estimated that a new sewage system would cost \$3,000. The workers met and in one meeting pledged \$1,010 toward the new system.³²

30. Madison Survey, January 12, 1927, p. 7.

31. Madison Survey, February 10, 1937, p. 21.

32. Minutes of the Meeting of the Board of Managers, of the Nashville Agricultural and Normal Institute, August 7, 1921, pp. 1-2.

The institution appealed the decision of the lower court to the State Supreme Court. Litigation dragged on until a decision against the institution, upholding the action of the lower court, was rendered in 1927. Judgment of \$4,500 was brought against the institution, plus court charges, making a total amount of \$7,171.45. The money to pay the damages and costs was loaned by the Layman Foundation at five per cent to be paid back in two years by raising the Sanitarium rates.³³

Since that time, the institution has taken out ample insurance to protect itself in any similar circumstances. Naturally, as the institution has grown larger, especially the Sanitarium, it has met with a number of lawsuits. These have all been handled by insurance companies.

Just as it takes a lawsuit to make one realize the necessity of liability insurance, so it takes experience of a similar nature to make an institution re-study its corporation, to see if there are any loopholes. The Board of Managers made a study of the Madison School set-up and found that the school had been operating as a sort of partnership affair, with the individual members of the operating board held personally

33. Minutes of the Meeting of the Constituents (Incorporators) of the Nashville Agricultural and Normal Institute, January 11, 1928, p. 2.

responsible for the liabilities of the institution, in the case of trouble. To remedy the situation, the operating board was incorporated and in turn leased the property from the Board of Trustees of the Nashville Agricultural and Normal Institute.³⁴ The name chosen for the new corporation was the Rural Education Association or R. E. A., as it was commonly called.³⁵

The charter for the R. E. A. was applied for in May, 1924. It was granted, and the institution began operating under the R. E. A. on June 1, 1924, with a board of fifteen members.

This corporation leased the institutional property from the Nashville Agricultural and Normal Institute corporation year by year and continued to function in that manner until December, 1951. As the years went by and new operators came into control of the R. E. A., constant friction arose between the two boards. Finally, by mutual consent, the two boards united under the Nashville Agricultural and Normal Institute Corporation, and dropped the Rural Education Association out of existence. Thus after twenty-seven years of a dual board set-up, the Board of Trustees became the operating board.

34. Meeting of Board of Managers of the Nashville Agricultural and Normal Institute, February 24, 1924, p. 2.

35. First Quarterly Meeting of the Board of Managers of the Nashville Agricultural and Normal Institute, April 1, 1924, p. 1.

A memorable home-coming was held on the College campus the week end of June 21 to 24, 1946. This was a get-together of the returning veterans of the war.

A memorial service was held by the flagpole, in front of the Assembly Hall, Sunday, June 24, honoring those who had died in the service of their country. Eight names are on a bronze plaque that hangs on the wall of Druillard Library:

Aubrey Alexander, lost with a bomber crew over Germany;
 Dr. Jay Caldwell, crashed with army plane in California;
 Donald Colbert, lost with a bomber crew over Germany;
 Warren Irwin, killed by torpedoing of his ship; Dewey Lester, killed by bursting bomb on Anzio Beach-head; Alexander McKinnon, killed in place crash in California; Lt. J. L. Thomas, killed in plane crash in Far East; Lt. John Robert Wilson, shot down in fighter plane over Germany.³⁶

One of the outstanding and joyful occasions of Madison's long and eventful history was the fiftieth wedding anniversary of Dr. and Mrs. Edward A. Sutherland, celebrated on the Madison campus, August 13, 1940. Tribute was paid to Dr. and Mrs. Sutherland by Dr. P. P. Claxton, president of Austin Peay Normal, by H. K. Christman of the Southern

36. Madison Survey, July 15, 1946, pp. 57-58.

Publishing Association and by Lawyer Cecil Sims of the law firm, Bass, Berry and Sims. The celebration ended as Dr. and Mrs. Sutherland drove away in a horse and buggy as the audience sang, "Put on Your Old Gray Bonnet."³⁷

37. Madison Survey, August 21, 1940, pp. 61-64.

CHAPTER III

THE SCHOOL PROGRAM

From the founding of the Nashville Agricultural and Normal Institute, the academic program was considered the hub around which the other activities revolved. That same principle holds true today. The following quotation taken from a handbook published in 1908 states the specific work of the institution:

The Institute is primarily a normal school. It was established to train home and foreign missionary teachers, and to the accomplishment of this object every effort is directed. The agricultural department is maintained, not as an experiment station, but as a means toward the training of teachers capable of earning a livelihood from the soil; and capable, furthermore, of exalting country life in the eyes of people with whom bread-winning has become drudgery. Those who receive this all-around education have the advantage, whatever may be their field of labor.

For years the tide has carried the multitudes cityward until the very nation has cried out for some means of salvation. In the school is found the potent remedy. The country school is to be properly equipped, manned with competent teachers, provided with land for cultivation, and an effort is now being made to turn the tide from the city to the country. The Nashville Agricultural and Normal Institute is training teachers who will be able to aid in this movement.

The connection of a sanitarium with the Institute strengthens the normal feature. Each teacher in training has the advantage of medical instruction under practicing physicians, and an opportunity for practical training in the sanitarium.

A strong religious atmosphere pervades the institution, for teachers cannot do the best work until they recognize and accept the leadings of God.¹

This added quotation from the Bulletin of 1909-1910, gives further enlightenment on the work of the institution:

There is no age limit for students entering the Institute, but young students and those undecided as to their future work are advised to look elsewhere for their education. The energy of the Institute is devoted to the rapid training of teachers for rural industrial schools.²

One must not think of the school in its earlier years as one does of a college today. It was not a college and hardly a high school. Students were given the specific training necessary to equip them to go out in active missionary work. The only entrance requirements were a mature mind and the possession of a definite purpose looking forward to missionary work.

One could not take advanced work without demonstrating a proficiency in the common branches. Special review courses were offered in all phases of English, arithmetic, history, civics, and elementary science.

Final examinations were given as each subject was completed. Certificates of scholarship were issued giving a

1. The Nashville Agricultural and Normal Institute and the Rural Sanitarium, The School handbook, 1908, p. 3.

2. Bulletin No. 5, The Nashville Agricultural and Normal Institute, Announcement 1909, 1910, p. 4.

history of the student's school life, both literary and industrial.³

The courses listed in the Bulletin of 1909-1910 were:

Bible: Old Testament History; Book Study of the Bible; Methods of Bible Study; Bible Doctrines.

History: The Great Monarchies, etc.; History of Missions and of the South; The Great Reformation; Geography; United States History; and Civics Review.

Normal Subjects: Primary Methods; Methods in the Common Branches; History and Philosophy of Education; Psychology; Pedagogy.

Mathematics: Bookkeeping; Commercial Arithmetic; Practical Algebra; Practical and Mental Arithmetic Review; Constructive Geometry.

Language: English Review; Advanced English and Word Analysis; Practical Rhetoric; Sacred Literature; English and American Literature.

Science: Astronomy; Advanced Physiology and Hygiene; Anatomy; Sanitation and Nursing; Agricultural Botany; Agricultural Chemistry; Agricultural Physics.

Music and Art: Drawing; Painting; Music.

Trades and Industries: Carpentry; Agronomy; Sewing and Dressmaking; Horticulture; Dairy and Stockraising; Blacksmithing; Hygienic Cookery; Buttermaking; Simple Treatments; Gardening;

3. The School Handbook, 1908, op. cit., pp. 13-15.

Baking; Laundry; Poultry-raising; Bee Culture; Brick and Stone Masonry; Basketry and Wood Sloyd.⁴

The Handbook of 1912 (approximately, no definite date given) gave the reason for offering courses in trades:

It is the object in introducing various industries to teach the dignity of labor, to qualify teachers to become self-supporting, and to assist students in paying their school expenses. All the work on the farm, in the home, and in the sanitarium is done by students working under the direction of instructors, and the theoretical instruction in the various trades and industries receives practical application in the various departments.⁵

For many years the Madison School operated on what was commonly called the "one-study plan." The class work consisted of one literary subject, one industrial subject, and one subject of a missionary nature. Three hours a day were devoted to the literary subject. The industrial subject was carried as a laboratory subject with actual work in one of the industries one half of each day. The subject of a missionary nature was also performed as a laboratory project, with the students spending Saturday afternoon or Sunday out doing community work. The reason for calling it the "one study plan" was that the literary subject was the one that required much deep study on the

4. Bulletin No. 5, *op. cit.*, pp. 6-7.

5. A Handbook, The Nashville Agricultural and Normal Institute and the Rural Sanitarium (Approximate date 1912, no definite date given), p. 14.

part of the student.

Dr. E. A. Sutherland presented a paper to the Southern Mountain Workers in conference at Knoxville, in which he outlined the "one study plan":

To make the institution self-supporting, we found that the industrial equipment must be operated during the entire day. This was made possible by dividing the student body as well as the faculty into two sections, one company free to operate the industries the first half of the day, and the other carrying the work in the afternoon. But this was not all. The ordinary program of short recitation periods and numerous classes makes conflicts unavoidable, and breaks manual labor periods into such short hours that remunerative work is impossible.

To duplicate class work calls for added members on the faculty, an expense that we cannot afford. Again, teachers and students should work together in field, and shop, and kitchen, as well as in the class room, if our ideal is to be attained. In order to overcome these numerous difficulties we adopted a program known as the "one-study plan" because it permits the students to take at one time only one intellectual subject. On this subject student and teacher spend three consecutive sixty-minute hours. Both student and teacher then have one-half day for unbroken work in some manual department.

This puts an intellectual leader, a real teacher, at the head of each industry, and in reality gives us a two-study plan consisting of one intellectual and one manual subject. And, indeed, we find that the educational results from the industries thus carried forward are equal and sometimes superior to the results obtained from purely literary subjects in the classroom.

Intensive methods are applied in the school room. The Madison School is recognized as meeting the usual school standards in literary work. A subject that requires one hundred eighty 45 minute period recitations and is usually covered in a school year of ten months, we compress into nine weeks, fifteen hours a week, three 60-minute hours' recitation a day. The usual one-term study requiring sixty 45-minute recitations, we cover in three weeks.

The school year at Madison has four nine-week terms and three terms of three weeks each, making it possible for a student in one year to cover four long-term subjects and three short-term subjects, a total of six hundred seventy-five 60 minute hours' recitation or nine hundred 45-minute recitations, the equivalent of one and one-fourth years' work in the ordinary school. As we recognize and preserve the sequence of studies, students coming to us from other schools do not need to break their grades or lose their course.⁶

The next look at the school program, as given in 1920-1921, approximately ten years later, reveals changes. The curriculum appeared under five major headings: General and Preparatory Courses; Nurses' Course; Rural Teachers' Course; Agricultural Course; and Home Economics Course.

The General and Preparatory Courses

Old Testament Bible
 New Testament Bible
 English Grammar and Printing

6. E. A. Sutherland, The Study Plan of the Nashville Agricultural and Normal Institute (Madison, Tennessee: The Rural School Press), pp. 7-10.

Arithmetic
Algebra
Geometry
Instrumental Music
U. S. History
General History
Physical Geography
Blacksmithing
Dressmaking
Biology
Botany
Zoology
Astronomy

Short Courses

Reading, Spelling, and Penmanship
Cooking
Sight Singing
Geography
Hymn-playing
Weaving
Cobbling
Bible Doctrines
Cabinet Work
Sewing
Poultry Raising and Bee Culture

The Nurses' Course

Hydrotherapy and Massage
Disease and Therapeutics
Practical Nursing and Medical Ethics
Obstetrics
Genito-Urinary
Accidents and Emergencies
Dietetics
Physiology and Anatomy
Materia Medica
Theoretical Hydrotherapy
Bacteriology
Laboratory Drill
Operating Room Drill
Surgical Nursing
Medical Missionary Volunteer
City Mission and Self-supporting Work

Short Courses

Elementary Sewing
 Physical Culture
 Swedish Massage
 Bible Hygiene
 Cooking
 Dissecting
 Bible Doctrines

The Rural Teachers' Course

Household Chemistry
 Cooking and Household Management
 Methods in Common Branches
 Physics
 Simple Treatment
 Accidents and Emergencies
 Dietetics
 Chemistry
 History of Education
 Psychology
 Pedagogy
 Bible, Book Study and Methods
 Bacteriology
 Creamery
 Canning
 Baking
 Laundry
 Household Accounts
 Medical Missionary Volunteer
 City Mission and Self-supporting Work

Short Courses

Cabinet Work
 Weaving
 Sewing
 Bible Hygiene
 Gardening
 Horticulture
 Rural Sociology
 Drawing
 Hymn-playing

The Agricultural Course

Agronomy
Animal Husbandry
Entomology
Physics
Simple Treatments
Accidents and Emergencies
Veterinary Medicine
Chemistry
General Agriculture
Botany
Advanced Carpentry
Bacteriology
Creamery
Canning
Baking
Feeds and Feeding
Medical Missionary Volunteer
City Missionary and Self-supporting Work

Short Courses

Farm Mechanics
Elementary Blacksmithing
Horticulture
Elementary Carpentry
Gardening
Bible Doctrines
Rural Sociology

The Home Economics Course

Household Chemistry
Cooking
Household Management
Physics
Simple Treatment
Accidents and Emergencies
Dietetics
Chemistry
Sewing
General Agriculture
Botany
Three Months in City Cafeteria
Bacteriology

Creamery
 Canning
 Baking
 Laundry
 Household Accounts
 Medical Missionary Volunteer
 City Missionary and Self-supporting Work

Short Courses

Weaving
 Cabinet Work
 Horticulture
 Bible Hygiene
 Gardening
 Bible Doctrines

The latter four were set up as two-year curricula.

There was an entire new set of courses in Nursing, also practically a new set of courses in Home Economics. English and Printing were taught as an integrated course. Many new industrial courses had been added to the various curricula, such as Advanced Blacksmithing, Weaving, Cobbling, Cabinet Work, Canning, Farm Mechanics, and Advanced Carpentry.

Practically all of the industrial courses previously offered had been retained in the curricula. Another new course was City Mission and Self-supporting Work.⁷

During the period of ten years before 1930, several things of importance had taken place:

In the early years of the institution, no demands were made by accrediting associations, and it was the purpose of the faculty to give students a short, practical training for needy fields in the rural South. As the

7. Annual Bulletin, 1920-1921, The Nashville Agricultural and Normal Institute, pp. between 6-7.

medical work of the institution developed, the minds of students were directed toward the medical course, and a demand was made for pre-medical training here. Two years of college work were offered.

The first recognition of the school came from the Tennessee State Department of Education in 1922. In the year 1923, the school became a member of the Tennessee College Association. The high school was admitted to membership in the Southern Association of Colleges and Secondary Schools in 1927, and two years later, the institution was recognized by the same association as a junior college.⁸

This same bulletin states a change in objectives that had taken place:

The original object of the school was to train teachers for efficient work in rural industrial schools. Later, medical missionary and health-food work were added. In addition to the campus industries, the school conducts a vegetarian cafeteria and hydropathic treatment rooms in Nashville; a branch sanitarium and hospital at Lawrenceburg, Tennessee; and a cafeteria and treatment rooms in Louisville, Kentucky.⁹

Two other outstanding events happened during the decade of the twenties. One was in 1925 when the state gave its first state board examination for nurses. Madison nurses took that examination.¹⁰

8. Annual Bulletin, The Nashville Agricultural and Normal Institute, 1930-1931, p. 10.

9. Annual Bulletin, 1930-1931, op. cit., p. 18.

10. Related personally by Dr. Frances Dittes who was one taking the examination.

It is interesting to note how the training of nurses developed at Madison. Up to the year 1915, only one year of training was given. Two years of training were given from 1915 to 1919, at which time a third year of training was added for women nurses. The other outstanding event was the first formal graduation exercises in the history of the institution, held in June, 1927. According to Mrs. Jeannette Sego, a member of that class, the plan previous to that time was for an individual to go to Miss M. Bessie DeGraw for his certificate when he had completed a course.¹¹

The following people were on the roster of the first formal graduating class in 1927:

Normal Course: Mrs. Belle C. Hall, Mrs. R. B. King,
Carl Henderson.

Pre-Medical Course: Charles Beamer, Harold Jeffs,
Charles Perkins, Rob Roy Hicks, William Jones,
Ritchey Stagg, Leon Walker.

Cafeteria Course: Ruth Cantrell, Mrs. Ruby Jensen,
Margie Mardis, Bertha Morgan, Edna Ward,
Edith Winqvist, Anna Henderson, Mrs. Nora Jones,
Winifred Miller, Mrs. Jeannette Sego, Helen Watkins,
Alberta Yates.

Dr. Y. W. Haley gave the commencement address on
Thursday evening, June 23, and Professor W. P. Bradley

11. Related by Mrs. Jeanette Sego, a member of the graduating class of 1927.

conducted the consecration service on Friday evening, June 24. The baccalaureate sermon was given by Professor Robert Thurber on Saturday morning, June 25.¹²

With the new changes that had been ushered in during the decade of the twenties, it would be well to look at the curricula to see what changes had been made in the courses of study. Five curricula were offered in addition to a full four-year offering at the high school level. The pre-medical training appears to be the new curriculum that had been added during the twenties. Upon examination, one notes that the curricula had taken on a definite liberal arts flavor during that period. Outside of the agricultural and home economics fields, the curricula had lost their practical flavor. The practical trades courses were gone and only one hour of Manual Arts appeared in the Normal Curriculum.¹³ It appears that accreditation had raised havoc with such courses as Cobbling, Bricklaying, Laundry Work, Baking, and Blacksmithing. Foreign languages had come into the program as a part of the pre-medical training.

The decade of the thirties ushered in another important change, the elevating of the College to a senior college rank. The groundwork began in 1929 when Dr. E. A. Sutherland

12. Taken from the graduation program of 1927.

13. Annual Bulletin 1930-1931, op. cit., pp. 18-20.

began to consult with leading educators regarding the feasibility of Madison's becoming a senior college. The following letter indicates the interest as shown by one leading educator:

GEORGE PEABODY COLLEGE FOR TEACHERS
Nashville, Tennessee
December 2, 1929

Office of the President

My dear Dr. Sutherland:

May I express the hope, in accordance with our conversation, that you will be able to receive sufficient endowment and instructional staff to develop your institution into a high class, four-year college with standards satisfactory to yourself, associates, and the proper accrediting agencies of America, especially the Southern Association of Colleges and Secondary Schools.

I have visited your institution many times in the last nineteen years, and it is my conviction that the good work being done by your staff and the fine spirit of consecration to human service displayed by your students every time it has been my privilege to meet with them are assets of too great value to go to waste in America. Nevertheless, both of these assets are being wasted now and will continue to come to naught unless you can procure funds to attain the above-mentioned development so that your graduates may be certificated to teach in the public secondary and elementary schools of America, and especially of the South, where they are so much needed.

In other words, there is too much of merit on your campus which is not now available so long as certificating standards are such as they are in America. We have all had to face

this problem and it means more money with which to secure more instruction, books, equipment, et cetera.

Cordially yours,

Bruce R. Payne¹⁴

Others such as P. P. Claxton, former United States Commissioner of Education; H. A. Morgan, president of the University of Tennessee; and William J. Hutchins, president of Berea College, wrote in a similar tone.

As early as August, 1930, plans were being formulated for the first of a group of school buildings deemed necessary for the enlargement into a senior college.¹⁵

A special meeting of the Board of Directors was called during August to pass upon the plans for the first building.¹⁶

The year 1932 was the last year in which a class was graduated from the Junior College.

The Bulletin of 1932-1933 carried the first four-year program. The status of the College is explained in the following quotation:

For several years the Nashville Agricultural Normal Institute was operated as a junior college with an A grade high school department, holding membership in the Association of Colleges and

14. Letter from President Bruce R. Payne, of George Peabody College for Teachers, to Dr. E. A. Sutherland, December 2, 1929.

15. The Madison Survey, August 6, 1930, pp. 119-120.

16. The Madison Survey, September 3, 1930, p. 136.

Secondary Schools of the Southern States. This calendar schedules full four-year college work leading to the degree of Bachelor of Science. Graduates from the institution are admitted for graduate work in the University of Tennessee and George Peabody College for Teachers.¹⁷

The first class to graduate from the school as a senior college was the "Class of 1933." That class was composed of four members: Rosetta D. Y. Musselman, L. LaRue Faudi Roberts, Mary Bernice Kelsey, and Bayard D. Goodge.¹⁸

The catalogue of 1932-1933 does not list the majors, but from a study of the offerings one can conclude that ten majors were offered: Religious Education, History, Language, English, Agriculture, Biology, Chemistry, Education, Health Education, and Home Economics, and supporting minors in Industrial Arts, Mathematics, Physics, Nursing, and Psychology.¹⁹

With the beginning of a senior college, work also began in a vigorous campaign to accredit the College. This campaign was carried on for about seven years. Several inspections were made during that period of time, but the school was never able to meet all of the requirements for admission to the Southern Association of Colleges. The physical plant of the institution, with three new buildings, was in excellent shape at the time and was recognized by the

17. Annual Bulletin, The Nashville Agricultural and Normal Institute, 1932-1933, p. 9.

18. Graduation program for August 25-27, 1933.

19. Annual Bulletin, 1932-1933.

inspectors as such. The two big hurdles appeared to be the lack of sufficient endowment and the low salary schedule during this time with the exception of two years. One experience stands out vividly as related by Fred Green, business manager at the time. It seems that the leaders of the institution who were pushing accreditation conceived of a plan by which they would surmount the salary difficulty. They proposed that they would report to the Southern Association that the teachers were being paid in the neighborhood of \$3,000 a year and were donating the larger share of it back to the institution. They evidently reasoned that they were sacrificing by working for low wages when in reality they were worth much more. So why not put it on record that they were earning more and were donating it back into the institution? Mr. Green was asked to sign such a statement, but he flatly refused, because he did not believe that it would be in good faith with the Southern Association. Mr. Green soon fell out of the good graces of the leaders of the institution and made his departure. This was probably the climax in Mr. Green's experience at Madison. Before this, he had lost his wife by drowning, in the Cumberland River, and had lost his home by fire. The treasurer of the institution

from all appearances, held the purse strings of the institution, and the request made of Mr. Green was the final straw that broke the camel's back. One cannot but admire his spirit of integrity.

During the thirties, while accreditation was being sought, the College sent many of its teachers to school for advanced training. A number received their master's degrees. Among those receiving their master's degree were H. E. Standish, C. L. Kendall, Florence Hartsock, M. Bessie DeGraw, J. G. Rimmer, Sallie Sutherland, Nis Hansen, Jr., Wilfred Tolman, Frances Dittes, Florence Dittes, Bayard Goodge, Ralph Davidson, Lawrence Hewitt, Howard Welch, and William Sandborn. A number sought the Ph.D. degree; one succeeded in obtaining the degree. Miss Frances Dittes was granted the Ph.D. degree in Nutrition, being the ninth person in the United States to receive a degree in that field.²⁰

The Industrial Arts courses had their ups and downs during this decade. After being dropped from the curriculum in the late twenties, they made their appearance in 1933-1934 with fifty-six quarter hours of lower division work. Some upper

20. The writer is personally acquainted with these people and with these facts, being a student at the time, and having also had the privilege of participating in the teacher-qualification program.

division work was added in 1934-35. The 1936-37 catalogue revealed that the upper division work in Industrial Arts had been dropped out. The 1937-38 catalogue omitted entirely the Industrial Arts curriculum and listed eight hours of Printing and four hours of Mechanical Drawing under Fine Arts. This dropping of the entire curriculum was evidently the result of the departure of H. E. Standish, who had been carrying that department. The curriculum reappeared in 1940-41 with complete offerings for a major, with a total of 122 quarter hours to choose from.²¹

During the year 1937 the name of the school was changed from the Nashville Agricultural and Normal Institute to Madison College. This was the consequence of the school's obtaining a government post office which was called the Madison College Post Office, in order to avoid confusion with the village post office. The writer remembers this from personal contact with the situation.

Weldon Melick wrote an article in the May, 1938, issue of the Reader's Digest, entitled "Self-supporting College."²² As a consequence, thousands of inquiries came to the College. These resulted in many applications and the enrollment went

21. Annual bulletins of Nashville Agricultural and Normal Institute, 1930 to 1937.

22. Weldon Melick, "Self-supporting College," Reader's Digest, May, 1938, pp. 105-109.

from 344 in 1937-38 to 419 in 1938-39, and to 458 in 1939-40.²³ The enrollment of 1939-40 was the highest in the history of the school, from its founding to the present time.

An analysis of the 1938-39 enrollment shows the widespread influence of Mr. Melick's article. The student body came from forty-two states and nine foreign countries. Tennessee was represented by eighty-four, Florida by twenty-five, and twenty-two came from foreign countries. The others ranged from New Hampshire to Washington and California and across to Florida. There were 208 freshmen, 84 sophomores, 84 juniors, 28 seniors, 7 postgraduates, and 8 specials.²⁴

The next year the enrollment of 458 represented forty-four states and three foreign countries.²⁵

It might be of interest to note at this point that during these years of high enrollment, every student was profitably employed in one of the many school industries.²⁶ Many of those students were working their entire way, whereas the rest were earning a large share of their expenses. This has been true all through the nearly fifty years of Madison's existence. At the present time every student is required to work a minimum of eighteen hours a week.²⁷

23. Annual Bulletins of Madison College, 1937-1940.

24. Annual Bulletins of Madison College, 1939-1940.

25. Annual Bulletins of Madison College, 1940-1941.

26. The writer was Student Employment Director at the time.

27. The writer helped to formulate this requirement.

One could easily refer to the years between 1930 and 1940 as the "Golden Age of Madison," for during this time much money and effort was expended to accredit the College. Many new buildings were constructed; the teachers received advanced training; the enrollment reached its highest peak; and the institution was generally prosperous. Although a good share of this time was during the "Depression" period, yet Madison prospered. The "Depression" undoubtedly brought many students to Madison because they had no money with which to go elsewhere. Because of Madison's industrial make-up, labor is an asset. The labor of many students on a moderate wage scale tends to create a healthy financial condition. This has been a blessing both to students and to the College through the years.

While the preceding period was spoken of as the "Golden Age," the next decade might be termed the "Fateful Forties." The enrollment dropped during this period, reaching a low of one hundred fifty-four during the school year 1944-45.²⁸

There has been a noticeable increase since, but never anything approaching the peak of 1940. The status of the enrollment during the forties can be attributed to five possible factors, namely, the calling of so many men to

28. Annual Bulletin of Madison College, 1945-46.

service; the high wages on the outside; lack of accreditation by the regional accrediting association; disunity within the administration and faculty; and talk of the possibility of returning to a junior-college status.

The College program continued during the early forties about the same as it had during the late thirties. In February, 1946, Dr. E. A. Sutherland resigned as president to accept the position of Secretary of the Commission on Rural Living. Thomas Steen was called from South America to become president of Madison College. Up to this time, Madison College had been under the direction of one president for over forty years, from the founding of the institution. President Steen was a man with years of experience, having been the president of several institutions. For a number of weeks everything went smoothly, but before long it became evident that a spirit of disagreement was arising between Dr. Sutherland and Dr. Steen. The writer, as a member of the Board of Directors and a faculty member for a part of this time, was in a position to observe closely the breach as it widened. President Steen was an independent thinker, and as such did not fit into the plans of Dr. Sutherland. There had been some agitation concerning the son of Dr. Sutherland, who was the Medical Director in the Sanitarium. Dr. Steen supported a move to seek his resignation. The Board finally

accepted his resignation.²⁹

The action of the Board on this occasion indicated that there was a pretty even balance of power between those who supported Dr. Sutherland and those who supported Dr. Steen. At the annual board meeting in 1947, two of Dr. Sutherland's supporters were not re-elected, and they were replaced by two incoming administrators who were recommended appointees of Dr. Steen. The supporters of Dr. Steen had laid careful plans before the annual constituency meeting of 1947. They planned how they would select a nominating committee; who would be members of the committee; and who should be elected to the Board. By a careful analysis, it had been ascertained which constituency members would support the new administration. A pre-arranged list of members for the nominating committee was made up and handed to each of the constituents who could be depended upon to support President Steen's administration. When the time for election came, the impact was like a steam roller. The supporters of Dr. Sutherland were caught completely off guard and suffered a defeat that was to result in a period of disunity that existed until the end of the year 1951.

Perhaps it should be stated that Dr. Sutherland still maintained control of the holding board, the Nashville

29. The writer was a member of the Board.

Agricultural and Normal Institute, commonly spoken of as N. A. N. I. Each year the holding board leased the property to the operating board, the Rural Educational Association, commonly called the R. E. A. Dr. Sutherland controlled the N. A. N. I., and President Steen controlled the R. E. A. Dr. Sutherland tried to exercise controls through the N. A. N. I. that did not truly belong to a holding board. On the other side of the picture, President Steen determined that he was going to change the status of Madison College from a senior college into a junior college giving two-year terminal courses. Dr. Sutherland became very much embittered. President Steen told the writer that Dr. Sutherland came to him personally and demanded his resignation. President Steen, with the determination of a bulldog, disregarded Dr. Sutherland and pushed ahead with his plans to make Madison into an accredited junior college.

As a sort of preliminary shot toward his goal, President Steen published the following program in the School promotional organ, the Madison Survey:

MADISON PREPARES TO OFFER STRONG TWO-YEAR TERMINAL
CURRICULUMS IN VARIOUS VOCATIONS
THE JUNIOR COLLEGE TO BE FULLY ACCREDITED

In harmony with the recent vote of the General Conference recommending that "Madison College be encouraged to become a strong vocational and technical school," extensive preparations are being made for the teaching of the new two-year vocational curriculums recently

voted by the Board of Directors. The plan includes the following: Junior Maintenance Engineering, Auto Mechanics and Welding, Food Technology, Agriculture, Laboratory Technician, and Medical Secretarial.

There will also be offered on the junior college level two-year curriculums in General Education, Teacher-training, and in the various pre-professional programs, including Pre-nursing (one year), Pre-Home Economics, Pre-dental, and others.

On the senior college level the curriculums will be conducted in Health and Nursing, Agriculture, Dietetics, and Home Economics. Plans are also under consideration to develop a four-year curriculum in Industrial Education.³⁰

One can readily see that President Steen was set on making Madison into a junior college. The following statement from the Madison Survey lends weight to that viewpoint:

Dr. M. C. Huntley, executive secretary of the Southern Association of Colleges and Secondary Schools, spent a day on the campus recently in consultation with the college officials and various members of the faculty. Definite plans are in progress for the accreditation of the Junior College Division of the Madison Institution.³¹

Finally President Steen placed the question before his faculty. The results are described as follows:

FACULTY RECOMMENDS REORGANIZATION
OF MADISON COLLEGE

30. Madison Survey, April 15, 1947, p. 27.

31. Madison Survey, July 30, 1947, p. 58.

For several years members of the Madison College faculty have been deeply distressed because of the failing enrollments and the attendant perplexities developing in the institution. With the beginning of a new administration in April, 1946, one of the first problems that were placed squarely on the shoulders of the new president was the solution of this problem. Within a few weeks some preliminary investigations were begun. Students, teachers, and various others were asked to provide information and offer suggestions, and inquiry was made of each student as to what Madison might do in order to make its program more suitable to the student's needs.

Since then various individuals and committees have participated in this study. Finally the problem was taken up with the faculty as a whole, and after much inquiry and discussion the faculty took formal action on October 26, 1947, recommending to the Board of Directors that the following re-organization of the College take place:

1. That the eleventh and twelfth grades in the academy be attached to the first and second college years, thus forming a four-year junior college.
2. That steps be taken immediately to accredit the re-organized college with the Southern Association of Colleges and Secondary Schools.
3. That in order to make this accreditation possible, the granting of the Bachelor of Science degree be discontinued, following the graduation of 1948.

The Board of Directors gave considerable study to this recommendation at its December 11 meeting. It was felt, because of its great importance to the institution and to prospective students, that some time should be given, in order to acquaint the field fully with the proposal, and that definite action should be deferred until the annual meeting of the Board and Constituency, February 18, 1948.

The Board further voted to set up a representative committee, charged with giving further detailed study to this recommendation of the faculty. This committee was constituted as follows: Professor L. R. Rasmussen, Dr. Keld J. Reynolds, Elder H. T. Elliott, and Dr. E. A. Sutherland, of the General Conference; Dr. Thomas W. Steen, Dean H. J. Welch, Professor William Sandborn, Mr. C. O. Franz, and Dr. Frances L. Dittes, of Madison College; Mr. E. C. Waller, of the Pisgah Institute; Mr. A. A. Jaspersen, of the Mountain Sanitarium, Fletcher, North Carolina; Professor H. C. Klement, of the Southern Union Conference; and M. Bessie DeGraw, of the Layman Foundation. This committee will render its report at the annual meeting.³²

The constituency and board did not vote the change to a junior college. The writer knows from personal conversation with members of the Board, that certain officials in the General Conference felt that it would be best for President Steen to resign from Madison College. This he did on May 12, 1948, and was succeeded by W. E. Straw.

Under the administration of President Straw, the institution dropped all plans for a junior college. President Straw felt that the institution should continue as a senior college. He had no burden to see the school accredited by the Southern Association. In fact, he was very free in expressing himself against accreditation.³³

32. Madison Survey, July 30, 1947, p. 58.

33. The writer knows this from sitting as a member of the Administrative Council and Executive Committee.

During his second year in office, he had a stroke which rendered him incapacitated. The Administrative Council directed the destinies of the institution for a number of weeks until a successor could be obtained.

It might be appropriate to state that President Straw did not appear to get along too well with Dr. Sutherland. His differences were not so open and pronounced as were those of President Steen, but nevertheless they were in evidence. President Straw tried to cooperate and be diplomatic, while President Steen appeared to be antagonistic. The writer can give this appraisal of President Straw because he was a member of the Administrative Council, working very closely with the president.

Wesley Amundsen was elected president on October 19, 1950. He appeared to be inexperienced in institutional management. During his year and one-half in office he did not seem to become adjusted to the objectives and characteristics of Madison College. He seemed to lack the spirit of democracy so essential for the operation of Madison in harmony with its objectives. He had associated with him a business manager who appeared to be dictatorial in his attitude toward the workers in the institution. Many expressed themselves in the presence of the writer as feeling that President Amundsen

was controlled by the business manager.³⁴

It was during President Amundsen's term of office that the re-organization of the N. A. N. I. and R. E. A. Boards took place. Credit for perfecting the plan of re-organization belongs to A. L. Ham, who was chairman of the R. E. A. Board. The re-organization took place in November, 1951. The writer was present and took part in all of the activities of re-organization. The R. E. A. Board and Constituency dissolved itself, transferring all of its commitments to a re-constituted N. A. N. I. Board and Constituency. The new N. A. N. I. Constituency was made up of members from both the former R. E. A. and the former N. A. N. I. Constituencies. The new N. A. N. I. Constituency elected a new Board of Directors. Under this plan the Board was both a holding and operating body.

President Amundsen, after a year and one-half of service, accepted a call to a position in the General Conference of Seventh-day Adventists. He was succeeded as president by A. A. Jasperson on April 8, 1952. President Jasperson came into the position with many years of experience in operating a small boarding academy and a small hospital at Fletcher, North Carolina. He accepted the position with a determination.

34. This is a personal summation as seen through the eyes of the writer while serving on the Administrative Council and the Executive Committee.

Odds appeared to be against him. The reasons for the odds appearing to be against him were (1) his close association with Dr. E. A. Sutherland, and (2) his lack of a baccalaureate degree.

Naturally, all of the bickering during those years of adjusting to new administrations did not create a stabilizing influence for the students. Many became upset and left school. Others refrained from entering the school because of the unwholesome reports that penetrated the field. However, in spite of these difficulties, the school has maintained a fairly even keel, with the prospects for the future looking brighter.

At the present time, Madison College is offering a strong program. The present program is outlined as follows:

MAJORS AND MINORS

MAJORS

- I. Division of Agriculture
 - a. Agronomy
 - b. Animal Husbandry
 - c. Agricultural Education

- II. Division of Arts and Sciences
 - a. Science
 - b. Music Education
 - c. Religious Education
 - d. Elementary Teacher Education

- III. Division of Business
 - a. Business Administration
 - b. Business Education (Secretarial)
 - c. Medical Secretarial Training

- IV. Division of Industrial Education
 - a. Mechanical Trades
 - b. Building Trades
 - c. Industrial Art Education

- V. Division of Medical Arts
 - a. Nursing
 - b. Medical Technology

- VI. Division of Household Arts and Nutrition
 - a. Household Arts
 - b. Nutrition

MINORS

1. Art
2. Anesthesia (2nd minor)
3. Biology
4. Chemistry
5. Education
6. English
7. Social Science
8. Physics and Mathematics
9. X-ray (2nd minor)
10. Any major subject

TERMINAL PROGRAMS

In addition to the degree programs, the College offers two-year programs leading to diplomas in Agriculture, Industrial Education, X-ray, Home Economics, and a one-year program in Attendant Nursing.³⁵

The entrance requirements today are similar to those of most other colleges. High school graduation or fifteen units of high school work are required for admission. The student must be average or above in his scholastic rating. A few students who do not meet the standards are admitted as

35. Annual Bulletin of Madison College, 1952-53, p. 25.

special students. They can take college courses but not for credit. Students past the age of twenty years, who have not completed high school, are permitted to take the G. E. D. test. If they pass it successfully, they are admitted to college. All incoming freshmen are given a battery of psychological and placement tests.

The students carry an average of twelve quarter-hours, spreading their work over four quarters instead of three as in most other colleges. This plan enables them to have more time to work for their expenses. One-half of the day is spent in the classroom, and the other half of the day is spent in one of the industries. The plan of the College is to make the work in the industries educational so that the student can learn a trade or profession while he is pursuing his literary training.

The College is gradually shaping its program with the ultimate goal in view, full accreditation as a senior college.

It would be well to turn the attention now to the student's expenses while in college. It is of interest to trace the development from the beginning.

The handbook of 1908 listed the expenses as follows:

Board costs the average student from \$5 to \$7 a month. Room rent is \$2 a month; Library fee, 50 cents a term; Laundry is paid for by the piece. The total school expenses average \$10.50 a month; a part of this may be earned

by manual labor if proper arrangements are made. Each student works two hours a day without pay, to aid the Institute in general expenses.³⁶

The calendar number of the Madison Survey for 1919 carried the same listed expenses as those of 1908.³⁷

The same calendar number carried some interesting information on board:

Board is served on the cafeteria plan in Kinne Hall to all members of the Institute family. No provision is made for students to board themselves. Two meals a day are served, and they are paid for at the time of service, with coupons, procured from the business office. These coupons are legal tender in dealing with the Institute. Friends are requested not to send food to students, fruit excepted.³⁸

An interesting sidelight that goes along with the questions of board was the process of washing dishes. Every student owned his own dishes. After each meal he took his dishes to a long trough and washed them under a faucet of running water. This means of washing dishes was changed when the new cafeteria was opened on the first floor of Williams Hall. The two-meal-a-day proposition also gave way to three meals sometime during the thirties.

The following announcement appeared in the Madison Survey, July 14, 1920:

36. The school handbook, The Nashville Agricultural and Normal Institute and the Rural Sanitarium, 1908, p. 16.

37. Madison Survey, August 13, 1919, p. 4.

38. Madison Survey, August 13, 1919, pp. 4-5.

After the first of September all students will be charged double the present price for board, room, and other running expenses of the School. When a student has been in the School twelve months, if he has worked enough to cover school expenses at present rates, he will be given a rebate to the amount of present prices. If he has worked less than enough to meet expenses at present rates, but more than one-half enough, he will be given a pro rata rebate. This makes it possible for those who desire the training Madison offers to receive full benefit of an education at the low cost, but it cuts off those who desire to come in for a short period only, and those who have no definite plan for the work of the South, and who now reap the benefit of low rates without giving just returns in the form of work during the seasons of greatest activity.³⁹

The rates increased in 1921 with board becoming \$7 to \$9, room rent \$3, and the library fee sixty cents.⁴⁰

The bulletin of 1924-25 showed a tuition charge of \$5 a month.⁴¹ This is evidently an error, for the 1921-22 and the 1925-26 Bulletins stated that the \$5 tuition charge was for disfranchised students (students who had lost their right to participate in the school government because of discipline).

The 1925-26 Bulletin showed the room rent down to \$2 a month with an annual library, music, and recreation fee of \$5.⁴² The 1927-28 Bulletin listed costs showing a

39. Madison Survey, July 14, 1920, p. 3.

40. Annual Bulletin of the Nashville Agricultural and Normal Institute, 1921, 1922, p. 6.

41. Annual Bulletin of the Nashville Agricultural and Normal Institute, 1921, p. 6.

42. Madison Survey, Calendar 1925-1926, p. 9.

definite increase. Board was up to a maximum of \$18 a month, a heat and light bill of \$10 a season, a general fee of \$1.50 a month, and an annual library fee of \$6. A plan of free tuition was inaugurated for those willing to sign a contract that they would serve one year in denominational missionary work for each year of free tuition in school.⁴³

The catalogue of 1935-36 showed the yearly total expense as \$318 or approximately \$20 more than it was ten years previously.⁴⁴ By 1945 the expenses had advanced to \$40 a month.⁴⁵

By 1952 the expenses were approximately \$80 a month.⁴⁶ Thus, the expenses today are eight times what they were when the school was first started, nearly fifty years ago.

The social and recreational activities of the institution deserve attention. The school has never had an organized athletic program. Students who are working their way through school have no time for participation in organized sports. They have a full program, and the many and varied industries of the College afford ample opportunity for physical exercise. Whenever the students do have spare time, some get out and play ball for recreation.

43. Madison Survey, Calendar 1927-1928, pp. 10-11.

44. Annual Bulletin of the Nashville Agricultural and Normal Institute, 1935-1936, p. 17.

45. Annual Bulletin, Madison College 1945-1946, p. 16.

46. Annual Bulletin, Madison College 1952-1953, p. 16.

Regular Saturday night programs are provided, which include lyceum numbers, moving pictures, marches, and hikes. During the summer months, swimming is also arranged for at nearby pools. A number of clubs are provided, and each student has the opportunity to join one of his choice.

The spiritual development of the student is provided for through the religious services held each Saturday and each Friday evening and also through the chapel services held twice each week. The classes offered in the Department of Religious Education also help to develop the spiritual side of the student's nature. Provision is made for the student to do active missionary work by visiting homes, giving Bible studies, and distributing literature.

Each fall and each spring a religious emphasis week is set apart during which time a special speaker is brought in. These weeks are commonly called "weeks of prayer."

The present school program is so arranged that the high school students and the college juniors and seniors attend classes in the morning and work in the afternoon. The college freshmen and sophomores work in the morning and attend class in the afternoon. The present plan provides for carrying a regular class load. With the work program, the regular class load is considered to be twelve quarter hours. School is conducted four quarters during the year. By going to

school for the entire year a student is able to get the same amount of classwork offered in other colleges in a nine-month year. This is quite different from the plan as it appeared in 1923:

Madison is a twelve-months' school, and new classes are organized each four weeks. The one-study plan and the arrangement of alternate four weeks for class and four weeks for manual work makes it possible for students to enroll each time new classes are formed.⁴⁷

In 1926 the plan had been revised from a four-week shift basis to a six-week shift basis. "The student body is divided, one-half taking class work for six weeks, while the other half is doing manual work."⁴⁸

In 1929 the following statement appeared in the annual bulletin. "For both academic and college students, class work is carried for three quarters, and full-time manual work is the program for the fourth quarter."⁴⁹

The final change in the program, ushering in the plan that operates to this day, was made in 1931:

At a recent meeting of the college faculty action was taken to put our college work on a permanent quarter basis, four quarters in each year; and that the work for the summer quarter

47. Madison Survey, Calendar Number 1923-1924, p. 8.

48. Madison Survey, November 17, 1926, p. 172.

49. Annual Bulletin, The Nashville Agricultural and Normal Institute and Madison Rural Sanitarium, 1929, 1930, p. 10.

be especially adapted to teachers and students who wish to come in for the three months only. On this plan, a subject is begun and completed in one quarter.⁵⁰

The question is often asked, Do Madison graduates succeed? Time and space will not permit citing all of the examples of success, but here are a few:

At the recent California State Board examination for medical license there were fifty-one candidates. The newspaper dispatch reported: "Announcing the successful candidates for licenses, Dr. Charles B. Pinkham, State Board Secretary, said the highest mark in the examination was made by Yolanda Sutherland-Brunie (class of '28), graduate of the College of Medical Evangelists." While the College of Medical Evangelists is justly proud to have this ranking go to one of its graduates, Madison comes in for a share of the satisfaction, because Dr. Yolanda Sutherland-Brunie was born at Madison and received her education here, from the learning of the alphabet to the completion of the pre-medical work that ushered her into medical school.⁵¹

Very recently Dr. Bralliar received a letter from Shubert Liao, one of Madison College Chinese graduates of 1938, who on the second of June was one of a group of over six hundred students receiving degrees from Texas A. and M. College. He writes:

"After a year's study in the Agriculture and Mechanical College of Texas, I have fulfilled all the requirements for the M. S. degree in Horticulture and Agricultural Economics, specializing in Cooperative Organization. I

50. Madison Survey, January 1, 1930, p. 4.

51. Madison Survey, June 30, 1939, p. 44.

passed the two-and-one-half hours oral examination satisfactorily. My thesis on 'Organization and Development of a Cooperative Citrus Fruit Marketing Agency in the Lower Rio Grande Valley' will be published in bulletin form by the Texas Agricultural Experiment Station or by the Rio Grande Valley Cooperative Association. The decision will be made by the Horticultural Department."⁵²

Of the two hundred twenty-eight nurses who passed the Tennessee State Board examinations during the month of November, 1939, ten were Madison-trained. Thirteen of the number gained a place on the honor roll with a grade of 90 or above; and of that thirteen, two were Madison graduates: Miss Johanna Frank of New York and Russell Herman, the only man nurse in the group, who came to Madison from Ohio.⁵³

The following is a quotation from a letter written by Ushur Goldring, a former Madison student who had been inducted into the army:

Due to the well-taught Japanese course taught at Madison College, I was told that I possessed more knowledge of that language than any previous candidate. I was questioned at length concerning Madison, and was assigned by the Board of the Army Specialized Training Program to study Advanced Japanese and other courses, such as Area, Geopolitics, and Military Science in Harvard University.⁵⁴

52. Madison Survey, June 7, 1939, p. 44.

53. Madison Survey, January 3, 1940, p. 4.

54. Madison Survey, October 6, 1943, p. 76.

CHAPTER IV

SCHOOLS FOR MEN OF THE MOUNTAINS

One of the primary purposes for the establishment of a school at Madison was to train teachers, agricultural workers, and health workers to go out and work among the people of the hills. When the school was established, the people in the hills needed help. Their educational facilities were meager and often nil; their land was worn out and eroded; their health was in a precarious condition with the incidence of disease rather common. It was to help such as these that the school was founded. It did not take the early students at Madison long to hear the cries from these regions and to see the need. They had but one purpose in view and that was to get a speedy training and get out into the field to help those in need. Some even had the ambition to go to foreign lands to do this work. The following quotation from the Madison Survey reveals a real pioneer spirit:

Brethren Wolcott and Kinsman were students in Emmanuel Missionary College at Berrien Springs, Michigan, when the Madison property was purchased, and they were among the number who came to Madison as pioneers. They had part in the very beginnings of the new enterprise, knew what it was to live in "Old Probation Hall," and gathered day after day for class work and for meals in the old plantation house. They had a hand in raising the first gardens and in building the first cottages. Then, these two young men and their wives were the first to launch into more distant sections to carry forward the ideas that lay at the foundation of the

Madison School. With but a few dollars in their pockets they went to the island of Cuba, worked their way while learning to speak the Spanish language, with the help of friends bought a tract of land, and conducted a school.¹

About one and one-half years after the opening of the Madison School, two of the young men students caught the vision and launched forth to start a community work. These men were C. F. Alden and B. N. Mulford. They traveled about fifteen miles northwest of the school and settled down on two hundred fifty acres of wooded land. Only seven acres was cleared and this seven acres was clay land that had been used for nearly one hundred years in the cultivation of tobacco. The neighbors eyed them with concern and insinuated that nothing would grow on that worn-out land. These two hardy souls were not to be discouraged, for they had come into this area to show the people how to live better, how to cultivate the soil and grow food as well as tobacco. These men had some ideas about agriculture to teach the people. They first plowed the field with a turning-plow and then followed the process with a bull-tongue plow, thus turning to the surface soil that had not seen the light of day for nearly a century. They planted tomatoes and reaped a crop such as had never been seen by the natives. The eyes of the

1. Madison Survey, April 23, 1924, p. 65.

community were opened and these men became the agricultural teachers and advisers of the entire area. People who had eyed these foreigners with suspicion now became their warmest friends.²

There had not been a school of any sort in the community for seven years. The last teacher had so much trouble that she decided the best thing to do was get married and leave.³ When the people found out that Mrs. Ashton, one of the company, was a school teacher, they asked her to open a school. Consequently Alden and Mulford built a schoolhouse and paid for it, calling it the Oak Grove Garden School.⁴ Ere long the enrollment jumped to approximately seventy-five children.⁵

Now one can readily see the golden opportunity thus afforded for the enlightenment of not only the children but the entire community. These children were taught principles of healthful living such as cleanliness, care of their bodies, and better eating habits. Meat had been their principal item of diet, but now, learning the value of vegetables, they made vegetables a part of the diet, thus raising their standard of health and cutting down the incidence of disease. The

2. A. W. Spalding, The Men of the Mountains, (Nashville, Tennessee: Southern Publishing Association, 1915), pp. 166-171.

3. Ibid., p. 166.

4. Loc. cit.

5. Op. cit., p. 169.

children had carried these ideas home and undoubtedly had influenced their parents. In time the parents gathered together in meetings and were instructed by Alden and Mulford. Mrs. Ashton taught the women of the neighborhood how to bake wholesome whole wheat bread. Work of this kind was indeed a step toward the right type of education, for these people of the hills had never known anything but corn pone and soda biscuits. The following quotation gives an insight concerning the initiative and practicability of Mrs. Ashton:

Very few of the poor people in the backwoods districts of the South know anything about bread making. Usually corn-pone or hot biscuits is all the bread they have. But at the back of the Alden cottage there now sits a unique oven, built of limestone picked off the farm, and dust taken from the middle of the road and mixed with lime and salt. The entire cost of the oven, aside from labor, was forty cents. This oven was built by Sister Ashton with her own hands, while the men were cutting saw-logs. This sister is a practical baker, and had formerly run a bakery in Pittsburg.⁶

Never was one cent charged to the people for education. It was as free to both children and adults as were all other services rendered by these pioneers.⁷

When a hive of bees becomes too large, the bees swarm

6. Edward A. Sutherland, "Practical Workings," The Nashville Agricultural and Normal Institute (Mountain View, California: Pacific Press Publishing Company, 1908), p. 33.

7. Spalding, op. cit., p. 170.

and new colonies are founded. Such was the case with the Oak Grove Garden School. After one year, with the situation well in hand, Mulford decided to move on and find another needy community. Such has been the spirit of these students of the Nashville Agricultural and Normal Institute through the years. Mulford moved to a place about twenty miles to the east in the ridge country. Here he found another community lacking in educational facilities. This was the place for him; so he settled down on another worn-out farm. The neighbors insinuated that it was so poor that one could not raise even an umbrella on it.⁸ Mulford was undaunted, for he knew from experience of the year before. With the same methods as before he broke the soil and planted seven acres to alfalfa. The crop was abundant. This was the first time that alfalfa had ever been grown on the ridge. Naturally, it was a wonderment to the residents of that area and soon became an adopted crop. Previously nothing but tobacco had been grown on the ridge. Today that area is one of the greatest strawberry-producing areas in the South (Portland, Tennessee). Many railways cars and truckloads of strawberries are shipped out every season. The strawberries

8. Spalding, *op. cit.*, p. 172.

produce more income for each acre than does tobacco. All credit is due to Alden and Mulford for persuading these ridge people to substitute strawberries for tobacco.⁹

Mulford's school soon grew to an enrollment equal to that of Alden's school. Mulford and his associates did a great deal of community work. They built a small medical dispensary on the school grounds, and an institution stands there today which still ministers to the needs of that large community. The Sanitarium burned to the ground on February 2, 1935. Again it was rebuilt, and the present institution is now operated by the Kentucky-Tennessee Conference. It has a patient capacity of thirty-five, and is keeping full at the present time, according to Mr. Lynd, the superintendent, who is a personal friend of the writer.

The out-school movement grew by leaps and bounds during the early years of Madison. A report given by Professor E. A. Sutherland in 1912 indicates this fact:

This Institution was established for the purpose of training men and women to conduct rural industrial schools in the South. Several schools were in operation at the time of our last meeting. The number has since then increased to twenty-eight. Last year the reports from these schools show that nearly one thousand pupils were in attendance.¹⁰

9. The Portland Herald, March 9, 1928.

10. A report on progress from 1908-1912 given by E. A. Sutherland to the annual meeting of the N. A. N. I. November 29, 1912.

Mrs. Ellen G. White wrote concerning the establishment of schools like Madison, and was quoted by E. A. Sutherland:

Every possible means should be devised to establish schools of the Madison order in various parts of the South; and those who lend their means and their influence to help this work, are aiding the cause of God.¹¹

Another early school was the one established by Brother C. Holm at Paradise Ridge, Tennessee, in 1907. While out selling books, Brother Holm met a man who knew of Madison and offered him thirty acres of land if he would come and establish a school on the ridge. Brother Holm moved to the piece of land with only forty dollars in his pocket, an axe, a mattox, and a few carpenter tools. Such a move took real courage and an abundance of faith. He repaired the shack on the place, cleared the land, and finally built a schoolhouse. The schoolhouse came as a gift of friends in his home church back in Idaho. His brother came South to aid him in the project. Before the schoolhouse was built, school was conducted in a room eight by fourteen feet with ten pupils in attendance.¹²

The following report given by Mrs. H. M. Walan, of Chestnut Hill, is typical of the practical work that was done by the Madison-trained students who went out into rural

11. Edward A. Sutherland, "In Recognition of Practical Education," The Rural Schools of the South, (Nashville, Tennessee: Southern Publishing Association, 1917), p. 26.

12. Edward A. Sutherland, "Practical Workings," The Nashville Agricultural and Normal Institute, (Mountain View, California: Pacific Press Publishing Association, 1908), pp. 37-39.

communities:

A year ago at our school we cooperated with the county agent in starting a canning club in our neighborhood. Mrs. Payne, who is the county agent, came up to our school, and we got together the girls from three public schools in the community, and they met at our school building, and the canning club was organized there. She is a very busy woman, has to go around to visit all the county organizations, and she asked me if I would not take charge of the local work and go around to the homes and help the girls. My daughter and I did that as much as we could, going to the homes of the people and showing them how to can. One day two women walked two or three miles to our place to ask me to come the next day and show them how to can string beans. They did not know the least thing about how to can, but they bought some tin cans, didn't know how to seal them nor to prepare the beans. I helped them, and they put up quite a number of cans, several dozen, and they told me they were keeping nicely. When we first went there, if a housewife had one dozen cans of preserves or fruit, she thought she had a right smart already; but this year, after the canning club started, there is not a family in the neighborhood who had not at least one hundred up, and one family has five hundred of fruit and vegetables; I spent two or three days with them helping them. They had beans, tomatoes, summer squash, beets, carrots, corn, and fruit. This last year the canning club has been reorganized. We wrote to two manufacturing concerns and asked them if they would not like to send us a canner, and so we had two canners sent us complete, which we took around from house to house. Several of the girls from our school canned a dozen cans, and took them to the county fair at Gallatin, and they took the prize.¹²

13. Conference of Rural School Workers, Madison, Tennessee, Morning Session, 9:00 Wednesday, October 3, 1917. Dr. P. P. Claxton conducting round table discussion.

Another interesting report of rural work was given by

A. Graves, of Lawrenceburg:

I went into the neighborhood as a farmer. We had our own children to educate; so we started a school for them in the wood shed in the back yard. The neighbors learned what we were doing, and outside children began to come. The attendance of the little school in the wood shed increased each year until the building was full.

Feeling that we should train our neighbors along agricultural lines, we gathered together the farmers. A club was organized. The work developed year by year, and we have had the help of several State agricultural men. Professor Tate of Peabody College visited us and others. They seemed to enjoy themselves. It seems strange, when we think of those men coming to address the farmers of the community in our wood shed in the back yard, but that was the community center.

With the help of friends, we finally put up a school building. In addition to other subjects, we have always conducted industrial work in the school. In the shop we teach broom-making, carpentry, and blacksmithing; and sewing and cooking are also taught.

The people in the neighborhood have always been friendly. A part of our work has been along medical lines. Brother and Sister Reese were here with us for six years. Night after night was spent with the sick people. We now have a neat building containing two rooms for patients and a treatment room. This is a great help in our community.

We have cooperated with others in Sunday School work. For nine years wife and I have taught the Bible Class and the young people's class. We have furnished from two to five

Sunday School teachers ever since we have been there.¹⁴

Many schools have been established in the southeastern part of the United States by Madison students since the founding of Madison nearly fifty years ago. Some existed for a short time and then, having accomplished their purpose, passed out of existence. At one time as many as fifty such institutions or groups were in existence.¹⁵ They were located in Tennessee, Georgia, Mississippi, Alabama, Kentucky, and North and South Carolina. Some grew into rather large schools and hospitals, while others remained small family affairs; but all ministered to the needs of the whole man. These community pioneers have made a definite contribution to the development of the South in educational, social, health, spiritual, and agricultural lines.

With the recent growth of the public school system, reaching out into every mountain and valley with modern means of transportation, the school function of these community enterprises is gradually dying out. Health education and the agricultural education still travel on hand in hand with spiritual enlightenment to meet the present-day needs of these

14. Madison Survey, January 12, 1921, p. 4.

15. ("Progress of Thirty Years," added in 1941 in printing of) Ellen G. White, Words of Encouragement to Self-supporting Workers (Madison, Tennessee: Madison College Press, 1941, p. 38.

rural people. Some of the hospitals operated by these pioneers are today serving the needs of many counties. Not so long ago one of these hospitals -- the Lawrenceburg Hospital and Sanitarium -- was serving the needs of five counties.¹⁶

Some of these schools that grew into larger institutions were the Mountain Sanitarium and School (Fletcher, North Carolina), the Little Creek School and Sanitarium (Concord, Tennessee), Pisgah Industrial Institute and Sanitarium (Candler, North Carolina), the Pewee Valley Hospital and Sanitarium (Pewee Valley, Kentucky), the Pine Forest Academy (Chunky, Mississippi), and the Fountain Head School and Sanitarium (Fountain Head, Tennessee). Two of these larger institutions have been taken over by conferences and are operated by them as conference academies and conference hospitals. The two are Pisgah, now owned and operated by the Carolina Conference, and Fountain Head, now owned and operated by the Kentucky-Tennessee Conference.¹⁷

The last of the above-listed institutions to be founded was the Little Creek School and Sanitarium. This was founded

16. Verified by Miss Florence Felleme, Secretary of the Layman Foundation, owner of the Lawrenceburg property.

17. The writer is personally acquainted with the transactions and parties involved in both cases.

in 1940 by Leland Straw and his wife Alice. Professor Straw had been the head of the Music Department at Madison College for a number of years, and his wife was one of the teachers in that department. They both were very talented young people, talented in many lines besides music. Professor Straw was a builder, a mechanic, and a man of general ability. He was not a "jack of all trades" and "master of none" as the phrase often is stated. He was proficient in whatever he turned his hand to. If he was not proficient in any line, he took the necessary steps to become proficient. The spirit of self-sacrificing service took hold of Professor Straw, and he decided to give up his music-teaching job and to go forth and establish a school. At one time with thirty-five students enrolled he had a thirty-piece band. One day he loaded his belongings into a four-wheel trailer, hitched it behind his car, and set out for his new work, two hundred miles away. His earthly goods were limited as was the money in his pockets. He went forth in faith and with a great measure of courage and determination. He settled on a large acreage near Knoxville, Tennessee, leased to him by the Layman Foundation. He began to work with his own hands. The first building was a log cabin

constructed by himself and Mr. Carl Frederick. It proved to be a cozy little log cabin. Kind friends came forth with financial aid, and soon the first school building was constructed. It later became part of a much larger building housing the sanitarium. Other workers joined Professor Straw, and today he has a good-sized company conducting a successful high school of forty-five students and operating a nice little hospital. Madison did something for these young people just as it has for countless others during the years of its existence. It instilled in them a spirit of self-sacrificing service that can never be shaken off. Truly Madison has succeeded in obtaining her original objective as is portrayed by these many educational and medical enterprises scattered over the Southland. The following list was printed on the cover of a map, put out by the Layman Foundation about 1940:

Altamont Pines, Coalmont, Tennessee

Asheville Agricultural School and Mountain Sanitarium
Fletcher, North Carolina.

Battle Creek Health Studio, 1718 West End Avenue, Nashville,
Tennessee.

Bee, F. D. and Family, Route 1, Box 238, Signal Mountain,
Tennessee.

Bigg's Health Studio, 121-124 McDaniel Building, Springfield,
Missouri.

Birmingham Agricultural School and Pine Hill Sanitarium,
Route 6, Box 202, Birmingham, Alabama.

Cartwright, Mrs. Ida, and group, Ellijay, Georgia.

Chestnut Hill Farm School and Rest Cottages, Portland, Tennessee.

Collison, Mr. and Mrs. Charles D., Route 3, Box 28 A, Ellijay, Georgia.

Cumberland Mountain Sanitarium, Monteagle, Tennessee.

Dahlonega, Georgia, School, Route 4, Dahlonega, Georgia.

Deer Lodge School, Deer Lodge, Tennessee.

Dunn, Mr. and Mrs. F. E. Route 5, Ellijay, Georgia.

El Reposo Sanitarium, Florence, Alabama.

Fountain Head Sanitarium and Rural School, Fountain Head, Tennessee.

Georgia Sanitarium, Route 4, Box 240, Atlanta, Georgia.

Glen Alpine Industrial School, Route 1, Box 154, Morganton, North Carolina.

Good Health Place, 85 Patton Avenue, Asheville, North Carolina.

Halverstott, Mr. and Mrs. Charles, Route 5, Ellijay, Georgia.

Hurlbutt Farm and Scott Sanitarium, Reeves, Georgia.

Laurel Craigs Sanitarium and School, Banner Elk, North Carolina.

Lawrenceburg Sanitarium and Hospital, Lawrenceburg, Tennessee.

Leslie Treatment Rooms and Sanitarium, Red Boiling Springs, Tennessee.

Little Creek School and Sanitarium, Route 1, Concord, Tennessee.

Louisville Treatment Rooms, 626 S. Second Street, Louisville, Kentucky.

Mulford, Mr. and Mrs. B. N., Wren's Nest, Monteagle, Tennessee.

Murray, M. W., Route 6, Mountain Grove, Missouri.
 Neil, Mrs. C. M., Lomax, North Carolina.
 Oak Ridge Church and School, Morganton, North Carolina.
 Parvo Sanitarium, Paris, Tennessee.
 Pearson, Jim (colored), Sterrets, Alabama.
 Pewee Valley Sanitarium and Hospital, Pewee Valley, Kentucky.
 Pine Cove Sanitarium, Old Fort, North Carolina.
 Pine Forest Academy and Sanitarium, Chunky, Mississippi.
 Pisgah Institute and Sanitarium, Candler, North Carolina.
 Port, Mr. and Mrs., and Caroline, Morganton, North Carolina.
 Rest Harbor Rural Association, Lock Box 62, Lockport,
 Kentucky.
 Rice, Bryon E., Route 4, Box 181, Whiteville, North Carolina.
 Road's End, Greutli, Tennessee.
 Rough River Academy, Hartford, Kentucky.
 Sand Mountain Academy, Long Island, Alabama.
 Shady Rest, Route 1, Crossville, Tennessee.
 Takoma Sanitarium and Hospital, Greeneville, Tennessee.
 Valley of the Moon Rest Home, Celo, North Carolina.
 Vollmer, Mr. L. F., Flat Rock, North Carolina.
 Waccamaw Institute, Bolton, North Carolina.
 Wildwood Sanitarium, Wildwood, Georgia.¹⁸

18. List from the back of a map put out by the Layman Foundation, about 1940.

Truly God works in many marvelous and unseen ways, His wonders to perform. Mrs. Lida Scott, a daughter of Mr. Funk, the founder of the Funk and Wagnalls Publishing Company, went to the Battle Creek Sanitarium as a patient. She came in contact with Seventh-day Adventists at Battle Creek and became definitely interested in their work and their methods of healthful living. She heard of the work that Professor Sutherland and Professor Magan were attempting to do in the South. She came down to Madison to visit in 1914 and was deeply impressed with what she saw. In 1916 she joined the organization. Many thousands of dollars of her funds have been invested in buildings and equipment on the Madison campus. She was possessed of a definite desire to do something to help establish many little institutions like Madison. It was mainly through her efforts and with her gifts that so many institutions were established. In 1924 she organized and chartered the Layman Foundation.¹⁹ The purpose of that organization was to foster the self-supporting work and to administer funds for the founding and building up of such work. These small institutions are often called "units," that is, they are units of the mother institution, "Madison."

Madison is indeed the "mother institution," for every year the workers from these units gather at Madison in an

19. Madison Survey, November, 1952, p. 8.

annual home-coming. This annual meeting was inaugurated in the year 1908, just four years after the founding of Madison.²⁰ These delegates come together to relate experiences, to study mutual problems, and in general to encourage one another.

In 1932 the Rural Workers Guild was organized. Its membership and purpose were thus stated, as quoted from the recommendations of the Self-supporting Convention held in 1932:

That we organize an association known as the Rural Workers Guild, whose membership shall be composed of those people actively engaged in rural activities along the special lines advocated for laymen, and of such senior students in the Madison School who are planning to actively engage in rural work and who have demonstrated their eligibility by the performance of some outstanding work in the school.

That the object of the organization shall be to foster a spirit of cooperation and good fellowship among the workers engaged in rural activities; to stimulate each other to reach greater efficiency in the various lines of work; and to unitedly promote an effort to interest others in the rural work.²¹

The following quotation from the Madison Survey gives an indication of student feeling regarding the self-supporting missionary work in 1932:

20. Statement made to writer by Miss Florence Fellecmende, Secretary of the Layman Foundation.

21. Madison Survey, April 27, 1932, pp. 62-63.

The Nashville Agricultural and Normal Institute is a training school for young men and women who are preparing themselves to enter self-supporting missionary service. We students believe that now is the time to make plans for our future work. So with Mrs. Scott as our advisor, we have elected new officers for the "Southern Band." Mr. Bisalski is the leader of our band.²²

Later in the same year the name of the organization was changed from Southern Band to Junior Guild.²³

In December, 1933, the name of the Rural Workers Guild was changed to Laymen's Extension League and a Junior Laymen's Extension League superseded the Junior Guild.²⁴

In 1946 the General Conference of Seventh-day Adventists took special cognizance of the expanding influence of the self-supporting work, not only of Madison, and all of its units, but of all such work throughout the United States. As a result they set up the North American Commission of Self-supporting workers, with a secretary for that work in the General Conference. Dr. E. A. Sutherland, the founder and for over forty years the president of Madison College, was chosen as the secretary for this new commission.²⁵

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- 22. Madison Survey, January 27, 1932, p. 12.
 - 23. Madison Survey, July 6, 1932, pp. 103-104.
 - 24. Madison Survey, November 28, 1934, p. 163.
 - 25. Madison Survey, September 15, 1946, p. 73.

Consequently there followed the next year the formulation of an organization of all institutions engaged in self-supporting work. The Survey described the action taken:

Representatives of the units who are carrying forward self-supporting rural missionary work in the South, together with men and women from other parts of the United States who are engaged in similar educational and medical missionary enterprises on a self-supporting basis, met in Cincinnati on the fourth and fifth of March to organize the Association of Seventh-day Adventist Self-supporting Institutions. This was an important meeting, the actions of which will affect the future layman's missionary work of the denomination in the entire North American Division.²⁶

While some continue to found institutions, others are going out as trained nurses, technicians, teachers, farmers, and mechanics, to settle in rural communities in any way that they can. Thus the program goes on and on, and no one will ever be able to evaluate the contribution that Madison College has made and will continue to make in the development of the South.

26. Madison Survey, March 30, 1947, p. 21.

CHAPTER V

THE GOSPEL OF HEALTHFUL LIVING

Professor E. A. Sutherland had learned a great deal about sanitarium work from his contact with Dr. John Harvey Kellogg in Battle Creek. The idea of having a sanitarium connected with the school at Madison was in the early thinking of the Madison founders. This was reenforced by the instruction given by Mrs. Ellen G. White in the fall of 1904:

I have been instructed that there are decided advantages to be gained by the establishment of a school and a sanitarium in close proximity, that they may be a help one to the other. Instruction regarding this was given to me when we were making decisions about the location of our buildings in Takoma Park. Whenever it is possible to have a school and a sanitarium near enough together for helpful co-operation between the two institutions, and yet separated sufficiently to prevent one from interfering with the work of the other, let them be located so as to carry on their work in conjunction. One institution will give influence and strength to the other; and, too, money can be saved by both institutions, because each can share the advantages of the other.¹

At the third meeting of the owners of the Nashville Agricultural and Normal School held February 5, 1905, it was "voted on motion of E. A. Sutherland, seconded by

1. Ellen G. White, "A Country Sanitarium," The Madison School, Special Testimonies, Series B., No. 11 (Madison College, Tennessee: Madison College Press, 1946), p. 10.

Mrs. Druillard, that the Body express itself as in favor of inviting Dr. Julia White to visit Madison in the interests of the new Sanitarium; that she be invited to stay at the school while here, but that she meet her own traveling expense.²

On Sunday, June 3, 1906, a special meeting of the Board was held at the tent on the corner of Meridian and Grace Streets in Nashville. At that meeting the following discussion and actions ensued:

Professor Sutherland stated that the object of the meeting was to consider the matter of starting a small sanitarium in connection with the school. The Union Conference, at its meeting in January, 1905, approved of the school starting a small sanitarium, providing there should be no responsibility of financing the enterprise resting on the conference.

Professor Sutherland stated that Brother Pfluegradt, who has been here several times and looked over the situation, was much interested in the matter and is willing to furnish the means necessary. As to the kind of building, Professor Sutherland stated that he thought a cottage of about eight or nine rooms, at an approximate cost of \$2,000, would be sufficient for the main building. Later on there may be a necessity for putting up other smaller cottages which might be used interchangeably either by the sanitarium or by the school. He thought a large well might be bored which would furnish ample water supply. He stated that it was not their plan to have a large sanitarium, but something small, so that the students in the school

2. Third meeting of owners of Nashville Agricultural and Normal School, held February 5, 1905.

might have an actual experience in the treatment of the sick, and thus gain an all-round missionary experience.

Moved by Ford and seconded by Hanson that the plans outlined by Professor Sutherland be adopted. Voted unanimously. Professor Sutherland moved that the Board invite Brother Pfluegradt to unite with the school on the same basis as the other teachers, and take a special interest in the sanitarium. This was seconded by Hanson and voted. The meeting was then adjourned.³

Doubt at first manifested itself in the minds of the early founders as to whether a sanitarium could be established. The road from the main highway was narrow and poor and practically impassable part of the year. The question was, Would people come out that far from Nashville for treatment? During one of the visits of Mrs. White, she told them that the Lord wanted the Sanitarium built and that He would see that the patients came. She kept chiding them and said that she was not going to leave until the Sanitarium was started. She stood on what is now the school campus and pointed, in a westerly direction, to a spot covered with trees and underbrush, and stated that there was the place for the location of the Sanitarium. She insisted that they get a team and plow from the barn and turn the soil on that location as a beginning. She then encouraged them to begin building.⁴

3. Minutes of Board Meeting of Nashville Agricultural and Normal Institute held at the tent, corner of Meridian and Grace Streets, Nashville, Tennessee, June 3, 1906.

4. Lecture by Dr. Floyd Bralliar to the College Orientation class January 21, 1945.

In the year 1908 Mrs. White wrote an appeal for the Madison School in which she stated:

It is essential that there shall be a sanitarium connected with the Madison School. The educational work at the school and the sanitarium can go forward hand in hand. The instruction given at the school will benefit the patients, and the instruction given to the sanitarium patients will be a blessing to the school.⁵

That same year Professor P. T. Magan stated:

We were also told that there should be a sanitarium on the school farm. This would require spacious grounds where the patients might have plenty of room, and where gardens for flowers and vegetables could be provided. Working in the garden would be a pleasant and healthful exercise for the patients, and would largely take the place of more artificial exercise in a gymnasium.⁶

Medical work was practically forced upon the founding group before any preparations had been made for receiving patients. It was during the early days when the old Plantation House served as the center of all activity that a sick man came out from Nashville. He said that he understood that with rest, their diet, and their method of treatment, he would get well. The answer was, We have no preparations

5. Ellen G. White, An Appeal For the Madison School, May 25, 1908, p. 2.

6. Percy T. Magan, "Inception and Development," The Nashville Agricultural and Normal Institute (Mountain View, California: Pacific Press Publishing Company, 1908), p. 12.

made; we are not yet ready to receive patients; you will have to return to Nashville." His insistence caused them to relent, and they finally said, "If you are willing to sleep on the porch, you can stay." One end of the front porch was curtained off and transformed into a sleeping porch. With proper rest, diet, and simple treatment he was soon restored to health, to go back to Nashville and sing the praises of the new institution. From that time on, there was a continual appeal from those in need of care.⁷

The first building to be used for sanitarium purposes was a small cottage, a one-story building in the shape of a carpenter's square. The building contained treatment rooms, each opening onto a porch. The rooms were heated with wood stoves. Every morning before the patients were up, the fire boy would enter the rooms and build the fires. Facilities were meager. The water for treatments was heated in a pan on a wood stove. The treatment table consisted of a wide board on two wooden horses. In spite of the facilities, efficiency was evident. Mother Druillard (sixty years old at that time) had taken hold of the sanitarium work in a vigorous way. With the aid of a class of three nurses

7. Madison Survey, July 9, 1930, p. 105.

that she had been training, she was able to meet every situation and make the best use of the facilities at hand. There has never been another class like that first class of three young women. They were so well trained that they were able to go out into the rural homes and seek out the sick, minister to their needs, and meet all kinds of emergencies without fear or complaint. Mother Druillard served as manager, doctor, and nurse and in any other capacity in the early days of the Sanitarium.⁸

A patient wrote the following lines about the Sanitarium:

A little bit of heaven came
 Upon the earth to stay
 Developing by steady growth
 To what it is today.

And as the angels view it, sure
 It looks as sweet and fair
 They cannot bear to leave it, but
 Remain a-hov'ring there,

Where doctors, nurses, patients, guests,
 And helpers, every one,
 May get the help each needs the most.
 And that spells MADISON!⁹

People had predicted that a sanitarium at Madison would not survive, for only a few sick teachers and the poor who could not go elsewhere would patronize it. Time and progress change everything. The street car service was extended out

8. Madison Survey, July 9, 1930, pp. 105-106.

9. Madison Survey, June 24, 1936, p. 101.

from Nashville north to Gallatin; better roads were built; and automobiles became more common. As a result the sanitarium work grew by leaps and bounds. One might say that it grew cottage by cottage. From a small, four-bed institution at its inception, it has grown until today it can accommodate two hundred patients. From the very first, the Rural Sanitarium, as it was known in the early years, became a distinct asset in the operation of the school. The school has furnished the trained help to man the Sanitarium, whereas the Sanitarium in turn has furnished financial aid for the operation of the school. Hand in hand, under one management, the two institutions have worked together for nearly fifty years. Neither could have existed without the other.

Dr. Newton Evans was the first physician to connect with the Rural Sanitarium. The minutes of a special committee appointed by an informal meeting of the Board of Trustees in 1908 give interesting information concerning the agreement between Dr. Evans and the Rural Sanitarium:

Dr. Evans then made the following proposition: That in the event of his connecting with the institution as superintendent of the sanitarium he is to give the general examination of men patients, and to receive the entire fee for the same. He is to have the entire work for both men and women of stomach, urinary, sputum, and blood examinations and analysis, and to receive the entire fee for the same. He is to do the surgery, and to receive fifty per cent of the fee for the same.

The percentage of fees which are to be paid to Dr. Evans are to be paid only in the event of the institution's being able to collect the same fee from the patient. If the fee is not collected the Doctor loses his share the same as the institution loses its share.

Dr. Evans, free of cost to the institution and with the understanding that pay for the same is included in the above enumerated remunerations, is to care for, prescribe for, and have general charge of all surgical patients after the operation, dress and care for the wound, etc. Dr. Evans is also to assist in the teaching of the Nurses' Class, and to give consultation to the lady physician free of charge. ¹⁰

Professor Magan raised the question of outside practice, namely: If work is slack and there is an opportunity to do some outside practice would Dr. Evans be willing to take that on a percentage basis. Dr. Evans replied that if he did any outside practice he would want everything there was in it for himself, as when it comes to collecting for outside practice all the physician collects anyhow is a percentage. ¹¹

Dr. Evans stayed with the Madison Sanitarium until the Loma Linda Medical School was founded and he was called to the presidency of that institution. He was followed by Dr. Lillian Magan (wife of Percy T. Magan) at the Madison Sanitarium. Dr. Lillian came after having had wide medical

10. Minutes of a special committee appointed by the informal meeting of the Board of Trustees of the Nashville Agricultural and Normal Institute, June, 1908, pp. 1-2.

11. Informal meeting of Board of Trustees of the Nashville Agricultural and Normal Institute, June 30, 1908, p. 2.

experience in the Battle Creek Sanitarium. A woman doctor was a novelty in those days, but under her direction the Sanitarium prospered.¹²

After having engaged successively six physicians, it became apparent that it would be better to train two of the men connected with the institution. In 1910 Professors Magan and Sutherland entered medical training at Vanderbilt each day on motorcycles. In addition, they met with the faculty and held meetings at night and on week ends. It was a rigorous program, especially when one considers that Professor Sutherland was forty-six years of age when he entered the medical school and just under fifty years of age when he graduated.¹³

Doctors Percy and Lillian Magan remained with the Sanitarium until December, 1917, at which time they became associated with the Loma Linda Medical School. Exactly two-thirds of the Sanitarium medical staff departed at that one time, leaving Doctor Sutherland and the remaining third to carry the load alone.

12. Madison Survey, July 9, 1930, pp. 105-106.

13. Madison Survey, February 21, 1940, p. 15.

Some of the doctors to join the institution in later years and to remain for a length of time were Dr. Nicola, Dr. Blanche Noble, Dr. Lew Wallace, Dr. George Droll, Dr. Joe Sutherland, Dr. Murlin Nester, Dr. Harry Witzum, and Dr. Roy Bowes.

The present staff of doctors is composed of practically all specialists, who function as a group practice. They are Dr. Julian Gant, medical director, practicing Internal Medicine; Dr. James Schuler, surgeon; Dr. David Johnson, psychiatrist; Dr. Naomi Pitman, pediatrician; Dr. Gilbert Johnson, radiologist; Dr. Cyrus Kendall, pathologist; Dr. George Horsley, obstetrician. In addition, there are two residents on the staff. Dr. James C. Trivett is the dentist.

Some of the early workers, still with the Sanitarium, are Richard Walker, who has faithfully cared for the lawns and flowers through the years; Elizabeth Windhorst; Mr. and Mrs. E. R. Moore; Mrs. Kathryn Bertram; Mrs. Edna Face; and Walter Wilson, purchasing agent.

The training for nurses began as a one-year course and continued as such until 1914, at which time it was lengthened to two years. It continued as a two-year program until 1919; then it was lengthened to a three-year program for the women. A fourth year, known as pre-nursing, was added later. This program has continued until the present time. Action has been

taken to cut down the pre-nursing program from one year to six months beginning with the fall quarter of 1953.

The Sanitarium continued to grow as demands increased for its services. As time went on, modern conveniences were installed in keeping with the times. The Sanitarium installed a Delco lighting plant, and electric lights were turned on for the first time on January 7, 1921, these replacing the faithful old kerosene lamps. In October of the same year steam heat replaced the stoves. Also during the year a new sewage disposal system was installed. A new Sanitarium kitchen, the gift of Mrs. Lida Scott, opened in May, 1922. During July, 1922, the women's treatment room was remodeled. October 8 of that year brought a fire that destroyed the powerhouse at the Sanitarium.

In 1923 the county black-topped the Neely's Bend Road between the village of Madison and the School property. The next year Mrs. Druillard purchased a Ford sedan and a Ford jitney for service over the new road. Now the Sanitarium was more accessible to Nashville and patronage increased. In April, 1924, the installation of a steam-heated hot water system obviated the necessity of heating water on a stove. March 25, brought the installation of private telephones in the patients' rooms. The student hospital was completed in 1926 and 1927. A twelve-room stucco cottage known as

North Hall was completed in August, 1927. The Administration Building was constructed during 1927 and 1928. The X-ray Department was the first to move into the new Administration Building in October, 1928.

Beginning in 1927 and ending in 1929 the Sanitarium received a face-lifting. The earlier frame buildings were given a coat of white stucco and finished in a Spanish style of architecture. These buildings were connected with covered runways with arched openings on the sides. Mr. H. E. Standish was the one mainly responsible for the great transformation that was wrought. He was also responsible for the new street lights, mounted on artistically-made concrete posts with fancy wrought-iron fixtures, which were constructed on the Sanitarium grounds in the summer of 1929.

A public-address system, the gift of Mrs. Lida Scott, was installed in the Sanitarium in the fall of 1930. Through this means it was possible to broadcast the parlor programs and lectures to the patients who were unable to leave their rooms.

The nurses organized an Alumni Association in 1930, which has been very active since that time.

Dr. E. A. Sutherland reported to the Board and Constituency on February 15, 1938:

The Sanitarium will probably continue to be the chief financial asset of the Institution.

I wish, therefore, to recommend the construction of a building similar to the present Administration Building, and in close conjunction with it, to house the surgery and surgical patients, the obstretrical department, and pediatrics. This will relieve the congestion in the main sanitarium building by providing special quarters for patients that are now cared for in the main buildings. This will not only increase the capacity for patients but will improve conditions for all the patients.¹⁴

The latest building to be constructed for the Sanitarium, the Psychiatric Building, later named Parkview, was opened on February 5, 1952. This building was made possible through the generous gift of \$25,000 by the Dupont Company.

William E. Patterson, the Madison College Director of Public Relations, was instrumental in securing the donation, and Felix Lorenz was the architect for the building. During 1952 the first floor rooms of West Hall were remodeled into a beautiful Pediatrics Department.

Many of the predictions concerning the Sanitarium have proved to be true. The Sanitarium, twelve miles out in the country, has been a success in its nearly fifty years of operation. From the early facilities providing care for four patients, it has grown to where it can now handle over two hundred patients. It is widely known, drawing patients

14. Madison Survey, February 23, 1908, pp. 31-32.

from all over the South. People come because of the beautiful surroundings; they come to enjoy the vegetarian diet; they come to seek the Battle Creek methods of treatment such as hydrotherapy, massage, and electrotherapy; they come because of Christian doctors and nurses who minister to their spiritual as well as their physical needs.

The poor have come as was predicted, and many thousands of dollars' worth of charity work has been done through the years. A few samples are as follows:

In cooperation with the Davidson County Department of Health, twenty-four pupils of the Joelton schools received medical and surgical attention at the Madison Sanitarium and Hospital this week.¹⁵

About thirty-eight pupils from the Goodlettsville, Bellevue, Bordeaux, and other schools of Davidson County received surgical and medical attention at the Madison Rural Sanitarium and Hospital this week.¹⁶

Over forty school children of the community have had tonsillectomy operations at the Madison Rural Sanitarium and Hospital during the last three months. This is Madison's method of cooperating with the Davidson County Health Department and the Parent-Teachers' Association.¹⁷

During the past month the Sanitarium has removed the tonsils of thirty Davidson County school children as a part of a Blue Ribbon

15. Madison Survey, March 22, 1933, p. 40.

16. Madison Survey, April 26, 1933, p. 56.

17. Madison Survey, May 6, 1936, p. 76.

Health Campaign being put on by the schools in cooperation with the County Health Department and the Parent-Teachers' Association.¹⁸

Twenty-four tonsillectomies have been performed since the middle of January in cooperation with the Davidson County Health Department and Parent-Teachers' Association.¹⁹

Time and space will not allow a portrayal of all the exploits and deeds of all the graduates of the Madison Sanitarium. Many have gone out to establish small hospitals and sanitariums; others to join small units already in existence; many to engage in private duty nursing; and many to labor in the far-flung mission fields of the world. A citation of the experiences of two graduate male nurses will be of interest:

From The Nashville Tennessean, April 25, we quote: "Conditioning General _____ for each day's arduous duties in the Tunisian campaign is one of the responsibilities of a Nashville male nurse, Corporal Robert Jacobsen, son of E. C. Jacobsen, of Madison College. Jacobsen got his first professional experience on the noted American general when he landed with the first invasion forces in North Africa last November. . . . He is one of more than one hundred Madison male students now serving as nurses in the armed forces."²⁰

Now that the war is an event of the past, the name of the famous general can be filled in. He was General Dwight Eisenhower,

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18. Madison Survey, December 7, 1936, p. 196.
 19. Madison Survey, March 2, 1938, p. 36.
 20. Madison Survey, May 19, 1943, pp. 39-40.

now the President of the United States. One of Jacobsen's tasks was to give the General his daily massage.

In Newsweek, issue of April 6, page 21, is a picture with the caption, "A group of pilots at the headquarters. These 'Flying Tigers' are aerial Sergeant Yorks with an amazing record for bagging Japs."²¹

Among the group in the picture, sitting under the Stars and Stripes, the flag of China, and pictures of former President Roosevelt and General Chiang Kai-Shek, is Robert Gallagher, a former Madison student and graduate nurse, who before the outbreak of the war was doing hospital work in Rangoon, Burma.

The training program of the Madison Sanitarium has enlarged through the years. In the beginning only nurses were trained. Today the program includes not only the training of nurses, but also the training of practical nurses, dietitians, laboratory technicians, X-ray technicians, medical secretaries, anesthesiologists, and physicians who are doing postgraduate work.

One of the early projects carried on by the nurses of the Sanitarium was the Polk Street Settlement, which came into

21. Newsweek, April 6, 1942, p. 21.

the hands of the Madison School in 1918. This was a self-supporting medical missionary activity maintained by nurses. One-half of the nurses took cases for pay while the other one-half devoted their time to the care of patients who could not pay. All of the nurses lived in the Polk Street Settlement home and shared alike as far as remuneration was concerned. The building contained a lecture room for conducting health lectures, cooking schools, and Bible story hours.²²

The Madison Food Factory has had a phenomenal development somewhat similar to that of the Sanitarium. Early in the history of the school a large flakefood factory was built at Edgefield, near what we now know as Edenwold. The people of the South had not yet become conditioned to the eating of health foods; so the factory became a white elephant on the hands of the owners. It passed from hand to hand without success. A final decision was made to dismantle the plant. The operators of Madison were urged to purchase the plant and move the equipment to the school campus. The purchase was made, and the school added a new industry known as the health food factory, which was opened in 1918.²³ The policy was to

22. Madison Survey, June 25, 1919, pp. 1-2.

23. Madison Survey, May 10, 1922, p. 2. (Date was verified by Elmer Bush who helped move the factory.)

begin in a small way and to educate the workers, step by step, in the new industry. Mr. and Mrs. Andrew Wheeler were in charge of the work, under the direction of Mrs. Druillard, who had had years of experience in other institutions.²⁴

The purpose of the Food Factory was to produce foods that would be suitable substitutes for meat in the dietary of the vegetarian and others whose health required the elimination of animal products. Consequently most of the foods manufactured are rich in protein. These foods are made from such products as soy beans, peanuts, and gluten. Some of the trade names today are Zoyburger, Yum, Mock Chicken, Nu-Steak, Not-Meat, Vigoroast, and Ches-O-Zoy. A cereal substitute for coffee is Zoy-Koff.

Some of the men who played an important part in the later growth and development of the food factory were Joe Hansen, C. H. Dye, T. A. McFarland, Captain Calvin Bush, Edwin Bisalski, George Norris, Leslie Brooks, John Brownlee, H. M. Mathews and Frank Holland. Of this group, H. M. Mathews and John Brownlee played a very important part in experimentation and development of the foods. E. M. Bisalski was outstanding in the group as a promoter and sales-manager. It was during

24. Madison Survey, May 16, 1923, p. 21.

Mr. Bisalski's term as manager of the Food Factory that great expansion took place. A practically new plant, with one section four stories in height, was constructed in 1941. Shortly after, the sales began to drop off, and it has never been necessary to use the new building to its capacity. The Food Factory (now known as Madison Foods) is operating, on a much smaller scale than formerly, under the management of Mr. Frank Holland. The Madison Foods Company also operates a bakery, making whole wheat and soy bread. A daily bread route is served in Nashville.

Another type of health work carried on by the Madison School was the operation of a treatment room and vegetarian cafeteria in Nashville, Tennessee. Workers drove back and forth each day from the School to Nashville to carry on the work. The work was started in 1917, in rented quarters. After five years, because of advancing rents, it was thought best to close down the work and build a new building on a permanent location at 151 Sixth Avenue, North. This was done at the end of the year 1922. The new location was occupied in the spring of 1923. A successful work was carried on in the new location for over a decade. With the advancing trend of business toward the main streets in the center of the city, the location finally became highly undesirable; the business was closed out, and the building was sold.

During the period 1932 to 1940 great prominence was given to the health lecture work on the Madison campus. Julius Gilbert White, a nationally-known health lecturer, came to Madison and delivered a ten-day series of lectures on health, with the use of illustrated slides. Arrangements were made for Mr. White to establish his headquarters at Madison. A corporation was formed known as "The Associated Lecturers Incorporated." The purpose of the corporation was to foster the health lecture work and to develop visual materials to be used by lecturers. A new industry was developed at Madison, the making and painting of slides. The lecture series was known as "The Learn-How-To-Be-Well Lectures." This line of work, along with its promoters, was responsible for the holding of many health institutes and short courses at Madison during the years 1932-1940.

No one will ever be able to measure the influence of the health work fostered and promoted by Madison. It has reached out to the hills, yes, even to the seacoasts and beyond. This little token from a foreign clime is just one indication of the influence that Madison exerts:

TO MADISON!

by Mrs. Marian Anderson
Havana, Cuba

If you're feeling rather down,
And are fed up with the town,
Don't just sit and fret and frown,
But go to Madison!

With its rural, balmy breeze,
And its rustic, stately trees,
Few resorts will ever please
As does Madison.

There is something in the air
That is something one seldom meets elsewhere,
Something wholesome, sweet, and rare,
Up at Madison.

We who live in foreign climes
Feel the urgent need at times
For the blessed peace one finds
There at Madison.

And tho more I'd like to say,
This one tribute let me pay
There is joy in every day,
Spent at Madison!²⁵

25. Madison Survey, February 3, 1937, p. 17.

CHAPTER VI

THE A-B-C OF EDUCATION

As early as the year 1900 Mrs. Ellen G. White wrote:

Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables, and the fruits so essential to health. Our youth need an education in felling trees and tilling soil as well as in literary lines. Different teachers should be appointed to oversee a number of students in their work, and should work with them.¹

With this instruction in mind, Professor Sutherland and Professor Magan sought out a farm for the location of their school rather than a city location. The farm selected was not in a high state of cultivation. The land was run-down, eroded, and somewhat overgrown with brush. There were no orchards, but there were about two hundred acres of blue-grass pasture. It was early determined that, in the absence of an orchard, the best thing to develop was a dairy. Professor Magan, who had general management of the farm in its earliest years, had the following to say:

There were about thirty cows on the place when we took possession of it, besides other cattle. Some of these cattle were so wild that

1. Ellen G. White, Testimonies for the Church (Mountain View, California: Pacific Press Publishing Association, 1900), VI, p. 179.

it was with the greatest difficulty they could be driven to the city. Twenty-three men spent an entire day in trying to drive a few of them about half a mile. Some were even dangerous, they were so ugly. Two were shot, and their carcasses hauled to town. One jumped into the river, and was drowned; another, in jumping down an embankment, broke its neck. I relate these facts to give you some idea of the material with which we began to build our dairy.²

The first year demonstrated that some of the cows were not producers, though they were unable to tell which cows were good producers and which were not. Finally a Babcock tester was secured and careful record was kept on the production of each cow. Gradually the non-producers were weeded out and a respectable herd was developed.³

A report rendered to the Board in the year 1912 indicated that the institution owned one hundred fifty head of goats. The goats were kept for both their milk and their hair.⁴

The school originally kept a larger dairy herd than at present. It has been our object the past few years to use a smaller amount of dairy products substituting for them various nuts and nut products. At the present time we are milking sixteen cows, Jersey and Holstein strains. We have also a flock of Swiss milk goats.⁵

2. Percy T. Magan, "Inception and Development," The Nashville Agricultural and Normal Institute (Mountain View, California: Pacific Press Publishing Company, 1908), p. 15.

3. Magan, op. cit., pp. 15-16.

4. Annual Meeting of Nashville Agricultural and Normal Institute Corporation, November 29, 1912, pp. 7-9.

5. Madison Survey, July 9, 1919, p. 4.

Undoubtedly the trend away from the dairy products to the nut products was the result of the starting of a food manufacturing plant in connection with the school. During the year 1927 one hundred pounds of mohair, from twenty goats, was shipped to Boston.⁶

Andrew J. Wheeler, who was in charge of the dairy in 1930, reported that the herd had been tested for both tuberculosis and Bang's disease and that the tests showed no reactors. He also reported that the school had joined the Dairy Herd Improvement Association, a county organization. His report showed a producing herd of thirty-four cows, with the School working toward the end of having a herd of pure Jersey stock.⁷

During the month of April, 1930, a further report was given, indicating the caliber of cows owned by the school:

We have just received another report from the County Herd Improvement Association, and find that our herd again heads the list in average production of fat per cow. The average fat production for 35 cows, including one dry cow, for March, was 30.1 pounds. The average fat production of the nearest competitor was 27.2 pounds. The average pounds of milk per cow was 638 pounds, and the test was 4.7 per cent. Six cows were on the honor roll. That is, they produced over 800 pounds of milk and forty pounds of fat for the month. One of our cows produced 69 pounds of fat. The herd produced 22,089 pounds for the month, or about 83 gallons per day.⁸

6. Madison Survey, June 8, 1927, pp. 91-92.

7. Madison Survey, February 26, 1930, pp. 35-36.

8. Madison Survey, April 16, 1930, p. 63.

A further report in the spring of 1931 shows how successfully the dairy was operating:

Jerseys predominate in Tennessee. The herd at Madison is of this variety. The average production per individual the past year was 6,180 pounds of milk, and 291 pounds of butter fat. The monthly butter fat test is 4.8 per cent. For eighteen months this herd has been on the honor roll of Davidson County, and is tested for tuberculosis and contagious abortion. The school belongs to the local testing association. The average daily output is 390 quarts. This milk is charged to the Boarding department at $2\frac{1}{2}$ cents a half-pint, 5 cents a pint, and 10 cents a quart. We are very fortunate in having an experienced dairyman from Wisconsin, F. I. Brown, who, with his son and two daughters, has the immediate care of this project. We are constantly short of milk. This department showed a net earning the past year of a little more than \$1,500.⁹

Madison was one of the two schools whose herds led the county, as reported in the fall of 1931:

Our dairy department has just received its annual report as a member of the Davidson county Herd Improvement Association. The number of cows in our herd averages 33.75. The average amount of milk per cow is 6,372 pounds for the year, and the average butterfat production for the year is 309 pounds. This places our entire herd on the honor roll and entitles it to the honor certificate given by the National Dairy Council, which requires an average of 300 pounds of butter fat. The cows of our herd are all pure bred and graded Jerseys. Only one other herd

9. Madison Survey, March 18, 1931, p. 40.

in the Association averaged more butter fat per cow. This was the herd owned by Peabody College at the Knapp Farm.¹⁰

The report rendered by the Davidson County Herd Improvement Association for December, 1931, showed that the Peabody herd still held first place, but that Madison had the individual cow with the highest butterfat record. This cow had a record of 1,302 pounds of milk and 75.5 pounds of butter for the month. The average milk production for the year 1931 was 6,683 pounds, with an average butterfat for the year, per cow, of 332 pounds. During the year 1931, the dairy industry showed a net gain of \$2,200.¹¹

With expansion of the dairy in 1932, the herd was increased to forty milk cows. This necessitated increasing the stanchion room and the adding of a steel silo.¹²

The institution started pasteurizing its milk in 1937. This was a precautionary measure deemed advisable even though the herd had tested Bangs free and tuberculosis free for all the years of its existence. The year 1938 saw a group of six young men students in charge of the dairy. Frank Judson was in charge, assisted by Clayton Hodges, Sam Jamison, Moses Batchelder, Clifford Melendy, and Donald Welch.¹³

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- 10. Madison Survey, August 19, 1931, p. 128.
 - 11. Madison Survey, February 3, 1932, pp. 19-20.
 - 12. Madison Survey, November 2, 1932, p. 160.
 - 13. Madison Survey, June 15, 1938, p. 92.

This was a live-wire group, and the dairy prospered materially under the leadership of Judson and Hodges.

In the fall of 1938 these boys groomed some of their calves and heifers for the State Fair. Against national competition these entries were able to win enough prizes to compensate the students for their efforts.¹⁴

The following item written in 1940 shows how the dairy was contributing to the education of students:

Up in New England a farm boy, Moses Batchelder, wanted a college education, but the outlook for it was bleak for monetary reasons. Then he learned that down in Tennessee, about eight miles north of Nashville, was a college that did not require a boy or girl to have a pile of money to pay for an education.

He investigated the rumor, and what he learned seemed too good to be true. He found that in addition to being temperate and of good character, the one supreme qualification of a boy or girl in order to gain admission into this institution was that he had to be poor. (Rather, had to be willing to work.) Thus, almost in the twinkling of an eye, his biggest liability became his most valuable asset.

That, in brief, is how Moses happened to be in charge of the 84-cow dairy that is owned by Nashville Agricultural Normal Institute at Madison, Tennessee, and is giving in service what the college is accepting in lieu of money for that much-coveted degree in agricultural education that almost became an obsession. That also explains why the four other boys

14. Madison Survey, October 19, 1938, p. 155.

working in this dairy with Moses happen to be there. They are all attending classes and getting not only the theoretical knowledge essential to a course in dairy husbandry, but they are actually getting the necessary experience in work and management of a dairy herd while doing it.¹⁵

By 1943, Frank Judson had become a member of the teaching staff of Madison College. The herd had by this time been built up to 115 registered Jerseys. When E. C. Jacobsen left to head the agricultural school at Monterrey, Mexico, he took three registered Jerseys from Madison to use as a beginning nucleus.¹⁶

The following report, rendered in 1947, shows the standing of the herd at that time:

The last annual report of the Dairy Herd Improvement Association of Tennessee accorded to the Madison College herd very high honors. Our herd stood at the head of the list of herds having over fifty head of cows. Our average production of 389 pounds of butter fat and 7,281 pounds of milk is not only outstanding in our state but is one that compares very well in any section of the nation. According to the Bureau of Dairy Industry of the United States Department of Agriculture the average production of all dairy cows in the United States is approximately 164 pounds of butterfat. From the same source we learn, however, that the average production of dairy cows being tested by D. H. I. A. field men, as is the case of the College herd, is 322 pounds. It is readily apparent that our herd is

15. Madison Survey, February 21, 1940, p. 16.

16. Madison Survey, July 7, 1943, p. 52.

producing more than 20 per cent more per year than the average cow in the United States being tested under similar conditions.¹⁷

An unfortunate situation developed in 1946. Prior to that time the herd had tested Bangs-free. All calves for the three preceding years had been vaccinated. During 1946 six grade Holstein cows were added to the herd. These cows infected the herd with Bangs disease. In view of the fact that the infected cows have built up an immunity and that the calves have been vaccinated for the past ten years, the present herd is immune.

The College is milking approximately forty cows today. This size of herd takes care of the campus and Sanitarium needs.

One cannot speak of the dairy without giving additional thought to the farm in general. The dairy is the outstanding agricultural industry, and the farm with its contributing crops helps to keep the dairy going by feeding the cows. In 1946, when the dairy was milking about twenty-five cows, the farm produced the following kinds and amounts of feed for them: 300 bushels of wheat, 80 bushels of rye, 150 bushels of oats, 500 bushels of corn, and 75 tons of hay.¹⁸

17. Madison Survey, December 1, 1947, p. 90.

18. President's Report to the Constituency of the Nashville Agricultural and Normal Institute, December 6, 1946, p. 5.

The year 1930 provided many demonstrations of what students can do if given projects under the proper supervision. Dorothy and Della Brown set out six thousand Bermuda onion plants, which, when harvested, yielded at the rate of three hundred bushels an acre. Ernest Biggs planted five acres of corn and harvested \$249 worth of roasting ears. Lelon Bull had a cabbage project. Fenton Carnahan's project was sweet potatoes. Melvin Lohman and Roger Goodge had Irish potatoes. John Stenger, Wayne Hopkins, and Lantz Jests brooded chicks as their project. Keith Eliven raised spinach. Projects carried on in connection with class work in agriculture connected the practical with the theoretical. Many students received experience in this fundamental industry, the A, B, C of education, through the project plan.¹⁹

Mrs. Ellen G. White wrote in 1903:

In the study of agriculture, let pupils be given not only theory, but practice. While they learn what science can teach in regard to the nature and preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use. Let teachers share the work with the students, and show what results can be achieved through skillful, intelligent effort. Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air, will create a love for agricultural labor that

19. Madison Survey, April 16, 1930, p. 63, and September 17, 1930, pp. 113-114.

with many youth will determine their choice of an occupation. Thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the great cities.²⁰

This information was given just one year before the Madison school was founded and served as a pattern in carrying out the farm program and the teaching of agriculture.

Poultry raising was inaugurated with the beginning work of the school. Miss DeGraw, with young women students, looked after the poultry. During the history of the school, two men, at different periods, had great success in raising poultry at Madison. The first was Mr. L. H. Starr during the late twenties and the early thirties. His success was with white leghorns. After Mr. L. H. Starr left, the department closed down. The department was re-opened in the late forties and has been very successful in the raising of New Hampshire Reds, under the direction of Mr. Miles Coon. He tore down the old building and built new ones from the old lumber. His direction of the department has been very successful from the beginning, showing a nice margin of profit practically every year.

The raising of fruit is another major agricultural industry at Madison. In addition to the large peach and plum orchards, along with the vineyard, on the school farm, there

20. Ellen G. White, Education (Mountain View, California: Pacific Press Publishing Association, 1903), pp. 219-220.

is another peach and apple orchard of more than three thousand trees located at Ridgetop, Tennessee.

The school gardens through the years were a contributing sustenance to the school. The motto was "to grow and can what we eat and to eat what we grown and can." However, this philosophy has not always been adhered to. All through these years thousands of gallons of vegetables and fruit, were canned. A large storehouse has kept full. The entire family was well provided for. This plan was followed for over forty years; then with a change in administration, the new business manager began to cut down on canning. He took the position that it was easier and cheaper to purchase goods already canned. His philosophy was basically out of harmony with the principles of Madison that advocated raising its own foods and eating its own foods, and also furnishing labor to students.

The year 1922 is typical of what was done in canning in those early years: 1800 quarts of beets, 500 quarts of greens, many quarts of tomatoes and 1100 quarts of plums.²¹

The report of the canning department, nine years later, in 1931, is very interesting. That year the department put up a total of 3,000 gallons of peaches, 1,000 gallons of string beans, 200 gallons of beets, 400 gallons of greens, 2,200 gallons

21. Madison Survey, August 2, 1922, p. 4.

of grapes, and several hundred gallons of tomatoes. In this connection it is interesting to note that the fruit crop was composed of 1,350 bushels of peaches, 2,100 bushels of apples, 2,000 bushels of pears, and eight tons of grapes.²²

Truly the Madison School farm has produced bountifully.

Mrs. Ellen G. White wrote in 1908 concerning the farm:

The Madison School farm is to be an object-lesson for the Southern field. It is in an excellent location, and fully as near Nashville as it should be.²³

Through the years there have been some excellent, well-trained men connected with the school farm and its various branches. Elmer Brink was the first man to settle on the school farm after its purchase. He started out to supervise the dairy and rendered continuous, faithful service to the institution for twenty-five years. Professor P. T. Magan served as manager of the farm in its earlier years.

W. F. Roche came within a few years after the founding of the school and served as farm manager for many years. Other men who have served the farm in some capacity through the years

were:	T. R. Treece	Andrew Wheeler
	C. L. Kendall	L. H. Starr
	Cyrus Kendall	Joseph Sutherland

22. Madison Survey, October 7, 1931, p. 156.

23. Ellen G. White, Special Testimonies, Series B, No. 11, The Madison School (Mountain View, California: Pacific Press Publishing Company, 1908), p. 20.

Andrew Wheeler	A. E. Putnam
Charles Jones	E. C. Jacobsen
George Juhl	Guy Newlon
Frank Judson	Adolph Johnson
Jim Blair	Lee Eusey
L. M. Cantrell	J. L. Culpepper
Miles Roy Coon	Earl Barham
William Clayburn	H. C. Lovett

Adversity has had its effect at times upon the farm as well as on other parts of the institution. In 1921 a heavy frost in March ruined the fruit crop. In July, 1922, a heavy hailstorm ruined the gardens and much of the fruit. In July, 1928, the Cumberland River overflowed its banks, a very unusual occurrence for that time of the year, and covered the bottom land, ruining the crops. One of the most serious of natural adversities was the long drought of the summer of 1943. Its ending seemed almost as if Providence had intervened. The drought started early in May and lasted for over eighty days, ending on the twenty-sixth of July. Not a drop of rain fell during that time. Everything dried up. The writer can relate this as a personal experience, as he was present at the time. Man always turns to God in his extremity. A special prayer service was held in the chapel on the afternoon of Saturday, July 24. Earnest supplications were sent up in prayer for rain. Nothing happened on Sunday, but on Monday afternoon a thunderstorm came up, and there was a terrific downpour. The drought was broken. The most striking aspect of the whole affair was the fact that the

rain fell only on the Neely's Bend section, whereas other areas beyond the Bend did not receive rain. To the writer another impressive sight was the beautiful rainbow that accompanied the storm. It was a perfect and brilliant rainbow, the most beautiful that the writer had ever seen. It seemed as if it was the bow of promise hung in the heavens as a reminder of the ancient promise:

I will give you the rain of your land in his due season, the first rain and the latter rain, that thou mayest gather in thy corn, and thy wine and thy oil. And I will send grass in thy fields for thy cattle.²⁴

Today the Madison School farm is a beautiful farm. The land has been terraced, the fields are green with cover crops, and the ugly, eroded gullies are gone. The farm still needs more buildings, but everything points toward success.

24. Holy Bible, Deuteronomy 11: 14-15.

CHAPTER VII

THE INSTITUTIONAL PLANT

The original Nelson place when purchased from Mr. Ferguson contained 412 acres of land. The Wilson place, purchased by the Layman Foundation in June, 1925, and later turned over to the school, contained 296 acres. These gave the school a total of 708 acres. In addition, the school had the use of approximately 200 acres of land south of Neely's Bend Road, owned by the Layman Foundation. The 200 acres was sold by the Layman Foundation in 1953 to a real estate company to be developed as a sub-division. Between 1925 and 1953 the school had the use of over 900 acres in addition to a large fruit farm located at Ridgetop. At the present time the school has the 708 acres and 13 acres south of Neely's Bend Road, or a total of 721 acres, in addition to Ridgetop fruit farm of 95 acres.

As previously related, the buildings on the place when it was purchased were the old plantation house, the carriage house (Probation Hall), and the barns. It became necessary in the very beginning to plan for student and teacher housing and for the necessary school buildings. Professor Magan gave the following report in 1908, four years after the founding of the school:

We have erected eight cottages, which will accommodate about thirty-six students. Besides these, we have put up a small bath-room and laundry and three other buildings which are used for bakery and dairy purposes. Four cottages have been built by members of the faculty, with their own money. In 1907, we began erecting three buildings for a rural sanitarium, making a total of nineteen buildings that are erected or in process of erection.¹

The report rendered to the patrons by Professor E. A. Sutherland in 1908 stated that Charles Sweeten had charge of the construction of the cottages.²

During the meeting of 1908 the school was advised by the conference brethren to put in a water plant. Wells had been tried at first, but they went dry in the summer. Next, cisterns were tried, but blasting them out of the limestone rock proved too expensive. The school finally resorted to pumping water from the river in order to water the stock.³

Between 1908 and 1912 four more cottages were erected, namely, the Taylor, Miller, Matheson, and Davison Cottages. The Kinne Building (dining hall) was also erected during

1. Percy T. Magan, "Inception and Development," The Nashville Agricultural and Normal Institute (Mountain View, California: Pacific Press Publishing Company, 1908), p. 21.

2. Meeting of the Patrons of the Nashville Agricultural and Normal Institute, October 8, 1908, p. 5.

3. Ibid.

this period, as were the fruit house, the implement and carriage house, and the mechanical shop.⁴

Between 1912 and 1914 Gotzian Health Home was constructed. It contained treatment rooms for men and women and hospital rooms for members of the staff who might become ill. It was actually used to house sanitarium patients while the new Sanitarium facilities were in the process of construction. Today, with an addition on the right end, it serves as the Nurses' Dormitory.

Madison, unlike most schools, started out on a plan of building as the need arose. In the early years there never were rooms waiting for students. Generally students came and crowded in with others, and the school was under constant pressure to build new facilities. The January 7, 1920, Survey gives an indication of the crowded conditions:

New students are reaching Madison even faster than rooms are vacated by others going out into the work. Were it not for the promise of a new cottage soon, some would have to be refused a place in the school. We live in crowded quarters rather than turn any away for lack of room. But we must build.⁵

The problem was placed before the faculty and students assembled in a meeting during the Christmas holiday season.

4. Minutes of Annual meeting of the Nashville Agricultural and Normal Institute Corporation, November 29, 1912, p. 7.

5. Madison Survey, January 7, 1920, p. 6.

The results of the meeting clearly show the spirit of both faculty and workers, the same spirit of the founders and early students of the school:

When these things had been discussed, then appeared the Christmas spirit in that audience. Teachers and students said, "Let us put up the first cottage," a gift of the students of 1919 and the teachers. Before any donations were taken, the teachers offered to give from their limited wage the balance needed to erect a cottage after the students had raised what they could. In one-half hour the price of a cottage was assured. That is the Christmas spirit, the spirit of the Master, the spirit of giving. May God bless the donors.

It is estimated that room to make students comfortable will cost approximately:

For two	\$ 700
For four	1,200
For six	1,700
For eight	2,100

These estimates provide for no luxuries; Madison does not ask for luxuries. All who have visited the place can testify to that.⁶

During the month of January, 1920, cottage Number Fourteen burned. This left a dozen students without rooms. There was a quick and generous response on the part of friends. One hundred donations ranging from one dollar to fifty dollars came in to help rebuild the cottage. This was the first time that the school had appealed to its friends through the medium of a periodical. The appeal had gone out through the columns

6. Madison Survey, January 7, 1920, p. 3.

of the Madison Survey, the school promotional organ, founded in the year 1919.⁷

Another instance of cooperation on the part of students and teachers occurred when it became necessary to increase the laundry facilities:

Reports from the Laundry Equipment committee showed that it will cost \$2,500 to purchase and install the machinery. The women students had a meeting by themselves, and assumed the responsibility of raising among their friends the money for a filter. Cumberland River water must be filtered, and the filter will cost \$375.

The men students also had a meeting organized for work, and agreed to become responsible for the boiler house and dry room, which will cost another \$375.

The faculty organized for a similar campaign, assuming a double burden, \$750, the price of the extractor. And Doctor Sutherland agreed to raise \$1,000 for washer, boiler, engine, and shafting.⁸

Electricity came to the institution for the first time on January 19, 1921, as evidenced by an account in the Survey:

Electric lights were turned on at the Sanitarium for the first time on the evening of January 7. The new electric light plant, the Fairbanks Morse, installed primarily for therapeutic purposes at the Sanitarium, is the gift of Mrs. Lida Scott. It has capacity for lighting the entire school plant, but at present only Sanitarium cottages and buildings as far south as Mrs. Scott's cottage are

7. Madison Survey, July 28, 1920, p. 4.

8. Madison Survey, October 6, 1920, p. 3.

being lighted. A large part of the wiring was done by Messrs. John Brownsberger and Lew Wallace.⁹

During the year 1920 a greenhouse was purchased from the Hillcrest school at a cost of \$350. It was moved to the Madison school and installed, making the total cost-purchase price plus installation cost, \$1,100.¹⁰

The Sanitarium was heated by steam heat for the first time in October, 1921. Previous to that time all heating had been done with stoves.¹¹

The school family had grown so large by 1920 that it seemed necessary to remove the partitions in Gotzian Hall, the main building that had been used as an assembly hall since 1908. While this was under consideration, other plans developed, and the decision was to build a new assembly hall. This building would house the assembly room, the library, offices, and classrooms. Through the generosity of Mrs. Lida Scott this building was made possible.¹²

The building was dedicated on October 5, 1922,¹³ and named Helen Funk Assembly Hall, in memory of the daughter and the mother of Mrs. Lida Scott.¹⁴

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- 9. Madison Survey, January 19, 1921, p. 4.
 - 10. Madison Survey, January 26, 1921, p. 2.
 - 11. Madison Survey, October 26, 1921, p. 4.
 - 12. Madison Survey, January 26, 1921, p. 2.
 - 13. Madison Survey, October 19, 1922, pp. 2-3.
 - 14. Madison Survey, December 1, 1921, p. 4.

The "Barracks" for boys was constructed in 1921. The funds were raised through the generous gifts of friends during a building campaign fund.¹⁵ In recent years the building has been remodeled to accommodate a family.

The Sanitarium kitchen was completed and occupied in May, 1922.¹⁶

October 8, 1922, a fire destroyed the electric lighting system of the institution and put the steam heating plant out of commission temporarily. The Sanitarium boiler house was completely destroyed.¹⁷ The plant was restored at a cost of \$2,000. A steam engine was installed and the plant was equipped to burn either coal or oil.¹⁸

A prediction of thirty years ago has indeed become a reality. Madison, an isolated rural community, has become a virtual suburb of Nashville:

Eighteen years ago when the Madison School was established on a farm two and one-half miles from Madison Station, the place was approached by a rough and rocky way known as Neely's Bend road. Several years ago this road bed was improved. Again, the county has a force of men on it. They are laying metal preparatory to an asphalt dressing which will make Neely's Bend road equal to any in the country. The Nashville

15. Madison Survey, January 18, 1922, p. 4.

16. Madison Survey, May 31, 1922, p. 4.

17. Madison Survey, October 18, 1922, p. 6.

18. Madison Survey, November 1, 1922, p. 4.

Electric Light Company has extended its line some distance out this road, much of the property along the road has been plotted, and a number of residences have been built between Madison Station and the school. What was once an isolated rural community threatens to become a suburb of Nashville.¹⁹

Mr. H. E. Standish, of California, joined the faculty in the fall of 1922. His first job was to superintend the construction of the city cafeteria building. In 1923 he started the construction of the Mechanical Arts Building, a building which served many useful purposes during its fourteen years of existence. The building housed a mill in which all of the furniture for the Demonstration School, the Library, and the Science Building was manufactured. The building also housed the plumbing, electrical, and tile-making shops. The basement was used for the storage of broomcorn, and it was in the broomcorn that a fire started and completely destroyed the building, in a matter of minutes, on February 16, 1937.

In the spring of 1924 four large steam-heated hot water tanks were installed on different parts of the campus to replace the smaller tanks that had been heated by stoves. This was just another one of those steps of progress in keeping with the times.²⁰

19. Madison Survey, June 6, 1923, p. 24.

20. Madison Survey, April 9, 1924, p. 60.

Work was started in 1924 on a central heating system. A site was selected in a valley a few hundred feet behind the Helen Funk Assembly Hall. A concrete reservoir and a dam were built across the valley. The dam was built to hold back the surface drainage of the surrounding land, and the reservoir was built below the dam to serve as a coal bunker. A bridge was built across the top of the reservoir with the heating plant just below the reservoir.

The school purchased a rock crusher, and all of the hundreds of tons of stone and sand needed for the concrete work on the dam and reservoir were crushed on the place by Mr. J. H. Sargent and his crew of men.²¹

The large brick oven in the Food Factory was built by Mr. H. E. Standish in 1924.²²

A sawmill was completed by Mr. E. B. Hallstead in the latter part of 1924, and the school began to convert some of the logs on the place into lumber.²³

Mrs. Druillard and Mrs. Gotzian, jointly, furnished the funds to construct an annex to the Sanitarium in 1926, later called the Student Hospital. It was constructed to take care of the institutional family when the members became

21. Madison Survey, June 25, 1924, p. 104.

22. Madison Survey, October 29, 1924, p. 164

23. Madison Survey, January 1, 1925, p. 4.

ill, thus replacing the former Gotzian Health Home. The new building was more convenient to medical attention and to the diet kitchen, and also released the Gotzian Health Home for student housing, which function it continues to serve today.²⁴

During the spring of 1926 new sidewalks were constructed about the Sanitarium grounds. This work was done under the direction of Mr. Walter Jensen.²⁵

Three cottages of four rooms each were constructed in the fall of 1927. These accommodated a total of twenty-four young men students.²⁶ This group of cottages, along with some two-room cottages in that area, was later dubbed "Boys' Row."

The accessibility of the school to the main highway in Madison was greatly enhanced by the construction by the state of a new paved boulevard to connect the main highway with the new bridge. This bridge was a wide concrete structure built in 1927-1928 to replace the old one-way suspension bridge built to the powder plant during World War I.²⁷

After ten years of manufacturing its own electric current, the school connected to the city current during 1928.²⁸ The school plant was maintained in readiness as a standby in case of emergency. The school still operates on that plan.

24. Madison Survey, April 14, 1926, p. 60.

25. Madison Survey, April 14, 1926, p. 60.

26. Madison Survey, November 30, 1927, p. 196.

27. Madison Survey, February 8, 1928, p. 24.

28. Madison Survey, January 23, 1929, p. 15.

One year after the change-over to city electricity came the change-over to city water. The school had maintained its own pumping station on the banks of the Cumberland for twenty years. Expansion became necessary; so it was decided that the cheapest thing to do would be to install city water. The Lakewood Water Company laid a six-inch water main from Madison and installed a sixty-foot standpipe on the school property. This brought an abundant supply of clear, pure water.²⁹

Another improvement during the early part of 1929 was the rebuilding of the road through the campus. This was the result of the county's taking it over and making it a part of the county system.³⁰

Later in the year the entire road from Neely's Bend to the Sanitarium and on to Larkin Springs Road was widened and hard-surfaced.³¹

Increased fire protection came to the campus with the new six-inch water line. Ten fire hydrants were distributed over the campus at strategic points.³²

In the summer of 1930 it was discovered that there were forty students on the waiting list, with no place to house them. The faculty and students felt very keenly about the situation. They met together and decided to build some

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29. Madison Survey, April 10, 1929, pp. 59-60.
30. Madison Survey, May 29, 1929, p. 88.
31. Madison Survey, June 26, 1929, p. 104.
32. Madison Survey, August 21, 1929, p. 132.

inexpensive cabins. These cabins were built at a cost of \$200 a room. Twenty rooms were built, all connected, surrounding an inner court. The building was named Boys' Cabin Court.³³ It has since been named Wasiota Hall.

An interesting sidelight on Boys' Court, involving the writer, would be well to relate at this point. The cabins were only partly constructed when school opened in the fall of 1930. The writer happened to be an in-coming freshman at that time, and undoubtedly one of those for whom there was no room. When he arrived on the campus, he found neat rows of tents pitched between the cottages in Boys' Row. He was escorted to one of the tents and was told that the tent would be his home while the cabins were being finished. In addition, he was assigned to the labor crew that was working on the cabins. Since September in Tennessee is mild, sleeping in a tent was not bad at all. However, September slipped into October, with November just around the corner. September was not bad, except for the thunder showers. A heavy shower came up in the middle of one night. The canvas became water-logged and the weight pulled the stakes from the shallow soil. Then down came the soggy tent with all the clothes, flat on top of

33. Madison Survey, August 27, 1930, p. 129.

the beds. There was only one thing to do, and that was to get out in the rain and drive the tent stakes in again. After that night the occupants of the tent felt like real pioneers.

Excavation was started in February, 1931, for the Demonstration School building.³⁴ This building, like other buildings through the years, was constructed with student labor under the direction of a skilled builder. A new trend in architecture was introduced with the Demonstration School building. This building was of frame construction with a field-stone veneer and a variegated tile roof. The stones were picked up on the school farm, and some were taken from fences built by Negroes during the days of slavery. The tiles were made from concrete, on a machine donated to the School. The building was completed in the spring of 1932. Because of the crowded condition of the school, some of the rooms were used during the fall quarter of 1931, even before they were finished.

Late in August, 1931, construction was started on the Girls' Cabin Court. This court, composed of eleven cabins connected by a lattice work,³⁵ was completed in the fall. In

34. Madison Survey, February 18, 1931, p. 24.

35. Madison Survey, September 9, 1931, p. 140

later years when the large dormitory for girls was constructed, the court became the home for married couples. The name at that time was changed to Sunshine Court.

Those who have walked over the campus may have noticed a marble slab inset in the sidewalk leading from the Administration building to the Assembly Hall, with the inscription, "Cricket Club, 1931." A stretch of 265 feet of sidewalk leading from the inscription to the Assembly Hall was built by the young men of the school, who called themselves the "Cricketers." The school furnished the materials and the young men furnished the labor. The labor was all performed outside of school and regular work hours, being done mainly at four-thirty in the mornings.³⁶ At this same time the girls called themselves the "Katydid," and they, too, were sponsoring projects for the benefit of the school.

The Science Building, another of the stone-faced buildings, was started in March, 1932.³⁷ Construction was sufficiently advanced so that by fall the new quarters for the Print Shop were ready for occupancy.³⁸

A broom-making industry was begun in the fall of 1932 under the direction of F. A. Quackenbush.³⁹ The business

36. Madison Survey, November 25, 1931, p. 184.

37. Madison Survey, March 9, 1932, p. 39.

38. Madison Survey, November 23, 1932, pp. 171-172.

39. Madison Survey, December 21, 1932, p. 188.

started in a poultry house, to which was added a storage warehouse. Business was very good. Cleo Hopkins became the manager when Mr. Quackenbush left the school. George Goodner was the salesman. Late in August, 1933, the shop burned to the ground. The morning after the fire fifty students signed a petition requesting that the shop be rebuilt, and they promised to donate the labor. The faculty, along with some Nashville business firms, donated the materials, and a nice tile building, twenty-four by fifty feet, was the result. The entire cost of the materials was \$850, of which \$250 was donated by the business men.⁴⁰ The building is used today as the College Garage.

The third major school building to be constructed of stone was the Druillard Library. Construction was started in the spring of 1934.⁴¹ The building differed from the other two stone buildings in the respect that it was not a frame building, being built of concrete blocks veneered with stone. The building was dedicated on October 18, 1936, at which time Dr. Doak S. Campbell of Peabody College gave the dedicatory address.⁴² The building was named for Mrs. Druillard who gave the last \$5,000 necessary to make the building possible.⁴³

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40. Madison Survey, January 3, 1932, pp. 3-4.
 41. Madison Survey, February 28, 1934, p. 24.
 42. Madison Survey, November 18, 1936, p. 181.
 43. Madison Survey, April 1, 1936, p. 55.

A laundry campaign was launched by the students to raise \$6,000 for a new building. This was in the spring of 1935.⁴⁴ Actual construction on the building did not start until December, 1936. The building was completed in the spring of 1937.

As an interesting sidelight on the initiative demonstrated by some Madison students, the following quotation from the Madison Survey gives a good picture:

A sturdy, good-looking and apparently new wagon appeared in front of the Administration Building a few days ago. The occupant gave the Office force a salute. It was evident he was showing off a bit.

Investigation revealed that the wagon was the product of student activity in the blacksmith shop. Otto Konigsfeld is the mechanic there. The farm wagons were beyond repair but it would cost \$100 to purchase a new one. So he built one largely from material salvaged from the junk heap, composed of parts of old cars and cast-off machinery. Two axles and three hubs were appropriated, the rest were made. A tree was felled for spokes and fellows. Old tires were rewelded to fit the wheels. The estimated cost was \$5 for new material and \$10 for labor.

There is an element of economy and of initiative in that young man's make-up that will make him valuable help when he becomes a member of some unit group that has difficulties to overcome. He smiled when he said that an eight-furrow disc plow is now under contemplation as the next project to attack.⁴⁵

44. Madison Survey, June 5, 1936, p. 52.

45. Madison Survey, January 15, 1936, p. 12.

Late in 1936 the lower floor of the Assembly Hall was remodeled into attractive quarters for the Music Department.⁴⁶ Following this work the main auditorium of the Assembly Hall was also remodeled. The platform was extended, the folding doors were removed, the back rooms were made into an elevated section, and the entire chapel was re-seated with theater-type chairs. The Assembly Hall was re-dedicated on March 5, 1938.⁴⁷

Gotzian Hall (the chapel during the early years) was remodeled into a laboratory for the Department of Home Economics in the spring of 1937.⁴⁸ Today it is called the Nutrition Laboratory.

The business and civic leaders of Nashville joined with the faculty of Madison College and launched a campaign in Nashville to raise funds for the construction of a building to house the girls' dormitory and the dining room. The result was a successful campaign during which \$15,000 was raised.⁴⁹ The campaign was conducted early in June, 1939, and construction of the building was started early in July. The building was completed in 1940 with accommodations for ninety girls. The entire first floor was given over to the cafeteria.

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46. Madison Survey, January 20, 1937, pp. 9,12.
 47. Madison Survey, March 19, 1938, pp. 38,39.
 48. Madison Survey, March 3, 1937, p. 33.
 49. Madison Survey, July 12, 1939, p. 50.

The school purchased a used fire truck in 1931 in order to furnish better fire protection and to help lower the insurance rates. The pump was removed from the used engine in 1940 and installed on a new Ford Mercury chassis. All of the necessary change-over work was done by school mechanics.⁵⁰

Through the years Madison has had a good deal of trouble with boilers in the heating plant. Two excellent boilers were secured from a closed plant in Franklin, Tennessee. These were installed with complete sets of new tubes. A new building was constructed to house the boilers. Two men, John Jensen and Ray Wilson, were mainly responsible for the installation.⁵¹

The Food Factory was remodeled, in fact, practically a new structure was built, in 1942.⁵² The work actually started in November, 1941, and was completed in October, 1942. E. M. Bisalski was the prime mover in promoting the project, which cost between \$30,000 and \$40,000.

The Sanitarium surgical wing was constructed under the direction of W. H. Gorich. Because of the shortage of manpower the work was spread over two years, being completed in 1946.

50. Madison Survey, July 17, 1940, p. 56.

51. Madison Survey, December 10, 1941, p. 91.

52. Madison Survey, July 8, 1942, p. 52.

Under a new administration in 1947, the institution formulated plans for raising \$560,000 for improvements. Perhaps it would be more correct to say that plans were formulated for spending that much money.⁵³ Time has borne out the fact that not over \$60,000 has been raised to the present date. This fact is personally known to the writer, who sits as a member of the Executive Committee. The two buildings constructed were the Apartment House, at an approximate cost of \$23,000, and the Psychiatric Building, at an approximate cost of \$33,000.

The trailer village was set up during the year 1947. Twenty-five expansible trailers were secured from the government.⁵⁴ These have been used to house married students. They have weathered well for the six years since their installation, but are gradually deteriorating, one by one.

A decided improvement in the Agricultural Division in 1947 was the construction of a dairy-processing plant, the gift of Mrs. Silas Waters of Cincinnati, Ohio.⁵⁵

The building was constructed of concrete blocks, faced with field stone. This provided the necessary quarters for a modern pasteurizing and processing plant.

53. Madison Survey, April 30, 1947, pp. 29-30.

54. Madison Survey, October 15, 1947, p. 78.

55. Madison Survey, December 1, 1947, pp. 87-88.

Many private homes have been built on the campus, but they are too numerous to mention, for the Madison campus is virtually a village.

The immediate project for the future is a series of twenty-eight small apartments for married students. These apartments will be housed in three buildings to be located on the site of the old vineyard, next to the present Apartment House. The business and civic leaders of Nashville plan to launch a campaign in September, 1953, to raise \$75,000 for this project.

APPENDIX A

APPENDIX A

CHARTER

State of Tennessee
Department of State

I, Jno. W. Morton, Secretary of the State of Tennessee, do certify that the annexed instrument, Registration, was filed in my office for registration, on the 5th day of August, 1905, and recorded on the 5th day of August, 1905, in Corporation Record, Book 3, in said office, page 137.

In testimony whereof, I have hereunto subscribed my official signature; and, by order of the Governor, affixed the Great Seal of the State of Tennessee, at the Department, in the City of Nashville, this 5th day of August, A. D. 1905.

Jno. W. Morton, Secretary of State

STATE OF TENNESSEE CHARTER OF INCORPORATION

Be it known, that George I. Butler, of Nashville; Stephen N. Haskell, of Nashville; Nellie Druillard, of Madison; M. Bessie DeGraw, of Madison; E. A. Sutherland, of Madison; and Percy T. Magan, of Madison, all in the State of Tennessee, are hereby constituted a body politic and corporate, by the name and style of purpose hereinafter stated under subsections 1, 2, and 4, of Section 2513 of Shannon's Code, which read as follows:

"Religion.--The support of public worship, the building of churches and chapels, and the maintenance of all missionary undertakings.

"Charity.--The support of any benevolent or charitable undertaking; as a lodge of Masons, Odd Fellows, hospitals for the sick, houses of refuge or correction orphan asylums, and all other objects of like nature.

"Literature, History, Painting, Music, Fine Arts, Trade.--The support of any literary or scientific undertaking,--as, a college or university, with power to confer degrees, an academy, a debating society, lyceum; the establishment of a library; the support of an historical society; the organization and support of a battlefield association; the promotion of painting, music, or the fine arts; the support of boards of trade or chambers of commerce, or other objects of like nature.

"The general purposes of this Corporation more particularly stated are: the founding of an agricultural and normal school and a sanitarium at Madison, Tennessee, and, if desired, at other points in the State of Tennessee, and elsewhere in the United States of America, for the teaching and training of missionaries, teachers, and farmers, who are willing to devote at least a certain portion of their lives in unselfish, unremunerative, missionary labor for the glory of God, and the benefit of their fellowmen. The situation so to be established shall be undenominational and unsectarian insofar as that any worthy and approved person or persons may be accepted students, but it shall be sectarian and denominational to the extent that the religious doctrines taught and inculcated shall be those of the Seventh-day Adventist Church.

"The general powers of said Corporation shall be to sue and be sued by the corporate name, to have and use a common seal, which it may alter at pleasure; if no common seal, then the signature of the name of the Corporation by any duly authorized officer shall be legal and binding; to purchase and hold or receive by gift, bequest, or devise, in addition to the personal property owned by the Corporation, real estate necessary for the transaction of the Corporate business, and also to purchase or accept any real estate in payment or in part payment of any debt due to the Corporation, and sell the same; to establish By-Laws, and make all rules and regulations not inconsistent with the laws and Constitution deemed expedient for the management of corporate affairs; and to appoint such subordinate officers and agents in addition to a President and Secretary or Treasurer, as the business of the Corporation may require, designate the name of the office and fix the compensation of the officer.

"The said five or more incorporators shall, within a convenient time after the registration of this Charter in the office of the Secretary of State elect from their number a President, Secretary, Treasurer, or the last two offices may be combined into one, said officers and the other incorporators to constitute the first Board of Directors. In all elections each member is to be entitled to vote either in person or by proxy, and the result to be determined by the majority of votes cast. Due notice of any election must be given by advertisement in a newspaper, personal notice to the members, or a day stated on the minutes of the Board six months preceding the election. The Board of Directors shall keep record of all their proceedings, which shall be at all times subject to the inspection of any member. The Corporation may establish branches in any other county in the State.

"The Board of Directors may have the power to increase the number of Directors to seven or ten if they deem the interest of the Corporation requires such increase; and the first or any subsequent Board of Directors may have the power to elect other members, who, on acceptance of membership, shall become corporators equally with the original corporators. The Board of Directors shall have the right to determine what amount of money paid into the treasury shall be a prerequisite for membership, or if necessary, what amount shall be thus annually paid; and a failure to pay shall, in the discretion of the Directors, justify the expulsion of said defaulting member. The term of all officers may be fixed by the By-Laws, the said term, not, however, to exceed three years. All officers hold over until successors are duly elected and qualified.

"The general welfare of society, not individual profit, is the object for which this charter is granted, and hence the members are not stockholders in the legal sense of the term, and no dividends or profit shall be divided among the members. The members may at any time voluntarily dissolve the Corporation by a conveyance of its assets and property to any other corporation holding a charter from the State for the purposes not of individual profit, first providing for corporate debts.

"A violation of any of the provisions of this Charter shall subject the Corporation to dissolution at the insistence of the State.

"This Charter is subject to modification of amendment; and in case said modification or amendment is not accepted, corporate business is to cease, and the assets and property, after the payment of debts, are to be conveyed, as aforesaid, to some other corporation holding a charter for purposes not connected with individual profit. Acquiescence in any modification thus declared shall be determined in a meeting specially called for that purpose, and only those voting in favor of the modification shall thereafter compose the Corporation.

"The means, assets, income, or other property of the Corporation shall not be employed directly or indirectly for any other purpose whatever than to accomplish the legitimate objects of its creation, and by no implication shall it possess the power to issue notes or currency, deal in currency, notes, or coin, buy or sell products, or engage in any kind of trading operations, nor hold any more real estate than is necessary for its legitimate purposes.

"Expulsion shall be the only remedy for the non-payment of dues by the members, and there shall be no individual liability against the members for corporate debts, but the entire corporate property shall be liable for the claims of creditors.*

"We, the undersigned, apply to the State of Tennessee, by virtue of the laws of the land, for a Charter of Incorporation for the purposes and with the powers, etc., declared in the foregoing Instrument.

This 4th day of August, 1905."

Stephen N. Haskell

Edward A. Sutherland

Nellie H. Druillard

George I. Butler

M. Bessie DeGraw

Percy T. Magan

*The laws of Tennessee obligate all who incorporate under the "General Welfare Act," to include in their charter the foregoing eight quoted paragraphs without alteration or amendment.

The Nashville Agricultural and Normal Institute, Pacific Press Publishing Company, Mountain View, California: 1908, pp. 61-64.

APPENDIX B

CHRONOLOGY

- June, 1904. Trip of the boat Morning Star up the Cumberland to Carthage with Mrs. E. G. White, P. T. Magan, and E. A. Sutherland on board.
- June, 1904. School farm of 412 acres purchased from Mr. Ferguson.
- October, 1904. Possession of school farm was obtained.
- October, 1904. The first term of the Nashville Agricultural Normal Institute opened with fifteen students in attendance.
- Fall, 1904. Elder and Mrs. S. N. Haskell deeded the property over to the new corporation.
- August 4, 1905. Charter of Incorporation applied for.
- September 10, 1905. First meeting of the incorporators of the Nashville Agricultural and Normal Institute.
- March 28, 1906. First annual meeting of the Patrons of the Nashville Agricultural and Normal Institute.
- March 30, 1906. First meeting of the Board of Managers of the Nashville Agricultural and Normal Institute.
- June 3, 1906. Special Board meeting held in tent in Nashville at which time it was voted to establish a sanitarium in connection with the school.
- October 23, 1908. Board increased from fifteen to seventeen members.
1908. Faculty wage \$13 a month.
- 1904-1908. About twenty buildings erected, some were: Nebraska Cottage, Boulder Cottage, Ames Cottage, Oregon Cottage, Upper Columbia Cottage, Miller Cottage, Peach Cottage, Patton Cottage, Phelps Cottage, Druillard Cottage, Lenker Cottage, Magan Cottage, and Sutherland Cottage.
- November 29, 1912. Meeting of Patrons of N.A.N.I. accepted gift of cow barn by Nis Hansen, Sr.
1912. One and one-half miles of blacktop road built into campus.

- 1908-1912. Buildings erected: Taylor Cottage, Matheisen Cottage, Davison Cottage, Kinne Kitchen, The Fruit House, The Implement and Carriage House, and The Mechanical Shop.
- 1910-1914. E. A. Sutherland and P. T. Magan took the Medical course.
1914. Books of the school audited for the first time by Conference auditor, E. H. Rees.
- October 13, 1914. Ellen G. White resigns as a member of the Board of Trustees, due to failing health.
1915. Nurses training course was lengthened from one to two years.
1916. Dr. Sutherland succeeded S. N. Haskell as president of the Board of Trustees. (S. N. Haskell had held this position since founding of the school in 1904).
1917. Miss M. Bessie DeGraw succeeded Dr. Magan as secretary of the Board of Trustees.
- April 3, 1917. School donated 2,000 copies of "Christ's Object Lessons" to the Ooltewah building fund.
- December 6, 1917. Annual meeting of the Board of Managers, of the Board of Trustees, and of the constituents of the Nashville Agricultural and Normal Institute.
- December 13, 1917. Fall, short courses begin.
- December, 1917. Doctors Percy and Lillian Magan left to join the College of Medical Evangelists.
- 1917-1918. Food Factory moved to campus from Edgefield.
1918. Faculty received twelve cents an hour in addition to their \$13 monthly allotment.
1919. Madison Survey first published.
- Fall of 1919. Rural center and home purchased on Gallatin Pike for the Nashville cafeteria and treatment room workers.

- 1918-1919. Polk Street Settlement House came into hands of the Madison School.
- January, 1920. Cottage Number Fourteen burned (housed one dozen students).
1920. Mrs. E. A. Sutherland conducted classes in dietetics and cooking at several of the Southern Campmeetings.
1921. Faculty received twelve cents an hour.
- January 7, 1921. Electric lights turned on for the first time in the Sanitarium.
- January 26, 1921. New greenhouse in use.
- October, 1921. Steam heat replaced stoves in the Sanitarium for the first time.
- November 9, 1921. New sewage system under construction.
- March, 1921. Heavy frosts the last of March, seriously injured the fruit crop.
- June 21, 1921. Board of Managers accepted seventy-two acres of land South of Neely's Bend Road, purchased by Mrs. Lida Scott.
1922. Co-operative work and study plan inaugurated. (Six weeks in classwork followed by six weeks in work department).
- February 8, 1922. Clark Cottage under construction.
- February 16, 1922. Action taken to incorporate the Board of Managers.
- March 8, 1922. The city cafeteria bus was involved in a wreck on Gallatin Pike and overturned; three were injured, but none seriously.
- July, 1922. Women's treatment room at the Sanitarium undergoing remodeling.
- May, 1922. New Sanitarium kitchen, the gift of Mrs. Lida Scott, opened during the first week of May.
- July, 1922. Destructive hail storm ruined the school gardens and much of the fruit.

- October 5, 1922. Helen Funk Assembly Hall dedicated, (gift from Mrs. Lida Scott in memory of her mother.)
- October 8, 1922. Power house in Sanitarium destroyed by fire.
- October 11, 1922. Death of Elder S. N. Haskell.
- April 13-14, 1923. Madison admitted to the Association of Southern Junior Colleges.
- April 23, 1923. Nashville Vegetarian Cafeteria opened in its new location.
- May, 1923. Madison School Band gave its first concert away from home (at Goodlettsville).
- July, 1923. Library reading room opened in new assembly hall.
- August, 1923. Dr. E. A. Sutherland and Mrs. Lida Scott not injured in derailment of Dixie Flier.
- August 14, 1923. Death of Christine Owens Kinsman, one of Madison's first students.
- August 29, 1923. Black-topping of Neely's Bend road completed by the county (replaces old stony road).
- November 7, 1923. Dittes Cottage under construction.
1924. Faculty received fourteen cents an hour in addition to their \$13 monthly allotment.
- January, 1924. The Layman Foundation organized.
- January, 1924. Madison College leased fifty acres of orchard land at Ridgetop from the Layman Foundation.
- January 30, 1924. Mechanical Arts Building under construction.
- February 27, 1924. Two-room cottage under construction on Mrs. Scott's lot.
- April, 1924. Steam-heated hot water tanks installed in the Assembly Hall, Gotzian Home, and the Sanitarium to eliminate heating water with stoves.

- April, 1924. A Ford jitney and a Ford sedan, gifts of Mrs. Druillard, put into service between the Madison station and the school.
- April 1, 1924. The new corporation of the Board of Managers was named the Rural Educational Association.
- May, 1924. New charter for Rural Educational Association applied for.
- June 1, 1924. The R. E. A. began to operate officially.
- July 23, 1924. Hawkin's Cottage under construction.
- October 29, 1924. New bakery and new bakery brick oven completed.
1925. Students paid ten cents an hour.
1925. Faculty received fifteen cents an hour in addition to their \$13 monthly allotment.
1925. Union Hill Orchard purchased.
1925. Twenty-seven acres (apple orchard) purchased at Ridgetop for the sum of \$2,500.
- January 1, 1925. Erection of the sawmill completed.
- January 6, 1925. Board of Trustees sold five and three-eighths acres of land south of Neely's Bend road to Mayor Howse for sum of \$538.
- March, 1925. Private telephone service installed in patients' rooms.
- April, 1925. N. C. and Mrs. Wilson sailed as missionaries to Africa.
- June, 1925. The Wilson farm of 296 acres purchased by the Layman Foundation and traded to the school for the property south of Neely's Bend Road with exception of approximately thirteen acres.
1926. Student hospital completed.
- November 10, 1926. Walter Wilson cottage under construction.

1927. The school lost the Love lawsuit in the State Supreme Court. Cost to the school was \$7,171.45. Litigation had been in process for more than ten years, over alleged contamination of Mr. Love's spring by Madison sewage.
- January 5, 1927. Cumberland River at floodstage with water over Neely's Bend road (exceeded flood of 1882).
- July 10, 1927. Orchestra broadcast over station WDAD.
- August 10, 1927. Twelve-room stucco cottage for Sanitarium completed.
- Fall, 1927. Three student cottages of four rooms each, completed.
- October 1, 1927. Student wages raised to twenty cents an hour.
- November 30-December 2, 1927. Madison High School accepted into the Southern Association.
- 1926-1927. Solarium constructed at Sanitarium.
- 1926-1927. Six-room cottage added to Sanitarium.
1928. Madison accredited as a Junior College.
1928. Madison ceased to make its own electric current and connected to the city current. Institution equipment held as a standby.
- February 1, 1928. Concrete bridge under construction across the Cumberland near the college.
- February 2, 1928. Fountain Head Sanitarium burned.
- July, 1928. Cumberland river overflowed its banks onto the bottom land. This is unusual for midsummer.
- October, 1928. The X-ray Department was first to move into the new Administration Building.
1929. W. E. Straw elected Dean.
1929. The annual convention of self-supporting workers was not held this year due to illness of Dr. E. A. Sutherland.
1929. Last year of plan of dividing profits among faculty members. No cash paid that year, each member being given a note. (Some notes are still held up to this year, 1953).

- January 13, 1929. Death of Mrs. Anton Williman.
- April, 1929. College and Sanitarium gave up their own water system and connected to the New Lakewood water system.
- May, 1929. John Stenger seriously injured in tractor accident.
- May, 1929. Joe Sutherland cottage completed.
- May, 1929. Kenneth Sheriff cottage completed.
- May-June, 1929. Twenty-four hundred feet of six-inch water main laid on the campus.
- June, 1929. The sixty foot by twenty-five foot water standpipe on campus was completed.
- August, 1929. County surfaced road from Neely's Bend Road to the Sanitarium.
- August, 1929. New street light posts installed on the Sanitarium grounds.
- October, 1929. County surfaced road from Larkin Spring's Road up to the campus.
- November 8, 1929. Death of Mrs. C. L. Kendall.
1930. The annual convention of self-supporting workers was postponed until the Spring of 1931.
1930. Plans laid to make Madison an accredited senior college.
1930. C. H. Dye became sales manager for Madison Foods.
- March 8, 1930. Mr. and Mrs. Clifton Smith sailed for China. Mrs. Smith graduated in 1923.
- April 8, 1930. Magan cottage caught fire and roof was damaged.
- June, 1930. Nashville Banner published article and pictures on the Madison program.
- August 13, 1930. Death of Professor Sidney Brownsberger.
- August 27, 1930. Boys' Cabin Court under construction.
- October 8, 1930. Installation of Public Address System in the Sanitarium completed.

1931. Rural Workers Guild founded.
1931. The Cricket Club built a sidewalk from the Assembly Hall up toward the Sanitarium.
1931. Alumni Association formed for nursing graduates.
- February 1931. Excavation started for the Demonstration School Building.
- October 28, 1931. Survey stated that "The Girls' Cabin Court" had been completed.
- December 23, 1931. Dr. Lew Wallace home under construction.
- December 23, 1931. Dr. George Droll home under construction.
1932. Floyd Bralliar elected Dean succeeding W. E. Straw.
1932. The Junior Guild founded (successor to the Southern Band).
- March 9, 1932. Survey stated that a large fire bell had been purchased; also that a fire truck had been secured.
- March 23, 1932. Survey stated that Demonstration School Building was practically completed.
- April 5, 1932. In the library book-raising campaign the Katydid club (girls) raised 811 books to 631 books by the Cricket Club (boys).
- May 2, 1932. College Band participated in the Nashville Blue Ribbon parade.
- June 22, 1932. Alfonzo Baez returned to Mexico as a medical missionary.
- July 27-August 6, 1932. Health Institute held with J. G. White leading out assisted by P. A. Webber.
- August 1, 1932. Four students began operating the Nashville Vegetarian Cafeteria on a project basis. (Irma Rocke, Esther Sanford, Mrs. Karl Erickson, and Howard Davidson).
- November 23, 1932. Survey stated that Print shop had moved into new quarters in the Science Building.

- March, 1933. Death of J. C. Howell.
- May, 1933. Dr. Erich Sorantin, violinist, gave concert, accompanied by the Tennessee Philharmonic Orchestra.
- May, 1933. Layman's Extension League organized.
- July, 1933. Biology class took field trip to Florida and adjacent states.
- August 28--September 11, 1933. Medical Missionary Workers' Institute held with J. G. White leading out.
- August, 1933. The broom shop burned.
- November 8, 1933. Survey stated that the College was accepted as a four-year college by the Tennessee College Association.
1934. Magan and Kendall cottages moved to make room for the new library.
1934. Madison dropped its Junior College accreditation.
- February 10, 1935. Fountain Head Sanitarium burned to the ground for the second time.
- Spring, 1935. Food For Life, by Frances Dittes, published.
- April 15, 1935. First issue of the Student Paper, The Peptimist Crier.
- May 15, 1935. Frances Dittes received her Ph.D. in Nutrition at Peabody College.
- September 15, 1935. Farewell for Dr. and Mrs. P. A. Webber who returned to Japan.
- September 30, 1935. Death of Josephine Gotzian.
- October, 1935. Application filed with Washington for a campus post office.
1936. Decision made to discontinue the high school with close of school year, June, 1937.
1936. First floor of Assembly Hall remodeled for the Music Department.

- February 26, 1936. Board of Trustees of N. A. N. I. accepted endowment fund of \$50,000 left by William H. Magness, to be administered by the Commerce Union Bank.
- April 1, 1936. The Library Building in the process of construction.
- April 29, 1936. Madison Survey carried announcement that a campus post office had been granted by the Government.
- April, 1936. Dr. James C. Muir lectured at Peabody Demonstration School auditorium on archeology under auspices of Madison College.
- May, 1936. Southern Junior College Chorus gave concert at Madison.
- May 2, 1936. Peabody Chorus gave concert at Madison.
- August 17--September 8, 1936. Short course in Medical Evangelism conducted by J. G. White.
- October 18, 1936. The library was dedicated. Speaker was Dr. Doak Campbell of Peabody College.
- December, 1936. Laundry building construction started.
- 1936-1937. Cottages constructed: Conser cottage, Dr. Lew Wallace home, Burdick cottage, George Juhl home, McClure cottage, and Mother D. Lodge addition.
- January-February, 1937. Cumberland River at floodstage. Neely's Bend Road cut off.
- February 16, 1937. The Mechanical Arts building completely destroyed by fire.
- March, 1937. Scott house badly damaged by fire.
- May 1, 1937. Southern Junior College Chorus presented a sacred concert at Madison.
- May 5, 1937. Madison College students presented NYA program over radio station WSIX.
- June, 1937. College Senior Class took a trip and visited many of the units.

- June, 1937. Frederick Ma from China, a former Madison student, received his Ph.D. from Michigan State Agricultural College.
- June 23, 1937. New Laundry completed and in operation.
- July 1, 1937. Death of Nellie H. Druillard (Mother D).
- July 1, 1937. Madison College Post Office promoted to third class rating.
- September 1, 1937. Death of Elder W. C. White.
- September 22, 1937. Barracks remodeling for married students completed.
1937. Gotzian Hall remodeled into a Home Economics and Nutrition Laboratory.
1938. H. J. Welch elected Dean succeeding Floyd Bralliar.
1938. Men's bath house built.
- February, 1938. Construction of Surgical Wing on Sanitarium, authorized.
- March 5, 1938. The Assembly Hall was re-dedicated upon completion of the remodeling, and the installation of new seats.
- March 16, 1938. Board of Trustees accepted \$1,000 donation from C. B. Ragland to be placed in the Druillard Fund.
- March 16, 1938. Druillard funds become permanent revolving fund for school earning departments.
- March 20, 1938. One hundred and fifty members of Daughters of America and the Junior Order of the United American Mechanics visited the campus and presented a flag and a Bible.
- April, 1938. Cantata, "Esther," presented.
- April 27-31, 1938. Homecoming of Nurses' class of 1935.
- May, 1938, Madison College received world wide acclaim and publicity through an article entitled, "Self-Supporting College" by Weldon Melick, published in the Reader's Digest.

- July 1, 1938 Dr. Trivett opened dental offices in the Sanitarium.
- October 6, 1938. Mrs. Franklin D. Roosevelt wrote concerning Madison in her daily column entitled "My Day."
- November 6, 1938. Pictures of Madison College appeared in rotogravure section of the St. Louis Post-Dispatch.
- January 1, 1939. Madison Survey changed from a weekly to a bi-monthly paper.
- May 27, 1939. The Old Hickory Band entertained the Madison family.
- June, 1939. Business and Civic leaders of Nashville raised \$15,000 toward construction of Williams Hall.
- July, 1939. Construction started on Williams Hall (girls' dormitory).
- January 6--January 20, 1940. Medical Evangelistic Institute conducted by Julius Gilbert White.
- February 3--10, 1940. Professor Arthur Spalding studied Christian Education with the Faculty.
- May 19, 1940. 1940 Ford Mercury chassis purchased for the fire engine.
- August 21, 1940. Fiftieth wedding anniversary celebration for Dr. and Mrs. E. A. Sutherland.
- September, 1940. Chinese students from eighteen Southern states held their fourth annual convention at Madison College.
- November, 1940. A group of faculty members spent several days as guests of the Kellogg Foundation in Battle Creek.
- December, 1940. Arthur White delivered lectures on the life, work, and writings of Mrs. E. G. White.
- Winter, 1941. Faculty room opened in Library Building.
- April, 1941. Dr. and Mrs. Ira Gish accompanied by nine students, visited Mexico.
- June, 1941. New horse barn constructed.

- Fall, 1941. General Conference at Fall Council gave \$8,000 donation toward Williams Hall.
1941. Williams Hall (girls' dormitory) occupied.
1942. Warren Irwin, former Madison student, died as result of wounds received when his vessel was torpedoed.
- June, 1942. Dr. E. A. Sutherland, first president of Walla Walla College, was guest speaker at the fiftieth anniversary of that college.
- Summer, 1942. The Nursery School was introduced into the Madison School, by Mr. and Mrs. Arthur Spalding.
- February 27, 1943. Dr. Jay H. Caldwell, former Madison student, in the Service, killed in plane crash in California.
- March, 1943. American Red Cross, Surgical Dressing Unit set upon the campus under direction of Florence Hartsock.
- March, 1943. Six-months course set up to train men as hospital aides.
- June, 1943. Campmeeting held on the campus.
- June, 1943. Professor E. C. Jacobsen left Madison to take charge of the school at Monterrey, Mexico.
- November 9, 1944. Lieutenant John R. Wilson, son of Mr. and Mrs. Ray Wilson, reported lost over Germany.
- October, 1943. Elder R. I. Keate became pastor of the College Church.
- March 12, 1944. Professor J. G. Rimmer introduced the "Madison Hymn," written by himself.
- April, 1944. Ruth Carnahan left the U. S. as a missionary to the Songa Mission Hospital in the Belgian Congo.
- May 15, 1944. Suburban Bus Lines inaugurated a bus service from Nashville to Neely's Bend through the College Campus.
- May, 1944. Voice of Prophecy, "Kings' Heralds" presented a program at Madison.

- June, 1944. Kentucky-Tennessee held its annual campmeeting on the campus.
- June, 1944. Madison College Grammar School won first prize in the county-wide waste paper collection drive.
- August 28, 1944. Dr. Ambrose Suhrie joined the faculty.
- October, 1944. Death of Elmer E. Brink.
- January, 1945. Dr. J. C. Trivett resumed practice as dentist at Madison College after two years in the service.
- March 12--18, 1945. Committee from General Conference and Southern Union inspected the self-supporting units and Madison.
- May 4, 1945. Death of Lida Scott.
1946. Thomas Steen elected president succeeding E. A. Sutherland.
- June 21--24, 1946. Homecoming of boys from the service of their country.
- June 24, 1946. Memorial service on college campus in honor of boys who gave their lives in the service of their country, (Aubrey Alexander, Jay Caldwell, Donald Colbert, Warren Irwin, Dewey Lester, Alexander McKinnon, J. L. Thomas, and John Robert Wilson).
- December, 1946. Survey Commission visited Madison.
1947. Dairy herd stood at head of the list of herds in Tennessee having over fifty head of cows.
1947. Milk processing plant completed, (a gift of Mrs. Silas Waters of Cincinnati, Ohio).
- March 4-5, 1947. Organization at Cincinnati, of the Association of Seventh-day Adventist Self-supporting Institutions.
- July 30, 1947. Board authorized building of the apartment house.
- October 26, 1947. Faculty voted to seek accreditation as a Junior College and to discontinue granting B. S. degrees after class of 1948, (Board did not sustain this recommendation).

- October, 1947. Trailer city of twenty-five government trailers established on campus as homes for married G. I.'s.
1948. W. E. Straw elected president succeeding Thomas Steen.
- April, 1948. The student assembly ratified a new constitution changing the official student organization to the "Associated Students of Madison College."
1949. J. A. Tucker elected dean succeeding H. J. Welch.
- February 24, 1949. Agricultural conference held at Madison College with representatives from the units.
- May 29, 1949. Farewell held for Elder and Mrs. H. J. Welch, as they left for Africa mission field.
1950. Wesley Amundsen elected president succeeding W. E. Straw.
- May 2, 1950. A building bee was held and the Peck house was built in one day (with exception of interior and exterior finish).
- July 1, 1950. Post Office raised to second class rating.
- October 1, 1950. First class entered the school of Anesthesia.
- September, 1951. Death of Floyd Bralliar.
- December 1,2, 1951. Rural Education Association voted to dissolve.
- December 2, 1951. The re-constituted Nashville Agricultural and Normal Institute Board became the operating board of the Institution.
- February 5, 1952. New Psychiatric Building opened (later named Parkview).
- April 8, 1952. A. A. Jaspersen elected president of Madison College, succeeding Wesley Amundsen.
- April 18, 1952. William Sandborn elected dean of Madison College succeeding J. A. Tucker.
- July 27, 1952. Group of representatives from the units met at Madison to study the future development of Madison College.
- March 18, 1953. Death of Mrs. E. A. Sutherland.

APPENDIX C

APPENDIX C

LIST OF GRADUATES

1912

Schilling, Bertha*

1914

Brownsberger, Ethel**

Brownsberger, John**

DeGraw, Winifred*

Dortch, Vera**

Hubbell, Charles

Lewis, James*

Spear, Lola

Swallen, Mrs. Lloyd

Swallen, Lloyd*

1918

Austin, June*

Cotton, Donald

Eckwroth, Rose*

Godshald, Winifred*

Johnson, Ruth*

Mann, Gertie*

Peterson, Elsie*

Peters, John*

1919

Bowen, D. V.**

Ducker, Jeanette

Robey, Arthur

Smith, Goldie

1920

Halloway, Harriet*

Hubbell, Mary**

Krum, Helen*

Martin, Ruth**

1921

Allen, J. B.

French, L. L.

Johnson, Martha*

Ross, Edith

1922

Henderson, Ethel*

Magnenate, Mary*

Messinger, E.

Mills, Arthur*

Rush, Elizabeth*

Rush, J. O.*

1923

Bean, Harvey H.*

McAfee, Elizabeth*

McAlpine, L. N.*

Peterson, Stella

Ramey, Leonard

1924

Barrows, Mrs. Charles*

Footner, Mary

Funk, Floyd*

McAlpine, Mrs. L. N.

Read, Ernest*

Schnieder, Henry

1925

Bell, Dorothy

Johnson, Alstrup

Messinger, E. E.*

Pembroke, Orlie

Shutt, Harriet

Sorenson, Anna

Yates, Roberta*

1926

Boynton, Mildred*

Burk, Lydia

Mulford, B. N.*

Mulford, Mrs. B. N.*

Munn, Edith*

Sargent, Mrs. I. H.*

Thurston, Dora

Wille, Violet Mrs.

*Nursing certificate

**1 year course

**2 year certificate

*Certificate granted

1927
(First formal graduation)
Roy Hunter

Nurses
Cantrell, Ruth
Henderson, Anna
Jensen, Mrs. Ruby
Jones, Nora Mrs.
Morgan, Margie
Ward, Edna
Winquist, Edith

Nurses Cont'd
Miller, Winifred
Sego, Mrs. Jeannette
Watkins, Helen
Yates, Alberta

Normal
Hall, Mrs. Belle
Henderson, Carl
King, Mrs. R. B.
Morgan, Bertha

Pre-Medical
Beamer, Charles
Hicks, Rob Roy
Jeffs, Harold
Jones, William
Stagg, Ritchey
Walker, Leon

Cafeteria
Okohira, Alfred
Sheriff, Kenneth

1928
Nurses
Allison, James W.
Biggs, Bruce
Bumby, William
Cordroy, Leta
Fox, Dovie Mae
Hecox, Alice
Hoyle, Lenore

Idol, Jennie Lee
Klaus, Orphia
Mowry, Mary
Owenbey, Grace
Peacock, Genevieve
Putnam, Dale E.
Seeley, Mary Lou
Sego, Fred
Skadsheim, Marie E.
Spurgion, Ruth
Stout, Rozella
Youmans, Mrs. G. T.
Youmans, George T.

Treatment Rooms
Sorrells, Mrs. Ella

Normal
Bond, Mary
Sheppler, Aileen

Pre-Medical
Bascom, Raymond
Black, Paul
Bliss, Forrest E.
Eusey, Lee
Grandon, Claude L.
Hanahan, Cletis
Hume, Bruce
Kendall, Cyrus E.
Kendall, Edna
Lawrence, Berwyn N.
Mathison, Olaf
Randolph, Eldon
Suzuki, Massaichi
Webber, Perry A.

Agriculture
Chalker, Ira
Chen, Homer

1929
Nurses
Armstrong, Bonnie Mae
Baker, Catherine
Brizendine, Deliah

Curtis, Marian
 Hoehn, Lydia
 Lawrence, Mrs. B. N.
 McIlwain, Lanta
 Miller, Mrs. J. H.
 Miller, Bonnie A.
 Nichols, Zoetta N.
 Port, Carolyn
 Presho, Mrs. N.
 Richardson, Mrs. J. C.
 Rocke, Alfred
 Sanford, Elsie J.
 Treece, Mrs. T. R.
 Yancey, Grace E.

Normal

Gillispie, Nona Belle
 King, Hazel R

Pre-Medical

Burdine, Leland W
 Greforius, Fred
 Jensen, Frank C
 Johnson, Elvin B
 Johnstone, Samuel
 Taylor, Vivian R

1930

Cafeteria

Rhodes, Bertha J.
 Rhodes, John F.

1930

Nurses

Billingsley, Emilie
 McIlwain, Goldie W.
 Moore, Mrs. Edith
 Moore, Everett R.
 Rhodes, Mrs. Bertha
 Rhodes, John F.
 Wilson, Margaret E.
 Wilson, Harry R.

College

Englebert, Kenneth
 Fisher, Paul Lloyd
 Kendall, John
 Ma. Frederick

Nester, Murlin
 Pritt, Robert Edward
 Santini, Harold James

1931

Birdwell, Emmie Dee
 Brown, Beatrice
 Cammel, Mrs. Anna
 Collins, Theodore
 Collins, Mrs. Lola
 Guffey, Zorah
 Handy, Stella
 Herrick, Lee
 Hickman, Martha
 Hinata, Nana
 Hopkins, Marie
 Klein, Gladys
 McBride, Mrs. Thelma
 Parsons, Nora
 Pena, Emilia
 Richmond, Goldie
 Roe, Valerie
 Seibert, Bertha
 Sprague, Violet
 Whitlock, Eloise
 Wilson, Isabel
 Zoellner, Mrs. Julia

Junior College

Baker, Mrs. Bessie
 Biggs, Thomas
 Coffin, Margaret
 Foreman, Dorothy
 Goodge, Bayard
 Robinson, Evelyn
 Straw, Leland

1932

Nurses

Baez, Alphonso
 Calkins, Ruth
 Cave, Ray
 Edson, Helen
 Ewaschuk, Lila
 Hooten, Dema
 Jacobsen, Edyth
 Lowder, Gladys
 Maddox, Nellie

Robinson, Leonard
 Robinson, Lillian
 Sauder, Mabel
 Sauer, Hiram
 Sauer, Edith
 Sheckler, Paul
 Speaker, Ila Mary
 Treece, Thelma
 Vaughan, Naomi
 Winterton, Mary Louise

Junior College

Piedad, A. E.
 Wheeler, Mrs. J. T.
 (November, 1932)

Pre-Medical

Cummings, Clara
 Cummings, Walter
 Ellengerger, Lester
 Ebel, Raymond
 Graves, Harold
 Ives, Edith
 Johnson, David
 Larson, Sam
 Pearson, Arthur
 Putnam, Dale
 Randolph, Harry
 Starr, Melvin
 Warner, Cecil
 Walebir, Ferdinand

Normal

Glass, Louise
 Osborn, Marguerite

1933

Nurses

Ashby, Ines Izora
 Campbell, Thelma Elfred
 Green, Emma Katherine
 Hopps, Frances Katherine
 Just, Theodore
 Keith, Mae Lucille
 Lohman, Katherine
 Maddox, Theo
 Reynolds, Frederick James

Sheppler, Virginia Dale
 Taylor, Vivian
 Wood, Marjorie
 (Received Certificate)

College Seniors

Goodge, Bayard D.
 Kelsey, Mary Bernice
 Musselman, Rosetta
 Roberts, L. LaRue Faudi

1934

Nurses

Aalborg, Dorothy Brown
 Gore, Horace
 Hopper, Ruth E.
 Nestess, Ruth Baker
 Nivison, June
 Peck, Nellie Irene
 Wisdon, Geraldine Virginia
 Yeager, Alice

College Seniors

Davidson, Ralph M.
 Djang, Stephen
 George, Naomi Mildred
 Hopper, Ruth E.
 King, Hazel Roxetta
 King, Roy B.
 Low, Marshall J.
 Pruette, Beverly June
 Rademan, Helen Marie

1935

Nurses

Baxter, Hazel
 Brown, Margaret N.
 Davis, Beatrice
 Erickson, Karl
 Jones, Grace
 LeMaster, Shirley
 Low, Ellen
 May, Virginia E.
 Munn, Dorothy
 Parrot, Nicholas B.
 Pierce, Charles Arthur
 Rentfro, Edna

Rucker, Leola G.
 Rucker, Martha H.
 Silvers, Catherine H.
 Teague, Hazel, Maurice
 Womack, Ethyl
 Zeigler, Freida Carolyn
 Zeigler, James E.
 Zimmerman, Russell C.

B. S. Degrees

Brownsberger, Elsie C.
 Crowther, Frances L.
 Ging, Nelson
 Hewitt, Lawrence
 Jaspersen, Marguerite M.
 Leslie, Elaine V.
 Rimmer, James G.
 Wallace, Marguertie Coffin
 Webber, Ella Mae
 Zeigler, James E.

1936

Nurses

Caldwell, A. R.
 Faudi, Alice N.
 Faudi, Marvin N.
 Gleason, Mildred D.
 Graham, Marie
 Harvey, Roberta G.
 Hewitt, Betty
 Hoyt, Louise M.
 King, Audrey, E.
 Kominsky, Irene
 McConnell, Hazel Winifred
 Payne, Mildred A.
 Sandborn, William Cruzan
 Sutton, Eleanor
 Velia, Glenn Edward
 Wenzel, Lydia R.

B. S. Degree

Cannada, Fannie Lois
 Chen, Helen Feng
 Crockett, Lucille Virginia
 Doub, Golda Luella
 Goodge, Violet Jackson
 Hall, Stanley Clarence

Holst, Louise C.
 Imai, Hoseph Seikichi
 May, Lillian
 Nicholson, Betty
 Pearson, Anna Elizabeth
 Sandborn, William Cruzan
 Straw, Alice Goodge
 Taylor, Florence Hassett
 Varonen, Marie
 Walker, Richard Arthur

1937

Nurses

Bischoff, Joseph H.
 Carleton, Viola
 Davidson, Howard F.
 Douglas, Ida Irene
 Jones, Marie
 Miller, Floy E.
 Pifer, Vesta
 Pooser, Mary R.
 Rand, Josephine
 Randolph, George R.
 Sorensen, Harry L.
 Vaselenko, Mary

B. S. Degree

Ard, Susan W.
 Beebe, Chancey O.
 Goodge, Roger F.
 Harris, Stanley C. Jr.
 Jackson, Irma
 Jones, John O.
 Katcher, George P.
 King, Audrey E.
 Liu, Delbert
 Mathews, Dorothy M.
 Moore, Ralph
 Sandborn, Helen D.
 Velia, Glenn E.
 Wheeler, J. T.
 Wrinkle, Elsie D.

1938

Nurses

Barrow, Alene
 Bischoff, Esther

Brost, Emily
 Canaday, Dorothy Marie
 Carleton, Gertrude
 Colbert, Ruby
 Dierks, Audree
 Ezelle, Augusta
 Faudi, Philip H.
 Einer, Bernice
 Kinzer, Bernice
 Lausten, Frances M.
 Leslie, Helen L.
 Long, Erma Lucille
 Miller, Quinto
 Pooser, Margaret
 Rice, Margaret
 Ritchie, Louise Marie
 Russell, Mrs. Lillian
 Williamson, Ila

B. S. Degree

Barrett, Homer W.
 Bralliar, John
 Brost, Ben B.
 Brown, Mary E.
 Davis, Esther Sanford
 Herman, Russell C.
 Johnson, Ruby
 Judson, Frank E.
 Larson, Lewis J.
 Liao, Shubert
 Martin, Ralph W.
 Mizukami, William T.
 Paskan, Julius
 Sheriff, Kenneth
 Soule, Mary Jack
 Steele, Byron H.
 Thomas, Earline E.

1939

Nurses

Felice, Irene
 Ferguson, Esther Ruby
 Frank, Johanna E.
 Gallagher, Robert
 Herman, Russell
 Rabucha, William Michael
 Reeve, Charles Leslie

Smith Sibyl
 Thompson, Myrtle Annie

B. S. Degree

Beaven, Barbara
 Biggs, Helen Hannah
 Black, Fred
 Bogar, Nina Thomas
 Cothren, George
 Gallagher, Robert
 Gregorius, Hans
 Hale, Georgia
 Hewitt, Herbert
 Hirabayashi, Toshiuki
 Lane, Lily
 Lowry, Sidney
 Ray, Willard F.
 Robert, John
 Stephens, Roland
 Thompson, Lelia Emma
 Truitt, Sarah Spady
 Welch, Richard
 Whidden, Lorena
 Woods, Paul A.

1940

Nurses

Callender, Gladys
 Cross, Elizabeth Alice
 Giles, Ruth Mildred
 Kantzer, Charles W.
 Lamberton, Helen
 McCorckle, Albert Wilson
 McKinney, Opal
 Schaefer, John R.
 Slack, Louise Marie
 Stiles, Marjorie Helen
 Teel, Ivan

B. S. Degree

Black, Dorothy Lee
 Blair, James W.
 Boynton, Gerald W.
 Creighton, Mildred Davidson
 Hochstetter, Gideon E.
 Hoyt, Louise
 Ingram, Tennys

Konigsfeld, Otto
 Lee, Cecil
 Lin, Grace (Shu-Ying)
 Liu, Phyllis Pie-Chen
 Meier, Doris Emma
 Myers, Russell E.
 Newlon, Inez Barlow
 Nichols, Ruth
 O'Callaghan, James P.
 Roosevelt, Helen
 Suzuki, John I.
 Sype, Ross J.
 Thomas, Gene
 Wiley, Doris Hansen
 Woo, J. Jonathan

Johnson, Jerusha
 Kaunzer, Charles William
 Kayner, John
 Kendall, Cyrus E.
 McCorkle, Albert Wilson
 Pierce, William Emmett
 Pitcher, Fern
 Randolph, George
 Sanderson, Bruce
 Sauer, Hiram W.
 Steinman, Wilma
 Stillwell, Esther Hornoi
 Wang, Philip
 Whitlock, James Monroe
 Yoshimura, Samuel

1941

Nurses

Bowes, Glen G.
 Brost, Gertrude E.
 Burger, Freda Louise
 Burk, Pauline Marie
 Case, Kathryn Grace
 Faudi, Ottoh
 Hunt, Charlotte Estella
 Jacobson, Robert
 Laurell, Zelia
 Littell, Fay Lester
 McCall, Marie
 Pajakowshi, Stella
 Parfitt, Leonard D.
 Smith, Doris Elizabeth
 Teufert, LaVerna
 Wayne, Dorothy Inez
 Williams, Maydell
 Williams, Stella

B. S. Degree

Batchelder, Moses Arthur
 Baughman, Willis Frank
 Bowman, Geneva
 Burdick, Olga O.
 Carleton, Arthur E.
 Christman, Harry K.
 Ford, Augustus Carroll
 Graham, Lorriane
 Hewitt, Vera Noss
 Hill, Audrey Aileen

1942

Nurses

Avis, Vallie Irene
 Belin, B. Arthur
 Bidwell, Dwight Laurence
 Bowen, DeLayne
 Harold, Raymond
 Harper, Margaret Elizabeth
 Marley, Evelyn
 McIntyre, Dorothy Marie
 Nix, Howard E.
 Parker, Cecil
 Pierce, Charlotte Jane
 Ramsey, Mary Belle
 Rebman, Alice Dean
 Santini, Robert V.
 Thomas, Elsie E.
 Thomas, Hallie Lillian
 Vanderbilt, Carrie Mae
 Voss, Mary Ann
 Windemuth, Catherine

B. S. Degree

Adamson, Louis D.
 Aebersold, Charles
 Brachett, Edith
 Bryant, Vesta E.
 Bryant, Wm. Arthur
 Carnahan, Ruth E.
 Cross, Gordon
 Davis, Lilian Lucille
 Dawson, Dorothy

Frank, Edward Carl
 Hirabayashi, Mary
 Hodges, William Clayton
 Hogsett, Harriet H.
 Liu, John
 Marley, Everett
 McQueen, Jack
 Melendy, Clifford R.
 Melendy, Nora K
 Messinger, Emil E.
 Register, Ulma Doyle
 Sauer, Edith Mary
 Scheger, John
 Schlenker, Elator
 Seino, Victor
 Seino, Masako
 Seino, Yoshio
 Seymoure, Joanna
 Thomas, Geraldine Bond
 Tolles, Louis Grant Jr.
 Williamson, Nobie
 Wrinkler, Lindsay Robert

1943

Nurses

Bartell, Glenn
 Bond, Norma Jane
 Bothe, Lydia Jo
 Cline, Muriel Lucille
 Friend, Corrine
 Heslip, Maybn Lillian
 Jacobsen, Mary Edna
 Johnson, Louise A.
 Kiger, Norma Maurline
 Lillie, Elfa Irene
 Martin, Doyle B.
 Mattson, Josephine Anne
 Medlin, Dorothy Marie
 Miller, Isabelle A.
 Reed, Vergie Deweese
 Scheible, Gertrude
 Seymoure, Georgia Catherine
 Spencer, John Raymond
 Trivett, Gladys Evelyn
 Voss, Alvada Ione

B. S. Degree

Albariau, Minnie
 Brackett, Edna
 Brown, Margaret N.
 Dittes, Elinor Steen
 Durrie, Anna B.
 Irby, Mary Lee
 Johnson, Carl Adolph
 Johnson, Patricia Ann
 Kontra, Connie Anne
 Martin, Doyle B.
 Proctor, Mary Nell
 Quittmeyer, Dolores Graham
 Quittmeyer, Ernest W.
 Seitz, Marian
 Shinkawa, Tody
 Spalding, A. W.
 Voss, Mary Ann

1944

Nurses

Bondranko, George
 Creighton, Gordon G.
 Creighton, Norene Lyon
 Cushman, Wm. C.
 Dilley, Maxine
 Hamel, Verle Anna
 Hunt, Mildred June
 Price, Alice Marie
 Sisco, Wilma J.
 Speaker, Eleanor R.
 Steen, Elizabeth Crawford
 Voss, Rosie E.

B. S. Degree

Brooks, Lois Annabelle
 Dittes, Captain Albert G.
 Jenkins, Vergil C.
 Junihira, Shiro
 Lillie -Edminister, Elfa
 McElheny, Ruth June
 Mole, Robert Lee
 Ruggles, Evelyn Bealer
 Shichara, Taira
 Speaker, Lt. Colonel Other F.

Tabuchi, Ichiro
Yoshida, Elly Youriko

1945
Nurses

Adams, Selma G.
Arnold, Daisy E.
Birch, Deatrice
Bishop, Orha B.
Brummer, Freida
Bull, Margaret E.
Burton, Ruth Ella
Gorin, Hazel K.
Jackson, Tessie
Jacobsen, Ethelyn Lucille
Jewel, Ruth M.
Meador, Viola R.
Moffat, Alice
Peek, Maxine M.
Perkins, Alberta June
Puckett, Thelma Lou
Sharpe, Jean G.
Thompson, Evelyn M.
Twobulls, Mary
VanEman, Betty

B. S. Degree

Carlock, John Douglas
Hopps, Hervert Milton
Knight, Viola Salsgiver
Lillie, Mary Isabel
Medlin, Leach Evelyn
Parker, Cecil N.
Peek, Betty A.
Speaker, Eleanor
Steen, Elizabeth Crawford
Stuyvesant, P. W.
Uchida, Mamie Nix

1946
Nurses

Allen, Donna Belle
Coffee, Amos L.
Drury, Gladys
Drury, Shirley
Dubre, Mabel
Felder, Edna
Gees, Walter N.

Hilburn, Ruby B.
Hiss, Regina Elvyra
Overdorf, Ethel Mae
Pride, Forrest LeRoy
Schwab, William F.
Siewert, Mary Frances
Stewart, Lottie Ervin

B. S. Degree

Bidwell, Dwight L.
Bisalski, Edwin M.
Bowes, Roy R.
Browning, Thomas Gordon
Gallagher, Sibyl S.
Halverson, Beulah
Hilgers, Walter H.
Hill, Lyndell
Jensen, Dorothy
Jensen, Vera
Lowe, Patricia Chin-Huei
McBride, Emogene
McNeel, Christine Spears
Rabuka, Wm. M.
Ramsey, James

1947
Nurses

Aman, Janeth
Elliott, Marion
Gurin, Ila
Heisel, Erna
Jansen, Margaret
Maehre, Ruth
Stougaard, Jo
Webb, Eloise

B. S. Degree

Amundsen, Wesley
Case, Kathryn
Dickey, Nancy Jane
Guest, Maurice
Herman, James
McDonald, Mrs. K. P.
Morioka, Masako
Nix, Howard
Pride, Forrest
Rabuka, Mrs. M. M.
Rudisaile, Dorothy

Shaw, Ward
 Slepnikoff, Fred
 Trivett, James
 Uchida, May
 Welch, Donald
 Yamaguchi, Grace

1948

Nurses

Cruickshank, Olive H.
 Donehew, Mildred F.
 Kelly, Hazel S.
 Knight, Helene A.
 Lucas, Pauline E.
 Martin, Genevieve
 Parfitt, Dorothy Jean
 Parfitt, Joyce Dolly
 Partridge, Leola A.
 Phelps, Betty J.
 Tamura, Mary S.
 VanCampen, Jersher G.
 Wallace, Mary J.

B. S. Degree

Alexander, Henry C.
 Knight, Kenneth C.
 Knight, Wm. H.
 McDonald, Carlos, W.
 McDonald, Karl P.
 Patterson, D. P.
 Sorensen, James H.
 Tsai, Samuel
 Zeigler, Freda C.

X-Ray Certificate

Talge, Gordon
 McDonald, Floyd

Attendant Nursing

Estelle, May
 Estelle, Thomas A.
 Gilmore, H.
 Henderson, Mary E.
 Henderson, O. R.

1949

Nurses

Bailey, Lloyd
 Bull, Lois

Campbell, Marjorie
 Carney, Imogene
 Cline, Lucille
 DePas, Lucy
 Dickerson, Lottie
 Martin, Genevieve
 Rippy, Gladys
 Roberts, Lathan A.

X-Ray Certificate

Fisher, Howard
 Pervis, Harold
 Prelog, Michael

Medical Technology

Pervis, Harold
 Prelog, Michael
 Sorensen, James
 Sutherland, Shaen

B. S. Degree

Dickerson, Lottie G.
 Gillin, Frank T.
 Littell, L. F.
 Pervis, Harold
 Stewart, Ervin
 Thornton, George

Medical Secretarial

Wentworth, Mary Belle

Attendant Nursing

Brown, Gwendyl
 Campbell, James
 Gorin, Mildred
 Mejia, Inez
 Minnick, Ann
 Patton, Maurice
 Perkins, Cecil
 Zeimmerman, Marguerite

1950

Nurses

Baker, Carl
 Brownlee, Elsie
 Burke, Betty
 Bursley, Audrey
 Cline, Ralph
 Dunn, Bertha

Durichek, Goldie
 Elliot, Louise
 Gramyk, John
 Knapp, Henry
 Lowder, Dorothy
 Martella, Violet R.
 Page, Eliose
 Smith, Louise
 Sprague, Jo
 Stewart, Violet
 Sutherland, Mavis
 Welch, Jones Joyce

B. S. Degree

Amundsen, Robert
 Bailey, Ralph
 Baker, Carl
 Bralliar, Ma
 Dick, Willis
 Cline, Ralph
 Donesky, Paul
 Everett, Joel
 Gordon, Ernest
 Gramyk, John
 Johnson, Agnes
 Knapp, Henry
 Lowder, Worth
 Lowder, Jean
 May, Luther
 Michailis, Bryan
 Perez, Herbert
 Schwab, William
 Scott, Mary Charles
 Thompson, Orivlle
 Tsao, Stephen
 VanCampen, Jeshar
 Welch, Donald

X-Ray Certificate

Spady, Clayton
 Thornton, George

Medical Technology

Gordon, Ernest
 Kinzer, Maxine
 Stevens, Polly
 Waggoner, Louise

Attendant Nursing

Books, Grace
 Burson, Burnadine
 Buran, Godfrey
 Morris, Mollie
 Pletcher, Henry
 Pletcher, Thelma
 Robinson, Mae
 Russ, Dollie
 Smith, Charles
 Thomas, Irvin

Pace Course Diplomas

Blair, Wallace
 Higgins, Duane
 Jones, Dorothy
 Lowder, Worth
 Wentworth, James

Secretarial Certificate

Brandemihl, Leta

Auto Mechanics Certificate

Wilson, Norman

1951

B. S. Degree

Ahlberg, Clifford
 Barham, Carl
 Everett, Lorraine
 Felter, William
 Johnson, Almon
 Johnson, William
 Leatherwood, Reavis
 Maltby, Sylvia
 Oshiro, Alfred
 Palewicz, Helen
 Pearson, Annie
 Peters, Clayton
 Sego, Jeannette
 Trussell, Kenneth
 Tsao, George
 VanDusen, Charles
 Wickham, Harry

Nurses

Bicknell, Bettie

Bondranko, Gilda
 Bondranko, Joe
 Cheevers, Larry
 Cheevers, Lois
 Fox, Dorothy
 Hall, Glorai
 Hancock, James
 Iles, Doris
 Jensen, Bernhard
 Johnson, William
 Jones, Bernice
 Jones, Darrell
 Keimig, Leo
 Knott, Cecil
 Lynd, Theresa
 Parker, Roland
 Riggerback, Phyllis
 Rudisaile, Lila
 VanDusen, Charles
 Wentworth, Mary

Attendant Nursing

Baron, Gerado
 Carter, Maudie
 Christensen, Arna
 Doherty, Dan
 Fiske, Christine
 Hermilla, Juan
 Jackson, Elsie
 LaVallee, Bernice
 Phillips, Harold
 Watts, Eula

2-Year Secretarial

Klaren, Helen
 Townsend, Sue

Pace Course

Brown, Lillian
 Hold, Harvey
 Kohler, Walter

2-Year Elementary

Yun, Anna

X-Ray Certificate

Ostrander, Robert

Maintenance Engineering

Kohler, Walter
 Siewert, Everett

Medical Technology

Leatherwood, Reavis
 Palewicz, Helen
 Peters, Clayton
 Rettig, Preston

1952

Nurses

Ashlock, Juanita
 Bishop, Joan
 Bishop, Ruth
 Bryant, Daisy
 Burg, Helen
 Burnside, Joyce
 Cary, Martha
 Dickman, Geraldine
 Edwards, Jennie M.
 Grover, Doris
 Jennings, Betty J.
 Mitzelfelt, Ramona S.
 Register, June
 Register, Lillian
 Stewart, Velma
 Upton, Carl
 Wetmore, Thelma
 Wiles, Retta

Medical Technology

Bedford, Henry
 Riggerback, Mervin
 Spady, Clayton
 Wilson, Harlan

X-Ray Certificate

Harrold, David
 Karnatz, Ray
 Vega, Jesus

Anesthesia

Furber, Alice
 Humphries, Frank
 Jensen, Bernard
 Jones, Darrell

Killion, David
Pride, Forrest

2-Year Elementary
Jarmillo, Adolfo

B. S. Degree
Allen, Dorothy
Baron, Inez
Bedford, Henry
Brown, Harlan
Cheever, Larry
Cheever, Lois
Coolidge, Charlotte
Harrold, Elva
Wensen, Marilyn
Pepper, Edna
Riggenback, Mervin
Spady, Clayton
Tonsberg, Clifford
Wang, Charles
Wang, Duane
Weems, Sue
White, Charles
Wilson, Harlan
Wilson, Norman

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December 2, 1929.
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January 30, 1930.
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April 11, 1930.
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1940-1941; 1945-1946; 1952-1953.
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Institute, Madison, Tennessee: The Rural Press, for the
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October 6, 1920; January 12, 1921, to December 1, 1921;
January 18, 1922, to November 1, 1922; May 16, 1923, to
June 6, 1923; Calendar 1923-1924; April 9, 1924, to
October 29, 1924; January 1, 1925; Calendar 1925-1926;
April 7, 1926, to December 22, 1926; January 12, 1927,
to November 30, 1927; Calendar 1927-1928; February 8, 1928;
January 23, 1929, to August 21, 1929; January 1, 1930 to

September 17, 1930; February 18, 1931, to November 25, 1931; January 27, 1932, to December 21, 1932; March 22, 1933, to April 26, 1933; January 3, 1934, to November 28, 1934; June 5, 1935; January 15, 1936, to May 6, 1936; June 24, 1936, to December 7, 1936; January 20, 1937, to March 3, 1937; February 23, 1938, to October 19, 1938; June 7, 1939, to July 12, 1939; January 3, 1940, to August 21, 1940; December 10, 1941; July 8, 1942; July 7, 1943, to October 6, 1943; July 15, 1946, to September 15, 1946; March 30, 1947, to December 1, 1947; January 15, 1948; and November, 1952.

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Minutes of a special committee appointed by the Board of Trustees of the Nashville Agricultural and Normal Institute, June, 1908.

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Minutes of the meeting of the Nashville Agricultural and Normal Institute Corporation, November 29, 1912.

Minutes of the meeting of the Patrons, of the Nashville Agricultural and Normal Institute, November 29, 1912.

Minutes of the meeting of the Patrons of the Nashville Agricultural and Normal Institute, October 12, 1914.

Minutes of the meeting of the corporation, of the Nashville Agricultural and Normal Institute, October 13, 1914.

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The Nashville Agricultural and Normal Institute, June 30, 1908.
- Minutes of a special committee appointed by the Board of
Trustees of the Nashville Agricultural and Normal
Institute, June, 1908.
- Minutes of the meeting of the Patrons, of the Nashville
Agricultural and Normal Institute, October 8, 1908.
- Minutes of the Board of Managers, of the Nashville
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- Minutes of the meeting of the Nashville Agricultural and
Normal Institute Corporation, November 29, 1912.
- Minutes of the meeting of the Patrons, of the Nashville
Agricultural and Normal Institute, November 29, 1912.
- Minutes of the meeting of the Patrons, of the Nashville
Agricultural and Normal Institute, October 12, 1914.
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Agricultural and Normal Institute, October 13, 1914.
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Madison, Tennessee, 9:00 a.m., October 3, 1917.
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Nashville Agricultural and Normal Institute, August 7, 1921.
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Nashville Agricultural and Normal Institute, February 24, 1924.
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Managers, of the Nashville Agricultural and Normal Institute,
April 1, 1924.
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of the Nashville Agricultural and Normal Institute,
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- Minutes of the Board of Managers, of the Nashville Agricultural and Normal Institute, January 14, 1919.
- Minutes of the meeting of the Board of Managers, of the Nashville Agricultural and Normal Institute, August 7, 1921.
- Minutes of the meeting of the Board of Managers, of the Nashville Agricultural and Normal Institute, February 24, 1924.
- Minutes of the first quarterly meeting of the Board of Managers, of the Nashville Agricultural and Normal Institute, April 1, 1924.
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