

The Madison Survey

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Nashville Agricultural Normal Institute
Madison, Tennessee

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No. 46



Season's Greetings



*A Glimpse Through
an Archway*

A Major Industry at Madison

Madison Rural Sanitarium and Hospital

BEGINNING in a very modest way, the Nashville Agricultural Normal Institute, familiarly known as the Madison School, has grown to its present proportions during the last thirty years.

Its objectives are distinctly defined. It

was established to educate Christian men and women for active service for the Master in both home and foreign fields. Located as it is in the South, its special field of activity has been in the Southland. It is the parent of a score of smaller edu-



Entrance to
Administration Building

ational centers, each in its own way working out the principles of self-maintenance and the education of Christian workers.

Educators refer to it as a unique institution. It does depart from traditional lines in some respects, especially in the fact that it places equal emphasis on physical and intellectual training. Every student at Madison is engaged in some kind of remunerative work, the proceeds of which are helping him to meet the expenses of an education.

Some men of renown have gained their education for life by alternating a year in college and a year in business in order to meet their expenses. Madison helps students meet the situation in a different way. By providing industries on the campus, its students divide the day between work in an industrial department and their classwork, thus earning their way. In other words, *they pay as they go*.

This system of education for young men and women has other advantages besides that of economy. Labor, rightly done, becomes a very vital asset in one's equipment for life. As internship is now considered indispensable in rounding out the education of a physician, and as classroom teaching is required for graduation from a teacher-training school, so practical supervised work in a department of labor

in a school such as Madison adds materially to the efficiency of the student.

Manual labor at Madison is not for those only who without it would miss a college education. It is that and more. The intrinsic value of remunerative employment is emphasized, and *everybody works at Madison*.

INDUSTRIES are listed in two categories: the extractive and the manufacturing groups. Of the extractive industries — that is, those which depend most directly



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on natural resources — Madison lists agriculture in a large way. A nine-hundred-acre farm furnishes fundamental activities in that the land remains as man's final support. Of agriculture there are such divisions as general farm crops, gardening, dairying, poultry raising, beekeeping, and fruit raising in orchards and vineyards.

In the realm of manufacturing industries Madison has printing, sewing, weaving, tailoring, woodworking, various features of construction work, blacksmithing, auto repairing, fruit and vegetable canning, and the manufacture of health

foods for the market by Madison Food Factory, operating on the campus.

Madison Rural Sanitarium and Hospital represents a third type of activity—that of ministry to the needs of the sick and unfortunate. This medical institution is perhaps the most outstanding and far-reaching in its influence of the campus industries.

It is one of the truly unique features of this institution, for the sanitarium and hospital are under one and the same management as the college. The president of the college is medical superintendent of the sanitarium. His interests are equally with the student-in-training and the

may be, which prepares for entrance to a medical college. For the past ten years, each season has seen a group of Madison students enter the College of Medical Evangelists at Loma Linda and Los Angeles.

From this group, workers have gone to foreign fields, and a yearly-increasing number are returning to the Southland for medical practice.

The medical evangelistic course calls together young people who are keen for training that will place them in the field as teachers, lecturers, and demonstrators of foods and health principles.

A three-years' nurse-training course is open to both men and women. This prepares for State Board examinations leading to registration.

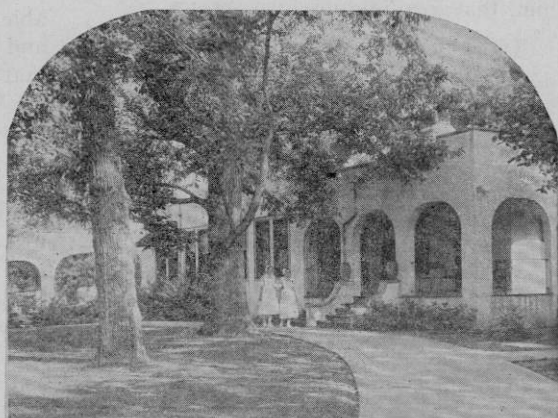
That the Sanitarium and Hospital is a major industry on the campus is evident from the fact that it offers students employed in the hydrotherapy and physiotherapy treatment rooms, the nursery and obstetrical wards, the surgery, the X-ray department, the clinical laboratories; as doctors' attendants, dietitians, record clerks, stenographers,



ts Are Received

patient in his search for health. This ties the two features of the institution together by inseparable bonds.

HHEALTH education is one of the outstanding features of the college, an education that could not be possible to the extent it is here, were it not for the close association of students with the operation of the medical department. One of the attractive courses of the college is the premedical training, of two or four years as the case



A Scene on the Campus



Health-Seeking in the Open

secretaries, and clerks in the business office. It is an all-round training in meeting the emergencies of life, a character building that no amount of classroom instruction alone can impart.

WHAT are these students getting? Patients often speak of the inspiration it is to them in their illness and discouragement to associate with nurses and attendants who are happy, cheerful, strong, willing, untiring in their ministry. Measure, if you can, what it means to a young man or woman to live in an environment that calls out the best there is in him, that inspires unselfish service.

Along with the professional skill that develops day by day, there comes an awakening to the fact that the world needs each young person's service and that all are called, on completing a course, to a broader field of activity. It is such students that are carrying on in other places and that are making self-supporting missionary work known to the world. It is such trained workers that are attracting the attention of educators, business men, philanthropists, and others to the value of combined training of head and hand.

Madison Sanitarium is a major industry in another sense of the term, for it is one of the largest avenues of income by which the institution in its mission of training Christian workers is supported. From the day of its birth, the Sanitarium has devoted its funds exclusively to the education of men and women for service.

Those who have known its history through the years feel that in its mission of service, not only to suffering mankind but as a support of teachers of youth for lives of service, it has had Heaven's blessing.

As the door of a New Year swings on its hinges and we peer into the future, it is with a prayer that the Madison family—patients, teachers, and students—may have

the privilege of walking and working together in a bigger, truer, more generous way than ever before.

"Near the village of Madison in the environs of Nashville is an unique college. . . . It affords any youth who is willing to work a chance to get a full collegiate education, and, in so doing, to learn to love the land, build a healthy mind in a strong body, develop an interest in the common good, and graduate with a desire to devote as much of life as possible to some form of concrete service to his fellowmen. His diploma means he has become proficient as a student and as a craftsman, able to work with both mind and hands, and his training is a practical guarantee that he will never look down upon labor nor be willing to live in lily-handed niceness through its exploitation. . . . Graduates are encouraged to go into needy communities and join their specialties in a community center in which they teach ways to better living, administer medical and health service, and help the neighbors 'make two blades of grass grow where one grew before.'"—*Dr. Alva Taylor, Professor of Social Ethics, Vanderbilt University.*

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Wide Influence of Alcohol and Tobacco Lectures

IT IS very gratifying to note the hearty response of teachers and students to the instruction given by Professor Julius Gilbert White on the use of alcohol and tobacco. Last week he was home from a tour covering about six weeks. Most of that time had been spent in the state of Wisconsin, the larger number of his lectures being given in and about Milwaukee and almost entirely in cooperation with the Woman's Christian Temperance Union.

These widely known lectures are illustrated with tinted slides made in the laboratories of the Department of Visual Education on the college campus at Madison. As usual the family was anxious to hear of the tour. From the report given before students and faculty the following items are gathered:

Lectures on alcohol—in some cases on tobacco, instead—were given before sixteen thousand high and junior-high school students. Everywhere they were cordially received. The interest of youth in these two topics, which sometimes one might be led to question, is evident from the fact

that following one of the lectures on tobacco, when the students were invited to come forward and ask questions if they desired, groups of them did so, continuing for forty-five minutes after the lecture. Their

questions were not combative, but showed a sincere interest and a desire to get at facts.

Most of the schools having either the lecture on alcohol or tobacco desired the other one, also, but many of them could not arrange at that time to find a place in their program and asked that they be given the opportunity the next time Professor White visited

Milwaukee. There seems to be an earnest desire on the part of school men that these lectures be given in 1936 in many more Milwaukee schools than could be reached at that time. Plans were discussed for giving them in other parts of the state.

A full schedule of Sunday work in the churches of the city was carried, using both the mornings in Sunday schools and the evenings in regular services. More churches wanted this work done than there

SEVEN RULES FOR GOOD HEALTH

1. Maintain an enthusiastic and cooperative attitude toward health problems.
2. Set a right example in healthful living.
3. Arrange for a physical examination of the children at least once a year.
4. Correct defects as advised by the examiner.
5. See that the health rules are carried out.
6. See that preventive inoculations are given.
7. Provide proper hygienic environment.

—Dr. Leonore D. Campbell, in "Health."

were Sundays available. The Ministerial Association and the Methodists in district meetings gave their support to the alcohol education work.

While the foregoing work was going on, the series of "Learn-How-To-Be-Well" lectures was given in two different churches, one following the other. These lectures aroused a deep interest in the city, and an earnest desire was expressed that they be repeated in 1936 and that more publicity be given to them.

When the work in the city was finished December 16, the W.C.T.U. workers arranged for a little farewell service in connection with one of their monthly meetings. This proved to be a very happy occasion.

THE next field effort for Professor

White opens in Memphis, Tennessee, the third of January. He has been there with this work twice before and has already covered twenty thousand of the students in that city. Now the school board has officially opened the way for him to spend the entire month of January working in the schools of the city and county in alcohol and tobacco education. The first lecture will be to the school teachers of the county. The teachers of the city heard the lecture at the time of Mr. White's previous visit. The Memphis work will be done under the sponsorship of the W.C.T.U. and the Parent-Teacher Association.

A resume of the health education work of the year by Mr. White shows:

Number of lectures given 205
 Total number in attendance . . 63,100
 Number of states represented . . . 12

These states are Alabama, Kentucky, District of Columbia, Manitoba, Michigan, Missouri, New Jersey, New York, Ontario, Tennessee, Virginia, and Wisconsin.

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Another Community Enterprise in Prospect

MADISON had the pleasure of a week-end visit from Professor W. E. Straw, who heads the Bible department of Emmanuel Missionary College, Berrien Springs, Michigan. Several years ago Professor Straw was dean at Mad-

ison, and teacher of social sciences. His experience in the South gave him a very keen appreciation of the needs of this section along educational and health lines, and for some time a group of teachers of which he is one has had under consideration the establishment of a school on the coastal plains of North Carolina.

Professor Straw spoke to the family at the morning service hour on Sabbath and again at the Sunday evening chapel hour. He told of the prospective new unit, which he referred to as "a school after the Madison plan of student self-support." An announcement of Waccamaw Institute, the new institution represented by Professor Straw, describes the location and purpose. In his talk Professor Straw told the congregation that with him are associated Professor Sidney Smith, specialist in agriculture, who has been connected with Emmanuel Missionary College and other denominational institutions, and his brother, Albert Smith, also of Berrien Springs, Michigan, a teacher of history and agriculture.

"The aim of Waccamaw Institute will be," said Professor Straw, "to carry out instruction given us as a denomination by uniting industrial and intellectual education for the sake of student self-support." He quoted:

"These schools should be built on the same principles as the Schools of the Prophets. Pupils of these schools sustained themselves by their own labor in tilling the soil, or in some mechanical employment. . . . Every youth, whether his parents were rich or poor, was taught some trade."

Professor Straw continued:

What a blessing it would be if students were afforded this opportunity today. Last summer as I visited from church to church and heard the heart-rending appeals of mothers who were seeking training for their sons and daughters in a Christian school, but who were refused admittance because they had no cash, I realized as never before the importance of this work.

At Waccamaw Institute, near Bolton, North Carolina, we believe parents will see their hopes fulfilled on its 640 acres of rich land where intensive farming is the order of the day. The Lord led in a remarkable way to the securing of this site. The climate is mild the year-round. There is an average of 250 days between killing frosts, with an abundance of rainfall and plenty of timber cheap in price for building

purposes and fuel; and the great northern markets within easy reach make it possible to put produce on the market six or eight weeks ahead of that raised in the North. In this section thousands of acres of head lettuce, snap beans, and other vegetables and fruits are marketed every year. From the county in which the school is located nearly \$1,000,000 worth of strawberries were sold in 1935. This crop affords work for girls as well as boys, and with the cash they can meet school expenses.

BESIDES its own 640 acres, the school holds an option on adjoining land, making it possible to control the environment of the institution. Although this is not a colonizing movement, yet all our schools find parents who desire to live nearby for the benefit of the education of their children. In this community there is exceptional opportunity for such parents to make a living, for a few acres of land give full employment to a family because intensive farming produces from three to five crops a year.

Then, too, there is a movement now to get people off dole by encouraging a back-to-the-land movement. We are instructed, "Get out of the large cities as fast as possible. Establish church schools." On the wave of this movement, and in view of present times, we find men of wealth and influence who are interested in this project. In this same vicinity the government is encouraging men from the cities to locate on twelve-acre plots.

Through the failure to appreciate the value of industrial education, schools of this country have been training men for white-collar jobs only to find that the market is glutted. This is leading many schools to adopt a process of elimination whereby a large per cent of those who attend are failed. Waccamaw Institute plans to give the industries a major place in the curriculum. Many of the students will be cared for in this way, leaving those especially adapted to intellectual work to continue their higher education. Its purpose is to prepare men for useful employment.

WHEREVER presented, the plan seems to appeal to business men. It appeals to men in other countries as well as in America. It was this type of education that appealed to the officials who allowed us to enter the Congo, and it was this same type of training that led the officials of Rhodesia to make special appropriations for our work there.

Work has already begun at Bolton. A house, 22 x 36, and two small cottages have been erected. A tractor and other implements are on the ground, and a group of workers are preparing the land for spring crops. It is planned to have 150 to 200 acres under the plow by spring. A mill will soon be operated on the place to prepare lumber for buildings. Some of our best teacher have volunteered their services. We plan to have a faculty equal to that in the best of our schools and to begin school work in the fall of 1936.

It is pleasing to know that the Southern Union Conference, and the Carolina Conference in particular, are much interested in the project. Hearty support has been volunteered, and regular conference workers from both these organizations are members of the board. Any who are interested are invited to address Waccamaw Institute, Bolton, North Carolina.

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Additions to the Arboretum

THE beauty of the campus is due in a large part to the variety of shrubs and flowers growing and blooming here. In the course of a year hundreds of people, interested in the out-of-doors and in growing things, visit the grounds for instruction from our biologist or the man in charge of landscaping.

Dr. Bralliar reports that the institution has recently received over one hundred new varieties of plants, mostly trees and shrubs for the arboretum, through the courtesy of the Bureau of New Plant Introduction of the Federal Department of Agriculture.

Twenty more varieties of roses have come from Robert Pyle, of the well-known Conard, Pyle and Company, of West Grove, Pennsylvania. Four new varieties of plants came through our long-time friend, S. H. Carnahan, of Sutherlin, Oregon. In addition to this, there have come in recent days ten each of ten new seedling raspberries from the New York Plant Breeding and Experiment Station, Geneva, New York.

To all these friends and cooperators we give a hearty Thank You and wishes for a thoroughly successful New Year.

—S—

Words From Friends in Japan

THE first word direct from Japan since the sailing of Dr. and Mrs. Perry A. Webber and their two sons, comes in a letter from Professor A. N. Anderson who writes from Showa Machi, Chiba Ken, Japan, December 8. He says:

"I assure you I greatly appreciate your kindness in sending me the SURVEY, which I read with deep interest. May the Lord bless you in the splendid work at your educational and health-radiating center. We are glad to have Dr Webber and his

good family back in this very needy field. His command of the formidable Japanese language after an absence of eight years is the wonder of the Nipponese and elicits our sincere admiration. The experience of the Webbers at Madison enables them to give greater help to this field here than ever."

We appreciate this fine tribute to the one who spent the greater part of his home furlough of eight years at Madison. Dr. Webber headed the Department of Chemistry in the college. He had as students and friends while here a number of Oriental students who may consider themselves in part responsible for keeping Dr. and Mrs. Webber in practice in the use of the Japanese language. With members of our own teaching force in Japan and a number of students from there in the college here, the distance to the Orient seems ever to shrink. New Year's Greetings to the Webbers.

—s—

Items of News

Several members of the committee that had in charge the location of a sanitarium and training school for colored nurses, spent a few hours with friends at Madison. Among these were Elder W. H. Branson, vice-president of the North American Division of the General Conference of Seventh-day Adventists, and L. A. Hansen, medical secretary, both of whom live in Washington, D. C.; and Mr. and Mrs. Burton Castle, of Huntsville, Alabama. Mr. Castle, formerly of Nashville, is business manager of Oakwood Junior College, a training school for colored students. Dr. J. E. Weaver, of Chattanooga, educational secretary of the Southern Union Conference, and Professor and Mrs. W. E. Nelson, of Washington, were also here. Professor Nelson is General Conference educational secretary.

—s—

A member of the medical staff of Nantungchow Christian Hospital, Nantungchow, Kiangsu, China, writes: "My atten-

tion has been called to the unique work done in your college near Madison. I am writing to ask if Chinese students are accepted. Do you take girl students? I am very much interested in the kind of education you are fostering. I have in mind a Chinese student of excellent character who, I am sure, would be able to give satisfaction and whom I should like to see trained to carry on this type of educational work in China." This physician was told that several students from the Orient are attending the college at Madison, and that we accept women as well as men into the student body.

—s—

Graduate Nurse Needed: The Mountain Sanitarium and Hospital located at Fletcher, North Carolina, is in immediate need of a graduate nurse to act as night-supervisor. Registration in the state of North Carolina is necessary for all graduate nurses employed by the institution. Applicant must therefore be a high school graduate. For further information write Superintendent of Nurses, Mountain Sanitarium and Hospital, Fletcher, North Carolina.

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Lest Ye Forget

AGAIN we call attention to the campaign for a thousand dollars for roofing material for the new library building on the Madison campus. Have you had any part in this yet? We still need help from friends who are interested.

If you have not had any part in the erection of this fine building, please do not let this opportunity go by. The sooner we get funds, the sooner will students have the use of this added equipment in their work. Students themselves are erecting the building. We appeal to you to assist. Present library quarters are crowded. We need this new building. Donations large or small are appreciated. Address M. Bessie DeGraw, Treasurer, Madison, Tennessee. Thank you.

THE STUDENT CAMPAIGN COMMITTEE

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No. 3

"The Boys" Study Medicine

OFTEN the question is asked how Madison secures its workers—its teachers and department heads. As some one wrote lately, referring in this case to the mechanics in charge of manual departments, "it is evident that professional men are in charge of and supervising your industries."

It is equally true that with the type of education offered by the institution, and the extensive medical activity on the campus, a large group of especially trained men and women are required.

One characteristic of the institution has always been the degree of permanency—its teaching and managerial forces—a permanency quite unusual in many educational institutions. A large factor in the steady growth and success of the enterprise, we believe, is due to the fact that men with a vision, men with initiative, have been allowed to remain long enough with the concern to see the fruits of their efforts.

LONG-TIME service has its advantages. At the same time, there must be sufficient movement to insure against

stagnation. That element has been present in sufficient degree, for to remain with the enterprise has required a faith in the undertaking and a willingness and ability to meet a strenuous program of work and limited financial remuneration.

JESUS

THIS outstanding figure of all history was not a conservative or a conformist. He wanted to make great changes in personal lives and in the social structure. He wanted loyalty to himself to be measured, not by cathedrals and ceremonies, but by ministering to the unfortunate and by sharing the common lot of men.—*Dr. Arthur E. Morgan in "Antioch News."*

Those who built the school consider the work their life. They have spent their best efforts in the development of an educational center in which hundreds of worthy young people of similar ambition have been trained for lives of Christian service. This, in reality, is the meaning of the "Madison spirit." It

is an intangible something that to be really interpreted needs to be partaken of.

By incorporating under the General Welfare Act of the State of Tennessee, the property of the institution is safeguarded for the purposes outlined in its charter. Teachers and permanent workers are the owners. What they give in the way of monetary donations and in life efforts, goes to the building of a monument of some permanence. This spirit of ownership brings from a man more than

could ever be extracted if he were a mere hireling.

FOR thirty years it has been the policy to build and equip the institution with the help of generous-hearted friends and donors. In this way, abundant blessings have come. As added facilities have been needed to meet a growing plant and expanding opportunities, friends have met the emergency. Sometimes it was doubtful how the necessity would be met, but always faith has triumphed and in time has given place to realization.

Upon the workers themselves has rested the burden of earning the operating funds of the institution. This is a training center for young men and women of Christian integrity, who are willing to earn their education if afforded that opportunity. Students cannot afford to incur debt. Neither can the institution run in debt. A no-debt policy has been the rule. If a thing cannot be paid for, go without it until the way opens to meet the obligation. To that policy may be attributed the continual growth of the project.

There has developed in this environment a very strong spirit of cooperation—first, a cooperation between teachers and department heads; and second, a cooperation between students and teachers, for here there is not the opportunity for distinct lines and opposing forces so often found in educational centers. It is a case of share and share alike to a remarkable degree.

It can be truthfully said that every resource of the institution is dedicated to the preparation of students for service. Each year sees the expenditure of thousands of dollars for the maintenance of a plant that enables students to earn a large part of their expenses, and for the conduct of classes for their benefit.

The charter outlines the objectives of the college—the training of men and women for service to humanity, and that largely an unremunerative service. The working out of these objectives has led to the establishment of a score of other centers operated on a similar basis in various sections of the Southland. These units, or offsprings of the parent institution, in most cases include a community

school, an agricultural enterprise, and a medical center, all educational in the broad sense of the term, all putting particular emphasis on the betterment of community life.

WE REFER again to the men and women who carry the load. Where do they come from? "The Boys' Study Medicine," is a partial answer to the query. Madison began as a school. For several years after the simple beginning there was no medical department. From the very first, however, there was the forecast of a sanitarium. The location was determined even before school buildings were erected. Some day it must appear. Indeed, the sick came for healing long before there were any facilities for their care.

Then a cottage was erected, the very modest beginning of the Madison Rural Sanitarium. Patients came; nurses were trained for efficient service; the plant grew. A doctor who was on the teaching staff of one of the medical colleges of Nashville lived on the campus and gave professional service on the edges of his otherwise busy days. But the opening of the College of Medical Evangelists called Dr. Evans to the presidency of that institution. Then a physician from Battle Creek Sanitarium, Dr. Lillian Magan, filled the position of Madison Sanitarium superintendent for a number of years.

In the midst of perplexities too numerous to mention, it was decided that President Sutherland and his associate in the founding of the institution, Professor Percy T. Magan, would take a course in medicine. It seemed impossible to secure the services of qualified physicians at the price Madison could afford to pay. So, the next step was to *make* physicians.

In the University these two men, beyond middle age, older than some of their instructors, and older by far than their classmates, were spoken of as "The Boys." Four years later they were graduated. The outlook for the medical work at Madison was rosy. But very soon a call came for Dr. Magan to assist Dr. Evans and others in the difficult task of bringing the medical college to the position of an A-grade school. To help Loma Linda, Madison gave up half its

doctors—two thirds, in fact, for the move to California took both Dr. Percy and Dr. Lillian Magan.

BUT Madison had Doctor Sutherland, a teaching-physician. The long years of experience as a teacher made of this doctor a better doctor, and likewise the combination of medical practice added to his efficiency in dealing with the problems of youth.

It is unusual for an educational institution to have this combination, but the results have been salutary in more ways than one. The medical phase of the institution took on new vigor. Soon a strong group of students were taking their pre-medical training at Madison with the purpose clearly defined of returning to the South and unit work when the medical course was completed. So it has been. Last year saw the climax in this return of young physicians to this section to strengthen the work of various educational and medical centers. For eight active young men to enter the profession as medical missionaries meant a real impetus to this work.

BUT, reverting to the methods by which Madison obtains its workers: In the years since the doctor was *made* to fill the place, other teachers have been qualified to carry college work forward on higher levels. Madison is fortunate in its proximity to graduate schools in Nashville and other parts of the state. Teachers of experience, men and women whose adherence to underlying principles of the institution was not questioned, were given added preparation for their particular fields of teaching. Men holding mechanical positions have had the privilege of advanced instruction. So it is that Madison has been growing in strength and at the same time maintaining its original purpose when, under other conditions, this might have proved impossible.

It is a human-interest story, this development of activities in the educational world, this attempt to solve a vital and economic educational problem. It has been the result of strong faith in providential leadings, deep personal convictions as to duty, and a profound confidence in the good intentions of co-laborers.

News From "Madison Foods"

A PHOTOGRAPH of the attractive packages in which Madison places foods on the market appears as the heading of an article in the November, 1935, issue of *Packaging Review*, a London periodical. The article is written by Willard F. Deveneau, director of merchandising in the Richard-Taylor Globe Corporation of Cincinnati, and is entitled, "Why Redesign?"

The editor of the magazine, Alan Rogers, adds the following note to Mr. Deveneau's article:

"'Madison Food' packs are particularly successful. Even in black and white [as photographed; in reality they are in delicate shades and tints] the superiority of the three designs over the old pack is apparent."

Referring to these packs of Madison Foods and others mentioned in the article, Mr. Rogers says, "All these designs represent the final stage in an exhaustive consumer survey. Not until all relevant facts about the market are known can work proceed on actual designing."

We may add that *Packaging Review* is extensively read throughout the British Empire and is closely observed both in the Orient and the Occident.

As to the movement of some of the products of Madison Foods it is reported that a large chain of New York City restaurants are purchasing hundreds of cases of Vigorost and Soybeans with Tomato Sauce. This is an indication of the interest in meat substitutes on the part of caterers to the public appetite. The high price of meat turns public favor to the more moderate price of Vigorost, to say nothing of its advantage in uniformity of texture and flavor and its convenience in handling.

Vigorost is packaged in 14- and 30-ounce hermetically sealed cans, "clean, fresh, and convenient, and ready for use without cooking and without need of refrigeration."

A food chemist in an eastern university, who has heretofore spoken in such high terms of Soy-Koff, now writes of Breakfast Crisps: "Your breakfast food has chances to become a success as well as

your soybean coffee. A week from today I am giving a soya food talk before a Food Club of Philadelphia, and I could use a few packages of your Breakfast Crisps as well as of your Soy-Koff."

December is usually considered a poor month for food sales of any kind, but Madison Foods found December, 1935, an average month of the whole year. This indicates an upward turn in the sales' curve.

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Home-Made Machinery

A STURDY, good looking, and apparently new wagon appeared in front of 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. Old spokes were reshaped to fit the hubs. 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.

—s—

Items of News

"Will you kindly send me a copy of THE MADISON SURVEY, for December 4, 1935. I am interested in reading the

article, 'Education and Democracy,' which I am told is a fine contribution to the discussion of this problem," writes an official in the Bureau of Public Instruction of the University of California.

—s—

A loud-speaker was placed on the top of the new Library Building, communicating with the music rooms, which gave Christmas carols to the entire campus. On the still air of night rang out the voices of Mrs. Clara Goodge and her company of vocalists.

—s—

Madison's living Christmas tree, a fine specimen of the juniper—the red cedar, as it is called here—was lighted early for the Holiday season. The clear twinkling of its topmost star and its radiant lights could be seen from afar as a harbinger of good will to all.

—s—

A program of music was given Christmas eve. There was a tree in Assembly Hall, and Christmas offerings for missions were collected. After a social hour around the dining tables on Christmas the young folks had an enjoyable outing in their treasure hunt that took them far and wide through the fields.

—s—

Several members of the faculty are taking advanced work in Nashville institutions and elsewhere. January 4, at the end of a two weeks' visit with her family on the campus. Mrs. Nis Hansen, Jr., returned to the Commercial College at Bowling Green, Kentucky, where she is qualifying for commercial teaching in the high school. Lawrence Hewitt, returning from a vacation visit in Ohio, stopped to greet friends at Madison as he returned to his student duties in the University of Alabama, at Tuscaloosa. Ralph Davidson spent a few days with relatives in Michigan, returning to Knoxville on the first to resume classwork in the University of Tennessee.

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A Lesson in the Psychology of Childhood and Youth Influences of Heredity and Environment

AS BACKGROUND for a personal study of children, students in the psychology class devoted some time to an investigation of influences that apparently were responsible for the life work of several classic characters recorded in the Scriptures—biographical sketches that have endured through the ages.

Samson, born probably about twelve centuries before the time of Christ, to Manoah and his wife, Hebrews of Palestine, is an outstanding example of the struggle between heredity and environment in the life of a youth. We are familiar with the advice, if wanting to know what a child will be and do, to study his forebears for a generation or two. In Scripture biography it is a rare thing for this glimpse of previous generations to be lacking. To illustrate: David was the son of Jesse, the son of Obed, the son of Boaz and Ruth.

Pre-natal as well as post-natal influences are recognized as playing a vital role in human history. And so it was in the case of the man Samson. His mother was instructed how she was to care for her own body and concerning the proper selection of food for herself and the child. As one means of insuring for him a proper start in life, she was to be a total abstainer from

everything of an intoxicating nature. Keen of mind, quick to catch the leadings of the Spirit, that mother accepted the charge, and her husband gave sympathetic co-operation.

PARENT AND TEACHER RESPONSIBILITY

FATHERS and mothers and teachers need to appreciate more fully the responsibility and honor that God has placed upon them, in making them, to the child, the representatives of Himself. The character revealed in the contact of daily life will interpret to the child, for good or for evil, the words of God, "Like as a father pitieth his children, so the Lord pitieth them that fear Him."—"Education," p. 244.

Manoah's wife give birth to a babe of extraordinary physical perfection. Mentally the youth was outstanding, and there was a strong incentive to be a man of God. Early in life, too, he took the Nazarite vow, in harmony with the teachings and practice of his mother. Beautiful of feature, with a face of health crowned by a shock of heavy hair, this lad was outstanding among his associates. He was *peculiar* because of his adherence to certain principles of life. He was distinct and above the masses. He would be singled out as a coming leader. His vow to abstain, if adhered to, would make him a clean man, clean in body and mind. For leadership he was destined by the God of his fathers.

THE times were trying. Samson's people were in slavery. Their bondage to the Philistines was grievous to be borne; the tribute they paid was heavy. The Hebrews were looking for some one to appear as deliverer. They needed a leader, a man like Moses.

Father and mother kept ever before the lad Samson the story of his birth. He was

taught the Scriptures and the power of God to deliver from trouble when the people are willing to obey the directions of the Lord. In other words, his mission was kept before him, much as was the mission of Moses when he was under the tutelage of his mother.

But something else was influencing this lad besides the home. Mother was surprised to find that son had become infatuated with one of the young women of Philistia. He approached his mother and father one day concerning his attachment. They remonstrated, calling attention to the law of his people that a man should take for wife, not a woman of the world, but some one of his own faith who would unite with him in fulfilling his mission in life.

But the heretofore dutiful son now became dictator in the house of his parents. "Get her for me," was his demand. Reason had fled; persuasion had no effect. Father and mother abdicated their rightful places in the home circle and obeyed the voice of their son. Samson married the young woman, and shortly afterward they were divorced.

SAMSON was not altogether given up to the ways of the world. Something had been eating into his spiritual development, but at times the voice of conscience prevailed. The Spirit of the Lord moved him, not all the time, but "*at times.*" When under the direction of his truer nature, guided by the Spirit of Christ, this young man was a power for good. One catches glimpses now and again in his history of the success he might have been.

It was David who, realizing the futility of a life of inconstancy, of wavering between right and wrong, prayed, "Create within me a clean heart, O God; and renew a *constant* spirit within me." Constancy was lacking with Samson. He knew the right but could not hold himself to it. Why? What, as he approached the years of young manhood, had been undermining the effects of the godly life of his mother, the teachings and example of his parents, and the vision held ever before him that he had a divine mission in the world?

HEREDITARY influences were strong and seemed to point true; but the record tells that this Hebrew family lived

in a small town on the edge of Philistia. When the Danites, the tribe to which Manoah belonged, were given this territory three hundred years before the days of Manoah and Samson, they were supposed to conquer the Philistines, or, by their teachings, to convert them.

Instead of doing either, the Philistines, typical of all worldly customs and doings, lived, prospered, and often held dominion over the Israelites. If not able literally to subdue the Hebrews and blot them out of existence, they would in a subtle way overcome them by inducing them to unite in business, and so divert their attention from the vital things of a nation of missionaries; or, by tempting them to attend their places of amusement, would steal the hearts of the people; or, by intermarriage, would control not only the present but future generations.

Proximity to the Philistines, associating with them in business relations and in social functions, broke the hold of parents on Samson. These environmental conditions worked insidiously. There was no one day when it was all done. Little by little the character of the boy was molded, his standards were lowered, his ideals were changed.

It is needless to give full details of the man's after-life. It is a familiar story. He who was brought into the world with the brightest prospects of being a leader in a righteous cause, lost his vision. His life ended in suicide.

OUR own congested centers are such hot beds of iniquity that the federal government itself is puzzled to know how to protect its people. We are advised to get out of the cities, to take the children to some saner place for developing Christian character. They should be in schools operated in the country. Manual work should be their portion, a distinct part of the curriculum. Their associations should be guarded. In the cities parents cannot stem the tide which is swelling to the full, and before they know it their children are beyond their reach.

The parents of John the Baptist, knowing his mission as the forerunner of the Christ, reared him in the hill country of Judea. He lived, learned, and had his character determined in close touch with nature.

The fact of the matter is that he lived in the midst of scenes that were Abraham's when, under the direction of God, he chose a site for the industrial school in which were laid the foundations of the Hebrew race.

Jesus as a youth and young man was companion to a carpenter, carrying daily burdens in home and shop, helping in the support of the family, dignifying labor. These environments supplemented heredity in making Him true to His mission in life.

David, ruddy boy of the hills of Bethlehem, cared for the sheep by day and by night, carefully tended the mothers with their young, developed a vigorous constitution, a clear mind, and sweet disposition, his surroundings inspiring him to write songs and poems excelled by no others.

Divine law instructs parents to give their children the best possible inheritance. The same law directs them in the selection of an environment for the proper development of true manhood and womanhood.

—S—

Nyassaland Missionaries Visit Madison

By HOWARD WELCH

IT IS surprising how many people with definite interests stop at Madison in the course of the year. It is a distinct pleasure to students and other campus residents to be brought in this way face to face with activities in many parts of the world. What we could not see if left to ourselves often comes into our midst through representatives from fields far and near.

One of these occasions was the recent visit of Mr. and Mrs. W. L. Davy and their daughter, June, of Malamulo Mission. They have been in the States on furlough for a number of months and are now headed for the Coast and the return trip to Nyassaland by way of Cape Town, South Africa, their mission field for the last fifteen years.

Elder Davy had a definite object in visiting Madison aside from his interest in the general educational program of the college. He knows that Madison is making soybean milk and is using soybean products in the manufacture of flesh-food

substitutes. In Nyassaland it is almost impossible to procure wholesome dairy products. For that reason Mr. Davy is deeply interested in the production of soy products to take the place of milk, butter, cheese, and other protein foods.

Elder Davy spoke at the Sabbath morning service hour January 4 and again at two evening chapel services. In his unique and interesting way he told of the work in the heart of Africa. His stories of mission life and experience illustrated the type of training needed by those preparing to work in foreign fields. He especially emphasized the need of education for the practical duties of life. Theoretical knowledge and scholastic degrees are of no value unless coupled with experience in life's daily duties.

The necessity to one doing mission work of vital, practical Christian experience was stressed in his talks. One must learn, said he, to live with one's self before going to a field where for weeks he will see no other white people. One must be fit to live with, sound in judgment, capable of directing others by his daily life. In other words, the missionary needs to live as did the Saviour of men.

Several amusing incidents were related to illustrate problems met in the mission field. A native described a clock as a "box on the wall that goes tick, tock and is a great nuisance." This illustrates the native's characteristic attitude toward time.

ALTHOUGH the natives among whom he is working are much like children, yet when they grasp the Gospel story they are true and loyal to Christianity. They have a genuine spirit of helpfulness and are doing a large work in carrying the Gospel to others. As reported in many other fields, so in the part of the world in which these workers are located, thousands are accepting Christianity. The mission force is unable to keep up with the demands for teachers and pastors to instruct and organize companies converted through the activity of laymen.

Many of the young men who have dropped out of the mission school and who for a time have been lost sight of, are found later with a large group of interested natives whom they have instructed and who are ready for baptism.

The program at Madison and the practical training of students appealed to Elder Davy. Much that is being done here is seen as a direct preparation for work in foreign fields. It is the practical demonstration of Christianity that wins hearts there as well as in our own land.

—S—

Making Farmers

A PARAGRAPH in *Readers Digest*, January, 1936, quoting from *School Life*, says that a Patterson, New Jersey, high school carries on supervised farm projects for city boys who are interested in farming. To do this "boys pursue a classroom course from October 15 to April 15, and spend the period from April 15 to October 15 on farms where they receive substantial pay in return for their work. By continuing in school for a fifth year, the student may qualify for college entrance."

This sounds good. It shows that some schools at least are brave enough to disregard some of the stereotyped methods of the classroom, are sufficiently progressive to break tradition for the benefit of the young man who has an ambition for a practical training.

More and more emphasis is being placed on fitting youth for life by putting him in that life while in school. In this case a farm experience is added to the city school curriculum and the time for graduation is lengthened one-fourth. The boys are sufficiently interested in getting what they want, and what they conceive to be of lasting benefit to them, to devote the entire year to their course of study, which is classroom plus out-of-door project.

Madison has the advantage over a city school in that its school buildings are in the center of a large acreage, gardens and orchards and vineyards are adjacent to the campus, and the program of a student consists of a half-day on the farm or in the garden or shop and the other half-day in the classroom. The program calls for an all-year service. How can it be other-

wise if students are operating a farm, or any other real industry for that matter? Crops do not stop growing while a boy takes a vacation, especially a three-months' lay-off.

Madison students are paid for their work on the soil or in the shop, in the food-manufacturing department, the laundry, the cafeterias, the sanitarium, or anywhere else. Their earnings pay for board, lodging, and other school expenses. It is a vital method of training young men and women. More and more, educators are coming to see the wisdom of it.

WORD comes from Mrs. J. C. Johannes, of Santa Cruz, California, former Madison student, that she and her husband, Dr. Johannes, have accepted a call as missionaries to India. They plan to sail from San Francisco early in January. She writes, "I count this a great privilege. We both are very happy to think we will have this enlarged opportunity for service. We will be located in the Bengal District, about sixteen miles from Roy Hunter's station. I knew Mr. Hunter at Madison. The practical lessons I learned while in school there will be, and have already been, a great help to me. I only wish I might have taken more work at Madison."

—S—

THE work of the winter quarter is now under way, and our Library Campaign is a thing of the past. We thought you might be gratified to know that the girls raised the larger amount in this campaign. On the other hand, we are sorry to say that, due to shortness of time, vacations, and examinations, we were not able to reach our \$500 goal. We appreciate the responses of those who sent us donations. Some of these are still coming in, and we are glad to receive them. Anything that you care to send even now will be placed to the credit of the Library Fund. Please accept our sincere thanks for all past and future donations.

LUCILLE CROCKETT.

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A New Unit Starts in the Hill Country

THE convention of self-supporting workers of the South, held last October, was attended by a new man. At least, it was the first time Ira O. Wallace had met with this group. He told of the beginnings of a community work near Lockport, Kentucky, which had been christened Rest Harbor.

Since then, questions have frequently been asked, Where is Lockport? What are the conditions at Rest Harbor? And what are the possibilities for a work there? Here, in brief is the nucleus of the story.

Lockport, named from the fact that it is near locks in the river, is located about fifty miles to the northeast of Louisville. It is in a valley of the Kentucky River, surrounded by mountain peaks, a tourist center in the summer time for vacationists from Kentucky and Indiana, drawn there especially by its unusual inland beach.

Mr. and Mrs. Wallace, who are missionaries returned from service in China, were born and reared at Lockport, so they are well acquainted with the people and conditions. In this respect they have great advantage over a stranger invading the seclusion of the valley. Back in the times of the Revolutionary War, the federal government granted an ancestor, Mr. Wallace's great-grandfather, a tract of land.

One hundred twenty-eight acres of this tract have come to Mr. and Mrs. Wallace, and it is this farm that forms the nucleus of the work they have in mind to develop. The buildings are run down, and the land, though fertile, has long been neglected.

BUILD UP NEW CENTERS

NOTHING will so arouse in men and women a self-sacrificing zeal as to send them forth into new fields to work for those in darkness. Prepare workers to go out into the highways and hedges. Not one in a hundred among us is doing anything beyond engaging in common, worldly enterprises. We are not half awake to the worth of souls. . . . Go out, and establish centers of influence where nothing, or next to nothing, has been done.—*The Need of Broader Plans.*

BUT the feature that attracts workers to this section is its human need. Public schools for the elementary grades are overcrowded; pupils of high-school age walk fourteen miles for their education. Poverty prevails, and many are the families on relief whose children are not prop-

erly clothed and for whom an education under ordinary circumstances is out of the question. Mr. Wallace asks, "Who is responsible when these fine young people with natural ambition lose heart and settle down in the hills in seeming despair?"

With this appeal ever in sight, the first step was the organization of a small rural school, an effort with which the neighbors heartily cooperated. Together they have improved the farm. Over an acre of Stark's apple trees have been set, raspberries and strawberries have been planted, twenty acres of lespedeza have been sown for pasture, and a five-acre truck garden was cared for during the summer. All this is a demonstration to the community dwellers

of new avenues of income, for with them tobacco has been almost the only money crop.

Rest Harbor (the workers sometimes call it "Work Harder") is near the center of an area of a thousand square miles in which there is not a single practicing physician. The nurse is ministering to the needs of many in their homes, but everyone knows how much the effort of a nurse is augmented by an institution equipped to care for the sick. And so a small sanitarium is the dream of the workers at Rest Harbor.

OTHER features of the dream add to the little school and the demonstration farm—courses in adult education in health, sanitation, and general community uplift. These are only beginnings, as you may know. But how is it all to be done? The founders of Rest Harbor recently incorporated under the General Welfare Act of the State of Kentucky. The farm and other property belongs to the corporation, and this insures the safety of any donations that may be made to the enterprise.

You who read and are interested in such steps taken by naked faith, you who may be touched by the needs of this community and may want to help in the development of another Unit in the highlands, are invited to write for further information. There are many opportunities, many ways by which help can be given, and we hope some much-needed assistance will be forthcoming. Details will gladly be given to inquirers.

—S—

Activities in the Music Department

HEADQUARTERS of the Music Department are in Assembly Hall, but no central place is capable of containing this aspiring department. Nor would you find on the campus any desire to circumscribe these workers. They contribute too much to the enjoyment and education of the place for that.

The departmental work is like a tree with several main branches. Private lessons are given by three people. Alice Goodge-Straw teaches piano, and at present has a class of forty pupils. Mrs. S. B. Goodge teaches

voice, and her present enrolment is fifteen. Professor Leland Straw teaches the band and orchestra instruments.

Classroom work at present consists of two theory classes for high-school students and a high-school chorus. In the primary and intermediate grades of the Demonstration School, music classes are taught each day, a rhythmic orchestra being a part of this instruction. This quarter the children, working on their own time outside school hours, are making their own instruments of gourds, boxes, and so forth.

The college offers a regular course in music. This present quarter there are classes in harmony, musical form, sight-singing, conducting, and elementary school music. The band and orchestra each meets for rehearsal once a week. Voice students, together with some others, form the choir and chorus.

The Music Department has been fortunate in that within recent months it has received some much-appreciated equipment including a marimba, a set of tympani, a set of clarinets, two good practice pianos, and a collection of five hundred very fine records, as well as an electric reproducing device. The music rooms have been made very attractive by repainting, and one of them has been made sound-proof so that now programs are broadcast to Sanitarium patients over the institution's public address system.

Sanitarium guests, even those confined to their rooms, as well as the college family, have the benefit of the musical talent of the place. Worship is held each morning in the Sanitarium parlor, Mrs. Goodge having this in charge. A five-minute period at the beginning of each chapel hour is devoted to instruction in hymn-singing. Each week the orchestra plays for a half hour before Sabbath school and also during service.

Between the first of October and the holidays, the Music Department presented five public programs: a cantata, a faculty music recital, an orchestra program, an advanced student music recital, and a Christmas program. Twice during the quarter the band furnished music for student marches. At the annual convention

held in October, as usual the orchestra added very materially to the pleasure of the large company in attendance.

Increasing demands upon the department are making necessary an assistant to Mrs. Straw in teaching piano. Aggressive young people are making this phase of the Madison work attractive and practical.

—S—

A Rural School on the Highlands

FOR years a group of workers has operated a community school on Sand Mountain in the northern part of Alabama. Many have been the difficulties encountered, but the workers have remained true to their community year by year, and the work has grown. Mrs. Raynold Peterson writes, "Our work is progressing nicely. We have a school of which we are all proud. Fifty are enrolled, and we have a very fine group of students."

—S—

Salts in Drinking Water

By FRANCES L. DITTES*

ANOTHER interesting bit of reliable evidence coming from the investigators of modern research is, that the use of drinking water containing considerable quantities of dissolved salts, as well as the use of table salt, does not interfere with the nitrogen utilization of the normal diet. Evidence also shows that the coefficients of digestibility of the constituents of the ration are not interfered with. In fact, the trend of determinations indicates that digestibility and assimilation are aided by the presence of reasonable amounts of salt so long as the total content is kept below the concentration where serious disturbances in cell growth and reproduction take place.

The pH (degree of acidity) of the entire intestinal tract is not appreciably altered by the presence of alkali or acid salts in the drinking water, unless the concentration present exceeds the amount permitting

*Dr. Dittes, dietitian of Madison Rural Sanitarium, is the author of the valuable cook book, *Food for Life*, \$2.50, published by Rural School Press, Madison, Tennessee.

a somewhat normal life. Observed changes are more apparent in the stomach than in the lower intestine. Although an excess of salt (table salt) may produce poor assimilation in the digestive tract, results of investigation indicate that the presence of salt, within reasonable limits, used in cooking and in the preparation of food is not injurious but beneficial.

—S—

Coming Home

WHEN mention is made of Mother D, friends of Madison know that reference is made to Mrs. N. H. Druillard, one of the founders of Nashville Agricultural Normal Institute. For years she was "mother" to all on the campus. For the last ten years she has been operating a sanitarium and nurse-training school for colored people, known as Riverside Sanitarium.

Early in the month she turned this property over to the General Conference of Seventh-day Adventists. A larger institution is to be built and operated. Present buildings will be utilized, and active work begins on the new buildings about the first of February.

With the transfer of her interests, Mother D returned to Madison where she is again an honored member of the family. She has seen a very gratifying growth in her cherished work for patients and students, and she drops back into a Madison that is daily growing. Her interest here has never lessened. Her help is needed here as much as ever, although it now lies along somewhat different lines than it did when she was in touch with every student.

—S—

Items of News

The Library Campaign still lingers in the minds of friends, and we receive happy responses such as this from a Michigan physician and his wife:

"We enclose a small donation for your library building. It does not represent even five per cent of the real interest we feel, not only in your library but in your work generally. I think you are wise in

putting up such a fine library building, for we look upon a good library as an essential of a first-class college."

—S—

A reader of the SURVEY who lives in Illinois writes: "I thank you for the enjoyment I get from your excellent little paper. It is little I can do but pass it on to others. I am sending the names of several friends who are interested. I will appreciate a few extra copies of the January 1 issue or further distribution."

—S—

A group of agricultural students, accompanied by Professor E. C. Jacobsen, head of the department, had an interesting field trip, beginning December 19 and covering a number of days. They visited the Demonstration Farm of the State University, near Columbia, where they were especially interested in the sheep raising activities. They were shown about Milky Way Farm, owned by Mr. Marr, maker of the famous Milky Way candy. This farm is noted for its fine stock. Wilson Dam at Muscle Shoals was included in the itinerary, and so also was Oakwood Junior College, a training center for colored students at Huntsville, Alabama.

—S—

A meeting of the National Beekeepers' Association in Nashville early in December was attended by Mrs. A. J. Wheeler, mistress of the bee industry at Madison. There were addresses by A. I. Root, Mr. Dadant, and Fred W. Muth, all well-known men in the bee world. Mrs. M. F. Jensen, representing the American Honey Institute, of Madison, Wisconsin, gave a practical talk on the uses of honey.

—S—

A group of ladies from the campus, the Mesdames Sutherland, Tolman, Wheeler, Wilson, Doub, Goodge, Bertram,

and Hall, attended the annual membership luncheon given by the Housewives' League at Andrew Jackson Hotel, Nashville, the twentieth of December. An attendance of over three hundred active women of the community indicates a live interest in household duties, conveniences in the home, and up-to-date equipment.

—S—

An Opportunity for College Students

HUNDREDS of young men and women, eager for an education, are prevented from attending college because of limited financial resources. To such the Nashville Agricultural Normal Institute offers special advantages.

Campus industries at Madison afford all-year work. Students divide the day between activities in some industrial department and their classroom duties. They have the privilege of earning school expenses without losing a day of school.

Spring work is opening up. Madison has work for thirty students. There is here an extensive construction program that will give work for the entire season. Agricultural activities are varied. The food department, sanitarium, stenographic offices, and other activities are open to a selected group of college students.

Premedical students do well to begin their two-years' premedical training in the spring so that class records may go early to the Medical School. Some should begin this training with the spring quarter, March 25, 1936.

Full details will be given to any who are interested. Write of your present efficiency in lines of self-support. Give your outlook as a prospective in Christian service. Madison offers some things we feel you want. Address at once, Nashville Agricultural Normal Institute, Madison, Tennessee.

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For the Saving of Youth

THE problem of youth is not confined to the home and the church. One of the vital questions of the government itself has to do with saving the young men and women of the nation. Quoting Walter Crosby Eells of Stanford University, in an article contributed to *The Kadelgian Review*, November, 1935: "Statistics in a recent dry government bulletin show that no less than 38 per cent of all crimes reported in this country are committed by young people 24 years of age or less—and that more crimes are committed by 19-year-old young men than by those of any other age."

This startling condition is attributed to the fact that a large per cent of young men and women on leaving high school are unable to secure work. Before 1929 conditions in the commercial world were not so difficult for youth to meet, but business concerns today demand more maturity and a better education than formerly.

Continuing the quotation: "The records show in cold but humanly significant and dangerous figures a rapid increase in the number of individuals arrested between 15 and 19 years of age in the recent past. Doubtless many of these young people

left school and home to wander over the country."

Many high school graduates realize the need of further education, but limited finances make it impossible for them to attend established colleges. From the standpoint of the government, "a national policy of universal compulsory military training for two years" may be adopted. This is the policy of the countries in Europe, and we know the significance thereof.

Another plan followed by the government is to place hundreds and thousands of

young men in CCC camps. Already, as Mr. Eells says, "an educational machinery has been set up within the past year with an educational director in each camp. . . . America, in self-defense if from no more praiseworthy motives, will be compelled to care for hundreds of thousands, perhaps even millions of additional people who will continue their formal education at least two years beyond the high school."

WHERE DOES OUR DUTY LIE?

THIS indicates the enormity of the problem as faced by national and state governments. It indicates a corresponding burden that should be manfully assumed

JESUS DIGNIFIED LABOR

BY PRECEPT and example, Christ has dignified useful labor. The greater part of His earthly life was spent in patient work in the carpenter's shop at Nazareth. In the garb of a common laborer the Lord of life trod the streets of the little town in which He lived.—*Counsels to Teachers.*

by private schools, by the church, and by philanthropic educational institutions. One of the alarming features of the situation on the part of many is the lack of financial backing for a college education. Fortunate, therefore, is the group of young people to whom is afforded opportunity to earn a large part of their expenses while attending college.

There are institutions, of which Berea College in Kentucky is an outstanding example, that are doing much to relieve this condition. The Nashville Agricultural Normal Institute with its work-study program opens its doors to Christian men and women on the college level, by its campus industries, manned with student labor, making possible an education for Christian service with a minimum cash expense. Young people of this description will do well to investigate the opportunities afforded here.

Years before the crisis came, Madison was laying the foundation for a practical education on a self-supporting basis. Each year several hundred young people are trained for Christian community service as agricultural and mechanical workers, as teachers, nurses, dietitians, or medical evangelists. Each year a group who have taken a premedical course enter the medical college, many of them with definite plans to return to the Southland as medical missionaries.

FITTING FOR POSITIONS IN LIFE

MADISON'S objective is to prepare its students to meet bravely and well conditions in a world that is full of turmoil and uncertainty. By its practical training it endeavors to develop the initiative needed in the crisis men face today. Madison is not alone in this endeavor.

For instance, Antioch College, Yellow Springs, Ohio, of which Dr. Arthur E. Morgan, chairman of the Tennessee Valley Authority, is president, has recently celebrated its fifteenth year of what is known as the Antioch Plan, a distinctly work-and-study program for its students. The celebration brought together a group of notable educators. Speakers such as Professor John Dewey of Columbia University, President Isaiah Bowman of Johns Hopkins

University, Dean Herbert E. Hawkes of Columbia, and others, complimented Dr. Morgan on the outstanding contribution Antioch College under his direction has made to "real-life education."

Said Dean Hawkes, "Antioch has been a shining example of the way the college should be fitted to the girl or boy, if it is to contribute in the most effective manner possible to individual development.... The problem which Antioch worked out involves a very simple principle: namely, that of attempting to make sure that the liberal arts work of the college shall have some obvious relation to the kind of work that a student wishes to do."

That principle of linking inseparably schoolroom education and out-of-school activities, a principle which Madison stresses at every turn, and which is one of the outstanding characteristics of Antioch College, is described by Mrs. Herrick of the Antioch Alumni.

Mrs. Herrick is quoted as saying, "The integration of work and study is so well carried out and the reason for any course of study is so apparent and has such a vital relation to what the particular student's interest is, that the whole approach to the curriculum is radically different from anything I have experienced elsewhere. Education there is very much 'quick and alive.'"

Madison's sympathy is with the young men and women who seek training for Christian service and who are willing to combine study and work in order to reach their goal. In its effort to make a contribution to the needs of the world, Madison asks the cooperation of strong-minded young men and women who desire to give their lives to service for the Master. There is a work for such young people, and correspondence is invited.

—S—

Madison as Seen by a Newcomer

By ELTON A. JONES

TO JUSTLY describe Madison and its industries and enterprises would require a book, but I was not commissioned to write a book. Were I to use a simile, and

say no more, it would be this: "Here's a hive without a 'queen,'" because in Madison everybody works. Professors do not limit themselves to their classes; they work. Their wives do other things than "keep house"; they work. It can be imagined that this would develop a democratic spirit, and it does, but it must be seen to be appreciated.

The diversity of industry is one of the impressive features. And the very fact that there is always a man available who is skilled in the peculiar thing called for is another.

Here is a real community, a little village, peculiarly independent of outside help. The students, faculty and helpers make up a settlement of about five hundred, all of whom are engaged in some branch or other of:

- A 100-bed Sanitarium and Hospital.
- A Nurses' Training School.
- A Senior College.
- A 4-year High School.
- A Grammar School of 8 grades.
- A Library, growing rapidly, of 18,000 volumes.
- A new Library Building, fire proof, stone construction, and all done by student labor.
- A Bakery, serving Nashville.
- A Food Factory, the products of which are found in 27 states, nearly all east of the Mississippi.
- A Laundry, for students, helpers, and Sanitarium.
- A Student Cafeteria.
- A Woodworking Shop, where much of the furniture is made.
- A Garage, for local and public service.
- A Machine Shop, where there are men who can repair or make anything needed. Many of the instruments in the physics and chemistry laboratories are made here.
- A "Visual Materials" Department (photographic); Lantern Slides of superb quality are made here.
- A Broom Shop.
- A 900-acre Farm, with Jersey herd and all the crops expected, greenhouses, and vineyards.

- A Poultry Department, which requires the labor of several.
- A Cannery, which preserves much fruit and garden produce for student and Sanitarium consumption.
- A Grocery Store, maintained for the accommodation of the family.
- A self-contained Fire Department, with chemical truck and pump. Just a few days ago an overheated stove set fire to one of the cottages. The damage was slight, and prompt use of chemicals put the fire out. Saving: one cottage.
- A Print Shop, well equipped with cylinder presses and two linotypes. Here all of the printing for the institution is done.
- A Central Heating Plant, which supplies steam to the buildings in the Sanitarium area, to the Food Factory for their cooking, to the Science Building, Demonstration School, Library, Chapel, and other buildings. Most of the houses and student cottages are heated by stoves or independent heating units.
- A Tailor Shop and Dressmaking Parlor, giving service in cleaning, pressing, repairing, and hand tailoring.
- A Shoe Shop, where the usual repairs are made.

FROM this category, as may be expected, the personnel is versatile and varied—surprisingly so. In the Sanitarium are three physicians, a dentist, oculist, dietitian, and the usual retinue of white-capped nurses.

Several of the literary doctors are authors. One has four nature study volumes to his credit; another, the dietitian, has recently published a very fine cook book; a third, who teaches chemistry, has done a great deal of analytical work in connection with the Food Factory where Madison Foods are made. Especially worthy of mention is his work with the soybean and soybean products. Madison Soy Flour, Madison Soy Bread, Soy Beans in Tomato Sauce, and other soy products are deservedly popular.

There is a splendid feeling of fellowship and cooperation between teachers, helpers, and students. The variance of scholastic training, of experience, and of ability, is merged into the supreme objective of making the community a success.

A FINE piece of educational work in alcohol and tobacco is being done by the Associated Lecturers, Inc., of which Julius Gilbert White is founder and president. In 1935 his message was given to many thousands of high school students in cooperation with the Woman's Christian Temperance Union and the Parent-Teachers' Association. These lectures are illustrated with the fine slides from the Visual Materials Department.

Madison is the "mother" of a whole family of "units" where similar enterprises are carried on in the Southland. There are twenty or so of various ages and stages of development. Two are mere infants: one only about a year old, and another just getting under way.

Not less remarkable than the extent, diversity of industry, and versatility of personnel, is the fact that thirty years ago there was nothing here but some rundown buildings, some live stock, and the land.

Add to this the fact that there is no heavy endowment; and that those who established the institution began with almost no money but with abounding faith. The growth seems almost phenomenal. The institution has a definite objective and continues to expand.

—S—

Items of News

Week-end visitors included Elder M. C. Lysinger, of Glendale, California, who was accompanied by his friend, Elder Neil, of New Orleans. These gentlemen plan to establish a self-supporting medical center in New Orleans and were looking into the operation of the program at Madison. They were joined here by Elder H. E. Lysinger,

of Atlanta, president of the Georgia-Cumberland Conference. Mr. Neil conducted the vesper service Friday evening.

—S—

Home on furlough from South Africa, Elder and Mrs. M. P. Robison visited Madison. Sabbath morning at the service hour, Elder Robison told of conditions under which missionaries work in the Belgian Congo and among the Portuguese and the British subjects in Africa.

—S—

The Bible seminar at its weekly meeting had the pleasure of instruction in the use of the voice and voice culture by Professor C. C. Washburn of Scarritt College, a training center in Nashville for missionaries of the Methodist church. Professor Washburn, an outstanding authority in his field, is especially interested in hymnology, and devotes much of his time to the training of students of Scarritt who are prospective missionaries for foreign fields or workers who are home on furlough. It was a distinct pleasure as well as a great inspiration to have the instruction of this sympathetic teacher.

—S—

A church officers' convention, held in Nashville over the week-end, was attended by a delegation of students and teachers from Madison. The meeting was considered a decidedly profitable occasion.

—S—

A College Education Is Within Your Reach

TO THOSE seeking training as Christian workers but who find it difficult to meet the financial demands of many colleges, Madison makes some attractive offers. Its campus industries give remunerative work. Young people earn their expenses while in training. It will pay you to write for information. Address,

Nashville Agricultural Normal Institute,
Madison, Tennessee.

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Where Children Do Things

THINKING teachers are no longer content with text-book instruction. They are not teaching subjects, or texts, but children. Each child presents an individual problem. The satisfactory curriculum is no longer a cut and dried program. It must be flexible, permitting activities that correlate closely with the lives of the pupils.

Madison has an outstanding example of the work-study program. Activity characterizes every phase of the college and all its industries. There is a close-up connection between what the student is doing during his work hours and the course of instruction he has chosen in order to fit himself for his after life. For this reason the eyes of students and teachers are alert to catch similar doings in other institutions.

MADISON itself is a rural community. It trains students to enter rural communities of the South with a message of better living through the avenues of agriculture, education, and health and medical work. A friend, knowing these objectives, sends a clipping from *New York Herald Tribune*, December 29, 1935, headed "Training Teachers in Rural Community Building."

This is an account of the activities in North Carolina, of New College, a phase of Columbia University, New York, where, as

the article says, "a group of students are learning first hand what problems confront the inhabitants of isolated rural communities and how to solve them."

In this interesting bit of education, twenty college and university undergraduate students spend at least three months on an 1800-acre farm not far from Asheville. Dr. Thomas Alexander, chairman of New College, was once a Nashville man. He knows the ways of the South and its needs. He is

leader in this effort "to develop a program of practical experience to supplement the classroom work of future educators with practical experience."

These undergraduates milk the cows, tend the garden, cook the food, and do all sorts of work such as is part of the ordinary home program. They are experimenting in raising diversified crops in order to enrich the community in which they are working.

One automatically compares this program which New College is putting across with the projects in community educational, agricultural, and health work operating in such centers as Pisgah Institute with Pisgah Sanitarium and Hospital, and Asheville Agricultural School, with which is connected Mountain Sanitarium, both of North Carolina, and both "units" in the Madison system to which reference

STUDENT LEADERSHIP

THE power to lead comes only through practice in leading. If there is to be community leadership—the one hope of preserving democracy—there must be leadership in the school among the students daily in all matters that make the school a place of growth and cultivation. —*Journal of The National Education Association.*

is frequently made in these columns. These are sister institutions of Madison; sometimes they are called daughter institutions. They are following the plan of education carried forward by the Nashville Agricultural Normal Institute.

THIS spirit of work, this new type of education as it is sometimes called, but which in reality is the oldest of educational systems, is to be found in most unexpected places. It is a creative spirit and cannot be restricted. It is the inspiration of teachers who have caught a vision.

The January issue of *Readers Digest*, under the title, "Education on the March," gives data concerning a number of school activities that indicate a trend toward a more flexible program and the giving of practical duties a leading part in the teaching procedure.

The *New York Times* is quoted concerning classroom activities of all grades in the Anne Hutchinson Public School in New York City, which for more than a year "centered about the PWA municipal housing project, Hillside Homes, colossal dwelling place for 5,000 New Yorkers, which is just across the street from the school. Arithmetic was studied with computations of materials used, men employed, capitalization required. Geography and a bit of history were learned from research into the sources of the building supplies. English lessons consisted of writing about various phases of the construction. Information about wages and various aspects of trade unionism was obtained at first hand from men employed there. During the year two books were produced by the children, containing the pictorial results of their investigations."

NO PRODDING is needed when a teacher and her pupils are working on such a project. An interesting thing is that under such circumstances the teacher herself finds it necessary to do some real studying, some actual research work.

News-Week tells of Teaneck, New Jersey, High School that offers a course for licensed airplane pilots. "Up to last June, students had made some 5,000 flights without injury,

and nine boys and one girl had done solo flying."

This is merely another indication of the effort to place everyday activities and interests in the schoolroom. It is evident that education is on the march.

In *Bible Society Record*, November, 1934, appeared an article by M. B. Porter, secretary of the Bible Society's South Atlantic Agency. Mr. Porter says:

"For years we have had the privilege of furnishing Scriptures to missionary schools. Nacoochee Institute, in the mountains of western Georgia, is an illustration. Unique in location, 2,000 feet above sea level, and environed by still loftier mountain ranges, its situation stimulates to achieving effort. The dignity of labor is here taught as well as ordinary text books. And still better, the whole instruction centers around the Bible. The atmosphere of the school is permeated with the cultural and spiritual influence of the Book.

"This institute is only one of scores of similar schools to which this Agency, throughout its life, has had the privilege of furnishing Scriptures; and no service rendered has been more constructive in character and rewarding in results than has this."

This type of activity differs from that to be found in progressive public schools, but an interesting activity it is, nevertheless.

EFFORTS to strengthen the bond between classroom and real life problems are reported from every side. *The Woman's Home Companion*, May, 1934, contained an article that thrills the heart of every teacher. Children of the Buxton Country Day School in New Jersey, lacking money to build a library, decided to build one for themselves. And build it they did. The foundation was put in by parents, and then the youngsters, under guidance of skilled workmen, actually constructed the building. They put in a large open fireplace, they ornamented it with a bas-relief, they did the finishing work.

Who questions the pride of those boys and girls in the work of their hands? Who has any doubt as to the value of the information gained and the skill acquired by work on that project? Children love creative activity. They glory in life problems. Teachers need to receive their edu-

cation under influences that foster this spirit of initiative.

This is one of the advantages Madison, with its wide variety of practical problems, places within the reach of its students.

—S—

I Found What I Was Looking For

By DELBERT LIU

SOME years ago when I was in high school, I studied Old Testament History. One day we read of Elisha's school of the prophets (II Kings 6:1-7). Somehow, my attention was attracted and my interest aroused. My thoughts dwelt on the subject for days, and I dreamed vaguely of a school where students, like those sons of prophets, might produce their food and prepare their own meals, and where they might suggest buildings and actually construct their own lodges. It would be a school where brotherly love prevailed and where cooperation was the prevailing spirit.

Experienced teachers upon whom God has bestowed special talents would stand by the side of the young people, willingly and patiently explaining their problems and directing their work, correcting their mistakes, and turning their failures to successes. In the school of which I dreamed, the teachers would not be afraid to put on overalls or to get their hands dirty.

I thought of a school where classwork and manual labor would be closely associated. In that school, manual labor would not only help the students earn their living, but it would also be a part of their education. The school I thought of would offer such a training that when students were through they would be well prepared to meet the problems of life; they would be able to stand on their own feet. I dreamed it, but, since it was a dream of younger days, as time passed it faded from my mind.

After I graduated from our Junior College in China and joined our educational work, the thought of such a school came back to me from time to time. It began to seem more real. People described schools such as I was looking for, but they all lacked some of the most desirable characteristics.

Homer Chen, a graduate from Madison who had returned to the China Training Institute as a teacher, spoke to me occasionally about Madison principles. I thought he was only telling another story until Professor D. E. Rebok, secretary of the Educational Department of the China Division, told me of this school upon his return from the United States and a visit at Madison.

On September 1, 1934, I left my work, my relatives, friends, and country, and set out to find what I was looking for. After a month of lonely travel on sea and land, I found myself at Madison. Soon, with the help of some Chinese friends who were already here, I was settled as a student.

My first introduction to one of Madison's professors made a pleasing impression on me. He was in overalls. Now, after fifteen months of residence and observation, I need only to say that I have found what I was looking for.

—S—

In School With the Children

By FLORENCE M. TAYLOR

FORTY-FIVE young Americans hurry to meet their teachers at eight o'clock on the morning of five school days each week in Madison Demonstration School, knowing full well that a tardy mark is a bad start for the day. Here they are learning citizenship, and promptness is one of the prerequisites of a good citizen.

Let us look into the primary room. What a beehive! An air of orderly informality pervades the place. Children are busy around what appears to be a long sand table. Oh, a fish pond, made right into the table, a real one of cement. Two pools are connected by a short lane over which a tiny bridge is suspended. The fish are induced to swim from one pool to the other, much to the delight of the children. This pond is the work of one of the teacher-training students who carried a project there last quarter. But the ferns, cacti, flowers, and miniature toy animals are brought and cared for by the children, so their teacher, Miss Varonen, tells me. That explains the small

army of water carriers trooping by my door every morning.

A Christmas tree has been kept after season to provide a treat for the birds in cold weather. Food is tied on by the children. One small boy brought nuts for their furry friends, also.

Across one wall stretches a long strip of manila paper covered with sky and water. Trees, grass, and animals are appearing. Can you guess this story? Posters, pictures, stories, books—there are many things of interest here. But we want to look into the other rooms.

IN THE intermediate room Mrs. Mathews is seated at a low table surrounded by a group of small girls. These young domestics are busy with their needles. They are sewing bags, and show their work with pride. Their sewing books contain samples of stitches.

No boys in this room? A sound of hammers and saws floats up the stairs. The boys are at woodwork under the expert supervision of Professor Standish. What fortunate boys, to have the college wood-working facilities at their disposal, and the head of the department for their teacher! The seventh and eighth-grade boys and girls also meet this same skilful teacher twice a week. At Christmas boys and girls from these departments took home useful and substantial gifts for their parents.

We visit the upper-grade room as my seventh and eighth-grade pupils are returning from the music department. They have spent a happy half-hour with Mrs. Alice Straw, who teaches all the grade-school music as well as college piano. During this period student teachers in Mrs. Straw's elementary school music class teach under her supervision. The grade children are getting a splendid foundation in music. They have had a rhythm orchestra for several years and are planning a junior orchestra for the near future.

Upper-grade pupils are very enthusiastic over some new text-books and new methods of study, particularly in English and History. They have the problem-and-unit plan of study. Evidences of their work appear here and there about the room. A large bulletin board in the rear is a constantly changing kaleidoscope of their activities—cartoons, maps, and illustrations of the pageantry of United States History. Early in the year a realistic model of a medieval castle was built by one of the boys. These activities increase their appreciation of the study. Their interest in modern history is indicated by their present study of the Ethiopian situation.

We do many other interesting things. This is a part of Madison where everybody is expected to carry a worthwhile program, and we promise you will never be bored for one minute.

—S—

Through *The Sentinel*, a periodical containing news of Pewee Valley Sanitarium and the grade school operated on the sanitarium campus, comes word that Dr. John Peters, sanitarium physician, and J. T. Wheeler alternate in giving health lectures each Sunday evening in Louisville. Dr. Peters is conducting a clinic in nervous diseases in Louisville City Hospital and is teaching a class in psychiatry at Louisville Medical School. Workers in "units" seldom complain of lack of work. Theirs is a life of service.

—S—

As We Have Been Telling You

YOUNG men and women, college students who desire such training as Madison offers,—an education along practical lines for Christian service,—should know of the special opportunities this spring for earning one's way. There is work now for a group of college students who meet the standards of the institution. Write for particulars. Address, Nashville Agricultural Normal Institute, Madison, Tennessee.

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A Community Health Program

By SUSAN W. ARD

THE annual conference of Tennessee Public Health Workers was held at the Andrew Jackson Hotel, Nashville, early in February. This conference stressed the importance of bringing to the lay people of the state a definite community health education program.

Ways of enlisting the cooperation of people in rural communities in a program leading to communicable disease control were presented by Miss Elma Rood, assistant director of the Tennessee Valley Authority. Any work requiring community cooperation,

said Miss Rood, calls for a knowledge of the people themselves, their receptiveness, their beliefs, and the prejudices that have been built up through long-time contacts. The visiting nurse is the first to get this inside information as she finds it exhibited in the homes.

Rather than overwhelm people with a vast number of problems to be solved health-wise, Miss Rood favors the selection by the health group of some one urgent problem for educational attack, the group bringing to their aid all possible information on that one topic.

To secure the cooperation of the people, their interest and enthusiasm must be

awakened. The spirit with which the program is presented is a measure of its success. An adult is a student by volition only. No titles or degrees dangle before him. For him, learning must be interesting

and must demand attention for its own sake. The natural approach to adult education, therefore, is through life situations, not by the presentation of a subject as such.

Simplicity of language is necessary. Technical terms must be translated into words of one syllable. For instance, the *anopheles* becomes "the malaria mosquito."

THE MODERN CONCEPTION OF TEACHING

THE title, teacher, has a much richer meaning today than earlier educational practices would permit. Stimulator and director of educative activities might well be accepted as the modern conception of the teacher's task. Emphasis has shifted from that of passive hearer of lessons to that of active responsibility for stimulating and directing student activity.

—*Wrinkle and Armentrout.*

SECURING voluntary support from the lay people is the result of a psychological approach. Success of the undertaking demands cooperation. Some leaders, going into the community, give the idea that they want to run the world, so they are allowed to do it—alone. The talents of lay people should be recognized, encouraged, and made use of.

Calvin Coolidge's words are apt. He said, "The power of civilization was first learned when it was found that two men can roll a larger stone than one. A measure of a people's civilization is their ability to work together."

Thomas Jefferson once said to a statesman of his time, "We both love the people, but you love them as infants whom you are afraid to trust without nurses; and I as adults whom I freely leave to self-government."

Confidence begets confidence in oneself to do the thing suggested. Lay people can become such enthusiastic participants in a health program that they become health missionaries in their own community. They can do far more than any one else toward changing community attitudes.

METHODS of teaching should be part of every course for the training of community health workers. Without sound teaching principles they are like men making brick without straw. Combine a group of health workers trained to teach with intelligent lay participation, and a health education program will be far-reaching in its results.

In order to demonstrate one way by which definite health problems may be given concretely and yet impersonally, members of the Nashville Agricultural Normal Institute family presented a program in four scenes, prepared by Miss Rood, teaching malaria control.

The setting was that of a rural family in which mother and daughter were suffering from the incapacities of malaria, for which they were treated only with the age-old patent medicines. The father was disinterested from long familiarity with the disease and lack of knowledge. The family learned the causes of malaria, means of prevention, and proper treatment of the disease through the united efforts of the County Health Unit, the community school, and the Parent-Teachers' Association. The result was the hearty cooperation of the entire family and its restoration to health.

The audience, consisting of professional men and women of the city and county, manifested their interest by many expressions of appreciation. Such comments as this were heard: "That is one of the finest teaching presentations I have ever seen."

Madison was pleased for this opportunity of showing its interest in the work of the State Health Department.

An Educational and Health Center

WRITING from Pisgah Sanitarium and Industrial Institute, near Asheville, North Carolina, President E. C. Waller says, "Last spring we completed the main floor of the hospital and moved in the last of May. We put a small addition on the sanitarium and remodeled the east wing of the old building. We also added to the men's treatment rooms.

"It was found that the steam heating plant of the sanitarium was too small for the enlarged quarters. It was necessary, therefore, to provide a plant sufficiently large to take care of present and future needs of all the buildings on the hill. A building was erected and a boiler installed. In view of the unusually severe winter, we are convinced this was a very fortunate move. Our chief problem has been to finance these projects. When we go as far as we can, we stop; then resume the effort when we can afford it.

"In the school we have a very dependable class of students. We feel that they do as well as most student bodies of their type and experience. The enrollment is approximately one hundred."

—S—

The Gospel of Good Food

ONE is impressed with the variety of avenues through which the importance of foods and human feeding are reaching the common people. An article of particular interest is presented by the Research Laboratories of Libby, McNeill and Libby, Chicago, in the form of a reprint from *The Journal of the American Medical Association*, June 15, 1935. The article, entitled "Nutrition and the Future of Man," is an address delivered before the Medical Association by its president, Dr. James S. McLester.

Space is too limited to quote many of the good things given by Dr. McLester on the improvement of children of immigrants, the improvement of the racial strain as the result of sanitation and better nutrition, political and economic factors in nutrition, and others equally important. Following is a digest by Miss

Dittes of one of the important sections of that very vital address as it appears under the subtitle, "The Gospel of Good Food."

THE gospel of good food is acceptable to most of the American people, but it must be carried to them through education. Nutrition classes carried on in the public schools and colleges can be expected to pay big dividends. Not only are the students helped, but this gospel of good food is carried by the pupils back into their homes, and sooner or later the nutrition standards of the family are changed.

The physician is awakening to the fact that he needs to give more attention to the science of nutrition. He must study also food economics and meet the patient's physiologic needs at the least amount of cost. This is where the nutritionist and dietitian are able to render valuable service. These workers find that rigidly restricted budgets as well as a lack of knowledge, are often the cause of poor food selections.

One of the important functions of the physician and educator is to teach people the proper use of the protective foods (fruits, vegetables, and milk) in supplementing the cheaper diets.

The food habits of a people are determined to an enormous degree by custom. We eat very largely what time-honored custom demands and what our appetites have been educated to in childhood. Food habits need to be changed. This change can be brought about only by education. If good food habits are encouraged and built up, they will in time be reflected in better physical development, greater longevity, and a higher level of cultural attainment for man.

—S—

The Story of Madison Foods

By E. A. JONES

THERE is good equipment over there.

The concern is in bad shape financially however, and wants to sell; suppose we look it over with an eye to producing healthful foods for the school, and possibly for the market, later." Some such conversation led to the establishment of "Madison Health Foods" fifteen years ago.

The equipment and machinery was installed and production commenced. Changes in foods and in formulas followed more or less naturally. "Savory Meat" became "Nut Roast" and later "Nut Steak," which went through further refining and is now the well-known "Vigorost."

In the early days "Cereal Drink" was made, the soybean being used in the formula. It has been changed and improved

till now we have "Soy-Koff," a popular, fine-flavored, alkaline beverage.

Recently much research work has been done with the soybean, and it is now used extensively. Its rich, easily digested protein lends itself splendidly to use in tasteful meat substitutes. Its starch-free quality and basic protein make it possible for the diabetic to use it with benefit.

The whole soybean is used in Soy Flour, in Soy Beans with Tomato Sauce, and in Soy Cheese. Soy Flour is used by the bakery in Soy Bread, in Date Stix and Fruit Stix biscuit, in Soy-Koff, and in Breakfast Crisps. All these foods are base-forming, or alkaline, and their quality and uniformity are assured by the vigilance of the research laboratory.

The research and experimental work with the soybean is under the direction of Dr. Philip S. Chen, a brilliant chemist, educated in America but born in China where soybeans are used extensively to take the place of dairy products and meat.

The bakery serves three kinds of bread—whole wheat, whole wheat with raisins, and soy—to the Sanitarium, the Campus Store, and the College Dining Room, all of which are departments of this unique educational institution. In addition a long list of retail grocery stores in Nashville are supplied with these breads.

Among developments has been a change in name, shortening it to the more easily remembered "Madison Foods."

Both the bakery and the plant where Madison Foods are produced provide employment for students under careful supervision.

The objective held before each worker is to make the best foods possible, foods that have in them the elements necessary to the maintenance of the robust bodies and keen minds which result from having good health. The user of any Madison Food may rest assured he is using the best of its kind.

—S—

Free Advertising of Madison Foods

THE general agricultural agent of a large railroad company writes of his experience handling samples of Madison Foods. He says:

"Acknowledgment of receipt of the foods shipped me to the Palmer House, Chicago, and used at the meeting of the American Railway Development Association, should have been made sooner, and a report given as to the way the products were received by those in attendance.

"We made a very fine display of all these products in the room where the meeting was held. Literature was distributed and some of the Fruit Stix were passed out in boxes to representatives present from New York, Pennsylvania, Ohio, Indiana,* Michigan, Canada, Texas, Missouri, Wisconsin, Minnesota, Iowa, Kansas, Oklahoma, and other states. The products served at our luncheon were well received and I have had many complimentary letters regarding the products you make.

"I am requesting the representatives to write you direct giving their impression of the products they received in samples. Some of them carried boxes of Fruit Stix and other foods home with them to be served to their families. I am sure that as the result of this you are going to receive orders; if not direct, then through those who handle your products in the East and other sections of the country."

—S—

Items of News

A recent issue of Nashville *Banner* contained a photograph of the Seventh-day Adventist hospital, an American institution at Dessye, Ethiopia, which was bombed and damaged by Italian fliers during the air raid on that city. This accompanies an article headed, "Former Madison Doctor's Son Faces Peril of Italian Bombs." A statement is made that the hospital at Dessye was supported in part by funds from the Kentucky-Tennessee Conference with headquarters in Nashville. "Nashville, however, has a further connection with the war in the person of Dr. T. C. Nicola, stationed at the hospital in Addis

Ababa. His father, Dr. Benn Nicola, was connected with the Madison Sanitarium in 1929. Mr. Franz, secretary of the conference, explained that Seventh-day Adventists carry on more extensive missionary work in Ethiopia than any other American church, with four hospitals and dispensaries, employing a staff of twenty-four medical missionaries."

—S—

Not Forgetting the Library Building. With a check for \$5.00 the treasurer of a church in New York writes: "You may credit this to the church. It is in response to your call in the SURVEY for funds for the library building. We appreciate the real down-on-the-ground work you are doing in training down-on-the-ground workers in the message."

—S—

There was unusual stir in the nursery at the Sanitarium. It was announced that the first twins ever born in the hospital had just made their arrival. They were two little girls, so tiny that they were wrapped in cotton and laid side by side in the incubator. No more skill and attention could have been bestowed on them had they been little queens, or members of the Dionne family.

—S—

A Fine Job by the Printing Department. Compliments have been coming from various sources from friends who have received a copy of the recently issued Madison Rural Sanitarium folder. One of these says:

"I want to congratulate you on the beautiful little folder of the Sanitarium which you enclosed in your letter. It is really an exceptional piece of work and very, very, pretty. We have to reprint some of our folders soon, and I trust we will be able to get something half as pretty as yours."

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The Madison Survey

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No. 9

Education as Habit Forming

THE one worthwhile thing that a man possesses in life is his character. The one and only thing any man will carry with him into eternity is his character. Character is the sum total of one's responses to stimuli applied to his nervous system. It is his doings under all circumstances; it is himself in his entirety.

We are born into the world without character. The mechanism is there for building character. The body of the normal child is all wired, as it were, abundantly supplied with nerves, a most complicated system, ready for development. The type of individual into which he will develop is largely a matter of education.

Education is a process of change, change in the neurones, change in the manner of response to stimuli. Education is a process of habit-forming.

"Viewed from its human side," says the author of the book, *Education*, "life is to all an untried path. It is a path in which, as regards our deeper experiences, we each walk alone. Into our inner life no other human being can fully enter. As the little child sets forth on that journey in which, sooner or later, he must choose his own course, himself deciding life's issues for

eternity, how earnest should be the effort to direct his trust to the sure Guide and Helper!"

THE little child faces a life problem of character building. He knows not

what it means. He knows not how it is to be done. But his whole being is set for an education, for development. He cannot help learning; and all his learning is a series of habits. He cannot keep from forming habits. The number of good habits formed is the measure of his usefulness in life, the richness of his life. A narrow, constricted existence is the result of limited habit-develop-

ment. A rich, full life is the result of an innumerable number of good habits.

These habits reach into every phase of life. The period of most rapid habit-forming is childhood. Childhood means plasticity of the nervous system. Every event is making an impression, contributing to the formation of habits. By the time a babe is thirty months old his disposition is largely determined. And it is determined by the atmosphere of the home in which he is reared. He is irritable, quick tempered, happy, sunny, moody, timid, sensitive, selfish, according to the atmosphere of his environment. Your baby will become

WHY JESUS LIVED WITH MEN

JESUS believed that there exists in men undiscovered possibilities of dignity, of beauty, and of fineness. He believed that the way to bring these qualities to realization was not by theorizing, but by living with men who lacked them, by sharing the common lot, by infecting men with good will through living a life of good will, by helping every man to a fair chance at life, and by stimulating a desire for refinement of living.—*President A. E. Morgan, in "Antioch News," Nov. 15, 1935.*

a reflection of the atmosphere you are making for him. When he enters school, at six perhaps, the teacher receives him with disposition habits already well set. Fortunate is he if, coming from an unfortunate home in which love and kindness, gentleness and courtesy are lacking, he can enter a room of sunshine, happiness, and freedom for growth. But even then, it will be difficult to eradicate the tracks through his brain, the habits of resistance, or tempestuousness, or pouting, or rebellion, that he brings with him, the product of early childhood in the wrong atmosphere.

It is an adage, "Let a child run until he is six and you never catch him." The wise man tells it in a little different way when he says: "Train up a child in the way he should go; and when is old, he will not depart from it."

*Norsworthy stresses in these words the importance of early forming right habits: "The fact that criminals show a delinquent career beginning at ten or younger, and that if a child is proved delinquent by the age of ten it is difficult to change his social habits, reinforces the importance of the right environment for the early years."

WHEN you stop to consider the matter, you are aware that a variety of habits should be formed in every happy Christian home in a child's early years, habits that make for his success all through his future life and in all his social contacts. It is in early childhood that hygienic habits of eating and sleeping at regular hours should be established, proper habits of evacuation, of cleanliness, order in handling his own property and that of others, and recognition of property rights; habits of right posture and carriage that mean so much in after life; habits of proper pronunciation whatever be his language; and further, habits of manual skills in the use of tools, the ordinary things of home and farm or garden. It is a recognized fact that skills calling for dexterity of fingers should be formed early when muscles and joints are supple.

This entire problem of habit forming by children is most important. Later it merges

*Norsworthy and Whitley, *The Psychology of Childhood*, p. 200.

into the education of the adolescent, the pupil in high school. If correct habits of disposition, of right living in the home, in personal matters and in adjustment to social conditions have been made in childhood, adolescent changes in muscular proportions, and otherwise, that call for readjustments will be easily made, naturally learned, without the mental stress often accompanying this critical period in the life of youth.

ONE fact well established by authorities on the subject is the importance to every individual of wholesome surroundings as life habits are being formed. Rural life affords the richest possible conditions for the forming of good habits. Simple life close to nature affords the sanest conditions for strong teaching in habits of cleanliness, regularity, reliability, ability to carry responsibility, and other kindred character-building factors.

The home should set the pace for a life of rich experiences and a wholesome disposition—one which will insure happiness to the owner and to those with whom he is associated. A Christian home, supplemented by good instruction under God-fearing teachers, should make it comparatively easy for youth to have a good physique, graceful carriage, the bloom of health on the cheek and the gleam of joy in the eye, all of which are the result of obedience of the laws of health, regular habits in eating, sleeping, recreation, and manual duties.

When Madison receives students from their homes in various sections of the country, youth who in scholarship are ready for college, it often looks in vain for some of these fundamental habits that should have been formed in early years. Students should begin their college career steadied by firm habits of right doing and thinking, the result of their early teaching. Upon such a broad foundation of correct habits, they should have the privilege in college of erecting a structure of real strength and elegance. Too often the mind-set is wrong when college is entered; attitudes are against rather than for the Christian graces; they are against economy, abstinence, self-sacrifice, honesty, self-control, and self-maintenance by daily toil.

The picture here is not altogether a dark one, however. A student body reveals many noble examples of right habit-forming in youth. But if character habits are strong, then Madison's rural surroundings and its work-study program serve to still further build along right lines. If the foundation is weak, if incorrect habits are pronounced, then the rational life of Madison is especially helpful and most necessary to the correction of bad habits and the development of new ones.

Again, in the training of future workers, men and women who expect later to guide children and youth, it is most essential that young men and women have the best possible environment for character development. The Saviour's prayer shortly before He left His students to face the world without His personal presence, was, "I pray not that thou shouldst take them out of the world, but that thou shouldst keep them from the evil of the world." His life of ministry, the school in which He had been training those world missionaries, was a period of habit forming, standard setting, mind-sets, that would give the students poise in time of stress, ability to meet economic problems for themselves, their families and associates, self-sacrifice for a cause to which they had committed themselves.

The aim and ambition of Madison is to assist some young people of this age to follow in the footsteps of those early students of the great Teacher who was primarily a character builder.

—S—

The Health Program in Nashville

FOLLOWING the presentation of the health program in Nashville under the direction of Miss Elma Rood, associate in charge of Health Education, as reported last week, Miss Rood wrote Dr. Sutherland from Tennessee Valley Authority headquarters in Knoxville:

"I was so sorry not to have seen you on the brief trip I made to Madison, to tell you how much the service which was rendered by the group from Madison was appreciated by the conference. They not only carried through the presentation better than at any previous time, but

I felt that they brought out the significant points in malaria education especially well.

"Dr. Scamman of the Commonwealth Fund expressed his appreciation and said he would like to have these words extended to every member of the group. He said he felt it was one of the best pieces of work that he had ever seen. Of course, I appreciated it particularly since it illustrated one important point in my paper which was that without lay people in a public health program a health department can do very little."

—S—

Madison Foods

PRODUCTS of the Madison Food Department are receiving more than the usual amount of notice these days. Perhaps there was never a time when the problem of foods was more in the public mind than at present. There is the economic side of the question that confronts the masses. Schools are giving an education to the children along lines of diet and health with the good of the future citizens in mind. The radio puts a vast amount of information on food topics before home keepers.

All this agitation is valuable and turns attention to the products our own food factory is putting on the market. Requests come frequently for recipes. Miss Frances Dittes' new cook book, *Food for Life*, is available. There are leaflets that may be had for the asking.

A representative of a large commercial firm was eating with a representative of the Food Department the other day. Savory Loaf was served. One of the first questions was: What am I eating, and how is it prepared?

Small can Vigorost	3	tblsp. melted butter
$\frac{1}{2}$ cup chopped nuts	$\frac{1}{2}$	tsp. celery salt
1 small onion	$\frac{1}{4}$	tsp. sage
$1\frac{1}{2}$ cups celery	1	tsp. salt
$\frac{1}{2}$ cup grated carrots	$\frac{1}{2}$	cup bread crumbs
2 eggs		

Vigorost and onion are run through the grinder, then thoroughly mixed with finely chopped celery and other ingredients, molded into form, and baked in a well-greased pan in a moderate oven for 30 to 40 minutes.

A member of the American Soybean Association read that "Madison Soy-Koff will not get your nerves because it contains no stimulants. To the medical profession caffeine is known as a nerve and heart

stimulant. It is frequently found to have its victim gripped with a habit very difficult to break. In such cases Soy-Koff is especially good because of its rich, satisfying flavor." This gentleman wrote:

"We certainly appreciate the package of Soy-Koff and decided that it is every bit as good as coffee. We certainly agree with your statement that it does not get your nerves. I am giving it some publicity in our next news notes."

Education is a process of changing habits. It is in such ways that Madison with its students in college classes, with its Sanitarium guests and through its Food Department output is educating people.

—S—

In the Cause of Temperance

THE pressing need of instruction on alcohol and other health and temperance subjects comes to us from many quarters. Today's mail brought a letter from Mrs. Sawyer, director of the Department of Scientific Instruction of the Woman's Christian Temperance Union of the State of New York. She writes:

"Thanks for your letter and the extra literature. I've been getting the SURVEY ever since I made some inquiries about Mr. White's health lectures and slides. It was as a result of that that our Allied Forces here have purchased some of your slides which are having *wide* use."

She speaks also of two thousand separate publications by the United States Public Health Service, and "nothing on alcohol available." This perhaps explains the response Mr. White receives to his illustrated lectures. A recent issue of *Lake Union Herald* contained the following concerning his campaign in Milwaukee:

Julius Gilbert White, of Madison, Tennessee, lately spent some time in Milwaukee in the interest of health and temperance. He came to this beer-famous city with a few hundred slides and a good lantern, and illustrated on the screen effects of alcohol and tobacco on the human body; and showed the use and effect of proper

food for the body in sickness and health. This field of information is far broader than many of those in attendance had ever thought.

At night he lectured on nutrition, and during the mornings and afternoons he was kept busy in the public schools of the city, speaking to the students on alcohol and tobacco. Thus within six weeks he spoke to over sixteen thousand students, many of whom were of high school age, besides thousands of adults. Educators, physicians, and ministers were in attendance.

The nutrition work was all clearly illustrated on the screen, and sample meals were prepared to show how attractive a well-balanced diet may be made. Many who from the beginning of the instruction put into practice the advice given, later expressed thanks for the benefits received. Many letters and testimonials also came in, expressing great appreciation for the valuable instruction received.

Mr. White spoke to the Ministerial Association of Milwaukee, and to the W.C.T.U. leaders of the city, who planned more openings for him than he had time to fill. A farewell banquet was planned for him the night before he left the city.

—S—

A Friend of Madison's Educational System. A reader in Michigan writes: "Your little paper comes every week. Each issue contains so much that is worthwhile. How I would enjoy visiting the college, and how much more I would enjoy having my son attend your institution. Kindly send me another copy of the issue of December 4, containing the article, 'Education and Democracy.'"

—S—

College Students, Attention!

Prolonged cold weather has delayed agricultural and construction projects at Madison far beyond the time they usually open up in the spring. There is ahead of us a large program offering remunerative work for prospective college students, both men and women. Christian young people who are on the college level have opportunity at Madison to earn a large part of their expenses. Write for details. This may be the chance you are looking for. Address, Nashville Agricultural Normal Institute, Madison, Tennessee.

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An Awakening Consciousness of Self-Government

SO CHARACTERISTIC is it of school life for teachers to carry disciplinary and managerial responsibility that the majority of students scarcely know the meaning of self-government or the educational value of student self-direction. The new teaching technique demands student activity. The teacher is no longer a pourer-in-of-knowledge, no longer a classroom dictator. Students of today are not of the rain-barrel type, to be filled with knowledge with little or no effort on their part, passive receivers of what may be handed out, or poured into them.

Education is defined as change, change in neurone connections, the making of new bonds and connections in the nervous system. This is best accomplished by activity on the part of the student. Every effort is made in the classroom, in the manner of assignments and accompanying learning exercises, in the laboratory, and in the shop, to encourage thought, real active mental exertion. Often the best means of motivating mental activity is through hand work. The hand is the great servant of the mind, the distinguishing characteristic in the anatomy of man as contrasted with other members of the animal world.

As activity on the part of students is becoming the criteria for measuring the efficiency of the educational system, the strength of the teacher, the value of the curriculum, so student activity is called for in governmental features of the school.

A CALL TO LEADERSHIP

EACH normal boy or girl can hopefully expect to become a community leader, for the qualities that make for community leadership are common sense, industry, honesty, friendliness, and a disposition to think problems through carefully plus a training in the best means of acquiring information.—*Walter E. Myer in "The American Observer."*

FOR years schools in different parts of the United States have operated on a student-governing basis. The particular technique has depended largely upon the environment and the personality of the director. Forty years ago children on

the East Side, New York City, children from crowded foreign quarters, were learning to be American citizens through a school-city organization of government. The value of laws which they helped frame and then themselves executed; the sense of cleanliness and hygienic surroundings; the ability to carry responsibility as young citizens of the United States, coming citizens of the Republic, these lessons were put across by a principal and a group of democratic-minded teachers. And it worked.

So many are the dangers that beset democracy today that the Government itself, through the Office of Education and the National Education Association, is stressing the value of student government in the schools of the land. The time is

coming, if we venture a guess, when that type of school organization will be required in all public educational institutions. If young people are to be fitted for citizenship in a democracy, then they must be educated for democracy from the time they enter school until they are graduated. And the instruction can best be accomplished, not by precept alone, but by precept and practice.

MADISON is a democratic organization. So democratic is the spirit that teachers and students, to a much larger degree than is usually the case, live on a level, share responsibilities, work shoulder to shoulder. The program of work-and-study emphasizes this. It is seen in every phase of campus activity. Here it is spoken of as student-and-faculty cooperation. The General Assembly is a cooperative body; the Committee of Justice is composed of both student and faculty members; students have representatives on the Finance Committee. These are illustrations of the cooperative way in which the work of the place is executed.

Students enter Madison from all sorts of homes and from various other institutions. It is difficult sometimes to impress upon newcomers the real value of student activity. They have been stifled, as it were, in their bringing up. They do not recognize the gospel principle that every man is his brother's keeper. They dodge responsibility rather than covet it.

On the other hand, certain courses in the college emphasize the importance of initiative on the part of students. Everything possible is done in many places and under many circumstances to educate for burden-bearing. The birth of the Peptimist Club last year was a result of the movings of this spirit among students. For a number of weeks particular attention has been given to the subject by a group of forward-looking students. Committees of students are studying ways and means of improving the present system of operation. The Council, headed at present by one of the young women, is especially active in an attempt to educate the body as a whole in fundamental ideas.

The point of attack chosen by the present committee is the matter of assembly attendance. In the past a system of checks was in the hands of a committee. Now, students are making their own check-up. A small group "tried out" the plan, when it was first put in force, to see if they were really placed on their honor. When students in the wrong fall into the hands of fellow students, the positive method of enlightenment leaves no room for further misunderstanding. There was solemn promise by those who doubted, that henceforth they would be loyal supporters of the rules and the methods of operating.

ALL this is very interesting to those who are concerned with the preparation of workers for future schools and community centers. There is life and vitality in these student activities. It makes young minds think. It puts them on their toes, as we sometimes say.

High school students have a system of handling their own conduct in the Demonstration Building. One day it was discovered that a lad had defaced the handle of a drawer to one of the laboratory tables. He was called to account by the Prefect Court. As a result, his colleagues assessed him the cost of material and assigned him the task of repairing the damage in their presence in order that there might be no shirking or half-way work. The handling was more effective than it would have been by a faculty member. There is little danger that the experience will be repeated. Students ferret out difficulties, locate offenders, and mete out justice in a surprisingly straightforward and impartial way. And it is by so doing that they learn to respect law and uphold the government.

Education for leadership should be a very vital feature in all our schools.

—S—

A Medical and Dietetic Conference

THE Tennessee Dietetic Association held its annual meeting February 11-14 at Memphis in connection with the fifty-second annual session of the Mid-South Post-Graduate Medical Assembly.

These meetings were most worthwhile. The cream of medical thought and progress was expressed in papers given by eminent men of medicine from all parts of the country. The object of this association is to provide didactic post-graduate instruction to those desiring to avail themselves of the opportunity. Exhibits of the latest medical and surgical equipment and food displays were most attractive and an education in themselves.

Among the many outstanding papers rendered were the address by Dr. John A. Killian, of New York City, on "Recent Advances in Studies of the Physiological Effects of Some Common Foods"; "Buying and Bookkeeping for the Dietary Department," by Faires Whitehead, of Columbia, Mississippi; an illustrated lecture on "Anemia," by Dr. William Murphy, of the Harvard Medical School; and "Bedside Diagnosis and Treatment of the Diarrheas," by Dr. Samuel A. Levine, of Harvard.

The Conference impresses one with the rapid and far-reaching steps being taken in scientific and medical research. Members from Nashville attending this meeting were Miss Salome Winckler and Miss McDonald, head dietitians at Vanderbilt University, Dr. Jessie Brodie, of Peabody College, and Dr. Frances L. Dittes, of the Madison Sanitarium.

—S—

A Glimpse of Work in a Unit

A MOST interesting and profitable educational and medical project, known as Asheville Agricultural School and Mountain Sanitarium, is in operation at Fletcher, North Carolina. In the February issue of *Fletcher News Letter*, their mimeographed school sheet, under the title of "No Unemployment Here," appears an enlightening article by Arthur A. Jasper, featuring one of the winter activities of the school boys. Here is what he says:

This winter our wood department has been the scene of constant and strenuous activity. The boys from the farm department, as well as the regular wood crew, have been kept busy cutting and hauling wood. From one hundred to one hundred fifty cords of wood a month are required during the winter. This can be readily understood when we consider that thirty-eight stoves, five fireplaces, four small boilers, and

the large 125-horse-power boiler are used to heat the various buildings, including the sanitarium.

Each boy who works in the woods owns his axe. We furnish the boys with the best axe on the market, as we find it is quite an inspiration to a boy to have a good tool. We try to impress on them that there is a very definite educational relation between sharpening one's tool and sharpening one's intellect. The boys prefer the double bitted axes. Many are the arguments as to the respective merits of a Sager or a Kelly. Our power circular saw, cross-cut saws, mauls, and splitting wedges, the farm teams, and a truck, complete the equipment used in cutting and hauling wood.

The value of this department is not measured in money alone, though it does save us a very considerable amount of cash. It is an important educational factor. Work in the timber is of very definite value. There is strength and beauty in the forest. Many are the lessons that can be learned directly from the individuality of the trees. Then, too, it can not help but develop stamina and fortitude, for cutting wood is work. Sometimes when the weather is cold and there is snow, it takes a little encouragement for the boys, but for the most part, like the medieval knights, they are "brave, bold, and valiant." The same courage and energy that it takes to cut and split gnarled and knotty blocks of wood will enable the lad to fill a place of usefulness and responsibility, and to solve other knotty problems that he is sure to meet in life.

We are thankful for our five hundred acres of woodland. We expect, by using care and thought in cutting our timber, that we can have a permanent wood supply. After having already used thousands of cords during the years the institution has been in operation, the supply is not noticeably diminished.

—S—

News From Dr. Webber

JAPAN and other parts of the Orient do not seem so far away when one has a number of students from that country, and it comes still nearer when members of our own faculty become teachers there. Dr. Perry Webber, Mrs. Webber, and their two sons left the States in the early summer of 1935 for their new home in Showa Machi, Chiba Ken, Japan. From his letter of January 15, we cull some thoughts.

"Never a day passes that we do not talk of the happy years we spent at Madison. Of course, after an absence of eight years we find many changes here. Substantial progress has been made in our own school. Everything seems favorable for starting medical evangelistic work in Japan. I am working on a series of lectures

similar to Julius Gilbert White's 'Learn-How-To-Be-Well' series. Students are enthusiastic and anxious to cooperate in every way possible. Japan is wide open for such work. I am working on slides adapted to the Japanese people. We are beginning the health food work also."

—S—

Developing Individuality

THE concept of the "great teacher" has undergone a marked change. No longer is he regarded as the instrument through which a quantity of information or a set of preconceived ideas is to be stamped into the minds of the students. He measures his success not by how much alike the students become, but rather by how fully they develop their individualities in accord with their intellectual abilities.—F. S. Beers, in *"Journal of Higher Education,"* December, 1935.

—S—

Another Health Center for Negroes

SOME SURVEY readers are acquainted with the educational and health work of Jim Pearson in Birmingham, and near there, for he has been a nurse in that city for a good many years and was one who reported at the fall convention of Self-supporting Southern Workers. He also operates a school at Sterritt, Alabama, for training colored students. Recently one of the Birmingham daily papers contained an article concerning another of his enterprises. We are happy to read of the response his efforts are receiving and wish for those who conduct the tuberculosis camp unlimited success. We quote:

Nothing could be more interesting to the Negro people of Birmingham and Jefferson County than the effort on the part of Jim Pearson to establish a health center, or tuberculosis camp, at Vandiver, Ala.

A move of this kind must have the consent and approval of this great community. There is little or no provision available to Negro people of this county for the treatment of tuberculosis, and a camp of the kind proposed by Mr. Pearson is greatly needed.

According to Mr. Pearson, the movement is

receiving uniform approval of the people, and Dr. J. D. Dowling, health officer of Birmingham, has promised to inspect the site and is encouraging the idea.

A special conference is called for Sunday at 4:30 P. M. at Walton's Cafe on Fourth Avenue, between Sixteenth and Seventeenth Streets. Miss Marie Whittington, field secretary, is working among the various clubs and inviting them to be present.

It is reassuring to have this movement in the hands of Mr. Pearson; his life work has been along the line of health protection and health building. The question of the need of such movement cannot be too strongly emphasized. If we reduce the dangers that lie in tuberculosis found in Negro sections there must be a place where the disease can be segregated and the patients properly treated.

—S—

Are You Wanting a College Education?

YOUNG men and women are finding that a college education is more necessary today than ever before. Never in the history of this country has such a large percentage of its young citizens been attending institutions of higher learning.

With its set-up for senior college class-work, the Nashville Agricultural Normal Institute combines an industrial program that is especially attractive to many. Campus industries enable students to do remunerative work while they are completing a college course. This places education within the reach of some who have been halting because of limited financial resources.

This spring Madison has an unusual amount of work in agricultural fields, in mechanics, and in construction lines. It also offers special inducements to college students who have nurse-training in view. The doors of the institution are open to Christian men and women, earnest young folks who desire an education for active service for the Master. If you are interested, or if you have young friends who are looking for such an opportunity, write for details. Address, Nashville Agricultural Normal Institute, Madison, Tennessee.

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No. 11

Madison as Others See It

OBSERVATIONS ON STUDENT LIFE AT MADISON

SINCE coming to Madison last September as Bible instructor and pastor, I have often been asked to give my observations on student life on this campus; therefore, this brief sketch.

One of the first things that impressed me was a seriousness of mind and purpose on the part of the student body rarely found in similar groups of young people. Scarcely had I arrived on the campus till students took occasion to set before me their desire for the general spiritual advancement of the student group. I soon discovered a movement in progress among the students for the upbuilding of those activities which make for spiritual and cultural development.

This movement was more than a self-centered program. It reached out in definite activity for surrounding communities. It is manifested by groups carrying out health education programs, agricultural demonstrations, temperance work, prison welfare work, and other activities of an uplifting and educational nature.

Madison follows the principle of democracy in government. It was refreshing to find a group of students definitely and actively interested in problems of govern-

ment. Some have entered heartily into an attempt to strengthen the cooperative form of government now being carried out, in the administration of which students and teachers work side by side.

The type of young man sometimes spoken of as a "drug store cowboy" is a rare specimen on the campus. Every student carries a heavy program of work and study which necessitates close application to duty if he continues in the institution. There is no time to waste in foolishness.

There is, however, a good spirit of comradeship among students, and a lively interest is shown in recreational and social events of the school calendar.

Naturally, a program so complex as that at Madison, with its many and varied activities, presents some problems in student life. That some of these are still in process of solution is not surprising. I have been happy to find a fine group of earnest Christian youth, working together with their teachers to find the very best in education. Eternity alone will reveal the lasting good accomplished by many of these young people, for truly their influence is a source of real inspiration.

HOWARD J. WELCH

CLOSE TO MY IDEA OF WHAT EDUCATION SHOULD BE

IT WAS the family's pleasure to have as visitor during the week Dr. Jesse Jones, a director of Agricultural Missions Foundation, of New York City, of which our friend Dr. John Reisner is executive secretary. Mr. Reisner often sends people, especially missionaries home on furlough, to see Madison's method of operation.

Dr. Jones is also educational director of the Phelps-Stokes Foundation, and is a man of wide travel and experience. Speaking at the chapel hour, he said in part:

"I have traveled in many parts of the world trying to see how people are educated; trying to find an answer to the question, What is education? It may surprise you to know that I am more puzzled than ever. I find the poorest answer to my question in some of the big universities, Yale, Harvard, Columbia, and over in Oxford and Cambridge. Their answer does not satisfy me. What they are doing does not seem to be very closely related to life.

"It may surprise you, it may be difficult for you to believe me, when I tell you that here you come closer to the idea of what education really is than do many of the schools I have visited.

"The first essential to education is that it must reach everybody. The second is that it shall deal with the simplest, most necessary parts of life. It should not start at the top with things that you never see or know or care for.

"Wealth and riches there are, but the soil is God's greatest gift to humanity; not diamonds or gold, silver or radium, but the soil. Our very life comes from the soil.

"Were I to mention the essentials of education I would list health as one of the things you must develop out of school and life, whether in the classroom, the field, or the shop.

"Education should teach us to make a living, teach us how to use God's soil, how to help the neighbor to make his living, how to make ourselves a part of life.

"Education has to do with the home. The family circle is essential to every one of us. Education should teach us to do

homage to a great faith, the thing that makes us believe when we are distressed, discouraged, and not able to see the way through; the faith that makes us say, 'With God's help I am going to pull through.'

"It matters not where we get these essentials of education, whether in the field, the shop, or the classroom.

"My friends, I believe in this school, so far as I have seen it. I want to congratulate you that you are here. Make the most of your opportunities, and you will make the fine men and women that we want you to be."

IMPRESSED BY THE SPIRIT OF COOPERATION

ABOUT the time Dr. Jones was with the institution, a letter came from a physician in the Northwest who paid Madison a visit some months ago. To a member of the faculty he wrote:

"I have been thinking of the wonderful work that is going on at Madison. Of course, I had heard many things about the school, but it had never gotten across to me what really is happening there.

"I was especially impressed with the quality and fine appearance of the students and the spirit of cooperation which seemed to pervade the whole institution. I am willing to confess, that while I have visited many institutions, I have never found anything quite like it before. The atmosphere is full of something hard to define but nevertheless very real. I thoroughly enjoyed my visit and regret I could not have remained longer."

—S—

A Student's Exhortation

IN THE February issue of *The Peptimist Crier*, the campus sheet of the student body, there appeared an editorial which we believe voices the spirit of many students of the institution. This article is entitled, "More Smiles, Please." This is the way it reads:

James T. Fields once remarked that life is like a mirror, in that if you smile upon it you will get an answering smile. This may not be a perfectly accurate statement, but it certainly is true that the man who smiles gets more smiles in return than does the man who scowls.

In many of the public telephone booths in New York City, you will find a small placard bearing this inscription: "The Voice With the

Smile Wins." No one can tell how much good is done every day by that little reminder, though it isn't likely that New Yorkers need the admonition more than other folks do.

Many times upon rising from "the wrong side of the bed," you will feel as if it were impossible to go through the day with full control of "the fight instinct." Yet if a smile or an encouraging word is given to you, all will be serene again.

How much brighter our community would be if each person would resolve to spread a little more sunshine around. An encouraging word, a pat on the back, or a sunny smile, will act as an incentive toward friendly cooperation. Try these wonderful tonics on those around you, and see if the results are not well worth the little effort put forth.

We understand how important is the quality of courtesy, because we have experienced its effects. But we all know people who, though they are ever courteous, are not actually amiable—for amiability is more demonstrative, more sympathetic and spontaneous than is courtesy. A smile is the sign of amiability, and the amiable person is the one who is consistently genial, gracious, and kind-hearted—who, as we say, "makes friends readily."

We all know how much good sunshine does in the world. Without enough of it, several of the creative operations of nature would be seriously impeded, many useful and beautiful plants would become useless and ugly, and most of us would wax morose, or worse.

Amiability plays a similar role in the human world. It makes easier and pleasanter all the relations of everyday life, with friends or strangers. The human heart is attracted and benefited by it, as the leaves and flowers turn toward and are made more beautiful by the sunlight.

There is no charge for smiling, and after trying it awhile you will receive a bountiful reward. Your reward for smiling will be so great that it will surprise you. Try it and see!

—S—

Remembered by a Former Patient

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 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."

Mr. Magness spent a good many months in the Sanitarium and was deeply interested, especially in the plan for student self-help. He had promised to remember the institution, and this came as a happy reminder that we always have living in our midst people who are watching the activities of the institution with more than casual interest.

—S—

Nutritional Value of Sterilized Milk

AS A result of close association with a staff of sanitarium physicians whose instruction supplements that of dietitians and classroom teachers, Madison students have access to a larger amount of information on diet problems than many college groups. Dr. Frances Dittes is giving a series of chapel talks on health topics.

The use of milk and the importance of pasteurization is a topic receiving attention at present. In the September, 1934, issue of *American Journal of Public Health*, appeared an article by E. V. McCullum entitled, "The Nutritional Aspect of Milk Pasteurization." Following is a digest of this article, made by Miss Dittes:

The growing practice by pediatricians of boiling milk or of feeding evaporated milk to infants shows that it is certainly satisfactory. The experience of numerous investigators, covering many years of studies with animals, shows that pasteurized milk, milk powders, and evaporated milks are essentially the equivalent of raw milk in nutrition. The difference between them is not sufficient to warrant serious consideration.

The safety factor afforded by sterilizing milk as a safeguard against infections is so great that there is no question about the wisdom of this system of feeding. Since the effect of pasteurization on the food value of milk is too slight to be apparent even in specially designed experiments, and is not apparent in observations on children living under ordinary American conditions, there is no valid argument which can be brought forward in support of the marketing of raw milk for the general population. It is granted that certified milk is as safe as any ordinary foods,

but if the maximum amount of milk is to be consumed by the public the price must be made as low as is consistent with the maintenance of high quality. The only method of accomplishing this objective which has the full approval of public health officials and bacteriologists is pasteurization of the milk supply.

It seems strange indeed that, when we accept so generally the cooking of most of our foods, there should still remain in certain areas a serious objection to the necessary heat treatment of milk involved in pasteurization. The menace of bovine tuberculosis to the health of children is so great that universal pasteurization would be imperative if only for the prevention of the spread of this disease alone among children.

—S—

Campus News

A double quartette of singers from Fisk University, Nashville, entertained the family Saturday evening, February 29. This is the music you sometimes hear over the radio, given by Fisk Jubilee Singers, illustrating the spirituals which belong specifically to the Negro. The entertainment was sponsored by the Peptimists, who took this means of recuperating their finances and at the same time giving the family a musical treat.

—S—

The last of February, Dr. C. E. Nelson, Mrs. Nelson, and their family, from Stanborough Park Sanitarium, Watford, England, visited Madison. Dr. Nelson, a graduate of the College of Medical Evangelists, has spent several years in England and is now connecting with a sanitarium on the Pacific Coast. He states that he has long been deeply interested in the work at Madison.

—S—

President S. W. McClelland of Lincoln Memorial University, Harrogate, Tennessee, found time at a recent visit with his wife, who is a Sanitarium guest, to look

over the college and its activities. He expresses special interest in the activities that enable students to gain a college education with a minimum of cash. He is interested also in the soy bean milk and other food products manufactured here.

—S—

After returning to his home following a stay at the Madison Rural Sanitarium, a well-known business man writes his physician: "I have often thought that patients show lack of gratitude for the wonderful attention that physicians give them. I am writing to express my deep gratitude for your kind and expert attention, and to let you know I am trying to follow your advice."

—S—

Other esteemed visitors of the week-end were Dr. T. J. Evans, Mrs. Evans, and their son, of Crestone Heights Sanitarium, Colorado Springs, Colorado. A trip South is giving them a little release from arduous duties, a chance to visit a daughter, Mrs. Faith Evans-Mohling, and her husband, and to look briefly into the doings of Madison, an institution in which Dr. Evans says he has long been interested. Dr. Evans spoke at the Sabbath morning service hour.

—S—

Another Word to College Students

FROM the corners of the country come statements from young people desiring an education in an institution of higher learning. Often, however, the cost of a college education staggers them. Madison, with its remunerative industries operated with student labor, offers a solution.

Young men and women desiring a Christian training for definite missionary activities are invited to write for details. May we send you a college catalog? Address your request to Nashville Agricultural Normal Institute, Madison, Tennessee.

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The High Calling of a Teacher

AT CHAPEL hour once each month the student body divides for department meetings. The separation is on the basis of the course for which a student has registered. Agricultural majors, pre-medical students, dietitians, nurses, teachers, and medical evangelists each have a study on problems especially concerned with their field of activity.

Prospective teachers form a promising group of forty or more. At their February meeting the lesson was given by Professor Welch, who introduced his instruction with the statement that it is an inspiration to face a group of young people who are convinced that they have a definite calling to service.

Teaching is one of the gifts of God to the church. The Apostle Paul wrote the Ephesian brethren concerning the assignment of talents: "He gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; for the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ." "I, therefore, the prisoner of the Lord, beseech you that ye walk worthy of the vocation wherewith ye are called."

THE individual who receives the gift of teaching and who goes forth to develop his ability, using it for the glory

of the Master, is to be respected as fully as is a minister.

It is the business of the church to save souls. The purpose of every gift within the church is to win men for the gospel.

In your work you are not to teach text-books; you are to teach children and youth, planting in their hearts the ideals of the Master, seeking to lead them to give themselves to His service.

Look at your work from the standpoint of eternal values. If from eternity we could look

back upon the work assigned to our hands, what would be the things of greatest concern? The minister may stir men to serve Christ. The teacher's problem is a little different. Teachers stand next to parents. In the schoolroom they face children who must be taught to walk—walk in the footsteps of the Master. What the teacher wishes the children to do, that she must first do herself. She is the hero of the children. Her example counts more than anything else. The church looks to the teacher as having knowledge and ability to guide, as the one who can do more than any one else for the young folks.

SOMETIMES we lose sight of the personal responsibility and think that the institution will save our children and youth. Teachers need to remember the value of the personal touch. Elisha was

THE TEACHER'S MISSION

HE WHO cooperates with the divine purpose in imparting to youth a knowledge of God, moulding the character into harmony with His, does a high and noble work. He presents an education that cannot be completed in this life; an education that secures to the successful student a passport from the preparatory school of earth to the higher grade, the school above.—*Education.*

called by a sorrowing mother whose young son had passed away. You remember that the prophet stretched himself upon the body of the child, giving his own breath, his body heat, to the lifeless child. It is by personal contact with youth that the teacher has weight in moulding his ideas, setting for him standards of right doing, establishing ideals and attitudes that will carry him safely past temptations that assail on every side.

The teacher's greeting means much to a student. It should be hearty, sympathetic, the reflection of a personal, intimate knowledge of the young man or woman. The teacher should be in a position to talk with students of their spiritual life as freely as they speak on other subjects. Upon teachers is laid a tremendous responsibility, a burden that cannot be lightly considered.

YOU have heard of the little girl who, playing in the garret, found her mother's church letter. She came running down stairs, saying, "Mama, Mama, I have found your religion upstairs in the old trunk."

The teacher's religion cannot be of that type. It is the every-day experience, the result of daily communion, confidential association, with the Master. It is worse than useless to attempt teaching without love in the heart. There must be not only love for the outwardly attractive, lovable child, but equal love for the recreant one. It is the wayward one that needs you most, should draw most heavily on your heart strings.

I received a letter recently from a young man who was one of my "boys" when I was preceptor. He gave me no little anxiety. I remember he was nearly sent home. But in this letter he calls me "Dad," and tells me how well he remembers my efforts to persuade him to do right and the prayers offered for him. And that letter did me more good than anything that has come for a long time. It was worth all the time I had spent on him.

The most important thing a teacher can do is to win the boys and girls to Christ. But no teacher can do that unless he himself knows Christ. I sometimes express this

in a parody of Paul's familiar I Corinthians 13:

Though I have all eloquence and command all respect from my pupils, and have not Christ, it shall only result in failure.

And though I teach all science and mathematics, and expound the beauties of languages and art, and lead my students in the fields of history, and teach not Christ, it profiteth them nothing.

For Christ is the culture of true science, the one certainty in mathematics, the alpha and omega of language, the One altogether lovely in art, and the guiding hand in the nations of history.

And now abideth the teacher, the pupil, and the system, these three; but the greatest of all is Christ.

—s—

Another Member of the Family Passes Away

SORROW came into the Madison group. The Angel of Death visited a home on the campus, taking from us one who for the past eighteen years has been intimately associated with the institution.

Mrs. Ethel B. McDonald-Tolman was born in Salem, Massachusetts, December 28, 1878, and passed away on the morning of Sunday, March 1, 1936. With her brothers and sisters, seven in number, she was educated in the schools of Everett, Massachusetts. When a child she became a member of the First Congregational church in Boston. In her young womanhood she was soloist in that congregation. It was there she became acquainted with Wilfred R. Tolman, then a deacon in the church. They were married the twenty-third of December, 1902.

For several years they lived in Boston. It was there their only daughter, Dorothy, was born. In 1907, Elizabeth, New Jersey, became the family home. There Brother and Sister Tolman became Seventh-day Adventists. This made a change in their outlook on life. Together they decided to devote the remainder of their lives to some phase of the Master's work.

Madison was in its infancy when Mr. and Mrs. Tolman and their little daughter came South as members of the school family,

eager, anxious to become better fitted for greater service. Those were pioneer days at Madison. There was little in the way of temporal comforts to induce men and women to come here, but at the end of a year these young people moved to the top of Sand Mountain in the northern part of Alabama, then one of the neediest portions of the Southland.

For a number of years, a Chattanooga physician, Dr. O. M. Hayward, had made the trip to the mountains day after day, often following long hours of service, to minister to the needs of the sick and afflicted in their highland homes, for without his coming they were twenty miles from medical assistance.

Brother and Sister Tolman joined a little group of workers on the mountain, lived with the people and for them; lived for them as many of us have never learned to live for others. Isolated, alone, meeting life without what most would consider the barest necessities of life, giving, giving to the necessities of others till they were bled white, they there learned a trust in God that knew no wavering.

One of the outstanding characteristics of Sister Tolman was her unvarying good nature, her keen sense of humor, that turned the direst distress, the near tragedy as it came to her again and again, into something endurable, something really worthwhile. It can not be described, but those who have known her intimately realize how often this keen sense of humor came to the rescue and saved the day.

Twelve years on the mountains was a period of seasoning such as few endure. At the end of that time the family returned to Madison, to become members of the school family, part and parcel of the little group which has labored shoulder to shoulder here for years. It is now eighteen years since they returned. Their son Wilfred was born here and has grown to young manhood in our midst—one of our own.

Sister Tolman's life here has been filled with her never-failing generosity. Never a homesick student came to her attention that did not receive some mother-care, some food or other token to remind him of his own home. To the poor, the desolate,

the afflicted, the sick and burdened at the sanitarium, often when no one knew of her ministry, she in some unobtrusive way gave her message of good will and friendship.

Of late years she had been devoted to the children of the campus, her efforts centering on the kindergarten department of the Sabbath school. To that she gave her thought, her love, her money, equipping it little by little for the sake of the tots.

One looks for the things she once cherished, the clothing, the table linen, the dishes and silver, but they are not to be found. They all fitted into the scheme of missionary work which was her life. If a house burned on the mountain and a family was left desolate, to Sister Tolman they came for comfort and material blessings as well. From her own body she would take the clothing to help some one worse off than herself. She said nothing about it, but at the coming of the Master we believe that the King shall say to her, "Come, ye blessed of my Father, inherit the kingdom prepared for you. For I was an hungered, and ye gave me meat; I was thirsty, and ye gave me drink; I was a stranger, and ye took me in; naked, and ye clothed me."

She will probably say, "Lord, when saw I thee an hungered, and fed thee? or thirsty, and gave thee drink? When saw I thee a stranger, and took thee in? or naked, and clothed thee?"

And then the King shall answer and say, "Verily I say unto you, Inasmuch as ye have done it unto one of the least of these, my brethren, ye have done it unto me."

"Pure religion and undefiled before God and the Father is this, to visit the fatherless and widows in their affliction, and to keep himself unspotted from the world."

Our sister rests from a life full of service. Some may ask, Why did she choose this way? It was because she saw the Saviour beckoning, heard His voice saying, "Follow Me!"

She rests and her works do follow her. Blessed are they that die thus in the Lord. When the day of resurrection comes, like Lazarus whom the Master loved, she will hear His voice and come forth to life eternal.

Our sorrow is tempered by the thought that this friend of man laid down her burdens without a murmur. Her last thoughts seemed to be for others. Those who have known her will carry through the rest of their lives the happy remembrance of her friendship.

Services were conducted by Dr. Sutherland and burial was in Spring Hill Cemetery between Madison and Nashville.

—S—

Health, Alcohol, and Tobacco Lectures

SHORT COURSE

FOR three weeks during the regular summer quarter, Madison offers a short course of particular interest to those who wish to do health education work for the public either associated with gospel work or otherwise.

The series of "Learn-How-To-Be-Well" lectures of which Julius Gilbert White is the author, with other related instruction, will be given by him personally, August 18 to September 8, as one of the short courses offered this summer.

Because of the great interest which has developed over the country in alcohol education, especially among educators, opening doors on all sides for this work, this feature of health education will be especially stressed. One alcohol lecture adapted to grades four to seven will be demonstrated, and another for the high schools, and still another for churches. The technique of doing this work, methods of getting openings, and all kinds of procedure, well be discussed.

Inasmuch as there is a strong desire on the part of educators for help in the schools with the problem of tobacco, special attention will be given to this work also.

The relation of these health questions to religious life will be carefully studied. Health education, given from the scientific and religious standpoints, is Medical

Evangelism. This appeals to the best classes of people in every community.

This course will be of special value to workers who are already in teaching or public work and who wish to add to their qualifications for service to humanity, and who wish to secure ready entrance with the gospel of health to people of education and culture.

Never were the needs for this work so great, and never was the world so ready for it as now. This line of endeavor should be taken up by hundreds of men and women who are already at work. When this is added to other lines it greatly strengthens the whole.

No tuition is charged for this course, but students should be prepared to purchase valuable text material.

Those attending the course will be given student rates for room, board, and laundry, the expense ranging from \$16.00 to \$20.00 per month. This is to be paid in cash. Room reservations must be made in advance. Further information will be given by letter in response to inquiries.

It is not too early for those who wish to secure this training to lay plans to spend these three weeks in Madison.

—S—

Assisting College Students

THERE may be among your acquaintances young men and women, college students whose education for some reason has been arrested, or high school graduates who desire to continue their education on a higher level. Pass on to them the opportunities Madison holds out to Christian young people who desire to train for service. Give us their names and addresses, or advise them to write direct for information. Special privileges are theirs this spring, especially if they wish to be earning expenses while in college. For details address, Nashville Agricultural Normal Institute, Madison, Tennessee.

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Evidences of Growth at Madison

EXCERPTS FROM THE PRESIDENT'S REPORT

THE annual meeting of the Constituents and Board of Directors of the Rural Educational Association was held on the 25th of February. The Association is the legal corporation that operates the Nashville Agricultural Normal Institute in all its parts—college, sanitarium, food department, agricultural activities, and other industries of the campus. Approximately seventy-five constituents attended the meeting, including members of the college faculty and members of the board coming from a distance.

As is his custom, Dr. Sutherland, president of the Association, gave a survey of the year's activities, from which are selected a few paragraphs.

NINETEEN-THIRTY-FIVE was an epoch-making year in world history. In our institutional work it has been a year of intense activity. We are in the period described as one of rapid movements, for intensity is taking hold of everything.

The controlling group of men and women who constitute the faculty and commissioned workers of the institution have been closely associated, many of them, for a long period of time. They have watched the steady growth and expansion of the work, the gradual development and unfolding of an educational principle, until it is a recognized factor not only in the denomination but in the world field of education. This is not a private judgment, but the testimony of men who are closely associated with national affairs and deeply concerned with world interests.

As we watch developments, powerless to curtail them if we so desired, we find ourselves profoundly thankful for the privilege of having a part in a work we look upon as sacred, one committed to our keeping as verily as was that of Joseph, Moses, or Elijah.

We like to think that men and women who elect to work here are called of God to their tasks as truly as was Paul or Luther, or others whose mission no one questions. This does not by any means eliminate the element of human weakness. We sometimes think of ourselves as a band similar to the six hundred with headquarters in the cave of Adullam, who lived together and fought side by side for a common cause that was as dear to them as life: they sometimes disagreed over policies or methods of procedure, sometimes rebuked one another; yet through it all they loved each other and upheld each other's hands in the building of a structure far-reaching in its influence and magnitude.

PERSONAL MENTION

DURING the year death has removed from our midst three of our running mates. Professor Charles Alden, one of the original teachers, but for years only indirectly connected with Madison, was scheduled to teach in last summer's session, but passed away early in July. Miss Florence Dittes, for twenty years a faithful and untiring worker, was laid to rest the

last of August. Mrs. Josephine Gotzian, who with her sympathy and means helped the institution for many years, in her ripe old age passed away at the Sanitarium the last of September.

During the year Dr. and Mrs. P. A. Webber, members of the faculty for about seven years, returned to Japan to resume school work there. Dr. Philip Chen, present head of the college Department of Chemistry, has arranged to stay permanently in this country as a teacher. Upon Miss Frances Dittes, who heads the Department of Nutrition and Household Economics, was conferred the doctor's degree last summer. Three young physicians, Drs. Joe Sutherland, Murlin Nester, and Cyrus Kendall, have been added to the medical staff of the Sanitarium. They will become resident members the first of July. Dr. A. W. James will head the college Department of Modern Language this coming season.

Several members of the faculty are attending institutions of higher learning in preparation for their special fields of teaching.

THE STUDENT BODY

THE students number approximately 325. This includes college and high school grades. Following the summer of 1935, we graduated a college class of twelve members, the third class graduated as a senior college. This class consisted of a number of men and women of experience who have already done outstanding work in the educational fields, outstanding as compared with the usual baccalaureate graduate. There is a prospective class of fifteen for graduation this summer.

For a good many years an A-grade high school has been operated on the campus. As college work has advanced, it has been decided to discontinue the high school. Following the close of the present scholastic year, only college students will be accepted.

DEPARTMENTAL PROBLEMS

AN EDUCATIONAL problem as complex as ours, with its classroom activities, its curriculum problems, and its manual labor departments that must be

made remunerative to the degree that students can largely earn their education, calls for much more in the way of qualification of workers than merely finding degreed men to head scholastic departments. We are striving now in a special sense to increase the efficiency of the earning departments of the institution; to strengthen the teaching phase of this manual work; to standardize work on a basis somewhat similar to the standardization of school-room activities. It is a problem in which it is difficult to find qualified leadership.

The leading construction problem at present is the completion of the Library Building. This is going forward with student labor under the direction of Mr. Gorich. It is a building of cement blocks faced with native stone to match Science Hall and Demonstration Building. The funds for this have come as the result of solicitation from friends, students, and teachers. Approximately fifteen thousand dollars is needed to complete and finish the building. To secure this amount is a present problem.

As soon as the books are transferred to their new quarters, Assembly Hall, a portion of which has been used as a library and reading room, must be remodeled to accommodate a growing company of students. There are other building projects, such as enlarged steam laundry facilities, a long-overdue new bathroom for the men, a store and commissary, and enlarged quarters and better equipment for canning and for the production of soy milk—an industry which is assuming larger proportions than heretofore.

During the year the Printing Department has received added equipment to the amount of \$5,000. This enables the institution to do its own label and carton work for the Food Department as well as to put out some books.

The quality of Food Factory foods has been improved and standardized, and under the leadership of E. M. Bisalski these products are going onto new markets and meeting with much favor. The force of workers has been strengthened.

THE Sanitarium is still the largest single source of income to the institution. Its resources are used exclusively for

the advancement of the college and to make it possible for worthy young people to receive training for Christian service. The hospital feature of the Medical Department has grown very materially during the past twelve months. Several physicians from Old Hickory, the city across the Cumberland River, are members of the Sanitarium medical staff and bring their patients here, especially for surgery.

The financial condition of the surrounding community has made necessary over twelve thousand dollars' worth of free medical service. This is one of the avenues through which we have the privilege of contributing to the welfare of the community. The Sanitarium has cooperated with the State Department of Health, especially in ministering to the needs of school children, and has the hearty support of these physicians.

We are looking forward with real anticipation to the installation of a more efficient public address system in the Sanitarium. The system installed six years ago is out of date, and the new will cost approximately one thousand dollars. But it is well worth the cost, as it brings a strong educational feature of the institution to those whose illness confines them to their rooms, as well as adding a great deal of pleasure to the shut-ins.

RELATED ACTIVITIES

WE CAN merely mention the recent transfer to the General Conference of Riverside Sanitarium for colored patients, by Mrs. Druillard, pioneer member of the Madison group. This is a happy climax of her long and arduous work in a most needy field. She has returned to Madison and will live again on the campus.

The Layman Foundation, of which Mrs. Lida Scott is secretary, has been very active during the past year, supplementing the work of the Nashville Agricultural Normal Institute in many ways, assisting developments on the campus, and greatly strengthening the activities in a number of affiliated units. The Cafeteria and Treatment Rooms in Nashville, once operated by the college, have continued to operate as the result of the generous interest of Mrs.

Scott and the financial backing of The Layman Foundation.

For continued health of the large majority of the workers, for courage and cooperation on the part of all, and for material blessings too numerous to mention, as a faculty we are devoutly thankful.

—S—

The Nurse

She is a nurse.
God gave to her the call—
The love of lowered lights,
And quiet footsteps in the hall;

The soft and loving word
When duty's done and work complete.
She smiles when passing through the ward
On tired and aching feet.

She is a nurse;
And though she does her best,
Dear God, Thou, Healer of us all,
Must do the rest.

—Pearl Peden.

—S—

Freshman Nurses Receive Their Caps

THE evening of March 14, Capping Exercises for freshman nurses were held in Demonstration Building auditorium. Two junior nurses, acting as ushers, marched in ahead of the senior nurses who each carried a lighted candle. Twenty-six freshman nurses were ushered in, each carrying an unlighted candle. The Nurse's Prayer was repeated.

Dr. Sutherland, as medical superintendent of the Sanitarium, spoke words of encouragement and inspiration to the new class, stressing the responsibility they assume when they enter the profession.

Mrs. Wille, superintendent of nurses, referred to the cap as "a symbol of strong womanhood and tender service. It bespeaks wise sympathy without sentimentality; broad understanding without cynicism; charity without weakness. It should represent an educated mind, a trained hand, a heart sensitive to all the emotions of life. It should be worn by those only who have earned that right. Its

acceptance is your pledge to be true to the trust, true to the great Watcher who sees all you do and is ready to help in every time of need."

Ideals and Standards. Jesus came to this earth as the unwearied servant of man's necessities. He is the great Physician who never lost a case. Madison Sanitarium and Hospital School of Nursing was established to train men and women in the art and science of caring for the sick, to develop leaders in missionary service. The aims and purposes of the young men and women who enter this profession should lead them to adopt the highest ideals of the medical missionary.

Theirs should be a sound mind in a healthy body, for by example as well as by precept this is theirs to teach. They should be teachers of right living that men may avoid illness, as well as servers of those who need to be restored to health.

Christ's mission on earth was to heal the broken-hearted, to undo heavy burdens, to break every yoke, and to let the oppressed go free. He invites us to be co-workers with Him in this life of service.

Members of the senior class pinned caps on those whose probation was closing, and lighted their candles. The Florence Nightingale Pledge was repeated, and Dr. Droll asked the blessing of the Lord on the class.

—S—

Items of Interest

Recently it was Madison's pleasure to have as visitors Professor and Mrs. Ray Morse, of Deland, Florida. It was their first direct contact with this college, although they have for years been friends of a number of faculty members. They were members of Emmanuel Missionary College faculty in days preceding the founding of Madison. Professor Morse addressed the family at chapel hour Monday evening, and complimented the institution on its responsive group of students.

While here Professor and Mrs. Morse were joined by their daughter, Miss Edith Morse, a registered nurse who took her training in Battle Creek Sanitarium and is now office attendant for Dr. E. W. Titus, of Washington, D. C.

—S—

After returning to his home in New Orleans, J. L. Neil wrote in appreciation of his visit at Madison and with the Lawrenceburg Sanitarium group, with B. N. Mulford of Fountain Head School, and with J. T. Wheeler of Pewee Valley Sanitarium near Louisville, Kentucky, all representative groups of educational and medical centers. He says, "We certainly are one with you in the policies and purposes to which you have devoted your lives. We are hoping to develop medical missionary ministry and evangelism in our home field."

—S—

Of Special Interest to College Students

BECAUSE of an unusually heavy building program this spring and summer, varied agricultural activities, heavy sanitarium patronage, and other industrial needs, the Nashville Agricultural Normal Institute needs twenty-five young men and women as full-time workers from now until the fall quarter.

These must be senior college timber, Christians with objectives in harmony with those of the institution, and able to furnish satisfactory recommendations as to work ability.

Special financial consideration will be granted those whose applications are accepted during the next six weeks, March 25 to May 6.

Send at once for details and blanks for application. Pass the word on to your young friends who are prospective college students. It pays to investigate.

Address Nashville Agricultural Normal Institute, Madison, Tennessee.

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The Madison Survey

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Mountain Sanitarium and Hospital

ONE of the enterprising rural centers of the South, operating on a plan similar to that of Madison, is Asheville Agricultural School with its medical department known as Mountain Sanitarium and Hospital, located near Fletcher, North Carolina. Members of the Madison family who are on the board of the sanitarium attended the annual meeting held the twelfth of March. Following is a digest of the report of the sanitarium as rendered by the medical superintendent, Dr. John F. Brownsberger.

WE ARE glad to report a good year in the history of the Mountain Sanitarium and Hospital. It is gratifying to see the growth each department has made from year to year. It is because of God's blessing that the work has so developed. The

sanitarium is located in the country off the main highway, and the roads certainly are not the best; yet the daily average of patients exceeds that of some larger hospitals located in cities north and south of us. It cannot be the buildings that attract them, for they are most humble; it cannot be the equipment or furnishings, for they, too, are very simple.

We feel that the Lord has blessed because, in the establishment and operation of the institution, an effort has been made to follow the heavenly blue print which specifies that small sanitariums should be located in the country; that buildings should be simple; that they should be located on large tracts of land where is raised a large per cent of the food used; that

THE WAY TO WIN

- It takes a little courage, and a little self-control,
- Some grim determination, if you want to reach the goal.
- It takes a deal of striving, with a firm and stern set chin.
- No matter what the battle, if you are really out to win.

—Lou Palmer.

a school should be operated in connection with the institution; and that we trust in divine power for success in our work.

THE Mountain Sanitarium and Hospital has a bed capacity of thirty-seven, of which twenty-seven are private rooms. The

institution is equipped to do surgery and to care for obstetrical patients; it has a good X-ray machine, and a laboratory in which over three thousand tests were made during the past year; and there is a fairly well-equipped physiotherapy department for both men and women.

Two years ago the institution was fully accredited by the American College of Surgeons. The hospital has an arrangement whereby Duke University Hospital, at Durham, cares for all pathological specimens from the surgery.

Doctor Bliss and I spend practically all of our time at the sanitarium; Miss Patterson, a graduate nurse from Hinsdale, is superintendent of the sanitarium and of

nurses; C. G. Marquis is a full-time technician in the X-ray and laboratory departments. Through the generosity of the Carolina Conference, Elder E. L. Sheldon acts as chaplain, spending part of his time in spiritual work with the patients. Miss Knowles, a graduate of the School of Dietetics, College of Medical Evangelists, is dietitian. Miss Horning, a Battle Creek graduate, is day supervisor; Mrs. Lowder, who took two years training here and graduated from Madison, has charge of the physiotherapy department; Mrs. Witt, our first graduate to take North Carolina State Board, is nurse supervisor in the out-patient department; Mrs. Nestell, who took some training in our School of Nursing and graduated from Madison, is operating-room supervisor. Miss Steiner, of Orlando, is special duty nurse, and Miss Watson is assisting wherever needed. Two other graduate nurses, Mrs. Clara Sheldon and Mrs. Brownsberger, are devoting their time primarily to educational work in the School of Nursing. Mrs. Bliss and Miss Jenkins carry the work of record librarian for the sanitarium and medical secretaries. Mrs. Gilman, kitchen matron, is largely responsible for the good food served the patients. There are fourteen student nurses.

EVERY member of the family contributes directly or indirectly to the success of the sanitarium. Our enterprising business manager, A. A. Jasperson, devotes a large share of his time. The institutional buyer, James Lewis, buys for the sanitarium; the institution accounting department, headed by Mrs. Lewis, collects from patients; the farm, garden, dairy, and bakery furnish their products for use in the sanitarium; the laundry handles the clothes for all; high school students clean patients' rooms, help with the cooking, carry trays, act as call boys, as firemen, as orderlies, and cut wood and haul coal for sanitarium boilers; the shop keeps the sanitarium in repair; the print shop does the printing; high school teachers contribute by furnishing music and entertainment for patients; and the school cafeteria feeds sanitarium workers. Thus is the medical work interwoven with the very fiber of the institution's life.

DURING 1935 we admitted nearly 600 patients, of whom 67 per cent were from this immediate vicinity, or Henderson and Buncombe counties; 80 per cent of the patients were from our own state. Patients came from nineteen states, and one from Canada. Total patient days for the year was 9021, a gain of 900 over the year 1934. Average number of patients per day was 25; average length of stay, 15½ days. Number of surgical cases was 217, with 51 major and 168 minor operations. Obstetrical cases in the hospital were 42, and 52 in the homes of our neighbors. During August, 1935, 73 patients were admitted, the largest number of patient admissions in one month in our history.

The out-patient department showed a gain of 300 patient visits over the previous year, a total of 2404. We have organized a medical department. All professional fees of physicians for examination and care of both in-patients and out-patients are credited to this account.

A new sanitarium cottage was erected during the year, providing seven additional private rooms for patients. The physiotherapy departments were both remodeled.

DURING the year, Mrs. Sheldon, wife of the pastor, conducted two very successful home hygiene classes for the women of the neighborhood. The course consisted of twenty two-hour lessons. Twenty-three women completed the first course which was held here at the institution and received the home preservation certificates issued by the General Conference. A very interesting closing program was held in our own chapel last May before a house packed with neighbors and friends.

The second course was given at the high school in Fletcher. Twenty-five women completed this course, and appropriate closing exercises were held in the Fletcher high school auditorium. Mrs. Sheldon was assisted by senior nurses. During the Carolina campmeeting, held near Hendersonville last year, a class of twenty-three women presented a health program. The influence of these home hygiene classes is far-reaching. They have been of inestimable value to the community.

Last May hundreds of friends and neighbors visited the institution on National Hospital Day, visiting the various departments and seeing a demonstration of our treatments.

THE workers have made it a practice to participate in state hospital meetings. This year we had the honor of bringing home a silver cup from the tri-state hospital meeting held in Greensboro, awarded for the largest representation in proportion to the size of the institution and distance from the meeting. Such contacts make friends.

In the past two years five hundred copies of *Life and Health* magazine have been sent to former patients of the institution.

We are grateful for opportunities to serve the Lord. A prominent physician, who was a patient in the institution, wrote, "I hope you will offer up a little prayer for me. I have not lived right, I fear I follow the Christ afar off. I reason that I am too busy to study His word. I do not use the means of grace as I should. Many times I feel like having a good spiritual talk with you. Even though I was miserable while I was at the sanitarium, yet I got a blessing because it is like a house built on the rock."

—S—

A Name Has Been Found

SO FAR the new Library Building has been like the recently arrived baby, without a distinguishing name. It represents the interest of friends near and far, students and faculty. All have contributed to the construction fund. Material has been donated by firms in Nashville.

Day by day the walls of concrete blocks faced with native limestone rock have risen. Always there was enough to meet the incoming bills, but often there were questions as to the source of funds to complete the structure.

Mother D (Mrs. N. H. Druillard), pioneer in the work of the institution, and one who in the beginning furnished the money to secure the property, came to the rescue with a gift of \$5,000. This gives new courage. The work speeds up. And in appreciation of this, the largest gift received on this project, the faculty voted to give her name to the new building. It is

christened the N. H. Druillard Library.

As long as she has lived on the campus and as much as she has contributed in time, money, and life force to the upbuilding of the Madison work, this is the first time the name of Mrs. Druillard has been attached to any public building. It is given now in appreciation, not only of this particular gift, but of her larger and broader service covering thirty years.

—S—

Cooperation Brings Results

FREQUENT mention has been made of the new Library Building, now to be known as the N. H. Druillard Library. Sometimes there has been dearth of means with which to meet bills for material. During weeks of unprecedented cold and snow this winter, building operations ceased. But one of the difficulties that really caused concern was lack of efficient construction help.

The program of students is a full one at all seasons. With the opening of spring, agricultural activities made extra demands. The Sanitarium has had heavy patronage, a most desirable condition, but a labor-consuming situation, nevertheless. So there was perplexity to meet all the needs of the campus.

There is a classic story in the Bible of a building project that lagged. Money for the temple in Jerusalem was donated in abundance, and still the building was not erected and the walls about the city were broken. The time came, however, when new impetus was put into the work. Nehemiah organized a campaign, he gathered his scattered forces, and, the record says, "all the wall was joined together, for the people had a mind to build."

MUCH can be accomplished in a short time when "the people have a mind to build." That is being demonstrated on the campus at this very hour. By vote of the group it was decided to cut a bit from the ending quarter, to pinch a few days from the incoming quarter, and to have an old fashioned bee to put the roof on.

What if the weather man did predict rain? His predictions do not always come true. Sometimes it rains in the night and the days are bright and sunshiny.

It was decided to set our hands to the job and see what could be done.

It was agreed that Mr. Gorich should have his pick of the men, that he should have all the men he could profitably use, and that all others would substitute for those called on the buildings, or work in other lines that supplement the library project. It was a wonderfully interesting and inspiring meeting the young men held when it was decided to make the "drive." In the words of Isaiah, "they helped every one his neighbor; and every one said to his brother, Be of good courage."

Young women were not without their part in the activity. Many positions that young men had been filling, young women volunteered to fill during the campaign. The movement involved the entire school. It led to the accomplishment of a decided amount of work, not only on the library itself but elsewhere about the campus.

Best of all is the spirit of loyalty and cooperation engendered. It means everything to a group of workers to have a single aim, to put forth united effort to accomplish a definite job. Donations of money have come at the psychological moment; then added to that is the student army of workers who lend spirit and zest to the project.

IT IS a large undertaking for a small school to erect with its own force a building of this size. This particular drive will not complete it, but it gives courage. It puts a spirit into the family that lasts beyond this single effort. It is the Madison spirit *per se*. It reminds one of former days when often the work pulled hard, workers were few, and it was only by combined effort that the load was lifted.

In those early days men often came in to assist, offering their skill and their time for a limited period to show their good will. It has occurred to us that today there may be friends who, if they but knew that their help is needed, could spend a few

weeks, or a few months, at Madison to complete a heavy building program.

Are there men of this class? We will be pleased to hear from you. Tell us what you can do and give us a chance to bargain with you.

Madison is calling also for twenty-five young men of college caliber who are willing to work a few months before entering upon their study program. There is unusual opportunity for construction workers, for men with agricultural interests, and for young people who desire to train in some one of the professional lines offered.

Something special is ahead for the next six weeks. You are invited to investigate, addressing, Nashville Agricultural Normal Institute, Madison, Tennessee.

—S—

Items of News

The tenth of the month Dr. Leo M. Favrot, representing the General Education Board, visited Madison. He was accompanied by Dr. W. E. Turner, of the State Department of Education, and Dr. S. L. Smith, who represents the Rosenwald Fund in this section of the South. Both Drs. Turner and Smith have known Madison for years, Dr. Smith's acquaintance dating back to the days of food conservation in World War days when Madison was doing its initial experiments with the soybean. It was pleasing to have Dr. Favrot say that the General Education Board is interested in unique educational projects such as Madison is conducting.

—S—

An organ recital on the new Hammond electric organ installed for approval in the Hobson Methodist Church, Nashville, was given by Professor James G. Rimmer, Sunday evening, February 23. One of the selections especially appreciated by the congregation was the "Largo," from the New World Symphony by Dvorak, which demonstrated beautifully the blending of tone colors.

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High School at Fletcher

THE institution known as Asheville Agricultural School, of which Mountain Sanitarium is the medical department, is located at Fletcher, North Carolina. Last week the SURVEY gave the annual report of Dr. John Brownsberger, medical director of the sanitarium, as made to their board of directors. It is not often that we are favored with such interesting detailed reports of the work of a Unit as that of Dr. Brownsberger and that of Mrs. Jasperson, principal of the Fletcher High School, a digest of which follows:

THE past year has been a good one, full of interest and inspiration, and marked by definite progress in a number of ways. As proof of a healthy condition I shall sight our growth, which has been gradual but constant. We started as a church school in 1920. The high school grades have been added one at a time over this period of fifteen years. Last year we gave

twelfth-grade work for the first time, and graduated our first class.

In numbers, too, there has been growth. The enrolment has not varied greatly in the elementary grade, but the high school enrolment has practically doubled in the past two years. This year the number in the high school has reached eighty-two, which, with the thirty in the first eight grades, brings the entire enrolment up to one hundred and twelve.

It could have been much larger had we accepted even a part of the many students turned away. It is not our purpose to

A GREAT EDUCATOR

OF HORACE MANN it has been said that he was able to impress upon the institution which he headed a remarkable intellectual and spiritual vitality. He insisted upon complete educational equality for the sexes; emphasized the importance of student health; steadily opposed any kind of emulation as a spur to study; introduced the elective system of study; fired his students with a passion for doing good. "Be ashamed to die," he said, "until you have won some victory for humanity."
—Adapted from "Antioch News."

accept students who pay their way, but those who must earn all or most of their expenses in the institution. Acting upon this principle, we have accepted only the number who can be employed in the industrial departments of the place. This means that the school grows only as the entire plant grows.

AGAIN, we have held quite rigidly to our plans to give

preference to young people of our own section. Each year we have applications from distant states, but our Southern young people have first consideration. And so, our students represent most largely Tennessee and the two Carolinas, most of the others coming from remaining Southern states. We are often told by patients and other visitors from the outside world that we have a fine group of young people. We believe it.

Seven full-time teachers are employed. Mrs. Edna Gray, our veteran teacher, whose children learn whether they will or not,

teaches seventh and eighth grades. Miss Helen Campbell, who is with us this year for the first time, is in charge of the first six grades.

In the high school we have Mr. Nestell, who built a home, an indication of permanence which is encouraging for the future of the school; Miss Margarete Amb, who has made a large place for herself in her first year and who greatly strengthens our staff; Mr. Jorgensen, who heads the science department; Miss Rogers, who as full-time music teacher contributes very much to the cultural life of the school; Miss Sallie Jenkins and Mrs. Karl Snow, part-time teachers of commercial work and sewing; and myself as teacher of English.

FOR years we worked with very little equipment. When we moved into the present school building a year ago, it was a great pleasure to have a home for our school where we could assemble and care for the necessary equipment. Mr. Jorgensen is a practical man who has been able to make many things. With his skill and with the expenditure of several hundred dollars we are now in fairly good shape for teaching chemistry and biology.

The library numbers 1460 volumes, more than a hundred of which have been added this past year.

The teaching staff thanks Mr. Karl Snow and his shop for sixty fine classroom arm-chairs provided this year. We had carried the old mountain shake-bottom chairs from one room to another until they and we were worn out.

For some years our teachers have been working toward state certification while at the same time we have been coming up to standard in building and equipment. This year state certificates were granted to Miss Amb, Mr. Nestell, and Mr. Jorgensen on degrees earned in Emmanuel Missionary College, and to myself as a graduate of Nashville Agricultural Normal Institute.

The school has had one inspection by the State Department, which was favorably reported. This seems to be our year for inspections. Professor Nelson, of the General Conference Department of Education, and Professor Weaver, of the

Union Department, checked the school in November.

THIS school is more than buildings and books, and our teachers are not limited to those who hold degrees. It stands as a memorial of group vision, group interest, and group activities. It exists not because a few, but many, have been willing to sacrifice for it.

I should take you out to the farm where stock is cared for and food is grown; out to the timbered heights where logs are cut for the saw mill and for fuel; down to the dairy, the laundry, the kitchen, the print shop, and even to the sanitarium. And I would say of each, "Here, too, is our school."

Two things are always a matter of wonder to me—that so many young people are willing to work hard for an education, and that so many capable workers are willing to sacrifice to make a school like ours possible. The list includes not only teachers but farmers, doctors, nurses, mechanics, and all the others who have given abundantly of their strength, time, and interest. Each in his own way contributed to the spirit of the school. And perhaps the spirit is the most important thing we have to offer to our young people.

MARGUERITE M. JASPERSON

—S—

A Prominent Visitor

FOR the past week Madison has had as guest Dr. James C. Muir, head of the lecture extension department of the University of Pennsylvania. Dr. Muir, himself a man of wide experience in foreign lands and among the treasures of antiquity, delivered six evening lectures in the auditorium of Peabody College Demonstration School, and a number of others before audiences of educational and business men of Nashville.

One of the most interesting of these well-illustrated lectures, according to reports in the daily press, was entitled, "Resurrected Cities of Biblical Lands," in which he showed pictures of ruins representative of Canaanite, Philistine, Israelite, Roman, Byzantine, and Crusade domination. While

Dr. Muir, using his own words, "does not attempt to interpret the Scriptures," yet, he added, "I can say that in every detail of archeological discovery, the Old Testament writers harmonize with material evidence that has been unearthed."

Dr. Muir was accompanied on his lecture tour by Mr. and Mrs. E. A. Rowell, of California, who were also guests of Madison Sanitarium during their stay in this section. Dr. Muir addressed the Madison family Saturday evening preceding his lectures in the city. Mr. Rowell, who was formerly an atheist, and who is the author of the book, "*Prophecy Speaks*," addressed the students and faculty a number of times.

—S—

Does It Pay?

FOR fifteen years THE MADISON SURVEY has been going into thousands of homes, bearing a message of educational opportunities, pointing out a way to young men and women of ambition who crave a college education. It tells from time to time the story of struggle and success of other enterprises similar to the Madison School that are operating in various parts of the Southland. It reaches many homes in foreign lands, for no bounds are set for its travels. Anyone who asks, receives it. Often it is sent on request of friends.

Recently there came to Dr. Sutherland, from a prominent attorney in a Southern city, a letter which breathes such an understanding spirit that it is passed on to you. The letter says:

"I have for years been an interested and benefited reader of THE MADISON SURVEY, published and distributed by Nashville Agricultural Normal Institute, without cost to the reader. Without fulsomeness and debunked of extravagant claims of past achievements, present doings, and future plans and purposes, the SURVEY speaks simply, sincerely, and convincingly of the worthwhile work being done at Madison and of the future plans and prospects for the continued and ever-enlarging program. Its contents are of exactly the right admixture of the practical and theoretical to give moral coherence, material dependence, and spiritual vision, essential to the great work being done by you and your associates.

"It must cost considerable to publish and distribute the SURVEY, but in my judgment the

money could not be spent in a wiser or more beneficial way—beneficial alike to your enterprise and to SURVEY readers. It lifts the bushel from the candle of Madison and allows its rays to shine resplendently into far-flung places."

—S—

The Alcohol and Tobacco Lectures

THE month of January was spent by Professor Julius Gilbert White in the city of Memphis and in Shelby County, Tennessee, where he delivered sixty-two lectures on alcohol and tobacco in the public schools. By request, one-fourth of these lectures were on the subject of tobacco. Where he had previously lectured on alcohol, this time the tobacco lecture was taken. His audiences totaled twenty-four thousand. This was the third piece of work in Memphis, where he has altogether spoken to approximately forty-three thousand listeners.

This work was done under the auspices of the local W.C.T.U., and the schedule was arranged by Dr. Lilian Johnson. The first lecture was given to an assembly of all teachers of Shelby County.

The reception given to this work is most cordial. The usual parting word of school principals is, "Come to our school again the next time you are in Memphis." No plans have yet been made for a fourth visit, but many requests for lectures are still pending.

The following letter written to Professor White by Miss Sarah Fletcher, principal of Lenox School, Memphis, illustrates the attitude of instructors toward this type of education:

"The illustrated lecture you gave to my student body on health and alcohol was one of the most informing and enlightening lectures it has ever been my privilege to see or hear. If the student body receives no other instruction on this important and vital subject than that received from this lecture, it would be sufficient. It is really a whole course of instruction given in a graphic, convincing, and pleasing way."

—S—

How Is It Done?

OTHER institutions besides Madison face the problem of giving students employment while they are in training. It is not an unusual thing for represen-

tatives from other institutions to visit the Nashville Agricultural Normal Institute or to write for details of its plan of operation, especially so far as its work-study program is concerned.

Recently the president of a university in the South brought his business manager and farm manager for the purpose of inspecting the industrial program of this institution. How is it possible to operate a senior college, maintain the required corps of instructors, and operate industries with student labor, yet collecting the minimum tuition in the way of cash and making it possible for many of the students to earn practically their entire school expenses? How is it done?

These visitors are interested especially in the Food Factory, its output in general, and soy products in particular—the milk, cheese, bread, and meat substitutes of which the soybean is a part. Noting a group of children playing on the campus with all the exuberance of youth, and groups of young men and women who apparently carry their daily programs with ease and efficiency, these men remarked that the family seems to have good health even if we do feed them no meat.

—S—

In Behalf of the Working Student

A FRIEND who has been an interested reader of the SURVEY for a number of years takes time to send a list of names and addresses for the mailing list. This, of course, pleases us, for we are glad to have the SURVEY's message go to those who are interested in the Madison type of education.

Among the addresses sent were a number of libraries, with this bit of information: "These libraries serve very different classes of people. It came to my mind that if the little paper is sent to the libraries, some young person who is being forced out of college by the financial stress,

learning of Madison, might find a haven of refuge there.

"I am very much interested in those who work their way in school. When I was a student, three of my friends were bravely working in private homes for their board and room. I then learned of their problems. Later, in our own home we made it a rule to employ boys for the garden work who were attending the university and had to earn their way. During these years I again learned much about the problems and struggles of these young men.

"Conditions are much different with you where students work on the campus. When I read of the opportunities to work there under conditions that safeguard health, I wish more students knew of it."

We wish this friend might meet the hale and hearty young men and women who make up the student body at Madison. They are busy, it is true, but they have a faculty of making sanitarium patients and others think they are a happy, forward-looking group.

—S—

Stenographer Wanted. The president of Associated Lecturers, Inc., Julius Gilbert White, is needing an experienced stenographer with knowledge of bookkeeping. The position should become permanent if satisfactory. Applicants should write at once to him at Madison, Tennessee.

—S—

If You Want to Attend College

THERE is no reason why you should not do so, provided you are seeking a Christian education and are willing to earn your school expenses by working on the college campus. Between now and the sixth of May Madison is making a special offer to twenty-five young men and an equal number of young women who can qualify. We will give you details. Address, Nashville Agricultural Normal Institute, Madison, Tennessee.

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Young People's Meeting

THE closing meeting of the Spring Week of Prayer was held Sabbath afternoon. Professor H. S. Premier, for years a teacher in various colleges and academies of the denomination, and who has just relinquished the pastorate of the Louisville Seventh-day Adventist church, had charge of the service. A few thoughts from his impressive lesson follow:

John, the last writer of the Bible, the beloved disciple who was so closely associated with the Master during His ministry on earth, author of one of the gospels and the book of Revelation, wrote also letters to the church in which he speaks with special tenderness to young people.

"Love not the world, nor yet what is in the world; if anyone loves the world, love for the Father is not in him. For all that is in the world, the desire of the flesh, and the desire of the eyes, and the proud glory of life, belongs not to the Father but to the world.

"And the world is passing away with its desire, while he who does the will of God remains forever."

The world and all it gratifies pass away. You young people are in an institution founded by sacrifice. Are you willing to

step out with Christ, enduring hardness as good soldiers?

THESE three thoughts express conditions around which the whole world circles: the gratification of the earthly nature; the gratification of the eye; the pretentious life. But John tells us that the world and all it gratifies are passing away.

Statesmen believe it; men in many walks of life believe it. They have been hopeful, but on every side things upon which they have depended are seen to be passing away. Matthew tells us, "This gospel of the kingdom shall be preached all

over the wide world as a testimony to all the Gentiles, and then the end will come." Matt. 24:14. "In most of you love will grow cold by the increase of iniquity; but he will be saved who holds out to the very end." Verse 13.

Because of the activity of iniquity, many young people, as well as others, will be lost. Young people in the days of John had struggles similar to those of the youth of today. The love of pleasure was just as strong in the city of Rome and in the empire as it is in our day. So he wrote to a little group who had "the abiding message always in their hearts," and for

CONFIDENCE IN YOUNG PEOPLE

MY DEAR children, I am writing to you, because your sins are forgiven for His sake."

"Young men, I am writing to you, because you have conquered the evil one."

"Young men, I have written to you, because you are strong, and the word of God remains within you, and you have conquered the evil one."

—I John 2

that reason were able to overcome the wicked one.

Those same young men had received a spiritual equipment. John calls it "an unction from the Holy One." They retained the consecration received from Christ. In their hearts they could leave no cozy corners for the world and the things that gratify the pretentious life, the earthly nature.

Certain things which we are prone to do are on the "border line of the field of doubtful practices," such for instance as types of motion pictures produced to gratify the eye and ear, great masses of which are so corrupt that Roman Catholic pastors forbid their young people to attend. Card parties, drink, tobacco, the dance,—all are for temporal gratification. These, too, shall pass away.

IN EVERY great world crisis the Lord has made use of young men of faith, men willing to sacrifice the lure of the world for the sake of God. When God sent His message into Africa, it was heralded by a young man of eighteen. Joseph, strong in principle, incorruptible though surrounded by iniquity, was the instrument used by the Lord for the saving of His people in Palestine. In the face of the wealth of the Pharaohs, Joseph had the strength to render to Pharaoh the things that were Pharaoh's and to God the things that belonged to God.

On the continent of Asia, when the message was due the Babylonian empire, four young fellows who had this thing deep in their hearts were trusted in the greatest court of the world with all its wealth and luxury. "But they purposed in their hearts that they would not sin against God." Daniel was one of those four, and he lived through the Babylonian supremacy down into the kingdom of Persia, a long, pure life for God and His people. He kept himself pure while holding a position in the government, at the same time serving the king and holding in check his own rebellious nation.

AGAIN, in Asia at the heart of the Persian kingdom, when the Jews faced the greatest crisis in their history, God used a slip of a girl to help His people out of difficulty. Meeting the crisis with a determination unshaken, she said, as she waited

for the invitation into the presence of her wealthy royal husband, "If I perish, I perish." It was Esther who paved the way for the return of the Jews from captivity.

In Rome it was Paul; and what would the Bible be without Paul? It was Paul at whose feet the murderers of Stephen laid their garments while they cast stones. But converted, Paul became the inspired worker of the early Christian church. And with him were such other young men as Timothy and Titus.

In every world crisis the Lord has depended on young men and women to carry heavy burdens. Today, the world with its attractions is passing away. His message is to go to the ends of the earth. Youth's message in this the greatest country of the world is needed as never before. The Lord is counting on the young people. There is no greater joy than that of service.

The Master in that last prayer for His disciples asked, not that they should be taken out of the world, but that they be kept from the evil of the world. So with you. Are you definitely, earnestly closing your lives against the pressure of sin? Are you opening the heart to the influence of the Spirit?

—S—

Two Weeks at Madison

By H. S. PRENIER

WE WERE assigned by the Kentucky-Tennessee Conference to conduct the Spring Week of Prayer at Madison. It was our happy privilege to come a week earlier to contact the young people and faculties of these institutions.

Our reaction to these, with their varied industries and interests, was highly enlisting. Changes on the campus, with new improvements and developments, prove the management to be broad and wise in its plans to make this center a strong auxiliary in the work of teaching and healing in the Southland.

New stone college structures are busy hives with hardy, industrious students occupied in study and labor. The sanitarium was filled to capacity and had an overflow of patients in nearby rented rooms.

I have been connected with educational or medical institutions for more than twenty-five years. I have never seen a finer, more intelligent group of young people, every one of whom is working all or part of his way through courses. And they seem very happy and earnest in their work.

I was especially interested in the strong work done in dietetics, and the wholesome, healthy appearance of the students. I firmly believe that the principles underlying the Madison system are God-sent, and are not only making the students fervent Christians but training them scientifically for efficient service to mankind everywhere. One could not help but be impressed that sacrifice, service, and devotion are the watchwords of these noble men and women. May their faith and efforts to do good be crowned with deserved success.

—S—

Permanency of Alcohol Lectures

THAT more than a fleeting effect, a pleasing entertainment, is the result of the alcohol, tobacco, and health lectures of Professor Julius G. White is evident from a letter written him by the president of Milwaukee, Wisconsin, Woman's Christian Temperance Union, Mrs. E. H. Guenther, who says:

Now that more than three months have elapsed since your lecture work here, we have had many reactions. Parents and teachers are asking about your return. Many have been definitely helped in their program of total abstinence, and the visual education seems to have had a lasting impression for good.

Just as interesting and gratifying are the testimonies, unsolicited, regarding the benefits that have been derived from your course of nutrition lectures. Many are faithfully following the principles of these lessons; others are inquiring where to obtain this splendid knowledge that they missed, and so my books are constantly out somewhere amongst friends.

—S—

Pleasing Parental Cooperation

SOME students attend Madison on their own responsibility, make their own initial arrangements, and look after finances and other school matters for themselves. Other students enter largely upon

the advice of relatives. In any case, college life is a new experience. The environment is somewhat different from that to which they have been accustomed at home. All freshman students are entering a new and untried road. It may lead to success; it should do so. But there are pitfalls along the way. Fortunate is the young man or woman who realizes that fact and solicits advice and counsel. Many a difficulty can be nipped in the bud if that "still small voice," which invariably gives a warning, is heeded.

One who has been long at Madison carries with him many memories of wholesome cooperation between teachers, school administrators, students, and parents. Recently a sample of such cooperation came in the form of a letter from a father. We will call his son Timothy, just so his friends will not identify him, for we want you to see the fine spirit that pervades the home from which this student came. Father writes:

We are delighted that Timothy is at Madison. His reports to us are good in every way. I am happy that he is attending to his studies and striving for high grades. We want you to know that our interests and prayers are with you all there at Madison in your wonderful self-sacrificing labor in behalf of young people who are preparing for service in the Southland.

We can never be thankful enough for what you are doing for Timothy. I doubt if he could have had a college education had it not been for Madison and its splendid system of student self-help. We send our son a few dollars each month for his offerings and small personal expenses, but I understand so far he is making his way nicely. We are so thankful for that.

He has been very regular about writing home. We are proud of the way he enters into church work and other campus activities. We hope a way will open in time for him to take the medical course. His heart seems set on preparing for medical service in some needy section of the South, or possibly in some other distant field.

Take notice of him and give him a word of encouragement once in a while. It means so much to him in his struggles and determination to finish his course manfully and creditably. We are always glad of word from you concerning him. Count on us one hundred per cent to back you in all your work. We try to anticipate how we may counsel him to cooperate with the faculty and department heads, that he may work always at his best. Since we are not in a position to help you financially in a liberal way, we endeavor to make up for it by giving our moral support, our prayers, and cooperation in spirit.

The Story of Madison Foods

MANY of our friends are personally acquainted with Madison Rural Sanitarium, the medical department of the institution so frequently referred to as "Madison." Hundreds of young people the country over have been students at one time or another in Nashville Agricultural Normal Institute, the college located on the Madison campus. Others know Madison through its manufactured food products. Here in brief is the story of *Madison Foods* as given in a folder from that department.

OVER thirty years ago a group of educators founded an institution in Madison, Tennessee, where special study was given to healthful living. They began by operating a school on a farm. Later a Sanitarium was built, and finally a food production department was opened, now known as Madison Foods.

The founders believed in a simple life. In the sanitarium, hydrotherapy and massage were largely used with good results. Plain foods were served such as whole wheat bread and cereals, fresh fruits and vegetables, nuts, dates, honey, etc. People came to the Sanitarium and were helped by the treatments and the plain, wholesome foods; but when they returned to their homes they were unable to secure the foods which proved so helpful, so they ordered them from Madison. The foods have increased in popularity and now may be purchased in many stores throughout the country.

The recognition given Madison Foods is quite phenomenal. The reasons are apparent: unceasing effort to produce really healthful foods; the use of the best materials, skilfully processed to retain their nutritional elements and natural flavors. The department maintained for both research and quality control is now under the direction of Philip S. Chen, Ph.D.

The tireless search of doctors and dietitians for vegetable proteins to take the

place of meat in the bill of fare, for whole grain cereals and crackers to replace highly refined foods, and for an alkaline beverage with the zest of coffee but with no caffeine, resulted in the following: Nut-Meat, Vigorost, Soy Cheese, Breakfast Crisps, Minute Wheat, Whole Wheat Wafers, Bran Wafers, Fruit Stix, Date Stix, and Soy-Koff.

This devotion to the protection of health is found in every Madison Food—a symbol of the ideals of its founders.

—S—

Friend of Teacher and Farmer

IN THE recent death of Dr. Kary C. Davis, Professor of Agricultural Education in George Peabody College, Nashville, Madison lost a time honored friend. *The Peabody Reflector and Alumni News* says, "Dr. Davis was granted the Ph.D degree by Cornell in 1900. His was the first doctor's degree granted in horticulture. . . . He was a pioneer in the field of agricultural education in America, and has probably produced more material of permanent value than any other educator in that field.

"His texts have been used in practically all of the agricultural colleges and experiment stations in America. He, perhaps more than any other man, identified the processes of agriculture with the procedures of the schoolroom. His influence has been a potent factor in the development of southern agriculture."

Dr. Davis was never too busy to visit Madison if there were some gathering of neighbors or others to study community needs. Dr. Floyd Bralliar, Professor of Biology at Madison, did much of his major work in agriculture under Dr. Davis, and during the last illness and following his passing until the end of the winter quarter, he taught Dr. Davis' classes in Peabody.

The tribute paid him by one of his fellow teachers in Peabody College, Dr. H. A. Webb, touches the heartstrings of others who knew and loved Dr. Davis.

Says Dr. Webb, "He loved the good earth. He sowed much seed—in the pages of books, in the minds of students, in the hearts of friends. He lived vigorously. . . . As one who loved the good earth, he did not shrink from the thoughts of resting under it. As one who buried seed and watched the emergence of sturdy plants, he would not question a resurrection. As one who rejoiced when black soil yielded clean leaves and spotless blossoms, he could not doubt the miracle of a transfiguration."

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The Shift in Educational Emphasis

LOCKSTEP in education is no longer in popular favor. Teachers are advised to spend not less than fifty per cent of their time and energy in the study of the pupil. The remaining time may be devoted to things pertaining more or less closely to the child with minor emphasis on the text-book and what it presents.

What is meant by a study of the pupil? Once, every child was expected to pass through the hopper with every other child in his grade or of his age. Study of recent years, research in the realm of physiology and psychology, has brought forcibly to mind the fact that children are not all alike. In fact, no two individuals are exactly alike. Individual differences are so pronounced that their recognition modifies curriculums, affects systems of grading, methods of instruction, matters of discipline—in fact, all phases and features of the educational program.

In other words, in recent years emphasis has shifted from subject matter to the child. What is needed to make of him the very best citizen of a democracy? That is the question put to teachers and administrators in the schools of the nation. Christian parents and teachers in Christian schools change the question a bit by asking,

How can we best develop the child into the strongest type of Christian manhood and womanhood?

MADISON is continually asking this question. As a partial answer, it is found that the most desirable location for a school is on the land. Pupils of all ages profit by a program of work and study. Daily duties of a practical nature, duties that pertain to the maintenance of the home and family relationships, are a most valuable adjunct to the traditional education program. Ministering to the necessities of others serves to

STUDENT ACTIVITY ESSENTIAL

RICHARD WELLING, director of The National Self-Government Committee, and one of the nation's foremost advocates of student self-government, says, "A good school is a place where young people of any age come together to educate themselves and each other, with the help of good teachers, in those social habits of cooperation and studies needed for effective citizenship in a democracy."—*"The Civic Leader,"* March 16, 1936.

bring out the better side of human nature. That is a strong factor in favor of a course in nursing. It applies, perhaps in a lesser degree, to many other forms of human service such as are found on the college campus at Madison.

It is gratifying to find that this tendency to shift emphasis from uniformity to individual development, encouraging initiative, is not only revealing itself in the lower levels of the educational system but is an announced characteristic of some rating agencies which are largely responsible for the character of the nation's institutions of higher learning. For instance:

"In its accrediting procedures the North Central Association of Colleges and Secondary Schools tends to observe such principles as will preserve the desirable individual qualities of member institutions."

"Well-conceived institutional experiments aimed at the improvement of educational processes are essential to continuous growth of higher institutions and will be encouraged."

LIVING in the midst of stirring events, with a future that no man can predict, it becomes the duty of every teacher, of every educational center, to determine the essential features of education for present times and conditions, and to bend every effort, shape every circumstance, toward the accomplishment of well-defined objectives.

The birth of Christianity gave to the world a vital system of education. The great Reformation of the sixteenth century revived those principles of Christian education. Our own national democracy was born to foster those principles, and our greatest contribution to the world is to promote those principles, and to train youth in harmony with them to fill their places in the world.

—S—

A Unique School

AN ILLUSTRATION OF THE SHIFT IN EDUCATIONAL EMPHASIS

THINKING men and women in many sections of the country, teachers who dare do something out of the ordinary, are responsible for experiments in education which are contributing to the movement for better and more efficient schools.

Julius Gilbert White, whose lectures on alcohol and tobacco in the public school and elsewhere under the auspices of the Parent-Teachers Association and the Woman's Christian Temperance Union, sends the following report:

While working in the East some months ago, I came across a school which differs from anything I have ever before seen. It was founded a few years ago by Miss Ruth Wilcox, formerly of New England. It is located among well-to-do people in a residence section of Plainfield, New Jersey.

Miss Wilcox operates in a rented building which at one time was a mansion. This building

provides classrooms, and living quarters for teachers and workers.

All students, young women who are doing high school work, earn their entire way. They are placed by Miss Wilcox, to work a part of each day in the homes of the better class throughout that section. She solicits the places for them, makes all arrangements, including a salary of five dollars a week, more or less, besides room and board. She arranges for their hours of work in these homes, the hours at school, states what their church privileges are to be, explains their Christian standards, and what their employers may and may not expect of them.

Among the specifications given to the employers in typed form are the following three paragraphs:

"The North Plainfield Academy is a Christian school, operated upon the principles laid down by the Holy Scriptures, the inspired Word of God (II Tim. 3:16). This school is established to train its students in harmony with these principles in order that they may develop a character that will not only make them useful individuals in this world, but will prepare them for the world to come.

"We invite you to be co-workers with us in this character-building training and earnestly solicit your cooperation in carrying out the high ideals we hold before our young ladies.

"Inasmuch as the dance, the theatre, and questionable places of amusement, have a tendency to draw one away from high standards and to lower the ideals, our students are not to attend such places. And further, our girls are not permitted to use or handle alcoholic drinks or tobacco."

The employers take very kindly to this plan, become deeply interested in helping the young women to secure an education in this way, and cooperate beautifully.

Sixty young women are now securing a Christian education in this way, none of whom have any other way of going to school. The school collects their salaries, deducts their school expenses, and turns the remainder over to the students.

One of the ideal things about this plan is that both work and study are a part of each day's program.

I spent a week-end at the school and was deeply impressed with its plan of operation, the cooperation of the employers in the homes where the students are placed, and the exceptional opportunities presented for these young women to exert a right influence in the homes of these lovely people who receive them. It is a privilege to live in such homes and to reveal the high standards held by these girls and the school, especially when so many of the youth have well-nigh abandoned standards.

It seemed to me that this is a plan which might be followed in many places and so make a Christian education possible to a large number of young women who now have no way open to them.

A Teacher From the Orient Visits Madison

RECENTLY, Principal Y. W. Chang of the Rural Leaders' Training School, College of Agriculture and Forestry, University of Nanking, China, paid Madison a visit. Professor Chang is in the United States temporarily, being located at present on University Farm, St. Paul, Minnesota. He came at the suggestion of our friend, Dr. John Reisner, executive secretary of Agricultural Missions Foundation, New York City, who mapped out his travels in the South.

In company with Dr. Chen and others, he looked into the different phases of Madison's diversified program where students are carrying responsibility while attending college and earning a large part of their expenses. It was a new method of education, and Professor Chang expressed himself freely about the system.

His visit called to mind one made years ago by a group of educators from China who were in the United States to study the educational system of this country. They were directed in their itinerary in the Southland by Dr. Claxton, then Commissioner of Education. They carried away with them a number of books containing the fundamental principles of education underlying the system at Madison.

After returning to St. Paul, Professor Chang wrote as follows:

I WISH to express to you, Dr. Chen, and other staff members and students, my hearty appreciation. It was a great pleasure to visit your school. Certainly you have done a wonderful piece of educational work at Madison. I have never seen anything like it elsewhere in the world. Educators in different countries have dreamed of a new type of school. I was so pleased to see an ideal school in action at your place.

I need not say anything about the value of training people to use their hands as well as their brains. Many schools have tried this method, but I have seen no other institution conducted in such an efficient way. You seem able to develop to a very high degree the working spirit. It is through the cooperative work of students and teachers that you maintain your institution.

I was impressed with the wholesome, loving atmosphere on the campus. Life has been reduced to the simplest form, yet you maintain the highest degree of health as the result of the manufacture of foods and your use of a diet with little or no animal products.

YOUR experience shows that the world at large is wasteful. Your students work alternately with hands and head which enables them to maintain a high efficiency on what would seem a long schedule. The shops and farm are your gymnasium. Manual work keeps the minds of your students fresh all the time.

When I was in Alabama I heard people talking of closing the rural schools at the end of March because of lack of funds. With your methods of education this would not be. With your methods of living I can see that the world would not have such experiences as the depression and financial distress.

AS I SEE it, the secret of your success lies in the spirit of your faculty that leads teachers and students to live and work on practically the same basis. The spirit of sacrifice on the part of the faculty gives an immense power to the work. Your teachers set an example for the conduct of the students so that discipline is not the problem it is in many places.

I consider Madison a light to the world. I sincerely hope to see other lights of a similar nature shining in other sections of the world. For many years we operated the Rural Leaders' Training School in the College of Agriculture and Forestry of the University of Nanking for a similar purpose. From my visit to you I learned a great deal that will help in our work. I shall write my colleagues about it, and when I get back home I shall tell them more about it. If possible we would like to send some of our students here for training.

Many thanks for the inspiration and courage you have given me.

—S—

The Soybean Protein

A LEAFLET issued by the Food Department of Madison, entitled, "The Soy Bean an Excellent Food," gives the following quotations from well-known authorities concerning soybean protein vs. meat protein:

"The soybean protein glycinin is a complete protein containing all the essential amino-acids necessary for the building up of the proteins of the human organism."

—Dr. A. A. Horvath.

The German physician, Dr. Mader, says, "The soybean, perhaps alone among legumins, contains all the amino-acids which make the animal proteins so valuable."

Dr. Isabelo Concepcion of the University of the Philippines writes: "The chief protein of the soybean is called glycinin which is a complete protein, very similar in constitution to that of beef. It has properties similar to those of casein of milk, being coagulable by acid."

"The alkalinity of the soybean ash is a highly important factor for causing a saving in protein, and this is probably the main part of the explanation why Rose and McLeod recorded that a human organism is able to store three times as much nitrogen from a soybean food as from meat."—*Dr. A. A. Horvath.*

The fine quality of the soybean protein is now an established fact. Centuries of use have established its value as a complete protein taking the place of wheat, eggs, meat, and dairy products. And with all of this it is one of the most versatile of foods because it can be served in a large variety of tasty, wholesome dishes.

—S—

Campus News

Last week Dr. R. F. Thomason, registrar of the University of Tennessee, Knoxville, who was attending the annual session of the Tennessee College Association in Nashville, spent some time on the Madison campus. He has had personal acquaintance with a number of Madison students who have taken graduate work in the University, but this was his first personal acquaintance with the college itself. He expressed special pleasure as he saw what students accomplish in the work-study program of Madison, and the success of campus industries. He complimented the institution on its well-equipped science laboratories. Like many others who touch hands with Madison, he is interested in the research work in the food laboratories and developments of the soybean.

—S—

Madison acknowledges with gratitude the very generous gift of Agricultural Bulletins, assorted and in filing cases, from the collection of the late Dr. K. C. Davis, outstanding national authority in the field of agricultural education and member of the faculty of George Peabody College, who passed away early in March. The gift included also a hundred or more books, his collection of seed and other agri-

cultural exhibits, and about 150 charts for teaching farm mechanics, engineering, plant and animal diseases, rural health and sanitation, and related subjects. This is a very valuable addition to the agricultural section of our college library.

—S—

Again it was our pleasure to have as a week-end guest Mrs. L. C. Sauerhammer, of Baltimore, whose son, Leonard Sauerhammer, is a college student. Parents and friends of students are always welcome.

—S—

Mr. and Mrs. W. R. Conover, of Dayton, Ohio, spent a few hours with their son, Leonard Conover, who joined the student body last fall. It was their first glimpse of the institution, and they entered heartily into the spirit of the program. There is a parental pride in finding son happy in his work, buoyant in his outlook, and outspoken in his commendation of the opportunities for an education along with a work program.

—S—

Word reached us a few days ago through Elder W. C. White, of St. Helena, California, of the death of a mutual friend, Pastor Clarence C. Crisler, missionary to China. Only scant news of his end has reached us. He was stricken with pneumonia while visiting the Seventh-day Adventist Tibetan Mission in Northwest China. In his death we have lost a very capable and devoted worker.

—S—

If You Want to Attend College

THERE is no reason why you should not do so, provided you are seeking a Christian education and are willing to earn your school expenses by working on the college campus. Between now and the sixth of May Madison is making a special offer to twenty-five young men and an equal number of young women who can qualify. We will give you details. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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LET THEM DIG

THIS is the title of an article from the pen of Jean Hersey appearing in the April issue of *The Delineator*. Writing of his experience with his own children, he gives some splendid hints as to methods of eliciting student activity that apply in all levels of school life. A few paragraphs will illustrate. He writes:

"Happy is the child with a garden of his own—for children instinctively love flowers. They enjoy planting seeds, watering, cultivating, and picking the blossoms. And they also love the comfortable hoptoad that catches his breakfast bug among the low-growing greenery, the gold and blue butterflies playing in the sunlight, and the gay crickets at dusk.

"An exquisite humming-bird seeking nectar among the columbines, or a mother robin feeding her young are pretty exciting anywhere—but let these episodes take place in the child's own small domain and they become unprecedented drama!

"So give your child a garden where he may entertain all these birds and insects, as well as raise and pick flowers to his heart's content. Let this garden be his own, let him plan it, plant it, and care for it himself, and let it express his ideas entirely. Of course, you will be consulted,

but, as much as possible, make your suggestions in such a manner that the youngster feels that they are his own. . . .

"Buy for the young some of the irresistible diminutive garden tools that you see about in your favorite hardware store—also a small wheelbarrow, overalls, and a watering can. Then select the garden site or sites—for each child must have his own, of course. Choose a place with good soil and plenty of sun."

THE idea that people who want to learn should have something for their hands to do along with activity of brain is a recognized

principle of education that Madison emphasizes. It is the basis for the work-study program on the campus. Some think the work program is offered only for the benefit of the student whose financial resources are limited. It is offered for him, and to him it is a great blessing. But there is an educational value, an element of character development, in this practical method of educating youth that cannot be ignored.

Some wise fathers tell their sons that in spite of their ability to support son in opulence, they are convinced that for his own good in life he should don overalls and, beginning at the bottom of the ladder,

CITY VS. COUNTRY LIFE

THE cities have begun to die. The rural people may, if they will, continue to live and have a truly abundant life. City people might, also, but they are losing the will to live. Conditions of living and the philosophy of life in the cities tends toward extinction. The rural philosophy of life, with its recognition of the family as the fundamental economic as well as social institution, tends toward survival."
—O. E. Baker, U. S. Department of Agriculture, quoted by "Oregon Farmer."

climb to the position of authority as the result of his own efforts. There are notable examples of this method of advancement. It is in line with true principles of education and development for citizenship in a land such as ours.

IT IS an inspiration just to visit the departments of labor at Madison. There is an appealing atmosphere among students who are really doing things. I met a lad that lived most of his life in a large city. He came here thin, timid, and wondering what place the world had for him. A few months have added to his weight, cleared his complexion, established confidence in his ability to do something, strengthened his scholastic record, and really made a different boy of him.

One talks with a senior in college who has made his way through several years of training. He heads a building crew, carries responsibility, is a leader in student activities, a progressive all along the line. He is headed for a life of activity, and you prophesy success for him in his chosen field. His experience is duplicated many times by young men on the campus.

The program of physical activity is as beneficial to young women as it is to the young men. At Madison you find them carrying loads that often belong to matrons and forewomen. They are preparing meals, caring for the sick, serving in one department after another, a happy, forward-looking group. And the attractive feature of it is that it builds something into the real man or woman that cannot be eradicated.

Madison's slogan regarding its students is, "*Let them do things.*"

—S—

From the Webbers in Japan

FOR several years Dr. Perry A. Webber and Mrs. Webber were members of the faculty at Madison. They came to the States after spending a number of years in the Orient. Professor Webber received his doctor's degree from Michigan State College at Lansing, and headed the Department of Chemistry in the college at Madison for several years. Last October he and his family left under appointment of the General Conference of Seventh-day

Adventists to resume teaching in Japan.

The many friends of Dr. Webber and his family will be glad of the good news that comes in letters written in December, and later, from the junior college at Showa Machi, Chiba Ken, Japan. From these are culled the following paragraphs:

HERE we are in this far-away land and hard at work,—back again among familiar scenes and sounds, back among a most interesting and fascinating people in a country like your own sunny South. I was on deck early in the morning as the good ship "Taiyo Maru" anchored at quarantine just outside the breakwater at Yokohama. Old Fujiyama showed her beautiful self robed in a mantle of white; then in her shy but winsome way faded from sight. Many times since, however, we have seen her in all her beauty from our school campus some seventy miles away.

Our trip was a pleasant but uneventful one. We had hoped for a month with friends in Southern California. We had but ten hectic days. After purchasing many things that we well knew we could not get on this side, we found ourselves on board boat on the afternoon of the fifteenth of October with something like seventy pieces of baggage. Many dear friends were on the wharf to see us off.

After twenty-four hours we sailed into the Golden Gate. After another twenty-four hours with friends, including Mrs. Belle Hall, we sailed out of the Golden Gate headed for the far, far East. Six days of smooth and ever-warming seas brought us to Honolulu and the dear friends that we had known when we worked there some years ago. Honolulu never seemed so beautiful. On every hand we saw progress: a lovely new church building, a new academy building, and a new mission especially for the Japanese. Here I spoke to more than two hundred dark-skinned students representing some twenty or thirty different races and mixtures. I spoke twenty minutes in English, understood well by all; then talked about fifteen minutes in Japanese, understood by about half of the student body. A lovely Hawaiian dinner with friends in Kapiolani park, across the street from famous Waikiki beach, a few hours with fragrant leis about our necks and the soft strains of Aloha floating out to us, and we again nosed westward.

After ten days of smooth, rough, and squally weather, ten days of delightful visits with fellow passengers, a goodly number of our Japanese and foreign friends were at the wharf to meet us. Alfred had but a few hours in the great city of Tokyo where he was born some sixteen years ago. At noon the following day he sailed for Shanghai, then made a train journey of three hundred miles to Kobe, where he is in school.

JAPAN is very modern, having made great strides in the eight years that we were away, Tokyo now has paved streets the same as any

American city. I know of no American city which has such a wonderful system of subway, elevated, surface, and other methods of transportation. The picturesque and comfortable old jinrikisha has been crowded out, and the inevitable and ever-present taxi has taken its place. You can go anywhere in the city for fifty sen, which is less than fifteen cents in American money. There are cars of all American and European makes, but the Ford seems most popular.

After a night at the old city compound from which we moved the school some nine years ago, we set out for Chiba. How pleased and surprised we were to see the fine progress that has been made. The school buildings are all in fine state of repair, and everywhere the ornamental shrubs are beautiful. We are confident that God led in the placing of this school in this rural environment. With gardens and fields, a small dairy and poultry plant, with beginnings in various industries, there is a bright future for the school.

We shall never forget the years spent at Madison. The experience gained there will surely be put to good use here. We are very happy in the work. We pray that God will guide you all and that He will make Madison all that it should be in the training of workers for needy fields the world around. Giving is the law of Heaven, and Madison will be blessed as she gives her sons and daughters to a world in need. Please always count us as sons and daughters of Madison though we may be many miles away.

—S—

Madison College Is Now a Post Office

FOR some years the institution so generally known as "Madison" has looked forward to having a post office on the campus. In October, 1935, application was filed with the Post Office Department in Washington. Word has reached us that the request has been granted.

Up to the present time mail service has consisted of one delivery a day by rural carrier from Madison Station. The growing volume of institutional business has been burdensome to the carrier, and has also stressed the necessity of better service. This carrier in his sixty-five miles a day covers over five hundred boxes, in addition to the two or more sacks of mail he leaves at the college.

We shall miss the daily visits of Mr. Draper and of Mr. Ellis, his occasional substitute. The kindly service and courtesy extended by Mr. Bell, present postmaster at Madison, and of Mr. E. R. Doolittle, his predecessor who served us for over

thirty years, have been appreciated. It is with regret that we sever this association.

Under the new arrangement the campus will have mail service twice daily each way direct to and from Nashville. The carrier on the Star route between Nashville and Old Hickory delivers the morning mail about four hours earlier than we have been receiving it. A room on the ground floor of Administration Building will be fitted with lock boxes and the usual equipment of a commissioned post office. By instruction of the Federal Post Office Department no mail will be delivered or dispatched on the Sabbath.

Thanks is due the Honorable Joseph W. Byrns, Speaker of the House of Representatives, who is congressman for this district, and to friends in Madison and Nashville for their interest and support.

Hereafter all mail intended for Nashville Agricultural Normal Institute, Madison Rural Sanitarium, Rural Educational Association, the Food Department, or other departments of the institution, and all mail for guests of the Sanitarium, students of the college, and individuals residing on the campus, should be addressed to Madison College, Tennessee.

R. B. KING, *Postmaster.*

—S—

From a Madison Nurse in Mexico

SOME weeks ago word came from Alfonso Baez T., former Madison student, a nurse of the class of '31, whose home is in Mexico. He writes Miss Frances Dittes from Agricultura 73, Tacubaya, D. F., Mexico, to say:

I have just received the Class Letter from the Madison Nurses' Association which brings the sad news of the death of our beloved Miss Florence. I shall never forget her kindness to me as a student at Madison.

I receive the SURVEY and enjoyed your article entitled "The Lowly Kale." I am interested in your new book, "Food for Life," but the Mexican dollar is worth only twenty-seven cents, so the price of the book, \$2.50, is a good deal of money for us.

For the last two years I have been working in Clinica Tacubaya, the clinic of this city which is operated by Seventh-day Adventists. It has

been a real school to me. I have had opportunity to put into practice many of the things I learned at Madison. I want you to know that the favors shown me at Madison were not in vain.

It is a source of joy to the workers at Madison to hear of the success of their students in distant fields. Such experiences remind one of the words written years ago when the institution was in its infancy, such words as these:

"The school at Madison not only educates in a knowledge of the Scriptures, but it gives a practical training that fits the student to go forth as a self-supporting missionary to the field to which he is called. . . . Students have been taught to raise their own crops, to build their own houses, and to care wisely for cattle and poultry. They have been learning to become self-supporting, and a training more important than this they could not receive. Thus they have obtained a valuable education for usefulness in mission fields.

"To this is added a knowledge of how to treat the sick and to care for the injured. This training for medical missionary work is one of the grandest objects for which any school can be established. . . . The class of education given at Madison is such as will be accounted a treasure of great value by those who take up missionary work in foreign fields."—*An Appeal for the Madison School.*

—S—

There have been changes in the housing of campus residents. Dr. Lew Wallace and family recently moved into their new and attractive home located west of Administration Building on the county road that passes through the college property. Dr. Joe Sutherland and family have taken the former residence of Dr. Wallace on Larkin Springs Lane opposite the entrance to the campus. Mrs. Druillard and Mr. and Mrs. Grant Conser are building a stone-faced cottage on the lot to the left of Dr. Wallace's new home.

Doctor Sutherland attended the annual meeting of the State Medical Association held at Memphis, Tennessee, last week.

—S—

Unsolicited Advertisement

IN THE "Sales Promotion Plans" column of *Food Field Reporter*, issue of February 24, 1936, appeared a paragraph concerning Madison Foods. *Food Field Reporter*, published fortnightly in New York City, purports to have the widest circulation of any periodical in the food and grocery industry. Here is the paragraph:

SOY BEAN EDUCATIONAL DRIVE ON

Madison, Tenn.—Madison Foods, Inc., of this city, is promoting a line of soya bean products through an educational campaign in 36 states. For the most part, regular grocery outlets are utilized, special agents being used to explain the product to institutions, editors, etc. The line consists of Date Stix (a biscuit of whole wheat, honey, and soya), Fruit Stix, Breakfast Crisps (malted soya and whole wheat), soya bean in tomato sauce, and Soy-Koff (a soya bean coffee). During the past year the company has doubled its plant capacity.

—S—

Pass the Word Along

YOU are interested in young men and women and their educational problems. Many today are unable because of limited finances to enter college. That lack need not deter students of the right sort. Tell them to investigate conditions and opportunities for college education in Nashville Agricultural Normal Institute.

There is a way for students to earn their school expenses. Madison operates campus industries that provide the work. At present there is an over-abundance of work. Christian young people who desire to train for the Master's service are invited to write for information. Prospective college students should address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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The Example of Great Educators

THOMAS JEFFERSON

EACH institution, so we are told, is the lengthened shadow of some great man. That shadow often reaches beyond the confines of the single institution and vitally affects other institutions and educators. So it was with the educational work of Thomas Jefferson.

Known most widely, perhaps, as the third president of the United States, the man who helped settle policies and determine the destiny of the new nation, yet Jefferson himself thought more of his educational child than of almost any other effort of his long and eventful life. It is recorded that the following inscription was at his own request placed on his tombstone:

THOMAS JEFFERSON
Author of the Declaration of Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia.

In his declining years Jefferson gave the best of his thought and ripe experience to the development, not of a single institution, but of an institution which occupied the center of a system of education destined to protect and fortify the new democracy.

Jefferson's keenness of vision pierced the future, and in the University he laid the foundation for years to come. The roots were firmly established in the soil; sim-

licity of building, close cooperation of professors with their students, a program of health, vocational education, elective courses of study—all are symbiotic of the faith the "Father of Democracy" had in education as a vital factor in the welfare of the new nation. These principles still live.

HORACE MANN

BETWEEN 1834 and 1844, those critical years in world history, Horace Mann, president of the Massachusetts senate, entered the educational field and became the

acknowledged leader in school organization in the United States. He was secretary of the first State Board of Education, enthusiastically supported the establishment and operation of the first normal training schools for the professional training of teachers, and, as Cubberley in his "History of Education" says, "will always be regarded as the greatest of the founders of our American system of free public schools."

PIONEERING AS COLLEGE PRESIDENT

I N 1853 Mr. Mann became president of Antioch College, at Yellow Springs, Ohio. The college became his child in much the same way that the University of Virginia was the child of Thomas Jefferson. Into it he put himself without reserve. The institution has stood as the

embodiment of his ideas. The spirit of the man is described in *Antioch Notes*, issue of April 1, 1936, and high tribute is paid to him in these words:

His work for the Massachusetts public schools had earned for him an international reputation as educator. Nevertheless he gave up the certainty of a lucrative legal practice in Boston for the practically guaranteed insecurity of an untried educational venture.

Mann was not led West by the pioneering spirit. . . . He was moved by an unquenchable desire to benefit humanity, a desire kindled by his boyhood training and tragically strengthened by the death of his first wife. Sacrifice was to him a spiritual need. In the spirit of sacrifice he undertook the work of the Board of Education in Massachusetts, went to Congress, and accepted the presidency of Antioch. Sensitive, with an immense capacity for suffering, Mann hurled himself bodily, all his life, against blind walls of organized ignorance and oppression. . . . As Theodore Parker once said, he had "benevolence in the heroic degree."

That is the spirit required for leadership in any outstanding educational work. This ability made it possible for Mann to advocate many then unpopular ideas. For instance, he championed a system of self-support for students. He was eminently fitted to lead in such a movement by his experiences in the early days at Antioch where he had to struggle to develop a college in the face of financial difficulties. "He found, in the Mid-west, a cultural background and educational standards crude to an appalling degree, and still worse, he discovered that the promised financial backing for the institution was largely mythical." There was little money for operating expenses and his salary was never fully paid. "All through his presidency," says the writer in *Antioch Notes*, "he contributed not only his time and effort but also proceeds from outside addresses and a good part of his salary."

STUDENT GOVERNMENT

PRINCIPLES advocated by Horace Mann have had great weight in the development of the program at Madison. He advocated student participation in government. He was proud of students who were able to care for themselves without tutor or overseer. One biographer says, "It was Mann's pride and delight to walk through the gentleman's hall at any hour

of the day or night, and take visitors with him to convince them that a true spirit of honor and fidelity could be evoked from the young."

DR. MANN STRESSED HEALTH EDUCATION

AN INSTITUTION which emphasizes health and health education as it is stressed at Madison has a feeling of deep respect for Mr. Mann's attitude on the subject. He is quoted as saying, "We must pay far more attention to the health of the students, not only by teaching the physiological laws of health, but by training students in an habitual obedience of them."

MANUAL LABOR

IN MR. MANN'S program for students manual labor played an important part. This principle, so prominent at Madison, is again coming to the front in the education of young people. Mr. Mann said:

As physical exercise enters so largely into the means of securing health, it is certain that no college can ever maintain a general condition of high health among its students unless they spend some hours every day in muscular effort. Hence the faculty of Antioch College requires exercise of its students every day. . . . We encourage manual labor in every practical way, and if a liberal public or a liberal individual would give us land for agriculture or even for horticultural purposes, we promise that the old injunction to till the ground and dress it shall not be forgotten.

How eternal are these principles. How thankful Madison students should be for the privilege afforded them by the system in operation here.

—S—

Semi-Centennial Celebration of the Founding of the University of Chattanooga

By FLOYD BRALLIAR

FOR the past week the University of Chattanooga has been celebrating the fiftieth anniversary of the founding of the institution. Nearly all of the colleges and universities of America were invited to send representatives, and more than four hundred of these responded. A very interesting program was carried on throughout the week.

As representative of the Nashville Agricultural Normal Institute, the writer attended some of these meetings and was very much interested in the general trend of educational thought as revealed by some of the speakers from outstanding universities of America. Naturally, all shades of opinion were presented, but it was noticeable that even in the older, more conservative, universities there is a tendency to recognize the practical and the useful in education.

On the same day papers were presented by representatives of three of the old-line universities. One of these made a strong plea for at least some of the schools to retain the old-time cultural subjects and deplored the fact that the modern tendency is to grant college credits in professional courses other than medicine, law, and similar fields.

The next speaker was from one of the oldest universities in America. He took a middle-of-the-road position, recognizing the fact that the old-time college education has value, but that the advancement of the times calls for branching into many new fields. He lamented, however, that many courses are being given that are not only confusing to the student but appear to be ridiculous. He stated that a recent survey of the high schools of America shows 286 different subjects are now being offered by the secondary schools of this country.

The third paper was presented by a representative of another of our oldest universities. He took the position that any education that presents work in advance of that ordinarily given in any field of human endeavor should be recognized as higher education. If one is able to judge the pulse of the audience, among whom were at least 350 or 400 college administrators or heads of departments, the position of this third man met with the greatest favor.

Madison operates on the policy that anything which is necessary for men to do is a proper subject for education. To teach any man to do or to think things that he did not know how to do, or had never thought of before, is an educational process. If the things he is taught to do are worth doing, and if the things that

he is taught to think are better than the things he had been thinking, this education is worthwhile.

—S—

A Poultry Project

A GROUP of boys in the agricultural class in high school took a project in chicken-raising. About the middle of February they purchased one hundred white chicks. They were in four groups of twenty-five each—White Wyandottes, White Rocks, White Minorcas, and white hybrids (a cross of White Leghorns and White Rocks).

There was an eight-per-cent mortality, but this was made good by the hatchery, so the class has raised every chick they paid for. The 92 are fully feathered and ready for the market, weighing from $1\frac{1}{2}$ to $2\frac{1}{4}$ pounds apiece.

The boys built a battery brooder and raised the chicks in it for the first six weeks except on sunshiny days, when they were put out in the yard. As they have grown they have had the range of the north lawn and the woods beyond Demonstration Building. The boys built a feeder for the baby chicks and a larger feeder which is now in use and which has been especially economical as very little feed is wasted.

For some reason or other the chicks arrived unlabeled. The boys took three groups and the teacher, Professor Wheeler, had the fourth twenty-five. In order to classify the flock, they consulted the book "Standard of Perfection" and watched for developing characteristics. Of the White Wyandotte, it is the rose comb; white hybrids have white legs while all the others have yellow legs; Minorcas are a lighter breed than White Rocks.

The boys have kept an accurate record of the weight of each fowl, weighing every two weeks, and of the cost of feed. Each boy took care of his part of the brooder, looking after feed and water.

It is a fine flock of chicks those boys have raised.

Attention!

DUE to the establishing of a post office on the campus, friends will enable us to render better service if all mail intended for the various departments of this institution and for individuals residing here is addressed to Madison College, Tennessee, and no longer to Madison, Tennessee.

—S—

Campus News

This past week Mr. and Mrs. Archie Page, of Livingston, Montana, stopped at Madison for a few hours. They are joining the Birmingham Unit, known as Pine Hill Sanitarium. Mrs. Page (nee Miss Cordie Brizendine) completed the nurses' course at Madison. Mr. Page was a student of foods while here and was a member of the Nashville cafeteria group of workers at the end of his course. Seven years have passed since they left the South, but they have carried always an interest in self-supporting activities and are anticipating interesting experiences at the little rural medical and agricultural center near Birmingham.

—S—

At the meeting of Tennessee State Teachers' Association in Nashville early in April James G. Rimmer, member of the college faculty at Madison, gave a recital on the Hammond electric organ before the Science Division. This is the third public demonstration he has given in the city on this remarkable instrument.

—S—

Friends of Mrs. Bruce Hume were pleased to see her on the campus after an absence of nine years. Mr. and Mrs. Hume, former students of Madison, are living in Loma Linda, California, where he has charge of the X-ray laboratory at the Sanitarium and Hospital and Mrs. Hume is nursing supervisor of the physical therapy department in the same institu-

tion. Both Mr. and Mrs. Hume have recently passed the National Board of Registry of Physical Therapy Technicians, given under the auspices of the American Medical Association, receiving the degree of R. P. T.

—S—

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.

—S—

On the sixteenth of April, R. J. Carr, the aged father of Mrs. Roy B. King, who had recently come to his daughter's home on the campus from Petoskey, Michigan, passed away and was laid to rest in the college family lot in Spring Hill cemetery. Services were conducted by Pastor Welch.

—S—

Earn Your Expenses in College

MADISON offers this opportunity to students capable of meeting its standards. Labor is a vital part of the program of Nashville Agricultural Normal Institute, not only because it is remunerative, but because it is an essential part of education.

Read the leading article in this issue to learn the attitude of some great educators on the subject.

Do not lose heart if your college education hinges on earning a large part of your own expenses. You may come to consider that one of the most important features of your college life.

There is full-time work for a number of young men and women this summer. Write for particulars. It is well to do this at once. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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The Vitality of an Idea

BY THE word of the Lord were the heavens made; and all the host of them by the breath of his mouth." That is the Psalmist's statement of creative power—the power of a word, the power of the idea.

Man's nearest approach to the divine lies in his ability to grasp an idea and put it into execution. That, too, is a work of creation. An idea represents the grasp of truth. That idea is like a seed. If planted in a well-prepared seed bed of the mind, it may lie dormant for a time, but let the rains water it, the sun warm it, and it sprouts and brings forth a plant.

An idea is like the human ovum. It must needs be fertilized by the spirit of courage, sacrifice. When a man grasps an idea, broods over it, sacrifices his narrower, meaner self for it, puts his best into it, he will see the results of his thoughts. They will materialize like the flowers in the garden. There is vitality in an idea.

YEARS ago a group of teachers caught the idea that a school should be located on the land; that education should be vitally connected with soil cultivation; that young men and women would develop a different character if taken out on the land than is possible in the crowded thoroughfare with its artificial environment.

In time circumstances so shaped themselves that these teachers began to see the fulfilment of the ideal. A school was located on the land. Industries developed, such industries as are needed to meet the natural

THE NEW TYPE TEACHER

THE new education will demand a new type of teacher. The teacher of the future must have a profound understanding of human nature, be conversant with a fascinating equipment of educational instruments and procedures, and have wide acquaintance with the affairs of the world, because education must touch them all.—S. L. Pressey, in "Psychology and the New Education."

demands of mankind—food raising, food manufacture, care of tools and machinery, care of the sick and afflicted, construction of buildings, and kindred activities.

That idea is a central one in the educational system in operation at Madison. It is a fundamental

part of this new education. It is shared by approximately five hundred people on this one campus. It is an idea that has sent out many shoots and multiplied by division until similar plants are in operation in scores of other places. There is vitality in that idea and it cannot be stifled.

THE ancient schools of the prophets taught that both teachers and students in a school should be self-supporting. That idea formed the basis of a system of training that gathered out of Israel the choicest of its youth, placed them under the instruction of hard working, rugged teachers. The two groups lived and worked out their problems together.

Some outstanding characters of world history are the product of those schools. It was in such a school that Elisha, the

young man, was trained for a long life of usefulness and power in the educational world. He moulded the lives of hundreds of youth. He inculcated in them the thought that they need not be under the control of monarchs like Ahab who opposed the progress of truth.

King David, builder of the line of rulers from which the Christ sprang, was a product of that type of education. He belonged to a system of training that is spoken of as the salt of the earth, the preserver of truth when both the civil and religious organizations of the day were going into decay. It was his ability to care for himself in the midst of adverse circumstances, the ability to adhere to an idea under pressure, that enabled David to carry his work forward in the face of almost overwhelming obstacles.

Training of a similar type produced Daniel and the other Hebrew youth who withstood the temptations of the Babylonian court. An idea was planted in them that no power on earth could eradicate. It carried them over and above every form of opposition that a world monarch could conceive, and made Daniel a master mind in the empire for three-score-and-ten years.

The Madison system embodies these ideas. It is fortunate for anyone to be in line with these ideas of education.

A TEACHER, soliciting students for college, found that many could not secure an education because of limited financial resources. That teacher vowed he would develop a school that would put Christian education within the reach of young men and women of ambition and worth by operating industries to produce money for their education.

That idea was the beginning afar off of the school at Madison, where over three hundred students each year take advantage of the privileges afforded by the industries. They work and study alternately. This does not mean that all of these young people are without resources aside from their earnings on the campus. Some could not be in college were it not for the privilege of earning a large part of the expenses. Others recognize the value of the system itself. It is a vigorous, inspirational training for any able-bodied student. It is

a challenge to both intellectual and physical capabilities. Many of them learn to love it, to thrive under it. Such come forth as winners of trophies more to be desired than the silver cup awarded in an athletic contest.

The foundation principles of Madison constitute a triple idea: (a) the location of a home and an educational center on the soil; (b) the habit of support, or self-maintenance, producing rather than consuming, contribution rather than dependence; and (c) the related thought of self-government.

The early colonists on America's soil had deeply imbedded in their minds the value of democracy. They crossed the Atlantic for their freedom. They possessed the ability to care for themselves when England was putting to the test their demands for democracy.

Schools of our land today do not hesitate to say that if democracy is to live, children and youth must be taught by actual practice in the schoolroom the principles and ideas of democracy. Student-teacher co-operation in government is the law of Madison. It is pleasing to see even high school students handle their problems in a masterful way. College students, facing the world of work in the near future, cannot afford to pass by the opportunity to work out these ideas as a part of their preparation for life.

Truly there is vitality in an idea.

—S—

The Children Entertain

SUNDAY was quite an occasion for the children. Thirty-two little people, members of the elementary division of the Demonstration School, accompanied by a sufficient number of parents to properly chaperone the crowd, drove to the highlands about forty miles north of Madison.

Announcement had been made far and wide that they were coming to entertain friends of Chestnut Hill Farm School. For years this school operated by Mr. and Mrs. H. M. Walen, Mr. and Mrs. Herschel Ard, and others, has ministered to this section of the highland rim through its community school and by caring for the sick. The school is located at the junction of five communities, and all were

represented in the congregation of 200 individuals who greeted the youthful musicians.

These children are the pupils of Mrs. Alice Straw, and the entertainment was given largely by the rhythmic orchestra, although there was an interspersing of song and piano music. The gathering place was on the meadow in front of the school house and home. The view is inspiring from this elevation of approximately 1200 feet. Far off in the distance, blue skies, rich in their cloud effects, blended with the new verdure of the young spring.

One of the neighbors had contributed to this group of children enough highland grown gourds for each to have an Indian instrument made by painting the outside with bright colors and filling with dry rice. When shaken this reminded the Indians of the music of falling rain. Much of the children's program consisted of Indian melodies. They sang, too, of Indian life, as "By the Waters of Minnetonka."

Instinctively all eyes center on Mrs. Straw as she directs the little folks. The appreciation of the audience was expressed in such words as, "See, she has music all through her;" and "Don't you love to watch her tell the children what to do?" (referring to her gestures).

The orchestra consisted of gourds, rhythmic sticks, cymbals, triangles, and the big drum. Miss Betty Nicholson accompanied them on the piano. The accomplishment of the children and the real value of the education represented made a strong appeal to the audience. If Madison is doing that for the children, where is the limit of what she can do for other students?

—S—

Changing Ideas of Education

IT IS a quality of the human mind to desire a place in the going concern, to sit in the front ranks, to be with the popular party. In this respect the student who is receiving his college education, or his high-school work, for that matter, in an institution that departs from the traditional program of classroom procedure, is on the growing, the popular side.

There is an ever-increasing interest in schools that set students to work, that

provide some means of connecting their school with life problems. Here is the story of an interesting experiment on the high-school level as reported by *The Christian Science Monitor*, and quoted by *The Readers' Digest*, April, 1936:

IN JACKSONVILLE, Florida, high-school boys and girls are getting training for future jobs in the community at the same time they attend school. They go to school part of the day and the other part they spend in the department store, advertising office, broadcasting station, theater, hotel, tearoom, telephone office, learning practical work right on the job. Since the inauguration of the "Jacksonville Plan" about two years ago, eighty-six per cent of the vocational pupils have secured jobs upon graduation, and the plan is spreading to other cities of the South and West.

The majority of the boys and girls leaving high school today cannot go to college, yet their training is directed toward that goal. When they apply for a job, the employer asks, "What can you do?" The answer is, "I don't know, but I can try anything." The Jacksonville graduate says, "I have had two years' experience in a bank," or in an auto-mechanics shop, or any other of the forty-three different types of training positions in the community.

The pupil starts on his vocational training at the beginning of his junior year and spends four hours a day in outside work and four hours in studies.

Madison's work-study program helps its students see the advantages of the Jacksonville system. That is the reason this quotation caught the eye of one and he passes it on for SURVEY readers.

—S—

Week-End Activities

The chorus of Southern Junior College, Collegedale, Tennessee, under the able direction of Professor Harold Miller, is traveling by bus to different parts of the state in a booster campaign for students. The group of twenty-five gave a concert of sacred music for the Madison family on Sabbath afternoon. It was an especially appropriate program and well represented the high-class work of Professor Miller's department.

—S—

Saturday evening, the second, the family was especially favored by the Peabody Chorus. Professor D. R. Gebhart with forty-five voices and his orchestra of fifteen instruments rendered "Prometheus" by Liszt and "Gallia" by Gounod. The

male chorus sang "O'er Great Lone Hills." Mrs. Gebhart was at the piano. Mrs. Clara Goodge, teacher of voice at Madison, was soloist in "Gallia." Several other members of Madison's music department are members of the chorus.

—S—

Campus Visitors

Members of the teaching staff, those who were here ten years or more ago, welcomed Dr. Mary Dale, of Pasadena, at the home of Mrs. Lida Scott. Dr. Dale was one of the Madison Sanitarium physicians a number of years ago. Since, she has been connected with the Public Health Department of Los Angeles County. She has given much time to the feeding of infants and small children, often carrying them through the difficult problems of their first four to six years.

—S—

Dr. Margaret Holst Godfrey, returning to her home and work in Sydney Sanitarium, Australia, after five months in Edinburgh, Scotland, spent a few days with her mother, Mrs. M. A. Beaumont, and her sister, Miss Louise Holst. Dr. Godfrey's premedical education was obtained at Madison. She is an alumnus of the College of Medical Evangelists. She was in Edinburgh for the Triple Board Examinations that admit one to the practice of medicine in any part of the British Empire. She plans to sail from San Francisco on the 26th and is due in Sydney about June 16, where she will join her husband, Dr. Merle Godfrey, and their two children.

—S—

Another physician, Dr. M. Couperus, class of '34 of the College of Medical Evangelists, paid Madison a visit this week. His family home is in Holland, but he has been in the United States for a dozen years. He has recently passed the English Triple Board examinations and looks forward to medical practice in foreign fields. "I have always been interested in Madison," said the Doctor. He visited his friends and schoolmates,

Dr. and Mrs. Gustav Ulloth, also former Madison students. Dr. Ulloth is in medical practice at Red Boiling Springs, a high-land section of Tennessee.

—S—

We are always happy to have former students visit the campus. Miss Mildred Davidson, who has been teaching in the mountains of Kentucky, near Carrie, stopped to see friends as she went further South for a brief vacation. Her school re-opens in July.

—S—

A pleasant surprise came with the announcement that Elder George Enoch and Mrs. Enoch would stop at Madison en route from New York to San Francisco. Both Elder and Mrs. Enoch were students of Dr. Sutherland and his associates in Walla Walla College, Washington, forty years ago. They have been in India for over a quarter of a century. They are in the homeland on furlough for the meeting of the General Conference of Seventh-day Adventists, to be held the last of this month. Elder Enoch spoke to the family on three occasions while here.

—S—

Dr. Paul Black and wife (nee Miss Patricia Hall), and Miss Stella Peterson, drove down from Hinsdale to see friends and relatives on the campus. Dr. Black is eye, ear, and throat specialist in Hinsdale Sanitarium, near Chicago, and Miss Peterson is supervisor of the hydrotherapy department in the same institution. These three young people are former students of Nashville Agricultural Normal Institute.

—S—

Attention!

DUE to the establishing of a post office on the campus, friends will enable us to render better service if all mail intended for the various departments of this institution and for individuals residing here is addressed to Madison College, Tennessee, and no longer to Madison, Tennessee.

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The Madison Survey

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Meeting Emergencies

THE pathway of life is full of emergencies. New experiences are awaiting us at every corner; they confront us at each turn in the road. No two of them are exactly alike, else they would cease to be emergencies, tests of our ability to wrestle with unknown factors.

The broader the life, the more numerous and the more complex are the emergencies. Whatever their nature, whatever their simplicity or their complexity, to meet them calls for adaptability, quick reaction, initiative, poise. In proportion to the development in these factors, the greater will be one's success in life.

Education is the preparation to meet these emergencies of life. The true, the effective type of education, prepares the student to successfully grapple with problems that otherwise would floor him.

No matter how unexpectedly we may be called upon to meet a new situation, the poise with which it is met, the ability to go through without flinching, without losing temper or confidence in God and man, or ourselves, for that matter, is the crucial test of the educational system to which we have been subjected.

WHO teacheth like Him?" asked Elihu of Job. And, indeed, it is the element of the divine in education that makes it of eternal value. Christian education includes the entire man and, much more than any other system, prepares its students to successfully handle the propositions of life. Its fundamentals are seen in the conversation between that doctor of philosophy who approached the Master in the shadows of the olive grove one night with the words, "Rabbi, we know that Thou art a Teacher come from God: for no man can do these miracles that Thou doest, except God be with him."

It was the inimitable way of the Master in meeting the problems of that section of the world in which He walked and taught that impressed Nicodemus. No man ever caught Him off guard. No question was ever propounded that He was not able to answer to the confounding of those who attempted to trip Him. No difficulty ever faced Him, not even death itself, that startled or baffled Him.

In so far as we are able to imbibe the principles of that type of education, are we able to meet with success the crises in our pathway.

SCHOLARSHIP OF PART-TIME WORK STUDENTS

THE Committee on Federal Student Aid at Nebraska Wesleyan University, after a survey last year, concluded that "students may earn a considerable proportion of their college expenses, carry an average number of hours, participate in a reasonable number of extra-curricula activities, and still earn better grades than the average student."—*Richard R. Brown, Assistant Executive Director of the National Youth Administration.*

ONE interesting thing about the life of a Christian is the fact that he has the promise of the Master to direct him in all his ways. The promise is that He will give wisdom, discretion, good judgment—not alone in weighty matters such as Joseph and Daniel met when they stood before government authorities, but to the simplest of men, the farmer in handling his crops, the housewife in her daily duties, the mechanic in his shop.

Read it for yourself. You may have forgotten those words in the twenty-eighth chapter of Isaiah. Here they are:

“Give ye ear, and hear my voice; hearken, and hear my speech.

“Doth the plowman plow all day to sow? doth he open and break the clods of his ground? [We know he does this very thing.]

“When he hath made plain the face thereof, doth he not cast abroad the fitches, and scatter the cummin, and cast in the principal wheat and the appointed barley and the rie in their place?

“For his God doth instruct him to discretion, and doth teach him.”

We recognize that this is the way of the farmer, but many of us have lost sight of the fact that the Lord has promised to tell him just when to plant each crop, when and where to sow each variety of seed. He promises also to teach this farmer just when and how to gather his crop. “This also cometh forth from the Lord of hosts, which is wonderful in counsel, and excellent in working.”

What more can any man want than that link-up with the heavenly Teacher as preparation for the emergencies of life? That, indeed, is true and lasting education.

THE choicest place for students who seek that type of education is in a school on the land. Such a school can offer things in an environment that no other situation can approach.

Manual labor, with a view to self-support, is a part of the divine plan of education for youth. The apostle Paul stressed it; the Schools of the Prophets exemplified it. These elements need to enter into the education of men and women before they go forth to meet the problems of

the world, whether their fields of labor lie in this land or some foreign country.

THE necessity of participation in government, self-control, and aiding one's erring brother to regain his poise, is another vital factor in the preparation for life success. That feature of education is stressed today by many, many educators—more, in fact, than ever before, as the world drives on in its mad race toward some crisis which they all dread to contemplate.

The value of this phase of education is well given in an article entitled “Student Government in the Junior and Senior High School,” appearing in the April, 1936, issue of *The High School Quarterly*. The following paragraphs reveal its worth in preparation for meeting emergencies:

Participation in the administration of the school gives the student an opportunity to develop initiative and resourcefulness. He has to learn the value of orderliness, promptness, and courage in meeting life's obligations. He is constantly challenged because of being made responsible for his conduct to develop habits of self-control, of reliability and honesty.

He has to learn to think independently in regard to the relationships of individual and group welfare when policies are proposed for legislation. He gains actual experience in judging those qualities that make for successful leadership. In fact, he participates in the processes of democratic government.

The leaders of student government acquire these desirable traits and also have to develop the ability to act in a judicial capacity. They weigh evidence and formulate policies of justice which should follow logically as a consequence of actions. To participate in the administration of one's school develops ideals of service and unselfishness and gives one a conception of the meaning of citizenship in the school group.

One who shares the responsibility for any undertaking is more concerned with its success than with pointing out its defects. Student government activities place the method of training in the development of character on a positive rather than on a negative basis.

The game is an interesting one. Students and teachers work together in the development of character. Who would not aspire to a part in such a program?

—S—

Student Mechanics Ready to Help

THE oft-heard cry of Paul's time, “Come over and help us,” resounded at Madison the other day. Elder V. G. Anderson, president of the Kentucky-

Tennessee Conference, asked the school to loan a student for four days to help erect a cement block church building at Dickson, Tennessee. The school is always ready and willing to cooperate with the conference. In spite of the fact that all available help is needed for completion of the new library on the campus, the faculty voted to loan a man to put up the church.

I was the one chosen. There is a thrill in being able to step right out of school when a call to service comes and in being able to meet the emergency. With the aid of the pastor, A. R. P. Johnson, and three other men, a cement block church, thirty-six feet long by twenty feet wide and one story high, was built in four days.

Elder Johnson and men of his congregation will roof the building in a few days. To see a student step out of school and lay 1350 rock-faced cement blocks in three and one-half days, made the people of Dickson take notice. They declared they had never seen anything like it before.

The question arises, "Is it worth while to teach students to use their hands in manual labor while at the same time they are gaining theoretical knowledge?" We will leave the question for you to answer. You already know how I would answer. Here at Madison we students take our manual labor just as seriously as we do our class-work.

I am happy to state that the people at Dickson are going to have a nice little church. After considering the method of finishing the inside walls of our new library, it was decided to finish the inside of the church in like manner.

Madison teaches cooperation and trains for service. When calls come, her students stand ready to answer them, even though it may mean some sacrifice.

—S—

From the editor of *The Instructor* came this summary of awards received by Madison high school students:

First Award — \$5.00

Marie Lovins

Third Award — \$2.00

Fern Pitcher

Honorable Mention — \$1.00

Venessa V. Standish

Oran Vosburgh

Usable

Olga Burdick	Russell Myers
Fay Dunn	Vera Noss
Rosalind Durham	Virginia Peterson
Frances Harris	Dorothy Rice
Chas. Holverstott	Maxine Wheeler
Bill Magan	Marian Wilson

Mrs. Martha Low, teacher of English under whom these papers were prepared, received the following letter from Miss Lora E. Clement, editor of *The Youth's Instructor*, who writes:

We are glad to pass on to you the general summary of the *Instructor* Academic Pen League papers received this year, and also the record made by Nashville Agricultural Normal Institute high school students. You may well be proud of the four awards which come to you, when you consider that we examined 223 papers, from 33 academies.

You will also be pleased to note that twelve papers submitted by your students are usable. We are glad to have these on file against the time when they will fit into *The Instructor* schedule.

Really, the academic young people did some excellent work this year. Our judges felt that they excelled college students in spelling and some other points. And so we send hearty congratulations to the English students in your classes, and to you as the teacher who has inspired them to such excellent work.

Assuring you of our appreciation for your interest and cooperation in this project, and with every good wish, I am cordially yours.

—S—

More News From China

WHILE Dr. Moses Swen, now dean of the Department of Agronomy, College of Agriculture, National Central University, Nanking, China, was studying in the United States, he became acquainted with Madison and its plan of operation. He had friends here who were preparing to return to the Orient as teachers of agriculture, and he himself visited the institution. Recently Dr. Swen wrote as follows:

"Instructor" Academic Pen League

FOR several years high school students from Demonstration School on the Madison campus have entered their productions with the *Youth's Instructor* Pen League. This year seventeen young people entered compositions. Four of them received cash awards, and twelve others were listed as having written usable papers.

"From time to time I receive THE MADISON SURVEY. I am very much interested in the little paper and the news it brings of the development and progress of your college. . . . I hope that in the near future vocational education after the Madison plan may be carried on in China. China is certainly in need of vocational education.

"I have recently been transferred to National Central University at Nanking. I have written a book for college students, entitled, "Chinese Food Crops," published by Shanghai Book Company.

"In my department there are eight separate experimental stations, with nearly fifty professors and field workers. Our main breeding work is with rice, wheat, cotton, and soy beans.

"China is awakening and her agricultural work is progressing. If we could apply the principles of modern science, China should be able to raise enough food to maintain her own people. May God bless you and your work."

DR. SWEN'S letter, as well as others received from time to time, confirms statements made in the very early days of Madison when initial steps were being taken to develop its educational system. For instance, thirty years ago these words were given to encourage the teachers:

The school at Madison not only educates in a knowledge of the Scriptures, but it gives a practical training that fits the student to go forth as a self-supporting missionary to the field to which he is called. . . . The class of education given at the Madison school is such as will be accounted a treasure of great value by those who take up missionary work in foreign fields. If many more in other schools were receiving a similar training, we would be a spectacle to the world, to angels and to men.

Educational institutions and educational systems, like trees, take time for growth to the point of bearing fruit. Today, in different parts of the world, we are seeing the fruit of the seed-sowing and cultivation of the last thirty years. What a

satisfaction it is, and what a privilege and education to those who have an active part in the development of these ideas!

—S—

Campus Visitors

A. E. Nelson, treasurer of the Southern African Division, whose home is at Claremont, South Africa, was accompanied in his visit by J. E. Symons, secretary-treasurer of one of the South African Union conferences with headquarters at Bloemfontein. Mr. Symons is a colonial who is seeing the United States for the first time. He was pleased to find here Mrs. Druillard—Mother D as she has long been known to us—who was his first Sabbath school teacher when he was a lad and she and Mr. Druillard were in Capetown, South Africa, over forty years ago.

—S—

Madison has been favored with many visitors the past week. Friends from foreign lands who are in the United States temporarily to attend the coming meeting of the General Conference of Seventh-day Adventists at San Francisco, find a welcome as they halt in their westward journey to see friends and to look over the institution.

—S—

Your Chance for a College Education

IF YOU have a strong ambition for a college education, a training for Christian service, there is a way to get it. A good many institutions of higher learning recognize the difficulties in the way of financial backing and are offering work opportunities. A young man graduating from Harvard University writes that he has practically earned his school expenses up to and including his Ph.D.

Madison has good news for the young man or woman who meets its standards for Christian training. Read the box on the first page of this issue about the scholarship of students who earn while they take their training; then find out what you can do. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Rural Life Training

ONE of the objectives of Nashville Agricultural Normal Institute as a Christian training center, an objective stated early in the history of the institution, is to turn the minds of men to rural life and prepare rural-minded people to assist others out of the cities to homes on the land.

The fact that the college is located on an extensive tract of land; that much of the food consumed by the school family is raised in its own gardens and orchards; that food preparation as well as food production is a prominent feature of Madison education and activity,—all stress this objective.

For thirty years students from Madison have been locating as groups in rural sections of the South, founding and conducting rural centers for dispensing education for the young, health of body and mind for the community, and greater thrift and social advancement. Out from Madison and these various centers have come a number of workers for more distant fields. China, India, and Africa have each received recruits from this little center of activity.

RECENTLY words from men in foreign lands have been quoted in these columns, showing the trend in their home lands, toward agricultural education and

rural life, and encouraging Madison in its endeavor to spread a message of country life and training.

Frequent reference has been made, also, to Mr. John R. Reisner, executive secretary of Agricultural Missions Foundation, New York, and a leading spirit in the United States in disseminating the message of rural life in foreign mission fields. In a paper, entitled "Today's Challenge to the Rural Mission of Christianity," read at the annual meeting of

SUMMER SCHOOL

A FULL summer course is available at Madison, beginning the 17th of June. Special attention is called to the offerings of this quarter as given on the back page of this issue. Write for further details: Nashville Agricultural Normal Institute; post office address, Madison College, Tennessee.

the Foreign Missions Conference of North America held January 6-10, 1936, Mr. Reisner makes some statements that call for careful consideration. He says:

"I have been asked to indicate very briefly some of the factors, both within and without the Christian missionary movement throughout the world, that present a fresh challenge to the rural mission of Christianity."

HAVE you considered that Christianity has a *rural mission*? Is the message, "Come out of the cities," a gospel message? Some people are beginning to realize that it is. Continuing, Mr. Reisner says:

"We are beginning to understand and recognize the sociological and biological significance of the farm family in relation to urban welfare. Populations never re-

produce themselves in the cities at a sufficient rate to maintain their numbers. This applies universally. I can see no rapid growth of the Christian movement in any land if the Christian family does not reproduce itself. This the rural family does and the city family does not. These are ascertained biological facts.

"If in America today every city of over 100,000 were almost solidly Christian but the country-side non-Christian, the church could not look for much growth. In fact it could expect a marked decline. Cities must be constantly replenished with fresh life from the country. The strategy of a world Christianity demands that the rural populations be made Christian, if Christianity is to progressively increase and encompass mankind. Its immediate challenge to the missionary movement is to get out into the villages [rural sections] to a far greater degree than we are doing today."

Mr. Reisner calls attention to the fact that the past ten years, as no other period in the history of missions, has witnessed the growth in importance of rural problems. As an indication of this growing importance, he gives the following list of words and phrases descriptive of activities in Christian missions:

MISSION workers are continually using such expressions as—"The Christian community; Christian rural civilization; rural church; Christian fellowship groups; seed blessing ceremonies; rural life Sunday; the Lord's Acre; the rural pastor trained for his rural task; rural retreats for students; mass education; education of the community; Jeanes teachers; new literature designed for rural readers; village libraries; the literacy of women; co-education; rural bias high schools; ruralized Bible Schools; rural leaders' training school; lay leadership (not a new term but certainly invested with new significance in the last ten years); cooperative societies of all sorts; agricultural improvement from colleges to cabages; cottage industries; rural reconstruction; comprehensive program; simultaneous approach; medical extension work; village dispensaries; rural ambulances; public health programs; health

education; health week; vaccination campaigns; sanitation; hygiene; pure water supplies; ventilation; child and maternal care and welfare; home economics; home gardens; diet and health; food; nutrition; recreation; baby shows; agricultural fairs; the rural reconstruction unit; rural community parish; Christian Rural Institute; Christian Rural Service Union; gospel peasant schools; rural secretary of the N. C. C.; committee on rural work of the N. C. C.; and so on.

"Do we need more than the above words and phrases to indicate that a new day for education, for medicine, for evangelism, has arrived in the Christian missionary enterprise?" If Madison fulfils its mission as a training center for home and foreign fields, it must never lose sight of the blessing it has in its acres, the necessity of placing increasing emphasis on the training of agricultural leaders and teachers, and the spiritualizing of work with natural forces on the land.

—s—

Expanding Experiences

YEARS ago when Madison was in its youth, Neil Martin, then just a lad, came to school as a student along with his parents, who had been living for years in the West. In time Neil trained as a nurse. He spent some time at Hinsdale Sanitarium near Chicago. In co-operation with the school he and his wife operated a Day Home for children and Treatment Rooms for others in North Nashville.

About ten years ago Mr. and Mrs. Martin secured property in Florence, Alabama, not far from the well-known Wilson Dam at Muscle Shoals. In a quiet way a small sanitarium has developed in that "home on the hill." As the result of good care, a wholesome diet, rest, and the blessing of a Providence that attends us when we follow His leadings, many a sick man and woman has been restored to health. El Reposo Sanitarium is the name of this little medical center.

Mr. Martin is an expert in handling tools and has done much of the work of enlarging his place and equipping it

himself. From time to time additions have been made to meet growing patronage and increased demands of the business. Here is the latest chapter in the history of this little center. These facts are gleaned from a recent letter. He writes:

WE REALIZED that something must be done about our treatment rooms. Our charity work for the past ten years which has run better than twenty-five per cent of our income had eaten up what might have been reserve funds for improvements. I made several unsuccessful attempts to borrow money, and other plans that likewise fell through.

"I knew a wealthy man of whom I decided to attempt to borrow the money needed. Although a stranger, I talked the situation over frankly with him. He questioned me, then said frankly that he would not be interested in loaning me any money. My heart sank. After a moment, however, he said that an enterprise such as ours should not borrow money but should solicit donations.

"I have watched your work on the hill. This community needs what you are doing, and I believe there are enough people here who feel that way about it to build your addition."

"He then told me that if I would raise \$700 he would give me \$500. I had tried to borrow \$1,200 for material and had told him we would do the work ourselves.

"I had been working and praying for over a year for this money, but when he put this proposition to me, my heart failed and I told him I could not do it. I explained that I had never solicited donations and did not know how to go about it. He felt that I could do it, and told me to get up my courage and go after the money.

"The first man I approached after this gave me \$200, and the next one gave me a check for \$100. In a short time I had \$1,300 in cash and pledges. As we have been getting the money, we have been building. The frame is up and the roof is on. The building will be finished in colored sandstone, all of which is on the grounds and entirely paid for by giving treatments. This is in addition to the \$1,200 asked for.

"I am convinced more than ever that our greatest need is not money, but a willing-

ness to let the Lord have His way in our hearts, and to be ready to cooperate with Him when He directs.

"You may be interested in knowing of our radio work. For nearly two years we have been broadcasting health talks. At first the programs were fifteen minutes long. We are now putting on half-hour programs, known as El Reposo Health Hour. We open with a theme song during which announcements are made. A seven-minute musical program is followed by my health talk; then more music. Our radio time has never cost us anything."

It is interesting to see how doors of usefulness open to men and women who are willing to devote their lives to service in the name of the Master. Such experiences as these should encourage others of talent to throw themselves into the furrow of the world's need.

—S—

Results of the Health Lectures

RECENTLY Julius Gilbert White has been giving his health lectures, the alcohol and tobacco instruction, in the states of Tennessee and Georgia. Echoes of the effect of this instruction come from various quarters. Dean-Registrar N. C. Beasley, of State Teachers College, Murfreesboro, writes:

"Your presentation at our chapel period was one of the finest I have ever heard. Comments from both faculty and students here and at the Training School indicate sincere appreciation of your work."

Referring to the visual education method of teaching the effects of alcohol, Superintendent Alfred L. Davis, of Ocilla Public Schools, Georgia, says, "I think it is a most effective method of instruction."

The head of the science department in Lanier High School for Boys, Macon, Georgia, wrote of the illustrated lecture given to some of the classes in biology: "It was impressive, scientifically correct, and greatly enjoyed by the boys. Questions they asked me afterward show that they have done some thinking. I am a strong believer in visual education and believe it one of the most effective methods of teaching."

Summer Courses at Madison

MADISON operates, the year-round, an uninterrupted program in class-work as in its industries. The summer session opens Wednesday, June 17, 1936, and continues for twelve weeks. During this quarter full college work is available. Your attention is called to the following offerings:

In Agriculture: Beekeeping, (3); Animal Husbandry, (4); Projects in Agriculture, (1-3).

In the Department of Biology: General Zoology, (4); Systemic Botany, (4); Advanced Bacteriology, (4); with classes in methods of teaching which are listed in the Department of Education.

In Chemistry: Organic Chemistry, (4); Quantitative Analysis, (4); Food Chemistry, (4).

In the Department of Education: Orientation, (3); Materials and Methods in the Teaching of Agriculture, (4); Materials and Methods in Nature Study Teaching, (4); Materials and Methods in Teaching Biology, (2); Materials and Methods in Teaching Arithmetic in Elementary Grades, (2); Methods in Junior High School Mathematics, (2); Materials and Methods in Teaching English in Secondary Schools, (4); Materials and Methods in Teaching History, (4); Tests and Measurements, (4).

In English: Library Science, (1); Spoken English, (4); History of the English Language, (4); Advanced Composition, (4); Southern Literature, (3); several courses in methods of teaching listed under Education.

In the Department of Health: Community Hygiene, (3); Home Hygiene and Home Nursing, (2); Current Health and Social Movements, (1); Child Hygiene, (2); Individual Problems in Hygiene and Health Education, (2).

Nursing Education Courses continue the regular schedule which is open only to those already enrolled.

Household Arts Education: Elementary Dressmaking, (4); Child Care and Training, (4); Advanced Cookery and Catering, (4).

Music: General Appreciation, (2); Arranging, (4); Conducting, (4); Private Lessons in voice, piano, small instruments, and orchestration.

Modern Languages: French, a beginner's course, (12); German, a beginning course, (12).

Physics and Mathematics: History of Elementary Mathematics, (2); Physical Measurements, (1); Fundamentals of Radio Communication, (5).

Religious Education: Fundamentals of the Christian Religion, (2); Old Testament Survey, (3); Modern Church Movements, (3).

Social Science: American Constitution, (3); Current World History, (3); Rural Sociology, (3); Geography of the United States, (3).

Figures in parentheses indicate the quarter hours' credit the course carries.

DETAILS concerning student life on the college campus will be given on request. Only those seeking work on the college level can be admitted this summer. Senior college work leads to a Bachelor of Science degree.

Many students are especially concerned with the opportunities offered at Madison for student support while in training. A large work program on the campus makes it possible for three hundred students, or more, to obtain remunerative part-time employment. There is work also during the summer for full-time workers who look forward to registering for classwork at the opening of the fall quarter. For catalog and application blanks, address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

(Note the new campus post office address; Madison College, Tennessee.)

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Essentials In Education

THE philosophy of the Madison system of education is that every student should be fitted for the work in life that he can best do to the glory of God and the benefit of his fellow men. To properly guide students in the selection of their educational fields calls for a careful analysis of natural abilities and attitudes. It demands that the educational menu presented to students be sufficiently varied to meet individual differences, and that it be presented in such form that each one may receive the most efficient training for the practical duties of life.

This presents a study problem that is ever before the faculty. What are the essentials in education for the group of young people who present themselves to this institution? Where are they going? What does efficiency in their chosen field demand of them? Each college student should have chosen a definite goal before beginning his course. It happens, however, that some are undecided when they enter college, and a stay on the campus, facing daily the varied industries of the institution, serves as the best orientation course they can pursue.

They are closely associated with agricultural groups who are interested in the production of crops, in agricultural

meetings, in machinery, harvesting, and finally the preservation of the surplus product for winter use. They sit in class, at the tables, and elsewhere with sixty or more nurses,—some graduates, some in training. There are physicians and technicians, all adding their professional atmosphere to the environment.

The various dining centers,—those for the students, the decks that supply sanitarium guests, the cafeteria with its problems in meeting the public in the city,—these all offer inducements to those who have a leaning toward dietetics, household arts, applied

chemistry, and so forth. Premedical students are usually a busy group with a definite goal. Their spirit is catching. There is a large and active class of teachers-in-training toward which a good many students direct attention.

THROUGH it all, what is Madison doing for young men and women? It is inspiring them to train for a definite service for the Master. When Dr. John Brownsberger, Medical Superintendent of The Mountain Sanitarium addresses us; or Dr. Gustave Ulloth brings a patient to the sanitarium from his community in a highland region of our own state; or the Lawrenceburg Sanitarium workers send up for added help in carrying their burden

EDUCATION FOR DEMOCRACY

JEFFERSON sponsored not so much a structure of government as the freedom and fullness of the life of the citizen within the structure which he believed necessary to this great social end. Jefferson dreamed of an agrarian nation, each citizen owning his own tract of land and as independent supervisor of his own welfare. . . . He was likewise a far-seeing westerner in the sense that he envisioned an expanding nation of farmers. —*Alfred L. Hall-Quest Reviews James Truslow Adams' "The Living Jefferson."*

of sick folk; then we say, "It pays to educate young people according to the Madison plan; pays, even if the price paid by those who operate the institution is heavy and the burden an unending one.

An educator was talking college problems with faculty members recently. He is a very practical man, a Superintendent of public instruction, but one of the liberals who believes in the application of what is learned to the duties of the day. Speaking of the classics, he said, "You do not have much need of them here at Madison, I judge. Your work does not call for those subjects once regarded as disciplinary. Your practical program gives your students mental discipline."

AND it is true. As teachers, we are endeavoring in every legitimate way to develop student activity. That appears to a marked degree in the industrial departments. Instructors are consciously stressing it in the classroom. Student participation in government is another avenue for individual initiative and mental activity. The entire program of remunerative work as carried by each student injects into his education a feature that is recognized as of untold disciplinary value.

In all these ways, school life on the Madison campus is a living, active experience. There is held before the group the possibilities that are theirs if they prepare for community activity as teachers, nurses, health and medical workers, or as agriculturists with all the complementary lines.

In many educational fields there is a reaching after more of the applied and less of the abstract in education for the youth. For instance, here is the description of Part II of a new publication by The Macmillan Company called *Practical Mathematics*, by N. J. Lennes. The practical problems are such as, "the cost of owning a car, the cost of owning a house, insurance, taxes, buying, preparing and serving food, household accounting, buying lumber, excavating, useful geometric figures," and others.

HERE is the expression of that need by Carl Holliday, writing for the May issue of *The Kadelphian Review*. He says, "What is genuinely needed in the Ameri-

can College is a faculty possessing the very synthesis of knowledge for which our age is desperately longing. What is needed is instructors. . . . who are imbued with a zeal to transform the young into socially useful beings of wide comprehension of the vital facts and movements of life."

He says again, "A college professor should be the most vitally social, the most valuable socially, member of his community. But," he adds, "the fact is he is seldom heard from," all because he is not dealing with live problems but withdraws from the world.

In this reaching for the essential, the strong, the enduring in education, emphasis belongs on the cultivation of the land, a home on the soil. For its acres, Madison is supremely thankful. The Sanitarium is a blessing to our family. It brings in money for the support of students. Other industries such as the Food Factory, the various shops,—all are immensely important in the entire scheme. But above all, beyond all, making all others possible in this scheme of education, is the farm.

Here is a description of our farm (Deut. 11:11, 12):

"The land, whither ye go to possess it,
Is a land of hills and valleys,
And drinketh water of the rain of
heaven:
A land which the Lord thy God careth
for:
The eyes of the Lord thy God are always
upon it,
From the beginning of the year
Even unto the end of the year."

—S—

Report For Madison Foods

By E. M. BISALSKI

FOR the past two-and-one-half years the management of Madison Foods has been busy redesigning its old packages to meet the standards of modern merchandising. Formulas have been improved, production increased, and new marketing plans have been introduced to make possible a more thorough distribution of its wholesome foods. The salability of the foods has been tested in many markets under varying conditions and

these tests bear out the confidence of the founders and the inspiration of the designer of the new packages who coined the phrase, "They sell on sight."

In almost every case where the merchandise has been properly displayed and priced, it has sold well and the stores re-ordered. It is gratifying to receive many orders running into the hundreds of cases for a single shipment.

Extensive plans are being carried out to increase distribution in the East where a survey of eastern metropolitan markets was made during the past month. Actual consumer tests indicate that Madison Foods will win favor in most of the better quality grocery stores.

Large buyers in the East listened with undivided attention to the story of Madison Foods which was published in this paper some time ago, and the slogan, "Devoted to the Protection of Your Health," appealed to them to the extent that they purchased liberally. They voiced that keynote of confidence in Madison ideals and Madison Foods, stating that the merchandise is meritorious, and from all indications is destined to win general consumer acceptance in most markets.

A large advertising company showed intense interest in the program thus far developed. At present they are preparing material to further advance the story of Madison Foods for presentation to the general buying public.

The whole-hearted acceptance of Madison Foods by advertising agencies, large brokers and jobbers, retail stores, and the buying public, has given added impetus to the plans for increased distribution which finds plant production running full and all workers at their posts early and late. It is their ambition to place before Mr. and Mrs. Consumer the ideals expressed in the slogan, "Devoted to the Protection of Your Health."

—s—

The Layman's Place In Leadership

FOR years Madison has laid special emphasis on the part in world work and mission efforts that should be assumed

by laymen. A great wave of interest is apparent on the part of many groups of workers in the opportunities today for laymen activity, not only in our own country but in foreign lands as well.

One of the outstanding fields for layman service is in rural life work. The fact that rural activities are just now receiving so much attention is of special significance. To illustrate: Agricultural Missions Foundation, with headquarters in New York, in its Mimeograph Series No. 50, reprints from *The China Christian Advocate, January, 1935*, an article entitled "Beginnings of Lay Leadership."

As some paragraphs from this very enlightening article are read, it is suggested that you recall corresponding instruction given to the Church in America concerning the duty of its laymembers. Some of the headings of this article follow, with just a sentence or two to give you the drift of the argument put forth in China in behalf of active work for Christ by laymen, and in the field of rural education and rural life.

THE NEED OF LAY LEADERS

IN ORDER to build a Christian rural civilization, at any cost, local lay membership must be discovered, trained and released for work. This should be the first task of the pastor. . . . *There must be found work for every church member, and every church member at work.* [Italics are ours.]

"It is now being seen clearly that in most places the old methods of extension work will never grow a Christian rural civilization. The life of the rural people is not being seriously affected by the church. Too much time and money is being spent merely on keeping the church machinery going. Regular ecclesiastical meetings are being held that do not register in the community and in the social life of the people. A new and more vital approach to rural life is needed."

MAY we appeal to the young people and to the students of China and of the world, especially to those whose homes are in the country, to make sure that in all your getting you get a vision of a Christian rural civilization, of the rural world, with its nearly one billion rural people living

apart, much out of the current of life,—two-thirds of the world's population, and in Asia seven hundred and fifty million, which comprise the farming population.”

Without doubt it is time for us as young people in our colleges and training centers to realize the need of rural-minded workers to answer the calls to foreign fields.

—S—

Some Visitors of the Week

It is always a privilege and pleasure to have out-of-the-country visitors. Professor W. T. Hodgson, educational secretary of the South Africa Union Conference of Seventh-day Adventists, whose home is at Bloemfontein, South Africa, and who has been teaching at Broadview Academy, near Chicago, spent some time looking over the plant and acquainting himself with the methods of Madison. He is about to return to his homeland and with the aid of the agricultural Missions Foundation, was able to see the workings of a number of educational institutions in the South. He was accompanied by Mr. and Mrs. Krohn and their little daughter, of Broadview, Illinois.

—S—

Our friend, A. A. Jasperson, active member of the group operating Asheville Agricultural School and Mountain Sanitarium at Fletcher, North Carolina, spent the week-end at Madison. He was driving to the Pacific Coast with Doctor and Mrs. C. C. Patten of Greenville. Mr. Jasperson is one who will represent Southern self-supporting centers at the coming General Conference at San Francisco. He had interesting things to tell of developments at Fletcher. The building of a new sanitarium unit is an absorbing project with them just now.

—S—

President S. W. McClellan of Lincoln Memorial University, Harrogate, Tennessee, has been spending a few days with

Mrs. McClellan who is a Sanitarium guest. Dr. McClellan spoke to the congregation at the Sabbath morning service hour. He is president of an institution, located in the historic region of Cumberland Gap, that for years has been training men and women of the mountains for Christian service. It is an inspiration to have men with us who speak from such a rich background of educational experience.

—S—

Early in May, President Charles J. Turck of Centre College, Danville, Kentucky, Superintendent K. R. Curtis, of Wilson, North Carolina, and M. C. Huntley, executive secretary of the Southern Association of Colleges and Secondary Schools, made a formal survey of the college and campus activities. Mr. Huntley has visited Madison a number of times in the past. This was the first contact the institution has had with Dr. Turck and Professor Curtis, and a very pleasant experience it was.

—S—

Fifteen years ago Miss Ethel Brownsberger and her two brothers, John and Sydney Brownsberger, took premedical training at Madison, following that with a medical course in the College of Medical Evangelists. It was our pleasure the past week-end to have a first visit in all these years with Dr. Sydney Brownsberger. In the interim he and his wife have been medical missionaries in India. He is now an eye specialist in Glendale, California. He visited his mother and sister at Asheville, North Carolina, his brother, who is Medical Superintendent of Mountain Sanitarium, Fletcher, North Carolina, and on his way West, stopped to see friends on the campus. He was accompanied by Dr. John Brownsberger who gave the Faculty in its Sabbath afternoon study some interesting personal experiences and evidences of the steady growth of his own institution at Fletcher.

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Minds are Turning to the Country

FOR years the large cities were the center of thought when men planned for schools. City schools had the cream of the teaching profession; they had the best equipped laboratories, well-stocked libraries, the most scientifically constructed school buildings.

But with all that, educators are now turning their attention to rural environment and are stressing the necessity, for health of body and morals, of sending children and youth to the country. I fear we have been oblivious to the advantages enjoyed by children whose school life placed them in close touch with the country and growing things; whose program was a mingling of study and work with their hands; whose days were spent in association with rural-minded teachers and directors of industry.

At any rate it is refreshing to read in the May issue of *School Life*, official organ of the Office of Education of the United States, clear cut messages concerning the value of country life and rural education. Under the caption, "Country Experiences For City Children," Miss Marie Butts,

general secretary of the International Bureau of Education, headquarters at Geneva, Switzerland, while in the United States as guest of the Association for Childhood Education, is quoted by *School Life*.

HELPING THE UNDER-PRIVILEGED

THE industrial areas of Europe with their huge, smoky, dingy, depressing cities, are not good, either physically or morally, for the upbringing of children. The child reared in a sordid environment and deprived of normal outlets for his animal spirits and his creative energies, is necessarily underprivileged. He is apt to be quick-witted but he has a poor physique and he may easily become a problem child and even drift into juvenile delinquency," says Miss Butts.

Thousands of youth in our own cities are making just this history and are swelling the criminal classes.

ATTEMPTING A CURE

EUROPEAN cities, says Miss Butts, use various means to get these city children to the country. "Playing fields"

A TEACHER'S PRAYER

"Lord, who am I to teach the way
To little children day by day,
So prone myself to go astray?"

"I teach them knowledge, but I know
How faint the flicker and how low
The candles of my knowledge glow.

"I teach them power to will and do,
But only now to learn anew
My own great weakness through
and through.

"I teach them love for all mankind
And all God's creatures, but I find
My love comes lagging far behind.

"Lord, if their guide I still must be
Oh, let the little children see
This teacher leaning hard on Thee."

—Selected

have been established. "School journeys" for elementary and secondary school children are conducted. Great Britain establishes camp schools, purchasing tracts of land, building cottages for the children and transporting them in relays for a few weeks in the country. In some cases public-spirited men make available to educational authorities tracts of land for school children.

After all, these are merely touching the problem with the finger tips. Every child has the right to be country-born. That is the ideal situation, the original plan for the human race. But man in his eagerness for money has left the farm home to the detriment of himself and his children.

A SCHOOL-LAND-HOME

IN GERMANY," says Miss Butts, "many city schools possess a house in the country, sometimes a fine old country seat, sometimes a wooden chalet. Whole classes with their teachers go and spend a week, or two or three weeks at a time, in their 'Schullandheim.' Schools that cannot have country homes of their own club together, and a country home may be the common property of several schools. At the end of 1931, there were 242 school country homes in Germany; two-thirds belonging to secondary schools (girl's as well as boy's) and one-third to elementary schools. There are many more now.

"The homes have joined into a federation (Reichsband der deutschen Schullandheime) which publishes a bulletin *Das Schullandheim*. It has been found that the mental, physical, and moral results of spending a few days in the country are excellent.

"The health of the pupils is greatly benefited; town children learn to love nature study; discipline can be relaxed and the relations between the teachers and their pupils are freer, greatly improving mutual understanding; the teaching can be linked up with real life in a much more natural way than in the city and many creative projects are eagerly entered upon. In the summer holidays, the Schullandheime that are not needed for holiday camps are often occupied by classes of

school children from other countries, especially from France and Great Britain."

AT MADISON

CITY life kills the natural love of a child for the simple, homely things of the out-of-doors. Man-made scenes are constantly in his vision. They have molded his tastes and ideals until it is often necessary for him to spend some time in a more normal environment before he begins to appreciate what is really essential to his own good.

Student life on the campus at Madison makes a strong appeal, however, to many who are coming in contact with rural surroundings for the first time. It is not an unusual thing to hear some city-reared young man say on returning from a trip to the city, "I am so thankful we are living out here in the country. I did not know I would come to love it so."

The advantages of a college education in a rural community cannot be estimated in dollars. It is true that a school on a farm offers remunerative work, and often makes possible college education that otherwise would be out of the question. But an atmosphere cleared of the elements of physical and moral decay that necessarily accompany life in a crowded center, the program of wholesome work alternating with hours of mental effort,—this is an environment that any lover of truth may covet.

—S—

Outstanding Facts Concerning the Soy Bean

IT IS surprising to note the recognition accorded the soy bean and the growing interest in this valuable food product. Many letters of inquiry come, which are answered with information similar to the following paragraphs.

AN ALKALINE-FORMING FOOD

From a leaflet issued recently by Madison Foods comes this information:

In view of the fact that a large portion of the foods eaten by many people are acid forming, the consideration of properly balanced meals (acid-alkaline balance) is being given attention

by dietitians and doctors. Meat, fowl, fish oysters, eggs, breads, breakfast foods, pastry, cakes, rice, oats, corn, macaroni, rye, and tobacco are acid forming. It is easy to see that the average person eats more than enough of the acid-forming foods. The United States Bureau of Home Economics reports that among the reasons soy beans are valuable as a food is the fact that they give an alkaline reaction in the body. Dr. Horvath says: "It is important to note that Nuzum, Osborne, and Sansum have shown by direct experiment that a soybean diet does not produce acidosis. . . . This is due to the alkaline ash of the soy bean, while the ash of other cereals is acid."

"We are certainly eating too much meat and probably more breakfast foods and other cereals than are good for us. Such a diet is heavily charged with acids which lower the alkalinity of the blood and tissue fluids and tend to cause acidosis, thus inducing chronic fatigue, lowered resistance to disease, and setting up degenerative processes in the liver, kidneys, blood vessels, and other parts. More people die in this country every year from these causes than from any other, and the number of decedents is increasing every year."—*Dr. J. H. Kellogg.*

The acid effect of breadstuffs and cereals can be changed to an alkaline effect by the addition of 20 parts of soy flour to 80 parts of wheat flour.

MADISON FOODS CONTAINING SOY BEANS

Soy Beans With Tomato Sauce, Canned-Ready to eat-A good food-Selected beans skilfully prepared.

Soy Cheese, Seasoned-(Tofu)-Canned-Used in salads, sandwiches, croquettes, etc., as meat.

Kreme O' Soy Flour, A whole bean flour with beany taste removed-A rich nut-like flavor.

Soy-Koff, A beverage taking the place of coffee-Contains no coffee or caffeine-Never gets your nerves.

Vigorost, A fine protein loaf for cutlets, sandwiches, salads, and steaks.

Breakfast Crisps, A ready-to-eat cereal-Small crispy, crunchy, malted granules. An alkaline cereal.

Date Stix, A choice whole wheat and Kreme O' Soy flour biscuit filled with dates.

Fruit Stix, A biscuit of whole and Kreme O' Soy flour filled with dates, raisins and figs.

—S—

Soy Milk Replaces Dairy Milk

NOT infrequently visitors at Madison meet soy milk for the first time. They are treated to sweet soy milk, then made acquainted with numerous soy products in the Food Factory, and then treated a second time to soy milk but this time as a buttermilk. For the soy bean product is as appetizing in the form of buttermilk as otherwise.

Science News-Letter, in a recent issue, gives information that instinctively turns one to some other source of food supply than the dairy herd. It says:

Many cases of septic sore throat are directly attributable to drinking raw milk from infected cows. C. S. Bryan of the Michigan State College told the members of the Society of Bacteriologists and Pathologists and Allied Workers of Michigan, Indiana, and Ohio.

Investigation shows that as high as four-fifths of herds tested, which supplied one large city with milk, were infected. In some herds only one cow had streptococcic mastitis, but as high as 26 per cent were involved. These infected cattle constitute a grave menace to public health because of the contagiousness of the infection. . . . Such infected cattle produce 22 per cent less milk and their butter fat production is reduced 24 per cent.

For years many of us have known the risk run by the consumer of raw dairy milk as it appears on the market. Tuberculosis and other diseases may be carried by milk. It is time for us to know how to meet the diet problem without using dairy milk.

The Madison family is using on the average of forty gallons of soy milk of its own manufacture each day. Soy milk is the best substitute yet found for dairy milk. It is a staple food for millions of people in the Orient, but its value is only now becoming familiar to our Western civilization.

—S—

Still in the Land of Barter

ILLNESS overtakes people, adding fresh burdens and cares to an already heavy load. In the midst of human suffering it is a great blessing to have a medical institution, Madison Rural Sanitarium, ministering to the needs of those who are suffering. It is inspiring, these days when money is so hard to obtain, to note the ways in which thrifty, honest people attempt to meet their obligations.

Two mule teams, valued at \$485, were added to the farm equipment not many months ago, the Agricultural Department profiting by the addition of work animals and a former patient experiencing relief that he was able to cancel his debt in this way.

The Music Department received a used but well preserved Baldwin piano which otherwise it could not have afforded. It

was accepted as part payment of a patient's account.

There is an electric sewing machine in Textile Arts Department that could not have been afforded had it not come by this circuitous route. The Sanitarium treatment rooms installed a hair drier. One-hundred-forty bushels of sweet potatoes came from somewhere, in their season. Sixty-five dollars worth of fertilizer was exchanged for a Sanitarium account, and from another quarter came forty dollars worth of lumber.

This is but an indication of a fellow feeling, a desire to be mutually helpful in times when the load is heavy for all concerned.

—S—

Short Course in Medicial Evangelism

THOSE who desire to increase their qualifications to work with the public or in schools as teachers of the principles of healthful living, especially in the realm of diet as it is related to health and disease, are invited to attend a special short course at Madison this summer, August 18 to September 8, which will be taught by Professor Julius Gilbert White, President of the Associated Lecturers, Inc.

During the evenings he will give the entire course of twelve "Learn-How-To-Be-Well" lectures illustrated with slides, as he gives them to the public, and will devote afternoons to answering questions and teaching methods and technique of doing this work in the field. Each lecture will be analyzed and discussed. The problems met in the field will be considered. The relation between this and other phases of gospel work will be carefully studied. Study will be given to Christian experience and the influence made upon it and character development by observing the principles of healthful living. Three classes will be held each day; one in the evening and two in the afternoon, leaving the forenoon open for study or work.

Those who want to know how to reach the world with this line of teaching as the "right arm" of the gospel should plan to be present. Methods of self-support will be presented. Many wonderful providences and experiences in this work will be related.

Details concerning expenses and other matters were explained in the SURVEY of March 18, to which the reader should refer.

For further information write to Professor White or to the Nashville Agricultural Normal Institute, Madison College, Tennessee.

—S—

Reaching the Heart of Africa

FROM Dr. E. L. Morel of La Songa Mission of Seventh-day Adventists, located at Katanga, Belgian Congo, comes a word of inspiration. He is a reader of THE MADISON SURVEY, which, he says, has been reaching him for the past two years through the kindness of some friend. He writes:

"I have been deeply interested in the little paper, and in its reports of the work carried on by Nashville Agricultural Normal Institute."

Concerning the work with which he is associated as a medical missionary, he says:

"Successful educational work among the native people of Central Africa must be both practical and self-supporting. We have also the same problems to work out in the care and treatment of the lepers here in Africa. For these reasons I have been particularly interested in your paper. I have found in it many suggestions which I have been able to use in developing our medical and educational work in this part of the Congo.

"While I have never had the privilege of visiting your institution, I look forward to that opportunity next year when I am in the States on furlough."

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An Apostle of Agriculture

SOME men much more than others, appreciate the sacredness of the soil and the vital relation that has always existed between a nation's permanency and its agricultural development. When Theodore Roosevelt was President of the United States, recognizing the situation of the agrarian population, he appointed the first Country Life Commission for the purpose of studying the problems of the American farm. Dr. Kenyon L. Butterfield was a member of that first commission. From 1919 to 1929 he was president of the Country Life Association, of which he was the founder.

ONE PROBLEM THE WORLD AROUND

IN November 1935 the country suffered a distinct loss in the death of this "Prophet of Agriculture."

His life represents, perhaps more truly than that of any other man, devotion to the cause of the farm and the farmer. Ray Stannard Baker, an intimate friend, describing his ability to compass a great problem, says, "He was one who could see the whole world from a hill-top. Every political discussion we had, and we had hundreds,—not always agreeing!—led finally around to one thing: the best system for the maintenance of free men upon the soil."

Butterfield's hill-top vision included the agricultural problems of the world. "He knew well the country life and the country problems of Europe and of China and India and South Africa and

Palestine; I think at the time of his death he knew and had thought more deeply upon the problems of life on the soil in all parts of the earth than any other man in America, if not in the world," says Mr Baker.

RELIGIOUS DEVOTION

TRIBUTES paid to this very active and untiring worker in the cause of rural education indicate

the faith and hope and courage that made possible his zeal and his influence upon others. Dr. L. H. Bailey of Cornell University, after fifty years close association with Dr. Butterfield says, "He carried through all the noises of life a cordial religious devotion."

Nor was the religious outlook the estimate of a single friend. Dwight Anderson, author of *The Farmer and His Community*, writes also:

"To me Dr. Butterfield was a modern prophet of rural life. His passionate devotion to rural improvement was the expression of a deep religious conviction which

THE RURAL PROBLEM IS A MORAL PROBLEM

IT IS a recognized fact that the race cannot permanently endure urban life. It must be constantly renewed from the vitality of its rural communities. "We know," says L. H. Bailey, "that the farms and the back spaces have been the mother of the race. The exigencies and frugalities of life in these backgrounds beget men and women to be serious and steady and to know the value of every hour and of every coin that they earn; and whenever they are properly trained, these folk recognize the holiness of the earth."

grasped the spiritual values of farm life. To help others to relize and enjoy these values was his life purpose, worthily achieved."

The possibilities open to the man who enters this field, as it is the privilege of any Christian to enter it, are revealed by the words of Carl Taylor, who says:

"During my whole acquaintance and in all my contacts with him, my first opinion of him deepened. That opinion was and is that he was a prophet; as a prophet might be known as distinguished from a scientist. He was always concerned with big things, things as big as humanity itself."

These quotations are given, not for the purpose of lauding a man, because they indicate the breadth of vision of a man who really gave himself to the cause of rural life and the man on the soil. They point out the way of the prophet of agriculture and life on the land, a road that is open to many and which is so often shunned; a road that today should be entered by many a man who sees the times in which we live and who sees a great need on the part of humanity.

RURAL LIFE AND THE CHURCH

THE cause of Christianity is closely interwoven with rural life, little as the modern church may sense it. Fortunately some do realize it. Some devoted men are giving their best efforts to better rural conditions. A number of church organizations have a Rural Life Division. These are concerned not only with the rural church and the rural community in America, but they are endeavoring to meet the needs in foreign lands, the rural problems in India, China, Africa.

Warren H. Wilson is a well-known and active apostle of rural life improvement in the Presbyterian church and a writer in the field of rural life literature. There are Departments of Church and Country Life in the organizations of the Methodists, Episcopalians, Congregationalists, Catholics, and Presbyterians. The rural work of the Young Men's Christian Association dates back to 1873.

The Executive Secretary, National Catholic Rural Life Conference, Mr.

Byrnes, writes of the activity of that organization and gives its objectives. He says:

"It devotes itself to a study of rural life in all its phases; it provides a national forum for discussion of rural problems; it indorses and sponsors projects which favor the solution of these problems; it contributes to the development of an agrarian literature; it maintains friendly contacts with individuals and groups in this and other countries who strive for the improvement of farm conditions."

WHERE ARE WE?

GREAT forces are at work for the upbuilding of rural life in America. Foreign countries are sending their young men to America for instruction in Agriculture and to get what some of these writers speak of as "a philosophy of rural life."

Our schools and colleges and our churches should be leaders in such a movement, not for the sake of others only, but because it is the call of the hour to parents whose children and youth need to be saved from the calamities of the cities. Do we have a philosophy of country life, of rural education?

For the thirty years of its existence, Madison has stood for rural life and rural education as the central idea in a training for home and foreign missions. We need an "Apostle of Country Life," with a vision as broad and keen as that of the late Kenyon L. Butterfield.

—S—

The Satisfaction of Being Able to Do

SUCCESS in any line is an inspiration to increased activity. There is something about the labor problem of teachers and students on the college campus that gets hold of the inner nature and inspires to better things.

The program at Madison is an unusually diversified one. Teachers point with pride to the tangible accomplishments of students. It is different in labor fields than it is in the classroom. It is easier to measure accomplishments in the erection of a building or the growing of a crop than it is in physics, mathematics, or history. Visitors

can see the job of plastering or stucco work done by this lad; the installation of steam fittings in this building; the plumbing, or electrical outfitting, or installation of steam boilers; the machine repairing; or the latest printing job which turned out the four-color labels for the canned goods of the food factory.

Those activities can be evaluated both from a monetary and an educational standpoint. It gives teachers a keen sense of pleasure when a Sanitarium patient compliments a nurse-in-training for her patience, sympathy, and skill. There is great satisfaction in having a college equipped to put this professional and vocational training within the reach of these young people.

We eat foods grown on the place, preserved in the home cannery, or manufactured in the Food Department—all representing the work of students, and there comes the realization that these young men and women are getting more than mere motor skill; more than a theoretical knowledge of academic subjects. Something is woven into the fiber of their character that makes them face the world with a clearer vision and a steadier nerve than they would otherwise have, to meet life's problems.

It is out of the inspiration of this work-a-day program that one of the students, Walter Gees, wrote the following lines which he entitles:

CAN YOU DO IT?

DO YOU know the joy of working
 With a hammer and a saw;
 Making picture frames of beauty,
 Frames without a single flaw?
 Can you make a chair or table,
 Or a lovely cedar chest?
 Could you build yourself a cabin;
 Build it cozy as a nest?
 Does your handsaw run in circles
 When you want it to run straight,
 So you spoil some costly lumber,
 And your work you simply hate?
 There's a wondrous joy in working
 If your tools all cut just right.
 Then you take a real live interest,
 And you work with all your might.

There's a heap more satisfaction
 Using tables you have made
 Than to buy them in the city
 Where a fancy price is paid.

Just give me a good sized tool chest,
 With its chisels and its planes;
 You will not then find me idle
 Even though it blows and rains.

He who has a working knowledge
 Of a trade or some fine art,
 Need not ever lack employment
 If he'll only do his part.

You may send him o'er the country,
 He may cross the briny sea,
 But no matter where you send him,
 He will always useful be.

Even though he is a stranger
 In a situation new,
 He will always be successful;
 He's a *man*, clear through and through.

—S—

How to Make Manual Training a Success

SCHOOL men are often perplexed over the apparently limited results of courses in manual training. The expense of such courses, together with other criticisms, including the question often raised as to the educational value of manual skills compared with the more traditional subjects in the secondary school curriculum, have resulted, more often than we like to admit, in discontinuing shop work and related industries in the schools.

Does the fault lie in the subject, or in the method of teaching? Charles H. Judd, in his valuable work, *Psychology of Secondary Education*, chapter, "Psychology of the Practical Arts," throws light on the subject. He describes two types of hand workers in these words:

HEAD AND HAND MUST WORK TOGETHER

ONE type of workman has acquired practical skill and has never thought about the way in which his skill was acquired; nor has he thought about the reasons he is skilful. He works in a routine fashion, his activities becoming more and more solidified in the direction in which he started by accident at the beginning of his training. His methods become more and more fixed, and his whole attitude of mind comes

to be that of an unquestioning worker, relying absolutely on his long-established habits and sensory controls.

"A workman of the other class looks for possible improvements in method, and succeeds in introducing into his work innovations which make for economy. He looks upon every situation as an object of interest and as an object of study. Such a workman finds in the practical arts an opportunity for continuous mental development."

THINK, STUDY, PLAN

THE last statement brings us to one of the crucial difficulties in the organization of practical work as a part of the school curriculum. If a pupil goes into the manual-training shop and cultivates certain habits of adjustment but makes no analysis of the situations in which he works, his progress in shopwork will be entirely different from his progress in most of his studies. A second course in manual training is not likely to be any more instructive to such a pupil than was the first. Indeed, we may describe the situation as it frequently appears in manual-training shops by saying that there is no progressive enlargement of the scope of work in successive courses.

On the other hand, where a pupil has studied the relation between the tool and the material, he is open to all sorts of suggestions for change in method, and these suggestions of change constitute in later experience a very great advantage, because, after the pupil has mastered the complex situation and has learned how to use the tool, and has at the same time learned how to think about its use, he will have a very productive line of experience opened to him. He will distinguish between his own successful and unsuccessful acts and will note the elements of highest success. He will know how to borrow from other workers, for he will know how to watch them. In short, his whole activity will be raised to a high level of comparative study.

TO MAKE masters, not slaves, of labor, is the objective of Madison manual labor teachers. The Master Himself dignified labor by devoting over four-fifths of His earthly life to work by the side of the common laborer. In it all He saw a purpose. It was not only a means of livelihood for Himself and His family, but it was a vital part of His ministry of salvation to man.

It is our privilege, our ambition, in all the campus industries at Madison to imitate the high calling of the working man by

putting into labor the best of hand and head and heart. This is the initial step toward mastery in the field of labor.

—S—

Asking Help

THE owner of an eighty-acre farm in Lincoln County, Arkansas, Mrs. Julia C. Reinhardt, wishes the place to become the basis for a self-supporting school. The farm is about four miles from the county seat and one-seventh of a mile off the public highway. There is work on the place for a carpenter, a stonemason and an electrician. Any one interested should address Mrs. Reinhardt, 1220 South Main Street, Winfield, Kansas.

—S—

Want to Attend College?

YOUNG people who desire to enter college this season are invited to investigate the opportunities offered by Nashville Agricultural Normal Institute. Senior college training is available here. The doors of the institution are open to Christian men and women who desire training for service as teachers, agricultural workers, nurses, dietitians, or medical evangelists, or who desire to prepare for entrance to a medical school. Unusual opportunities for those who are dependent upon their own earnings for a college education. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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For several years Mr. and Mrs. Willis Risinger of Long Beach, California, have looked toward the Southland, and Madison in particular. They recently spent a week on the campus, guests of Professor and Mrs. Nis Hansen, Jr., former associates on the Pacific Coast. They expressed surprise at the number of activities centering here and the extent of the educational and medical work.

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The Madison Survey

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The Educational Value of the Cooperative Plan

IT IS the aim of Nashville Agricultural Normal Institute to meet the needs of worthy young people who desire to train for the service of the Master. The institution considers it a privilege to offer such men and women a college education, placing it within the reach of many who without the financial aid of the institution could not afford to attend college.

In these days of all times when men are struggling with financial problems, when the way seems closed to many who have a keen ambition for higher education, it is no small privilege to come through college without a burden of debt.

To earn as one goes is a more satisfactory procedure than to borrow and have an account to settle as soon as the college course is finished.

THE heart of the Madison scheme for students is its Cooperative Plan, its work-study program, which gives each student experience in some vocational or labor department day by day as he pursues his studies. This combination gives a practical as well as a cultural or liberal education.

Although Madison has operated on this basis for over a quarter of a century, it is

not alone in the educational field of cooperative institutions. Reference has often been made here to Antioch College and the inspiration it has been to Madison in its endeavor to place self-help within the

reach of students. Antioch's experience with this plan of operation was an inspiration also to The College of Medical Evangelists, which for a number of years made it possible for students in their freshman and sophomore years to spend a month in classwork and follow that with a month in some hospital or other medical institution earning a wage to apply on the expense of their medical education.

This plan was not only a very great financial aid but it possessed a decided educational value. Scores of young physicians are now active in medical missionary work, who, were it not for this program, would have been denied the privileges of a medical education. Then, too, the value of an experience akin to internship became a part of their experience in the early days of the course.

A TESTIMONY in favor of this method of education comes through the March-April, 1936, issue of *The Adviser*, "Month-

THE TRIBUTE OF A PATIENT

By MRS. RAY MORSE

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 so 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!

ly Bulletin for Camp Educational Advisers," published at Governors Island, New York. The CCC, in its effort to give its men the best opportunity for advancement intellectually, has adopted the Antioch College Plan. *The Adviser* describes the Antioch College Cooperative Plan as follows:

Antioch has arrangements with 259 employers in 27 states for utilizing paid services of an undergraduate. Two students are selected for each position, one studying at the college while the other works. At the end of five or ten weeks they exchange places and continue to do this throughout the year. Most students take five years to secure a degree. Though not primarily conceived as a method by which a student may pay his way through college, this is one of the results of the plan. Three hundred and ninety students in one of the depression years earned \$135,000 on cooperative jobs. Some of the cooperative projects are maintained by the college itself. Thus Antioch has seven research institutes and projects, such as the Antioch Press, The Art Foundry, The Shoe Project, The Industrial Research Institute. Thus the college reports that, since 1921, 90% or more of Antioch's graduates have been employed, and that 91% of the group are still in the type of work for which they prepared themselves at the college. The practical nature of the plan from an educational point of view is the government's reason for applying it in principle in its training camps.

INSTEAD of sending its students to outside firms, Madison is fortunate in having campus industries that make it possible for students to carry work for a half-day, or less in some cases, and at the same time carry a classroom program. The advantages of this situation are apparent in that classwork is continuous and the campus environment is unbroken.

Work opportunities at Madison include extensive agricultural activities; shop work in wood and metal; construction work—the institution has a year-round building program; food manufacturing in Madison Foods, Inc.; a variety of household duties for women; food preparation in the cafeteria; a wide range of work in connection with the Sanitarium and Hospital.

So far as possible a student works in a department whose activities parallel the course of instruction he has elected. When his college life closes he is equipped to carry forward some similar activity in connection with other institutions, or to build up a similar work of his own.

This system of self-help is of no mean proportions and is evident from the fact that, on the small wage paid by the school,—a wage, however, that is commensurate with student expenses,—students earned over \$55,000 during 1935—the equivalent of twice the amount that would be paid for comparable work elsewhere where living expenses are likewise proportionately higher.

It is a rational plan, a plan that is sound economically, the value of which is appreciated more and more with the passing of the years.

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Activities in the Art Department

NEAR the close of the Demonstration School the walls of Demonstration Building auditorium were decorated with a very attractive display of the work of the past months by children in the elementary and high school grades. The art classes are taught either by Mrs. Bertram or are under her direct supervision.

Decorating the front wall of Assembly Hall and also the rear of the rostrum in the auditorium are two large paintings done by former students that attract the attention and favorable comment of visitors. One is a copy of boats on the canals of Venice, the other an August moonlight scene over water. Both are crayola on sheeting.

The practical aspects of the art work is revealed in the following description by Mrs. Bertram of the display given this year at the close of school. She writes:

"Our annual art exhibit this year consisted of work done by students of the seventh, eighth, eleventh, and twelfth grades, and some unusual talent was brought out.

"One of the activities of the seventh and eighth grades consisted of a set of eleven posters, telling the story of 'America's First Thanksgiving.' Each child illustrated one phase of the story. Another set of posters advertised Nashville's Iris Festival. These posters were all original and displayed considerable skill in balance, proportion, and color harmony. A set of original fashion plates by the girls of the seventh grade was well done.

"There were also good designs for book-ends, wastepaper baskets, note-book covers, pillow tops, bags, and table covers. There were a number of good freehand pencil sketches of trees and other objects on the campus. Cheese containers were designed and painted with crayolas and converted into artistic flower holders and work boxes. Scraps of muslin were painted and made into pillow tops and wall hangings.

"Several students in the eighth grade did some very fine work in water colors.

"The twelfth grade students showed considerable skill in pastel, charcoal, and water-color painting and designing. We used ordinary sandpaper for pastels and found it equal to the most expensive pastel-board.

"Art is no longer taught merely for art's sake. As now taught and studied, it affords an excellent aid in the development of accuracy, observation, attention, comparison, and original thought.

"Lecturing a pupil about the decay of his teeth or the effects of poor posture is soon forgotten, but the child who makes a health poster is impressed definitely with the importance of the lesson he undertakes to illustrate by means of his poster. The child who makes civic posters has taken a definite step toward becoming a better citizen. The child who has gained a proper knowledge of color harmony, and of beauty of line and proportion, is better fitted to create a beautiful, artistic and restful environment in which to live.

"We are living in an age when every vocation known to man is materially influenced by art. Every merchant realizes the necessity of artistic merchandise, artistically advertised and artistically displayed. Every person should have some knowledge of the fundamental principles of art."

—S—

Madison Foods

INCREASING interest in soy bean products, is evident on all sides. For instance, a member of the Chemical Engineering Department of Columbia University, New York City, wrote Madison Foods,

Inc., which is the food manufacturing section of Nashville Agricultural Normal Institute, that a friend of his in the United States Bureau of Chemistry had directed his attention to a variety of soy products, among them the output of Madison.

"Will you please tell me," writes this scientist and traveler, "where your preparations are purchasable in New York or in Miami, Florida, where I have my winter residence. Since I became acquainted with soya in Japan and China, I have ever been trying to convince others that instead of merely using the soy-plant for animal food, there was every possibility of making excellent human food from it."

WHY MADISON FOODS SELL

THE June 10 issue of *Madison Messenger*, a sheet giving "News and Notes for Madison Salesmen," describes the packages in which these foods are presented to the public in a way that interests others as well as salesmen. Here are eight points:

1. A distinctive design scheme, high in appetite appeal, which quickly and favorably appeals to all types and ages of consumers as something unusually good to eat.
2. A sufficiently air-tight package to prevent deterioration of the products through exposure to dust, moisture, or insects.
3. A varnished surface for added moisture protection and attractiveness.
4. A double-waxed heavy glassine innerliner bag with tintic closure, so the bag can be opened and closed tightly for continuous protection until the content is completely used.
5. A size which appeals to housewives who budget a limited income.
6. A design which is carried through the entire line, giving a distinct family resemblance to all Madison Foods packages.
7. The legends on the packages are pointed and catchy. The copy on the back of the package is highly informative and appealing.
8. A design scheme so attractive as to quickly, effectively, and economically secure consumer acceptance and encourage good repeats.

Madison Foods packages are an achievement of package merchandising. They afford unusual possibilities for interior or window displays either by themselves or in combination with other items where they can be effectively used as borders, dividers, and backgrounds.

THE June, 1936, issue of *The Progressive Grocer*, recognized "National Magazine of the Grocery Trade," gave its readers this bit of information concerning some of the cereal products of Madison Foods:



FRUIT STIX NEW PRODUCT

Fruit Stix is one of a new line of products recently introduced by Madison Foods, Madison, Tennessee. Other products include Date Stix, Breakfast Crisps, and Minute Wheat.

—S—

Campus Notes

In course of time students of former years touch Madison again. This week Mrs. Edith Corner Bowen, whose home is now in Takoma Park, Maryland, stopped for a brief visit with friends. Mr. and Mrs. Bowen, who are nurses, first opened the medical center in Greeneville, Tennessee, that later developed into Greeneville Sanitarium and Hospital operated by Dr. L. E. Coolidge.

—S—

Mrs. Druillard returned from the Conference of Seventh-day Adventists held in San Francisco, filled with inspiration by the reports of progress in mission fields, and having enjoyed meeting friends from all parts of the world. She was accompanied by Mr. Grant Conser.

—S—

An occasional wedding adds to the real-life atmosphere of the campus. The afternoon of June 6 friends of Miss Lora Mae Nivison and Donald Van Meter gathered at the home of the bride's parents where the young people were united in marriage; Pastor W. W. White, of the Nashville church, officiating. Mr. and Mrs. Van Meter, both of whom have been students at Madison in recent years, will make their home at New Castle, Indiana.

Miss Elizabeth Koppel, nurse of the class of '25, has been visiting friends on the campus for the last two weeks. She returned to her home in Pawtucket, R. I., with Elder and Mrs. Ortner who visited several sections of the South, spending the week-end at Madison. Elder Ortner spoke to the Sabbath morning congregation.

—S—

Mrs. Marguerite Jasperson, principal of the high school operated in connection with Mountain Sanitarium at Fletcher, North Carolina, will live on the campus for the first half of the summer quarter. She is taking graduate work at Peabody College, Nashville, and will assist in the English Department at Madison.

—S—

The last week-end in May Elder and Mrs. F. R. Wiggins of Anderson, Indiana, were guests of the institution. This was their first glimpse of Madison. They brought with them a student, Miss Settles, who has been a member of their family and who enters for college work.

—S—

Doctor Estella G. Norman spent a few hours at Madison as she was returning to her summer home in Battle Creek (Michigan) Sanitarium, from Miami-Battle Creek Sanitarium, Florida, where she is a member of the staff during the winter months. She was accompanied by Mrs. Mary S. Foy, a Battle Creek Sanitarium worker for fifty years, much of that time superintendent of the Nurse-Training School.

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A number of workers from foreign fields, in this country for the Conference in San Francisco, passed this way on their return to the East. Professor D. E. Rebok, of the Oriental Home Study Institute, Shanghai, China, spent a few hours here enroute to Washington, D. C.

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God's Leadership of His People and the Nations*

I AM always very happy to be with you at Madison. This morning I read from Paul's words to the Hebrews (chapter 1: 1, 2): "God, who at sundry times and in divers manners spake in time past unto the fathers by the prophets, hath in these last days spoken unto us by his Son, whom he hath appointed heir of all things, by whom also he made the worlds."

God often revealed Himself to His people of old, and God reveals Himself to people in modern times. One cannot read the Scriptures without being profoundly impressed by the way God directed His people anciently. I have recently visited some of the places where God spoke definitely to His people. As I found myself in the very environment of the people of old and recalled events in their lives that showed the direct leadership of the Lord, it gave me wonderful confidence in the leadership of God for His people and for the nations of this world.

GOD wants His people to show their faith in Him and His word. There is much in life that must be accepted by faith. As introduction to his gospel, Luke

wrote his friend, "It seemed good to me also, having had perfect understanding of all things from the very first, to write unto thee in order, most excellent Theophilus, that thou mightest know the certainty of those things, wherein thou hast been instructed."

FIRST THINK THE TRUTH, THEN ACT IT

THAT "man must be in his heart that to which he aspires before he can materialize his ideal"; that "he must first be convinced, in his innermost consciousness, as to the morality or desirability of that which he would be, before it may be realized, or achieved," applies when a man decides to adopt a rational method of feeding himself, or when he decides that the city is not the place to rear a family and that he should produce his food from the soil.

Again, Paul wrote of himself to the Corinthian brethren, "I therefore so run, not as uncertainly; so fight I, not as one beateth the air." In my work I am associated with some of the 350,000,000 people of India, and I am impressed that they are confused.

They are as men beating the air, having no foundation for their faith. But Paul had great confidence, great faith and assurance that he was running in the right direction.

It is not enough to know that we are moving, running. We need also to know we are running in the direction the Lord indicates. We should have the assurance that in Christ we have a firm foundation built on the sure word of God.

VISITING UR OF THE CHALDEES

I HAVE read many times of the call of God as it came to Abraham, and of the wholehearted response he made, leaving

*Digest of sermon given by Elder N. C. Wilson, former Bible teacher at Madison, who is now director of South Asia Division, with his home at Poona, India.

home and country and relatives to become the founder of a new nation, even the people to whom the Christ was born. You may imagine the thrill in my heart when our train pulled up to the station of Ur of the Chaldees, the ancient dwelling place of our father Abraham. At first we could see only a few shepherds, but we walked to the ruins of the old city as they have been uncovered by archeologists, and there the guide pointed out to us the house in which was discovered a tablet bearing the name of Abraham.

Thousands lived in that city in the days of Abraham. Their names are lost, but the world knows of Abraham because of his faith and obedience to the word of the Lord. When God spoke to him, there was no hesitancy, no questioning, no reasoning as to things that might be to his advantage elsewhere. He obeyed, going forth in answer to the call, not knowing, the record tells us, where his feet would be led, or what experiences were in store for him. And my heart said that I want that sort of faith and confidence in the Master.

IN PALESTINE

I STOOD on the hills north of Jerusalem over against the Jordan where Abraham and Lot viewed the land and Lot chose to separate himself from Abraham seemingly for better worldly advantages. Lot lifted up his eyes toward Sodom. He saw the green valley with its promise of wealth and prosperity. One would hardly choose the rougher, less promising location in the hills. Lot pitched his tent toward Sodom. That was the beginning of the end. He lost all, barely escaping with his life.

Abraham dwelt in the hills, established a school after the divine pattern, became the father of a race that carries the name of the founder and that gave Christianity to the world. Let us be sure we keep our hearts, our thoughts, on the highlands of life.

FULFILLMENT OF PROPHECY

THREE months ago I spoke to a company of people at Bagdad, about three miles from the ancient city of Babylon. It was my privilege to meet there thirty or forty people, Christians of different denomina-

tions gathered for worship. We like to think of the glory of Babylon the Great, the wealthiest kingdom of antiquity, the golden city of ancient times. An Arab acted as our guide who has made his living for many years by showing tourists about the ruins of the city. Not a soul lives near those ruins. Desolation reigns supreme. Even that Arab guide will not spend the night on the grounds but goes to his home near the palms four miles or more away.

The prophet Isaiah, writing eight hundred years before Christ, foretold the destruction of Babylon in these words:

"And Babylon, the glory of kingdoms, the beauty of the Chaldees' excellency, shall be as when God overthrew Sodom and Gomorrah. It shall never be inhabited, neither shall it be dwelt in from generation to generation; neither shall the Arabian pitch tent there; neither shall the shepherds make their fold there. But the wild beasts of the desert shall lie there; and their houses shall be full of doleful creatures; and owls shall dwell there, and satyrs shall dance there."

One finds this true to the letter. Destruction of that once mighty capital is most complete according as God's word revealed that it would be. It was never again to be inhabited, and even the Arab guide dwells at a distance.

These experiences have given me great confidence that those portions of the Word of God which have not yet come to pass will be fulfilled as truly as were the prophecies concerning Babylon.

ON HISTORIC GROUND

IT WAS a sacred moment when we visited Damascus where, according to the Scriptures, God visited Paul. The guide took us into "the street which is called Straight," and into the building where presumably Ananias came to him and where Paul's future work was outlined for him. We visited Nazareth; we saw Jacob's well; we viewed Jerusalem from the Mount of Olives. My heart thrilled as we came down the hills to the wonderful sea of Galilee where the Saviour taught, in Capernaum, where Peter lived and where Jesus made his headquarters by the side of those waters blue as blue can be, often smooth as a mirror but at times most tempestuous. We

took a boat on the lake, a little fishing boat just like Peter's.

It is not the mere thought of these places that I want to leave with you. It is the confidences that it begets in the Word of the Lord. In the words of James I would say, "Be patient therefore, brethren, unto the coming of the Lord. . . . Be ye also patient; stablish your hearts; for the coming of the Lord draweth nigh."

—S—

A Religion of Every-Day Life

THE great medical missionary to the people of Labrador, Dr. Wilfred Grenfell, is reported to have said, "When we found that almost nine-tenths of our sickness in Labrador was due to food, the love of Christ had to be preached that way—you can grow a potato for the love of God as well as you can preach a sermon."

That is a challenge to the farmer layman who wishes to work for the Master. Raise good food and teach your fellowman to eat for health. You are then a cooperater with the great Teacher and Physician.

The food producer who is activated by the love of Christ, the food manufacturer and the food preparer who minister to the physical needs of humanity with wholesome diet that makes for health, may be the Master's right hand men in the same way as was the apostle Paul when he sewed tents for a living and ministered to the people at the same time, or Elisha when he combined the raising of food and the proper preparation of meals for the students of his school with his teaching some twenty-eight centuries ago.

Every layman in the church should have his distinct mission and definite part in ministering to the needs of others. Each should be a healer of the world's woes. As a teacher, he is a healer of the distress of ignorance; as a farmer, he may aid in the healing of sickness or the healing of poverty. Poverty, ignorance, physical and mental sickness are woes that are engulfing the world.

Not all the preaching of the righteousness of Christ will be done from the pulpit. Much of it, and some of the most effective, perhaps, will be done by the non-profes-

sional—the simple laymember who does his daily work in the fear of God and with the love of man a ruling motive for his activities.

IN THE May issue of *The Christian Rural Fellowship Bulletin*, E. R. Bowen gives this little story:

"A minister tells of a visit by a very earnest religious leader to a tenement home where the water had been turned off. Dirty dishes covered the table and dirty clothes were heaped in the corner. As he left the home he said, 'Well, sister, don't forget to pray and trust in the Lord and He will take care of you all right.' The answer was as simple and direct as it was deserved. 'The Lord's all right. The trouble is with men. What we need right now is water. The Lord has provided it. Why don't you men turn it on?'"

These are principles that form a part of Madison's economic system and plan of educating laymembers of the church for unit work in the Southland.

—S—

Junior-Senior Entertainment

MADISON students and teachers work hard but nevertheless often find opportunity for social activities. A recent very pleasant and profitable event was the banquet given by the college junior class in honor of the graduating class. Over forty juniors and seniors with their sponsors and other guests met at the B and W cafeteria in Nashville, at six-thirty on the evening of June 16.

Stanley Harris, president of the junior class, gave the welcoming address and acted as master of ceremonies. The response to this speech of welcome was given by William Sandborn, senior class president. Much interest was aroused as the seniors, in response to Mr. Harris' request, told of their plans for the coming year. It was evident that they have imbibed the spirit of Madison, for all plan in some way to enter some line of Christian service.

Several excellent musical numbers were enjoyed. Mrs. S. B. Goodge sang several numbers accompanied on the piano by Mrs. Leland Straw. John Robert, of Washington Missionary College, gave several piano

selections. Both Mrs. Goodge and Mr. Robert were called back over and over for encores.

HOWARD WELCH

—S—

Campus Notes

A. A. Jasperson spent twenty-four hours on the campus as he was returning to his work at Mountain Sanitarium, Fletcher, North Carolina. He spoke at the Monday evening chapel hour concerning the Conference. Workers in the Southland are interested in the statements of Governor Merriam of California, who in his address before the assembly at San Francisco, surveyed the medical and educational work of Seventh-day Adventists, and referred especially to the system of education in operation at Madison.

—S—

The high school graduates held their class night program on the lawn in front of Demonstration Building on Tuesday evening, the ninth. The setting was pleasing and the audience was appreciative. High school seniors along with college graduates will have part in the commencement exercises at the close of the summer quarter, receiving their diplomas at that time. The elementary school children gave their closing program in Demonstration Building auditorium Thursday evening. The little people and their teachers, Mrs. Florence Taylor, Mrs. H. M. Mathews, and Miss Marie Varonen, were commended for the sensible program they gave and for the interesting display of their work which was on exhibit in the classrooms.

—S—

Following the close of the high school, Professor A. J. Wheeler went to Southern Junior College, Collegedale, Tennessee, where he will teach and be in charge of the young men's dormitory during the summer.

New floor covering in the work room of the surgery, and in the nurses' offices in North and West Halls, freshly painted walls in the surgery, a new autoclave, new instruments, and other signs give evidence of a busy season in Madison Rural Sanitarium and Hospital.

—S—

After a week's drive from San Francisco, Dr. and Mrs. A. W. James arrived at Madison in time for Dr. James to begin his teaching in the Foreign Language Department of the college with the opening of the summer quarter.

—S—

The college family was especially fortunate in having with it for a number of days Mrs. Jennie Hansen-Andross who visited her brother Professor Nis Hansen, Jr., and friends on the campus, en route to her mission field in Jamaica. She is Sabbath School and Home Missionary secretary in that field. When she spoke at vesper service Friday evening, no one doubted for a minute the value of her work for people of all ages, for she loves her calling and is radiant with enthusiasm. Her story of life in the West Indies cannot but inspire in the hearts of students a desire to answer calls from needy fields. Mrs. Andross was a student at Madison twenty-three years ago. Of course she had difficulty in locating herself on the campus. Things have changed in these years.

—S—

Student Opportunities

YOUNG people ambitious for a college education are invited to investigate the unusual opportunities offered by Nashville Agricultural Normal Institute, Madison College, Tennessee: senior college courses; training for agriculture, nursing, health food work, entrance to medical school; and other attractive educational features, with opportunity to reduce cash expenses to the minimum by remunerative labor on the campus. Address the Institute for a catalog.

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Some Serious Educational Problems

MADISON is rural in its setting, in its plans and purposes. It is rural, not by accident but as the result of definite planning, forethought, and philosophy. The first step in the foundation of the new school was the purchase of a tract of four hundred acres of land. With the city of Nashville gradually approaching from the south and the growing city of Old Hickory directly across the Cumberland River to the east, still Nashville Agricultural Normal Institute with its present acreage of approximately eight hundred acres in the valley of the Cumberland is unusually free from city influence. With city business activities on all sides, it still has a seclusion, an isolation, that is deemed providential for the development of a rural environment for students.

A variety of industries have developed on the campus that contribute to the support of the student body and their teachers. But the fundamental activity, the foundation for the system of education fostered here, is the farm. Other activities may fail, but the land is recognized as a divine gift, a fundamental possession.

There have been times when it was advised that portions of the land be sold in order to furnish money for improvements.

The temptation to decrease the acreage has been resisted consistently. Agriculture is a fundamental activity in the education of workers such as Madison realizes are needed these days of unsettled economic conditions, and, further, will be still more imperative as these conditions become more trying.

RURAL-URBAN MOVEMENT

AT THE opening of the present century the rapid flow of rural population to the cities became a serious movement, a menace to the life of the nation.

The industrial depression of the past five or six years, felt most keenly in the cities, has sent thousands of families back to their forsaken farms. Men go to the city for the wage that industry offers. When depression throws them out of employment, they return to the land for the sustenance that the city cannot afford.

One old man in the mountains of Tennessee, recognizing that his family was always almost without cash, recently said that the only way he knew there was a depression in the world was that all the children, approximately a dozen of them, had come back from the city and were living off the old folks.

O. E. Baker, Senior Agricultural Econo-

AN EDUCATIONAL PROBLEM FOR SOUTHERN SCHOOLS

THE future population of the cities in the United States seems almost certain to be recruited from the rural South. Sixty per cent of the migrants from the farm during the decade 1920-1929 came from the states south of the Potomac and Ohio Rivers," says O. E. Baker of the U. S. Department of Agriculture. This suggests a program for our Southern schools.

mist, Bureau of Agricultural Economics of the United States Department of Agriculture, in a paper prepared for an agricultural conference held last September in Berlin, Germany, gave some interesting facts on this topic. He says:

"With the onset of the depression in 1930 the movement from the farms to the cities diminished; indeed, was even reversed in 1931 and 1932. At present fully two million young people are backed up on farms who would, under pre-depression conditions, have migrated to the cities."

EDUCATION SHOULD HAVE A RURAL SLANT

THIS fact should indicate the need of energy and initiative in the training of rural workers. Farm life is attracting attention now as it has not for many years. Our schools should come to their own and stand as centers of light and inspiration on country-life subjects. The interesting thing is that missions in foreign countries, churches that are actively working for the souls of men in many distant lands, are turning to soil cultivation as one fundamental means of enlightening minds in Bible truths, as one of the potent factors in leading men to know God and His truth for these days.

Mr. Baker, quoted above, says that during the last five years "there has been an increase of 500,000 farms, reversing the trend of a quarter century." On the conservative basis that there are at present 10,000,000 unemployed in the United States, he says, "It appears that nearly twenty-eight per cent of the gainfully employed are now engaged in agriculture."

This, too, is an interesting fact that should add emphasis to the instruction we have as Christian schools, that agriculture should be the A B C of the instruction given.

Several serious questions arise: Have we forgotten our fundamentals? Will our Christian training centers be ready to give the instruction needed by workers called to mission fields? Do you find in these centers of education a class of rural-minded teachers who are capable of distinguishing essentials from non-essentials, capable of foreseeing the needs of the times and equipped to mold the curricula in these institutions?

EDUCATORS NEED A VISION

THE Lord sees conditions coming long before they are evident to human eyes. In the Scriptures are set forth fundamental principles of education that, if followed, place on vantage ground the schools that are true to these teachings, and students who are the product of such schools.

Joseph, fundamentally right in his early education, could be trusted in the Egyptian court and to steer a mighty migration to the fertile fields of Goshen. As the result of his mother's teaching of fundamental principles, Moses was prepared to go through the university of Egypt uncorrupted and become the leader in a great back-to-the-land movement. Are we educating a group of Josephs, Moses', and Daniels for the times we are now facing?

We are safe in saying that there was never a time in the history of our own country, and especially in the Southland, when attention was so often and so forcibly directed to great land problems; when so much was being done to exalt agriculture and to help the agricultural classes, to redeem land values, save soil erosion, control floods, and prevent the waste of the wealth of the nation. If ever there were signs that should be interpreted, it is now that we need to exalt the place of agriculture in our system of education.

A VITAL PART OF RELIGIOUS EDUCATION

EVERY family on a small farm, intensively cultivated, permanently owned, passing from generation to generation as a safeguard against the pinch of poverty—that is an outstanding and eternal lesson taught by precept and example in the history of Israel.

A similar message comes to us from the United States Department of Agriculture through its senior economist, Mr. Baker, who says:

"For the better utilization of our arable land, I have full faith only in the family farm; and in the family farm only in the case of the family with continuity of life and occupancy of the land." Then he adds these striking words:

"The continuity of family life and of land occupancy is dependent on a philosophy or, if you prefer, on religious belief."

Who better than we can have that philosophy of life, that religious belief, that will place our feet on the soil, keep them there, and train young men and women to love the farm and its related industries?

Herein lie some of the reasons why Madison operates an industrial program, giving students an opportunity to carry forward remunerative work in the raising of foods, the preserving of foods, and the preparation of foods, while they are receiving their college education.

It is not alone the earning power that commends this industrial program; it is deemed a vital feature of an education such as our young people need in these times.

—S—

Questions Answered Concerning Madison Foods

YOU are interested, as are many others, in some of the questions put to salesmen of Madison Foods. As these food products of the factory on the campus become better known, it is not to be wondered that people to whom they are offered ask such questions as follow:

How long has Madison Foods been operating? Ans. Fifteen years.

Where are Madison Foods sold? Ans. In twenty-seven states east of the Rockies. Merchandise is sold to exclusive health food stores, independent retail grocery stores, chain stores, restaurants, and institutions. Up to the present time, Florida is the most thoroughly covered state.

What products sell best? Ans. In the retail grocery stores, the items sell in the order given: Date Stix, Fruit Stix, Breakfast Crisps, Whole Wheat Wafers, Bran Wafers, Soy-Koff. Health food stores, restaurants, and sanitariums offering special vegetarian plates sell Vigorost, Nut-Meat, and Soy Cheese.

Does Madison Foods manufacture all of the products it sells? Ans. Yes.

Do Madison Foods contain any white granulated sugar? Ans. No; only pure dextrose sugar is used.

Do Madison Foods contain any soda, baking powder, or condiments? Ans. None of these ingredients are used in Madison

Foods because of the difference of opinion among food scientists as to their effects on the food and on the human body.

Are any animal products used in Madison Foods? Ans. No animal products of any nature are used in Madison Foods.

Am I not paying a premium carton cost for Madison's beautiful cartons? Ans. No. These cartons do not cost as much per unit as our old cartons which were discarded because they were out of date. Large quantities are printed at one run on large multi-color presses; and by grouping the printing of all the cartons into one job instead of making each a separate job, the new, beautiful, apparently-expensive cartons cost less than our old out-of-date cartons.

Do Madison Foods sell on sight without newspaper and radio advertising? Ans. Yes. Actual tests in the following markets proved that they sell on open display without the usual consumer advertising: Florida, Atlanta, Nashville, Philadelphia, New York, Boston, and many other places.

—S—

Growth of Medical Work in the South

FOR a good many years a group of young men and women have been entering the medical school each season, having taken their premedical course at Madison. Students have been encouraged to take their premedical training in this institution because an exposure of two years or more on the college level to the ideals of a school that emphasizes self-supporting service for the Master should make a profound impression on them and eventually lead them to return to the Southland to perpetuate this same type of work.

It is with much satisfaction that teachers have seen through the years a growing interest in the South on the part of young medical men. One of the earliest products of the College of Medical Evangelists to enter the South was Dr. Julius Schneider, who for several years has been in charge of Georgia Sanitarium, located at Decatur, near the city of Atlanta.

During the year that closed July 1, two Madison young men, Drs. Murlin Nester and Joe Sutherland, of the College of Medical Evangelists, class of 1935, took their intern work in General Hospi-

tal, Nashville, and are now members of the medical staff of Madison Rural Sanitarium and Hospital. Dr. Cyrus Kendall, who went from Nashville Agricultural Normal Institute to Loma Linda, graduating with the class of '33, is spending three years in additional preparation for work as pathologist on the Madison Sanitarium staff.

THE past week two graduates of the class of '36, Dr. Dale Putnam and Dr. David Johnson, visited friends at Madison. Dr. Putnam and his wife were on their way to Columbus, Ohio, where he will intern in Grant Hospital, with medical work in the Southland as his objective. Dr. Johnson and his wife were on their way to Chattanooga where he will spend his internship in Ehrlinger Hospital.

Medical centers have grown in number, and those of some years' standing have increased in size and influence, as the result of the faithful work of young physicians, many of them already known to our readers. Mountain Sanitarium, Fletcher, North Carolina, has Dr. John Brownsberger as medical superintendent and Dr. Forrest E. Bliss. Dr. Oliver Lindberg and Dr. William E. Wescott are the physicians at the attractive rural center known as Pisgah Sanitarium and Hospital, near Asheville, North Carolina.

Dr. C. P. DeLay and Dr. R. W. Spalding, who for a time were in Knoxville, are now located, the first at Bernardsville, North Carolina, and the second at Orlando, Florida, Sanitarium. Dr. Gustav Ulloth is seen frequently at Madison as the center of his interest and medical practice is at Red Boiling Springs, Tennessee. Dr. J. O. Ewert is also ministering to the needs of a mountain section of the South, his headquarters being at Celina, Tennessee.

Dr. John R. Peters is medical superintendent of Pewee Valley Sanitarium and Hospital, Pewee Valley, Kentucky, a few miles from the city of Louisville. Dr. C. W. Patterson is located at LaGrange,

Kentucky. Dr. R. E. Ownbey has been practicing for a number of years at Trenton, Georgia. Dr. J. N. Andrews is at Rogersville, Tennessee. Dr. Ethel Brownsberger is in private practice in Asheville, North Carolina. Dr. L. E. Coolidge is medical superintendent of Takoma Sanitarium and Hospital, Greeneville, Tennessee. Dr. John Kendall is located near Wilmington, North Carolina, and Dr. Arthur Pearson, another of the 1936 graduates of the College of Medical Evangelists, will intern this year at Wilmington, with the South in view as his future field.

With the exception of a few, these young people caught their inspiration for the Southland as a result of student life at Madison. One of the most gratifying experiences Madison faculty has is seeing the return of men and women to the field with its wide opportunities and its multiple needs, Christian men who come for self-sacrificing service in the field of medicine.

—S—

The president of Lincoln Memorial University, addressing the college family recently, referred to a number of degrees it is well worth the time and effort of students to seek. The few letters used by educational institutions in conferring degrees are not enough. He recommends striving for the B. E., Bachelor of Energy; or a B. C., Bachelor of Courage; a B. F., which, interpreted, means Bachelor of Faith; while B. P. indicates Bachelor of Prayer; and B. S. in his mind will be very appropriate for Madison students if it means Bachelor of Service.

—S—

It was good to have Elder N. C. Wilson with us for a short time following the Conference in San Francisco and before he sailed for his mission field in India. He spoke out of his rich and growing experience at the Sabbath morning service hour on the twentieth of June. He spent several days with his brother Walter Wilson, who heads the Auto Service on the campus.

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The Madison Survey

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Madison College, Tennessee

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Among the Industries at Madison



educational features of Nashville Agricultural Normal Institute is its closely co-operating educational and health and medical work.

YOUTH enter Madison bent on securing training for Christian service. They come from the four corners of the earth. Nearly every state in the Union, as well as several foreign countries, is represented in the student body.

Senior college work is available with opportunity for major concentration in a number of fields: Agriculture, the Natural Sciences, English, Education, Household Arts and Dietetics, and Social Science.

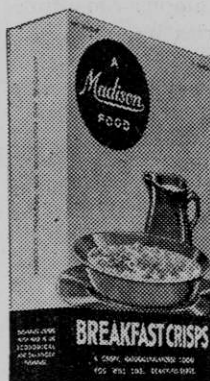
The college is liberally equipped to prepare students for entrance to a medical college, to train nurses, and to educate for medical evangelism.

SICK folk visit Madison in search of health. Madison Rural Sanitarium and Hospital is their refuge. One of the strongest edu-



Students find other attractions at Madison besides the chance for Christian training in a wholesome environment. One of the desirable features is afforded by the industries operated on the campus. Remunerative work is no mean advantage, especially these days when the way to a college education seems closed to many an ambitious young man and woman.

Moreover, Madison stresses the industries not alone because they are a source of revenue to students. If every student who entered this college were financially able to meet expenses with cash, still Madison would operate its industrial centers because they constitute one of the outstanding features of the educational system Madison fosters. Why? Madison is preparing men and



women to fill places of responsibility in needy fields, in hard and trying places. It turns out to the world men and women capable of doing things that are worth



while for the community in which they locate. Not all of these are by any means white-collar jobs. Labor itself is educational. Labor is needed to develop the whole man. The cooperative work-study program of the college is vitally important from the physical, the intellectual, and the moral point of view.

But the remunerative value of the industries is an attraction. These industries are varied. Today we call attention to some of the products of

MADISON FOODS

HERE are glimpsed a few of the food packages you have read about, the contents of which you may have sampled. In the original these containers are delicately tinted and most attractive. But they are merely bait to call attention to the contents.

The making, packaging, and selling of foods produced on the campus constitutes one of the major industries by which students are learning to do the real things of life and are, meanwhile, paying their way through college.

The runner at the top of this page is the cover of one of the products put up in cans—a protein food to replace flesh meats in the daily dietary. It is done in red and brown—one of the four-color jobs of

MADISON PRINTING DEPARTMENT

A PRINTING department well equipped to do first-class work such as that demanded by Madison Foods and other sections of the work on the campus, is a decided asset to the institution as a whole as well as a distinct advantage



MADISON VIGOROST contains no meat but nevertheless it has a meat-like flavor and texture. This delicious protein food is ready to eat as it comes from the can, either hot or cold, in sandwiches, as cutlets, or as a roast.

SANDWICH FILLINGS

1. Mash VIGOROST, add dill pickle, mayonnaise and celery salt to taste.
2. Slice thin, salt, and serve in cold sandwiches.
3. Fry with or without onions for hot sandwiches.

WRITE FOR ADDITIONAL RECIPES
Open Both Ends of Can With Smooth-Edge Can Opener — Push Out With Can Top

MANUFACTURED EXCLUSIVELY BY
MADISON FOODS
MADISON, TENNESSEE

SERVE
HOT OR
COLD

for the group of young people finding employment there. Some day we hope to give SURVEY readers a more complete view



KREME O'SOY BREAD adds meal. You will enjoy its rich cream toast, sandwiches, fillings, puddings

MADISON KREME O'SOY food has the starch content, to impart the alkalinity to the bread. KREME O'SOY protein—containing only a trace of

A RICH CREAMY



VIGOROST

A FINE PROTEIN LOAF FOR
CUTLETS, SANDWICHES, SALADS, ETC.
CONTAINS NO ANIMAL PRODUCTS

READY
TO EAT

of this department. Today attention is called only to a few of the things that are going on in the Print Shop.

of the artistic work of the department. He is a teacher of the subject of printing, which is offered for college credit, and has been instrumental in directing and training a goodly number of young men in the art of printing.

Asked of jobs that are fresh from the press, he tells you that three thousand copies of the annual calendar for Nashville Agricultural Normal Institute, a sixty-page pamphlet, were put out recently. Some have said it is the best looking calendar the college has put in circulation, a worthy production of young printers who are students in a newly developing senior college. By the way, a copy is to be had for the asking by any one who is thinking seriously of college student life.

Speaking of can labels. The runner at the top of the page is a sample of a run of 100,000 in four colors, a very commendable piece of work for the meticulous sales manager of the Food Department. Sorry we cannot give the color scheme here. You may have seen the packages of Vigorost,

Nut-Meat, Soy Beans with Tomato Sauce, or Soy Cheese which never leave the factory until properly dressed to appear in public.

One of the latest printing jobs is three thousand display units to accompany samples of Fruit Stix, Date Stix, Breakfast Crisps, and Soy-Koff. Twenty-five thousand bread inserts similar



O'SOY

EVERYBODY
LIKES IT!

a touch of quality to every lunch and my nut-like flavor. Use it freely for toasts, etc.

Our is used in this bread to reduce the creamy nut-like flavor, and to O'Soy flour is a rich food—a complete source of starch.

NUT-LIKE FLAVOR

to the one on the last page, only in colors, giving information concerning soy bread and the whole wheat loaf, came off the press the other day. Everybody who buys a loaf of bread in the stores of Nashville, or to whom the delivery men sell, has a bit of education concerning the use of whole grain products and the value of bread made from soy flour. What an aid to the food business is the college Printing Department!

FOOD FOR LIFE

THIS book, called also "The Art and Science of Preparing Food," by Dr. Frances Dittes, is another product of the Printing Department, another indication of the cooperative work of departments on the Madison campus. Many pamphlets, brochures, and other small book material have been put out by the college press, but this was the first bound volume of any considerable size.

As one reviewer of this cook book says, "it was after years of experience as dietitian in Madison Sanitarium, caring for invalids suffering the results of an unbalanced diet, poorly cooked foods, and wrong habits of living, that the author presents this book to the public on the subject of health and cookery."

Thousands of pages of health leaflets have been printed for the public, as Madison is an educational center not alone for students in the generally accepted sense but for the large body of comers seeking health and happiness through the ministry of Madison Sanitarium and Hospital.

THE MADISON SURVEY

LONG before the Printing Department assumed its present proportions, it began printing and circulating the little sheet which for nineteen years has been

making its weekly visits to the homes of thousands. The circulation has varied from seven thousand to ten thousand copies each issue. It goes literally to the ends of the earth. It is not an unusual thing to receive word from some reader friend in the Orient, some Methodist missionary possibly in a far-off land, or a minister who has children in a foreign field whom he would like to see in a Christian school under the guidance of Christian teachers.

The message of the SURVEY has been constant throughout the years. It is a message to lay church members to train for more efficient service for the Master. It has been the advocate of rural life, rural education, rural health centers. It speaks for the school and all its activities at Madison. It gives messages frequently from other centers of activity where men and women are bestowing the best efforts of their lives for the betterment of the suffer-

ing, the unfortunate, and for the children that need an education under Christian influence.

How long has this little sheet been coming to your home? How did it find you? It comes without cost. You may surmise that the printers appreciate hearing once in a while from those who are the beneficiaries of its efforts.

—S—

For the Benefit of Students

WHEN you see young men or women, Christians, halting concerning preparation for service because a college education seems beyond their reach, tell them of Madison and its opportunities. Advise them to write for details concerning earning their expenses. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.



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Healing All Manner of Disease

AS I READ the Scripture the injunction to the church is to complete the unfinished work of the Master which is described in Matthew 4:23 as 'preaching the gospel of the kingdom and healing all manner of disease among the people.' To this purpose was the church committed and for this purpose was the church organized among men."

This is the opening paragraph of a paper presented by E. R. Bowen to a body of religious workers, The Christian Rural Fellowship, at its annual meeting last December, and reported in the May, 1936, issue of *The Christian Rural Fellowship Bulletin*.

Mr. Bowen's analysis of the expression, "all manner of disease," is of special interest to a group such as the Madison family, which consists of teachers who are training students to go into rural districts as healers of the many maladies to which society is heir.

THE CURE FOR IGNORANCE

FOR years Madison has encouraged teachers to minister to the needs of the children. In scores of places schools and medical centers are cooperating in community work. These schools do not confine themselves to teaching the children the traditional program of studies, but

are ministering to the homes through the children in matters of general principles of better living.

Often has it been seen that the family table has changed complexion, buildings have been renewed and painted, screened against flies and mosquitos, outhouses have been made sanitary, crops have been diversified, fruits and vegetables have been canned for winter use, habits of thinking and doing have been altered—all because of the little school on the hill and the influence that goes out from the teachers and their co-workers.

FOR THE CURE OF DISEASE

FOR nearly thirty years Madison has operated a medical institution, a center of training for nurses and others qualified to care for the sick in communities where groups of workers establish themselves as aids to community betterment.

As a vital part of the Madison program young men and women are encouraged to become fully accredited physicians, taking their premedical course at this institution, continuing in a medical college that upholds the ideals of Christian service, and then to return to the Southland as medical evangelists cooperating with teachers and agricultural workers in main-

FIND YOUR PLACE ON THE LAND

AVOID large cities as you would small-pox centers. Large cities have caused the downfall of every nation which has thus far collapsed. Only a spiritual awakening can prevent the large cities of this country from falling into the hands of dictators who by currency inflation and other means will try to rob the nation.
—Roger W. Babson.

taining institutions similar to the parent institution at Madison.

Nurses are educated at Madison for the ministry that lies within their field. A score of physicians are now operating in the South in harmony with the Madison scheme of education and medical practice. It is in such ways that the college is contributing to the cure of the physically disabled.

In his analysis Mr. Bowen gives four diseases that afflict society and which the church is commissioned to cure. These diseases are selfishness, ignorance, physical and mental maladies, and poverty. Through its schools the church is attacking the disease of ignorance. And the more fully the educational system meets the daily needs of the student and prospective citizen, the more fully is it fulfilling this part of its mission.

Through its sanitariums, hospitals, treatment-rooms, food supplies, nurses' fraternity, including also its adult as well as child education, the church of which Madison college is an instrument is ministering to the physical ills of humanity.

A CURE FOR POVERTY

WHAT is Madison doing to fulfill its mission in that fourth sector—the realm of poverty? According to the plan of living outlined for the Jewish nation, that sample method intended to meet the needs of all nations as described in the Scriptures, there were to be no sharp lines of demarcation between classes on the basis of wealth and lack of wealth.

Each family was originally located on a small tract of land which by law remained perpetually within the family. Agriculture was a basic industry. Intensive cultivation, following divine laws of the land, made it possible for each family to maintain itself. Those who temporarily suffered reverses were provided for by a brotherhood relationship that maintained the self-respect and independence of the more unfortunate as described in the little book of Ruth which portrays the law of redemption of lost land by one near of kin, the liberality of the harvesters, the brotherly regard of one for another.

There was to be no dire poverty. Suspicion rested on any who might accumulate overmuch, and fifty years was the limit of his holdings were he inclined to profit at the expense of another.

The core of this system of caring for the poor was to place each family on the land and encourage each man to earn his support by his own efforts.

In harmony with this principle, Madison has its acres. A group of industries circle about the farm and are supplementary to the raising of food supplies. By affording opportunity for young people to carry on remunerative work while they are receiving their college education, Madison is encouraging in a most practical way the ideals of Christian manhood and womanhood, of self-maintenance, initiative, burden-bearing.

By its system of industries and its cooperative work-study program, the college is striking at the very roots of the social disease, poverty, one of the four maladies that Mr. Bowen describes.

—S—

Why Stress the Industries?

LAST week's issue gave a glimpse of several industries which form an important part of the program of students on the college campus. It was impossible within the narrow limits to deal with more than two—the Printing Department and some phases of the manufacture of foods.

Students in this institution are living in the midst of industrial activity. Their hands are in the dough, molding the loaves that soon appear on the city market. They are repairing machinery, driving the tractors, trucking for the institution, cooking for the student and the sanitarium families—working all about the place. They are doing real things, not merely talking about them. There is little if any time for day-dreaming. Such dreams are apt to be rudely shattered by some activity program.

Aside, therefore, from the economic value of the industries, what is the philosophy of the industrial program? Why make it an integral part of the students' life?

THREE of the first institutions of higher learning established for the education of American youth, Harvard, Yale, and

Princeton Universities, were in the beginning vocational schools. President John W. Higgins of Worcester Pressed Steel Company, Worcester, Massachusetts, in an enlightening article appearing in the January, 1935, issue of *Industrial Education Magazine*, tells us this. He answers the question at the head of this article in the following way:

"Psychologists agree that manual work, wisely guided, develops imagination, originality, initiative, confidence, creative ability, coordination, personal efficiency, and intelligence—as well as artistic appreciation—all essential qualities in a well-rounded cultural education."

One will look a long while before he finds a more comprehensive statement of the value of the industries in education. Students going forth from Madison, headed, as they are supposed to be, for self-supporting work that calls for the highest type mentality plus bravery to undertake new and untried problems, need, during the years of their training, to have developed that category of traits listed by Mr. Higgins.

"Books and lectures," says Mr. Higgins, "are second-hand information, and while this is no disparagement, it emphasizes the fact that books do not cover the entire field of education. *We become what we create.*"

The writer stresses the advantage of industrial training, not alone to the one who expects to follow that particular industry in which he is trained but likewise to the professional man who needs manual dexterity. "Even our surgeons and dentists, whose success depends more upon manual dexterity than Greek derivatives, rely upon postgraduate laboratory practice, after their fingers have attained adult stiffness, before their aptitude for these professions is recognized."

It takes a certain amount of manual dexterity, hand working with brain, to round out the development of the human mind.

BY PRECEPT and example, Christ has dignified useful labor. From His earliest years He lived a life of toil.

The greater part of His earthly career was spent in patient work in the carpenter's shop at Nazareth.

In the garb of a common laborer the Lord of life trod the streets of the little town in which He lived.

—White, in "*The Dignity of Labor.*"

THE entire object of true education is to make people not merely do the right things but enjoy the right things—not merely industrious but to love industry.

—*Ruskin.*

—S—

At the National W. C. T. U. Convention

JULIUS GILBERT WHITE, president of Associated Lecturers, Inc., attended the convention of the National W. C. T. U. in Tulsa, Oklahoma, visiting a few cities in Oklahoma and Arkansas en route.

At the convention he maintained an exhibit of 288 colored slides, all continuously illuminated. This display consisted of 104 slides to illustrate a lecture on alcohol for use in grade schools, 105 slides for use in high schools, 45 slides which, added to the high school lecture, are used in churches, an alcohol theme song of 6 slides, and 27 slides selected from a set on tobacco.

The grade school lecture was demonstrated once during the convention. Much interest was manifested, due partly at least to the fact that the set of slides for grade schools was designed and developed at the request of Miss Bertha Rachel Palmer, National Director of Alcohol Education of the W. C. T. U., for use in connection with her "Syllabus in Alcohol Education," a teaching text which the W. C. T. U. organization is placing in the hands of public school teachers. This set of slides coordinates with one of the main projects of their organization.

While in Tulsa Mr. White lectured in several churches. In one, ten of the twelve "Learn-How-To-Be-Well" lectures were given. Much interest was shown in this health education which is well illustrated by the slides.

The alcohol slides for use in high and grade schools were shown to school officials in several cities along the route, and without exception these people became interested

in securing the slides for permanent use in their school systems. Cards have been prepared to accompany these two sets of slides, one card for each slide. Each card contains concise statements which the teacher is to make while the corresponding slide is shown on the screen. This makes their correct use very easy.

Those who are interested in the visual presentation of health principles, nutrition, diet and disease, effects of alcohol or tobacco, are invited to address the Associated Lecturers, Inc., Madison College, Tennessee. Teaching texts may be secured and used without the slides by those who cannot purchase slides.

—S—

Food Reminders

A LETTER addressed to Madison Foods says, "Yesterday your Florida representative in making his periodic delivery of soy products and flour gave me a sample of Date Stix. I found them very tasty. Ten of my office fellow workers pronounced them 'fine.' Nearly all asked where they are made and where they can be obtained. I explained about your Soy Beans, honey and dates. If you will send leaflets describing your foods I will be glad to distribute them."

A recent issue of *Cookery in Camp and on the Trail*, published by the American Nature Association, Washington, D. C., under the heading, "Where Special Foods May Be Procured," gives this paragraph:

"Madison Foods, Madison, Tennessee. Forum editor reports that Soy Beans With Tomato (canned) is both a tasty and filling product. This firm packs other health foods."

—S—

An Accredited High School

WHEN mention is made of the Fletcher Unit, it brings to mind the Mountain Sanitarium at Fletcher, North Carolina. The group that operates the sanitarium for

years has conducted a school for community children and youth and has accepted some as residents on the campus.

As the years have passed, grade after grade has been added to what was at first an elementary school. Since 1922 high school work has been given. In 1935 the first high school class was graduated. The graduating class of 1936 numbered thirteen.

The first of July the happy announcement came that the State Department of North Carolina had accredited this secondary school, giving it the highest possible rating afforded by the state for a school of its size—an enrolment of eighty-five. This is a distinct accomplishment for the Fletcher Unit.

Mrs. Marguerite Jaspersen, principal of this high school, has been living at Madison this summer and taking graduate work at Peabody College in Nashville; Miss Clara Knowles, dietitian in Mountain Sanitarium and teacher of home economics in the high school, is taking summer school work at Madison; and Prof. Lewis Nestell, teacher of mathematics, is in summer school at Michigan State Teachers' College.

Visitors at Fletcher are always pleased with the building that houses the high school and affords chapel facilities for the entire institution. It is a brick structure, English style of architecture, containing the library and well-equipped laboratories. A music studio is under construction this summer.

Congratulations to this enterprising self-supporting unit that is ministering in a special sense to children of the mountain region of North Carolina.

—S—

Students home from vacation note new faces on the campus, arrivals from the East and the West who are registered for class-work during the summer quarter, or who have come as full-day workers for the present and who will register for regular courses in the fall. Summer school closes with the convocation September 6.

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Exalting Education in the Industries

HUNDREDS of teachers are seeking in vain for positions after qualifying themselves for professional work. This brings a wave of discouragement to a group that should be one of the nation's strong and stabilizing factors.

The situation is a puzzle also to those who are instrumental in the education of this group of teachers. Dr. William E. Grady, assistant superintendent of New York City schools, is quoted as seeing "a bright gleam of promise in the re-establishment of the dignity of labor." He

would make potential craftsmen conscious of the importance of their professions as compared with that of others which have been designated "white-collar jobs."

He would advise youth to turn from already overcrowded professions to those that have been neglected in the past but which present opportunities to those who see the real value of work. Christian young men and women will recognize in this advice a similarity to the example set by the Master Teacher of the world, Jesus of Nazareth, who spent a large part of His time as a day laborer at the carpenter's bench.

His mastery of a trade in childhood and youth was in harmony with the traditions

of the Jewish nation. With an eye keen to the eternal value of things, He identified Himself with the working class because in large part His mission to the world must reach the masses. In His ministry, He called day

laborers to His side, and under His system of education they became the heralds to all the world of the truths of Christianity.

Paul, the philosopher, himself representing the educated rather than the common ranks, was led by inspiration to say, "Not many wise men after the flesh, not many

mighty, not many noble, are called." This was not to discourage the wise, for they might have done acceptable work for the Lord, but it is an everlasting inspiration to those who identify themselves with the more lowly and with what are often considered less desirable positions of life. They seldom lack opportunity. Seldom do they find the trades overcrowded.

THE craftsman is fortunate in that he can make a place for himself. This is especially true in the field of agriculture and related industries. There is room for every man on the land. There is an independence of action, opportunity for growth, appeal to the highest in man's

GOD MADE A GARDEN

GOD made a garden because He saw
Life was good by a garden's law;
Flowers for love, and fruitful trees—
Soul and body may grow with these.

.....
God made a garden just to find
Another way to be loving-kind;
And the things we see in the garden-row
Are the words He has written to tell us so.

—Katharine A. Grimes.

nature, *provided* the man on the soil is looking for these opportunities.

Dr. Mark A. Dawber, secretary of the Board of Home Missions and Church Extension of the Methodist Episcopal Church, speaks of agriculture as a "way of life." He is free to say that it is the duty of the church (and it is evidently just as much the duty of the school) "to call attention to the creative values of farm life and to help farm people to see the farm and the farm home as supreme opportunity to develop those ideals and aspirations that are satisfied in the realm of spiritual achievement."

NOT all by any means see the privileges of rural life in the light presented by Dr. Dawber, but as he says, "Those who are living on farms by choice, who have resisted the allurements of the city, who are content to work out life's purpose in those more natural and simpler modes of life, they can testify to a joy of life which cities cannot give."

It is refreshing to find an advocate of rural life who sees the spiritual possibilities of the man on the farm, and the inward growth that should be the experience of the man who lives close to the soil. That there are such men, and that the world has the benefit of their teachings and their writings, is a redeeming feature in a social world that so often is blind to real values. Men with a vision, such men as L. H. Bailey, a teacher whose life has influenced hundreds, speak of the earth as "holy," a gift of the Lord, a sacred possession committed to the keeping of man.

There is reverence in the heart of man when he has that attitude.

Professor O. S. Morgan, of Columbia University, speaks of the land as a teacher, quoting Job's words, "Speak to the earth, and it shall teach thee." Then he adds, "We cannot make any sort of attempt to control land, but the 'still, small voice' makes its impression upon us. The impress is as direct as can be. It is perfect, if often as unintelligible as the writing on the wall to Belshazzar. It is patient as a father but stern as a judge. When the pupil learns the calculus formula of land, he finds that land speaks as supreme law. Discovering the

law of land sets the pattern for discovering the Law of God."

THOSE are wonderful words. If one says, "I have never seen it so," he but confesses to his own blindness and that his ears are deaf. It is his privilege to pray, "Open Thou mine eyes that I may see."

We turn again to the words of Dr. Dawber who, referring to the quiet of the farmhouse and the tranquillity of the countryside, says:

"These life-renewing values are denied to most city people. There is something in man that cannot be satisfied in the crowded streets of the city. The very nature of the countryside is religious, and it, of necessity, follows that it requires people with a deep religious sense of life to appreciate and evaluate the things that constitute rural life. The church and religion are a more integral part of rural life than of city life. Land and religion belong together."

Here is a philosophy of life that most of us need to learn. Lot sought out for himself the life of Sodom. Abraham, father of the faithful, dwelt in the plains of Mamre and there taught the youth of his day some of these same vital truths that Dr. Dawber is setting forth. Such truth cannot be taught by a city-minded teacher. It calls for conversion of soul.

Fortunately there are some such teachers, and they are the salt of the earth. Fortunately the youth that can be associated with men of that caliber!

—S—

Hot Weather Foods

By FRANCES L. DITTES

DURING the summer months, especially through periods of prolonged excessive heat, the human body struggles to throw off the excess heat which is produced largely by the food intake. Practically the only way this can be accomplished is by evaporation brought about by the stimulation of the nerves controlling the sweat glands.

As the result of evaporation, body temperature is lowered and the surface is cooled. If our habitation happens to be in a region of great humidity, less evaporation

takes place from the skin and as a consequence the liability of heat prostration is increased.

It is a wise provision of nature that makes it possible for man to meet varied weather conditions. But with a knowledge of these facts, it is important that we also know how to make a proper selection of foods, for in this way we can very materially assist the body in its adaptation to the heat. It would seem absurd for a man to build a heavy coal fire in the stove or in the sitting room grate on a July day and then attempt to keep cool.

THIS is just what one does when on warm days he eats heavy meals of meats, breads, cereals, rich pastries, puddings, cakes, ice cream, and sweets of all sorts. Starches, sugars, animal or vegetable fats, and proteins yield much heat and energy in the body and are like the coal fire in the stove.

After eating a meal of the sort indicated, the heat must be thrown off. How much more economical from the standpoint of food costs, as well as energy expenditure, if we meet body requirements with the least amount of heat-producing foods.

Mineral salts and vitamins are the vital elements which regulate body processes and maintain normal functions of the living machine. While these food elements burn easily, they yield the minimum amount of heat and at the same time they leave an alkaline ash. This ash in turn cools the heated fluids of the body by neutralizing the acid ash added to the body fluids by the digestion of proteins, cereals, and fats.

The question arises, What are the foods which leave this cooling, refrigerative effect upon the tissues? It has been discovered that the protective foods—fruits, vegetables, and milk—furnish these very elements. A body fed on these elements may be likened to an air-conditioned room such as one finds on a train, in stores, offices, and some modern homes today.

It is our privilege by proper choice of food to add very much to our comfort in hot weather.

FRUITS and fruit juices are excellent selections for breakfast and supper. Practically the entire meal may be made of this class of foods, giving a feeling of

buoyancy, clearness of mind, and a cool body. Vegetables, with milk and its products, may be selected for the noonday meal.

Vegetables, raw or cooked, furnish minerals, vitamins, roughage, fluids, and enough energy material to meet body needs in hot weather. Milk and its products are high in mineral content, vitamins, and proteins. Milk also furnishes calcium, which is one of the body's chief regulators.

Salads, crisp and fresh, become one of the choicest refrigerative foods. They may be made of various combinations of fruits or vegetables, raw or cooked. They may be served with cottage cheese, and with or without salad dressings.

Watermelons, muskmelons, and fruits in season are most desirable for summer evening lunches. Frozen fruit juices or vegetable juices add much to a hot day menu. It is well to remember, however, that an excess of chilled, icy foods retards stomach digestion.

If we wish to keep physically fit, intellectually efficient, and equal to a reasonable amount of service, we need to study the diet question, applying these principles in our daily living.

—S—

A Reminder

AUGUST 18 to September 8 a special course will be taught by Professor Julius Gilbert White in Health Education and Gospel Medical Evangelism. Announcement has already been made giving the details of the course, but the importance of the lessons to our friends out in the field who would be better prepared to carry on their work by taking the course impresses us to make this last call.

These lessons will be given every afternoon and evening, beginning in the evening of the eighteenth. They will make plain and simple the work of giving the message of healthful living to neighbors and friends as well as to larger audiences,—how to do medical missionary work which is the "right arm" of the gospel message.

Many around us are ill and need information. This is your opportunity to learn how to give it.

No tuition is charged for this short course. The only expense is for room and board which must be paid in cash. This amounts to about \$20.00 a month. Reservations must be made for room before arrival.

Address Mr. White at Madison College, Tennessee.

—S—

Like the Gentle Showers From Heaven

WHEN rain finally came, how quickly things responded! The campus, usually such a stretch of beautiful green carpet, had been dry and barren for weeks, for the drought and heat of June were beyond anything seen, so the weatherman said, in thirty years.

The first break in the heat came as the gentlest rain ever sent to bless the earth. A driving rain would have wrought more harm than good, but this one descended as softly as falling feathers, till it seemed that the thirsty earth had opportunity to appropriate every drop. A little later came other showers at intervals through the first half of July. And that brown sward greened, it seemed, over night.

Garden crops responded with the same alacrity. Tomatoes ripened; the corn filled out. It all reminds one of the hope and courage that springs in the heart when showers of blessings follow a period of depression or discouragement. It is good to be sensitive, like the grass roots that may seem dead but are not, awaiting the coming of the showers.

—S—

About the Campus

It was a pleasure the last days of June to have as visitor J. C. Craven, manager and treasurer of Oriental Watchman Publishing House, Salisbury Park, Poona, India. Mr. Craven was on his return trip to Asia after attending the meeting of the General Conference in San Francisco. He spoke to the family, telling of the awaken-

ing among the people of India, their desire for the true God, and the need in that country of schools of the Madison order.

—S—

All things considered, Mr. Gorich and his crew of builders are making commendable progress on the new Library Building. The room on the ground floor which becomes the new home of the college registrar is already occupied.

—S—

A general rearrangement of offices in Administration Building was called for the first of the month with the addition to the Sanitarium and Hospital staff of Drs. Joe Sutherland and Murlin Nester who closed their year of internship in General Hospital, Nashville. The doctors have both a teaching and a medical program.

—S—

For over thirty years Mr. Nis Hansen, of Corcoran, California, has been a member of the Board of Trustees of Nashville Agricultural Normal Institute. He was one of the earliest of the generous donors who made Madison possible. For a number of years members of his family were students at Madison. His more recent gift was his youngest son, Nis Hansen, Jr., who has been a member of the Madison faculty for a number of years as head of the Department of Physics and Mathematics. It has been a distinct pleasure to have Mr. and Mrs. Hansen on the campus again. They plan to visit a number of places in the South and East before returning to California.

—S—

To College Students

MID-SUMMER is the time to plan for the coming year's education. If contemplating a college course, look into student opportunities at Madison. Student self-help is an attractive feature from both an educational and an economic standpoint. Send for a catalog, addressing Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Training for Health Work

MADISON RURAL SANITARIUM and Hospital is the medical department of an educational center whose corporate name is Nashville Agricultural Normal Institute. The institute began in the simplest way something over thirty years ago, a group of teachers and students coming to Tennessee from a college in the North, fired with an ambition to develop a school that would offer advantages of an education to ambitious young men and women even though they might not be able to command the amount of money usually required of students in college.

The sanitarium was born of an idea in the minds of the founders that there should be very close connection in the education of Christian workers between classroom instruction and health problems. An understanding of health principles is fundamental to good service as teachers, or as workers for the community in almost any other capacity.

The Sanitarium was a diminutive institution in its early days. It was situated so

far from the city that friend and foe alike predicted it could not attract patrons. In those days the value of rural environment for the sick and the convalescent was not so readily conceded as it is today. Methods of travel were slow and tiresome. It was felt

that a sick person might die before he could reach the place of treatment.

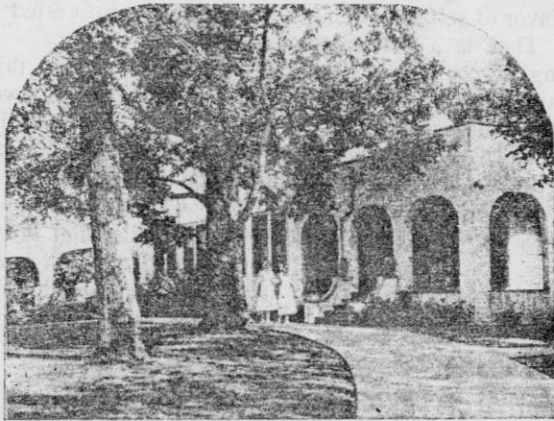
"But the world was on the eve of rapid change. Transportation speeded up, roads were transformed almost over night, modern conveniences came to the country, and so did

the seekers for health. From a group of simple cottages Madison Sanitarium has developed into a well equipped medical institution capable of caring for eighty to one hundred patients.

It has a staff of five resident physicians, three score nurses, supervisors, laboratory and X-ray technicians, and dietitians. A group of local physicians bring their patients to the hospital for surgery and post surgical care.

TRAINING NURSES

HERE is the background for training in Health, Nursing, and Dietetics. Each year at the opening of the fall quarter a



new class is organized in nursing. In the past high school graduation was the educational prerequisite for admission to this professional course. Beginning this coming September a prenursing course of one year on the college level is required.

The ideal nurse is physically fit, has a pleasing personality, a good degree of patience and long-suffering, is true to principle, embodying in her own life practices the methods advocated by the institution she represents. The spirit of the Master is a wonderful asset in dealing with the sick and afflicted. High ideals, therefore, are likewise a prerequisite to success in the nursing profession.

A prenursing year, followed by three years' training in the course itself, plus another year of college work may fit one for a Bachelor's degree. Young people entering upon this course of training are encouraged to so plan their work.

It is the desire of the college to develop a mental attitude in favor of self-sacrificing work for humanity. That is a matter of the spirit, not a thing of compulsion, but if it can be encouraged by any local atmosphere, it should be manifest as a result of the training here. From this institution nurses have gone forth into needy sections who are devoting their lives to the betterment of the community in which they are living.

HEALTH AND DIET

THE institution makes this statement to applicants for courses in the Department of Health:

"The first interest in the Health courses is that the student shall learn sound health principles and the importance of applying them, and will put them into his daily practice. Provision is made to assist him to become a helpful member of his community and a teacher of healthful living.

"A background for distinctive health instruction is provided by courses in Biology, Anatomy and Physiology, Psychology, Chemistry, Bacteriology and Dietetics. Health principles are taught in such courses as Personal and Community Hygiene, Child Hygiene, Home Hygiene and Nursing, First Aid, School and Insti-

tutional Hygiene, and Current Health and Social Movements.

The prospective teacher in the field of Health finds profitable work in the School of Health Program and Health Education, Health Education in the Community, and the Teaching of Home Hygiene and Home Nursing. Individual Problems in Health Education give the student an opportunity to pursue his individual interests in consultation with an instructor."

TRAINING DIETITIANS

THE coordination of College and Sanitarium gives a rich field for the development of experts in diet and nutrition. Courses are offered making it possible for a student looking forward to a Bachelor's degree to major either in the field of Nutrition or Household Arts. The dietitian of the Sanitarium heads the teaching department so there is the closest correlation between theory and practice in the teaching of students interested in this field of activity.

Courses offered in this department prepare young men and women for positions as dietitians, managers in institutional dietary departments, and for graduate work in Food and Nutrition.

The College cafeteria, the bakery, and the Sanitarium diet kitchens afford laboratory experience which closely links classroom instruction with daily situations. Manual work done in these departments is classified, graded, and enters into the requirements for graduation.

Courses in Religious Education and Medical Evangelism correlate closely with Health, Nursing, and Dietetic courses, rounding out a strong and very attractive line of work for those who are interested in the lecture field.

PREMEDICS AT MADISON

THIS background of a Sanitarium and Hospital operated under the same management as the College is a distinct advantage for students who look forward to the medical profession. Madison's doors are open to Christian men and women who desire a premedical course. The length of this course depends upon the requirements of the medical college the student elects to attend.

For a good many years a group of students have entered a medical school each season after having taken their preparatory course at Madison. The majority of these have been admitted to the College of Medical Evangelists at Loma Linda and Los Angeles, California. So far the requirements for admission to that institution have been two years of college work in prescribed lines.

In case a full four year college education is a prerequisite for entrance to a medical college, that also is available at Madison. A number of students, looking forward to the practice of medicine have found it desirable to complete a full four year college course before entering upon their professional training.

It is not an unusual procedure for pre-medical students to carry a large part of their labor program in connection with the sanitarium, as nurses, in the clinical laboratories, or in the diet department.

Madison is dependent upon the earning capacity of its industries to support its student body and teaching force, and among the industries the Sanitarium and Hospital holds a leading position. It is ministering to the sick; it is at the same time providing the facilities for a broad education for future Christian workers.

WHAT BECOMES OF THE STUDENTS?

THAT question is often asked. We would that we could point to definite enterprises sponsored by all who have passed through the doors of the institution. But that is never to be expected. Through the years several hundred have given their energy to the building up of institutions or community centers in spirit similar to that of the parent institution. There are some most delightful centers of activity which are the outgrowth of student experiences at Madison. There are physicians with the spirit of the Master who in isolated sections are ministering to the sick who without their care would be far removed from medical attention.

Some centers have developed the combined work of a medical institution and a school, thus following closely in the steps of the mother institution. No two of these are alike. Each locality calls for a different pattern. Each new institution develops to

meet local conditions. But the same spirit characterizes them all. It is the development of Christian graces, the growth of pleasing personality, the spirit of leadership, strength of character and initiative, that attracts one who meets these workers. That is by far the largest pay, the most satisfying reward Madison expects, as the result of years of untiring service for its youthful students.

Both men and women are accepted for the Nurse-Training course. Young men frequently take this training as a stepping stone toward a full medical course. Others favor laboratory work, and some make exceptional bed-side attendants for the sick. A male nurse, a former student of this institution, visited the campus a short time ago who had recently lost by death a patient whom he had treated and attended in his travels for over ten years.

The institution affiliates with the Children's Hospital, Cincinnati, groups of four to six women nurses taking their pediatrics there in four-month's periods.

In June nine senior nurses including one man, took Tennessee State Board Examinations and received their R. N. All did very creditable work in the examinations. Other seniors will take the December examinations, a class of seventeen expect to graduate the first of September and will receive their diplomas at the time of the college convocation September 6. The Nurses' Alumni Association enrolls over fifty. Frequent local meetings of alumni and meetings of Madison nurses and supervisors with association members in Nashville and the Public Health Department keep open a line of communication in the profession that is pleasant and profitable.

—S—

Campus News

The Sanitarium reports a patronage averaging eighty-five patients during the month of July. Among those whose faces are familiar on the campus may be noted Mrs. George Tidman, Tracy City, Tennessee, who spent a week in rest and having a medical checkup; Mrs. M. N. Dobson, who comes out from Nashville from time to time for medical advice and the benefit of Sanitarium diet; Mrs. E. W. Vivrett of

Nashville, who comes for rest and the benefit of a quiet rural environment. Mr. Vivrett is a business man of the City with whom the institution has had pleasant contact for a good many years.

—S—

Mrs. Elsie C. Ulbricht and her daughter, Mrs. Marion V. Anderson, both of Havana, Cuba, are here on recommendation of their Chattanooga physician and plan to spend several months. Mr. Houston Odom, pharmacist of Nashville, is out for rest, the benefit of the diet, and relief from the strenuous hours of the city business man. Mrs. F. P. Yeatman returns from her home in Columbia, Tennessee.

—S—

Mrs. Anna Epps returns to us from Goodwater, Alabama. She is accompanied by her brother, Mr. Jeff McCord, a prominent business man of that city. Mrs. J. Bogart registered in recently for rest and the benefit of the diet. Her home is in Chattanooga.

—S—

It is a pleasure to have with us Mrs. Blanche Rice of Mayland, Tennessee. She is the wife of Colonel L. L. Rice, well known in the educational field as promoter of Camp Nakawana for young women at Mayland, with whom Dr. Bralliar has been associated at times as teacher of biology and nature study.

—S—

Miss Anna Whorton, a Red Cross nurse of Columbia, Tennessee, is with us again. She is interested in many phases of the work on the campus. Mrs. W. W. Newman returns for a stay at the Sanitarium from her home in Huntsville, Alabama. J. C. Baldwin, educational secretary of the Alabama-Mississippi conference, spent a few days in the Sanitarium following a tonsillectomy. He was interviewing young people on the campus who are in line for teaching this coming school year.

Dr. Edgar H. Myers of South Bend, Indiana, who has been a member of the Sanitarium family for so many months that we come to look upon him as a permanent and much appreciated citizen of the community, left the last of July for Cumberland Gap where he plans to spend the month of August in the mountains, returning with cooler weather.

—S—

Mr. and Mrs. F. O. Rathbun, formerly of Berrien Springs, Michigan, have recently returned from Jamaica, West Indies, where they spent ten years in mission work. Professor Rathbun is an expert printer and teacher of the trade. Some years ago he had charge of the shop in Emmanuel Missionary College. Since returning to the States he has located at Collegedale, Tennessee, where he has charge of the Printing Department of Southern Junior College. He spoke to the student body at the Friday evening vesper service on the twenty-fourth of July.

—S—

Dr. Sutherland had a happy surprise last week by the arrival of his brother, Walter Sutherland of Kansas City, and his sister and husband, Mr. and Mrs. Royal Yeoman, of Lawrence, Kansas. They spent but a few hours on the campus. They, with Mrs. Druillard, Dr. Joe Sutherland and his children and Mrs. Yeoman's granddaughter, brought together four generations of the Sutherland-Rankin family with ages ranging from near nine to ninety.

—S—

Time to Make a Decision

THOSE who contemplate a college education should soon have their plans definitely formulated for the coming fall. Madison has some attractions in the way of courses to meet the needs of many, and remunerative work while the training goes forward. A catalog is yours for the asking. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Soy Beans Come to Town*

By HELEN DAHNKE

SOY BEANS? Oh yes, remembers the average city man or woman, they are the little yellow peas that farmers feed to hogs and that Uncle Sam is recommending for soil conservation.

But the city man is wrong. The soy bean has come to town. They are used in hundreds of industrial products—paints and oils, steering wheels and knobs on gears and brakes in automobiles—and in dozens of manufactured foods for human use. All over the country research men in industrial laboratories are

busy with their test-tubes, flames and chemical solvents seeking new ways to use the lowly legume from China. Here in Nashville the development of the soy bean has not gone into so many industrial uses but its use for various human foods has been thoroughly explored.

"The soy bean bids fair to revolutionize our eating habits even more than did the introduction of the potato which 200 years ago was a curiosity and today is a staple food," says Miss Frances Dittes, college-trained dietitian at Nashville Agricultural Normal Institute.

A dozen or more food products which are palatable, nutritious and, in some instances, corrective are being manufactured by Madison Foods, which is one of the

industrial departments of the college. They include pressure-cooked soy beans seasoned with tomato sauce, soy bean milk, buttermilk and cheese, soy bean flour which is used for bread, ready-to-eat cereals, and

crackers which are baked at the Madison plant, a coffee substitute from parched beans, and a meat substitute loaf which is high in protein content.

"Since 1807 when it was introduced to American farmers from China the soy bean has spread in use somewhat, but for years as a forage crop only. Yet in 3000 B. C. the

Chinese knew that the soy bean was an excellent substitute for meat, dairy products, and wheat. It was mentioned in the ancient 'Materia Medica' of Ben Tzæ Gang Mu. In a land where dairy animals are rare, Chinese mothers learned thousands of years ago that babies grew fat and healthy on milk made by grinding and boiling soy beans.

"It was not until the World War, when this country was searching in every field for additional foods, that there might be a bountiful supply of wheat and meat to send overseas, that experimentation began on the soy bean for human food. Since then the nutrition chemists in many of our leading universities have steadily developed new foods from the soy bean. It

NEWS FOR THE PUBLIC

HUMAN Foods Made From Chinese Legume Here in Nashville Only Part of Advance on Wide Front in the Industrial World"—This is the heading of an article by Helen Dahnke in Magazine Section of Nashville *Tennessean*, July 26, following an interview with Dr. Frances Dittes, Sanitarium dietitian, and E. M. Bisalski, Food Department sales manager, reprint of which appears on this page.

*Reprint from Nashville *Tennessean*.

is this information which is being put to use here at Madison in our food factory and on the 800-acre farm where students are employed," Miss Dittes says, as she explains how Madison became a part of the nation-wide development of the soy bean for human food.

STUDENTS and department heads are employed in the food factory at Madison, which not only supplies many of the corrective foods for Madison Rural Sanitarium which is operated by the Institute, but also has a steadily increasing wholesale market throughout this section.

Most of the soy beans used at Madison are purchased in carload lots from the Carolinas through local bean brokers, but leaders at the Madison Institute believe that the day may come when Tennessee farmers will have a share in this and the increasing national market. Only a few of the beans are produced on the Madison experimental farm.

That the industrial uses are increasing and the human food possibilities in the soy bean are being realized more each year is evidenced by the fact that department of agriculture statistics show that where only a few thousand acres were planted in this country fifteen years ago, nearly 5,000,000 acres were planted in 1934. Much of the experimental work of the department of agriculture has been done by W. J. Morse for the past twenty-five years, but industries of all kinds, colleges and universities in all parts of the country, are carrying forward the experimental work begun by him.

At the Cleveland hospital last year, Miss Dittes says, two hundred small children were placed on a diet of soy bean milk for a study of it as a substitute and variant of cow's milk. While the full scientific report of this hospital's work has not been published this goes to prove how far the theories of a few years ago are becoming a part of daily medical and dietetic practice today.

Dr. A. A. Horvath, who was exiled from his native Russia many years ago, went to China and at the Peking Union Medical College started the research on the soy bean which has today become the basis of the work of many other medical men and chemists. Thus the soy bean is not a fad

in the human diet, Miss Dittes points out, because while it is conserving soil by putting nitrogen back into the ground as do all legumes and by preventing surface erosion, it also supplies food for man and beast.

"Today it is estimated that two hundred different products used in the commercial world are made from the soy bean. It is said that there is a bushel of soy beans in every Ford automobile. We know that Mr. Ford has 10,000 acres planted each year on his experimental farm and that his chemists have made great strides in developing plastics which may be used for wood substitutes, for steering wheels, knobs and buttons on the car. The Japanese are also making efforts to produce a cheap commercial motor fuel from oil of soy which we already use extensively as a food."

ITS high protein content, a rare form of fat known as lecithin, which has been discovered to feed the nerves and build structural tissues of the human body equal to the same fat in egg yolks, and an exceedingly available quantity of iron for blood regeneration are among the special food qualities of the simple soy bean from China. At Madison Sanitarium where many diabetic patients are treated it has been shown that breads from soy flour are excellent because of their lower carbohydrate and high protein content.

While the food factory at Madison is busy turning out many loaves of bread, boxes of crackers, packages of fruit cakes and date-stuffed crackers, cereals and soy cheese in cans, it is Miss Dittes' business to carry on educational work with housewives and nutrition experts in adjusting these products to the menus of average families. Some of the advantages of soy bean foods, as Miss Dittes sees them, are:

Soy's richness in complete basic proteins, easily digested oils, low starch content, richness in minerals containing good supplies of calcium, phosphorus, potassium, magnesium, sulfur and copper; its alkaline forming properties; its good supplies of vitamins A, B, D, E, and G; richness in lecithin, its high caloric value, its rich yellow color and fine flavor, and its great variety of preparation.

Dr. Horvath, in one of his writings, says that the Chinese people exist today be-

cause of the use of the soy bean as a food. With limited amounts of meat, eggs, and milk and with rice as his basic dish, the Chinese peasant would suffer from malnutrition to such an extent that he would have been wiped from the earth many years ago had he not learned the value of the soy bean.

The Ohio Valley of which Tennessee is a part is considered the best section of America for the growing of the soy bean, but as yet its commercial production is still chiefly in states to the north, Illinois, Indiana, and Iowa leading. Manchuria, which Japan has recently wrested from China, formerly produced seventy per cent of the world's soy bean crop. Today the United States is approaching Oriental production.

Yes, indeed, the soy bean is coming to town—as a food, such as those manufactured right at Madison; as oils for soaps, paints, lacquers and glues; as rubber, linoleum, celluloids, plastics for automobile handles and other gadgets, for processing in candy-making, tanneries, and cotton textile works.

Truly, the farmer can no longer keep the soy “down on the farm” even if he wants to.

—S—

Nutrition and Health

By FRANCES L. DITTES

SINCE it has been shown experimentally that animals living on a diet which was adequate according to current standards, improved greatly in health and vigor when this diet was supplemented by additional portions of the protective foods,—milk, or fresh green vegetables, or fruits,—the emphasis has therefore been placed on *optimal* nutrition if maximum health and efficiency is to be attained. This shows that a margin of safety is provided which is above that furnished by the balanced diet formerly taught. The following brief summary evaluates the food elements as to their functions in the body and their sources.

Food burned in the body produces energy. Starches, sugars, and fats produce energy for strength and body heat or they may be converted into body fat. Proteins may furnish energy and, in addition, are utilized for building and repairing body tissues. Fat yields approximately twice

as much energy as carbohydrates and proteins. The chief sources of carbohydrates are grains, sugars, vegetables, and fruits. Milk contains a sugar known as lactose. Fat is obtained from the fat of meats, cream, butter, cheese, and in the form of oil from some vegetables. Meat, eggs, milk, legumes, nuts, and grains are sources of protein.

Protein is scattered so widely in both plant and animal foods that there is little chance of the diet being deficient in this respect. Many of the mineral salts are combined with proteins and if the best kinds of proteins are selected for the diet a good supply of minerals may be present. The mineral salts and vitamins, however, are the vital elements that keep up the normal functions of the living machine. A deficiency in these food elements results in malnutrition, less resistance to disease, loss of appetite, despondency, and irritability.

THE quantity of food required for normal nutrition is determined largely by the output of energy. For example, a laborer expends almost twice as much energy as a man of similar size and build at rest. A woman living a sedentary life expends ten to fifteen per cent less than a man under similar circumstances.

The following suggested menu will provide a good diet for a person of average height and weight, with moderate exercise. For a person engaged in hard muscular work, larger portions may be required to meet his need. It may be adopted to the active growing child by making the beverage milk. Meats, rich desserts, sauces, sweets, and other foods poor in minerals and vitamins should be limited in amount so that foods rich in minerals and vitamins will not be crowded out of the diet.

BREAKFAST

Two fruits, raw or cooked, or fruit juice

One bowl of whole grain cereal cooked or served with top milk or cream

Glass of milk or drink made with milk

Two slices of bread or two rolls or muffins with butter. This is optional and many prefer that it be left out of the menu.

An egg or its equivalent may be needed by some.

DINNER

One protein dish, such as meat loaf or its substitute

One cooked vegetable, such as potato, macaroni, rice, etc.

One other vegetable, such as carrots, turnip greens, or string beans

A generous helping of a raw vegetable salad with a simple dressing such as lemon juice or French dressing

If a dessert is served, let it be a simple baked custard, junket, or fruit.

TWO meals are often better than three, especially during warm weather. However, a glass of milk or buttermilk with a few crackers and some fruit may answer the craving for food in the evening.

It is not necessary always to balance each meal so long as the food intake of the day is well planned. Practically all foods contain more than one nutrient, and in some the water and roughage are valuable in helping to regulate the digestive tract. Faulty bowel elimination may be among the first steps toward other derangements which lower vitality and resistance.

An improperly constituted diet is one of the causes of retarded physical development, irritability of the nervous system, lack of recuperative power and endurance, as well as a lack of resistance to infectious diseases. Diet is believed to influence greatly the rate at which the characteristics of old age develop, and so lengthens or shortens the span of life.

The Report of the Technical Commission appointed by the Health Committee of the League of Nations, states that improvement in the diet of the great mass of the world's population can be obtained only through rational diet based on a knowledge of the principles of nutrition.

Since science has given conclusive evidence that fruits, vegetables, and milk—known as the "protective foods"—furnish our best food sources of vitamins and

minerals, an economical and brotherly co-operative exchange of the fruits of the earth in the broadest sense must be developed in order that all may be able to get what we know they need.

—S—

For the Health of the Children

THE months of August and September will see tens of thousands of schools opening over the nation. The September issue of *Health* features the theme, "How to Make Your School Child Healthy." Dr. Mary B. Dale, a city health department and school district physician, gives parents some wonderful advice on preparing their child physically for the school year.

School lunches, how to make them and how to balance the diet, is the topic that Dietitian Dinah Skinner writes upon. Dr. Gilbert Johnson discusses the question, "Shall We Eat Between Meals?"

Madison which, by precept and example, stresses these health subjects suggests that you ask Pacific Press, Mountain View, California, for a free sample copy of *Health*.

—S—

The middle of July, Dr. John Brownsberger, superintendent of Mountain Sanitarium, Fletcher, North Carolina; Mrs. Brownsberger, superintendent of nurse-training in the same institution; A. A. Jasperson, member of the Fletcher Unit, and his son David, paid Madison a brief visit. Mrs. Jasperson, principal of the high school on the Fletcher campus, returned home with them after spending six weeks in graduate work in Peabody College. Some time was spent by the group with other members of the Layman League considering the program for the coming convention of Southern Self-Supporting Workers to be held at Madison in the fall. Exact date for what will be the thirtieth annual meeting of this group has not been determined, but it will follow the fall opening of the college.

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The Place of Dietetics and Household Arts in Education

FRANCES L. DITTES

OF ALL institutions in the world the school is the most important! Here the diet question it to be studied. Physical health lies at the very foundation of all the student's ambitions and his hopes. Hence the preeminent importance of gaining a knowledge of those laws by which health is secured and preserved. Every youth should learn how to regulate his dietetic habits,—what to eat, when to eat, how to eat. Strong minds are needed.

"The human intellect must gain expansion, vigor, acuteness, and activity. It must be taxed to do hard work, or it will become weak and inefficient. The mind must invent, work, and wrestle, in order to give hardness and vigor to the intellect. If the physical organs are not kept in a most healthful condition by substantial, nourishing food, the brain does not receive its portion of nutrition to work."

A BEAUTIFUL picture of true home economics teaching and practice, and the broad place it holds in the economic structure of life, is found in the thirty-first chapter of Proverbs. The home-maker there described was ready for the stranger,

the poor and needy. Her household was kept in a state of preparedness. She understood the laws of life; she had no fear for the winter or a famine of bread. The members of her family were safe in trusting her.

Seldom does the home of today serve the community in the same capacity as it did in earlier periods. Economic conditions are taking the members out of the home and placing them at work in factories and shops. Consequently the home has lost much of its power as a socializing agent. Because of this

situation, many students are not acquainted with the common duties of life. Many are not able to build a fire in a stove, to make a bed correctly, or to use a rake or hoe. They cannot prepare and serve food in a healthful, artistic manner. They have to depend upon the ready-to-wear shop or the seamstress for their clothes. They cannot build neat, attractive homes, with vegetable, fruit, and flower gardens.

Many Christian homes have drifted with the tide, making it necessary to depend upon the influences outside the home for this kind of training. Clear instruction concerning this type of education was given

PROGRESS

I CALL that mind free which resists the bondage of habit, which does not live on its old virtues, which does not enslave itself to precise rules, but which forgets what is behind, listens for new and higher monitions of conscience and rejoices to pour itself forth in fresh and higher exertions.—*Channing.*

to schools and colleges about the time that household industry was taken out of the home and placed in factories. Had the teachers in these educational institutions foreseen the pitiful results of this lack of training which is so evident today, and had they possessed the faith of their convictions, they might have become leaders of the world not only in home economics but in all lines of industrial education.

DIET reform was given years ago as a special preparation for the present physical strain. Instruction has been given also in the principles of healthful dress. These reforms would have been a great factor in purifying the church. Home, school, and church have lost a golden opportunity to build up in young men and women a consciousness of physical righteousness and the necessity of strict obedience to divine law. The harvest is sick bodies and impaired powers of intellect which are unable to discern clearly between truth and error.

A wonderful challenge is still held out to schools and colleges to supplement the home by teaching and training young people in all the practical arts. Strong industrial departments, such as dietetics and agriculture, should be developed in every school, linking classwork with real life duties and thoroughly preparing men and women of high standards and spirituality to go into the fields to which they are called with the message of life.

We should be teaching cooking, nutrition, the manufacture of clothing, weaving, spinning, tailoring, the raising of raw materials, the growing and canning of our own fruits and vegetables. Young people, called into various home and foreign fields from now on, will often have limited financial resources; yet if frugal and well-trained in these lines, they will find standing room wherever they go. The practical arts and related courses, the social aspects of life which are fundamental to real culture and team-work in later life, together with a knowledge of the Bible, should be stressed in our educational work. Time will reveal the importance of such a program.

TO DO one's work well is one of the best methods of spiritualizing the mind and stimulating other activities of life.

Labor is the guardian of virtue, the foundation of happiness, the handmaid of religion, and the ordinance of God.

It is all a mistake, this growing conviction that work is an unnecessary evil to be assiduously avoided; that "in the sweat of thy face thou shalt eat thy bread" was a curse upon Adam from which modern science should rescue us; that somehow this machine system, by shortening the hours of labor, will produce universal happiness apart from work.

This type of education was emphasized by the Great Teacher in the triumphant statement, "My father worketh hitherto, and I work." He has left us this worthy example.

"Till the Master of all good workmen shall put us to work anew,
And only the Master shall praise us, and only the Master shall blame;
And no one shall work for money, and no one shall work for fame,
But each for the joy of the working, and each, in his separate star,
Shall draw the thing as he sees it for the God of things as they are!"

—S—

Student Responses

THE dietetic student at Nashville Agricultural Normal Institute and Madison Rural Sanitarium is privileged to get her training in a situation which combines theory and practice. The institution unites in one plant a college, a hospital and sanitarium, a farm and dairy, a cannery, a bakery, and a food factory, as well as many other industries not directly related to dietetics. Throughout her four years in college the dietitian is employed half of each day in one of these departments.

Upon the completion of her course, the dietitian has made her round of the work departments, and if she is not practical and competent, it is because she does not have it in her to respond to opportunity, for Madison is a living laboratory.

GOLDA DOUB

NEAR the end of the first year of my dietetics course, I entered the Madison Health Cafeteria in Nashville. Many people today are interested in a balanced

diet and appreciate being able to obtain well-prepared foods. This type of work gives us confidence in our work and in ourselves. It teaches us to carry responsibility. It would be worth while for every student of dietetics to have at least one quarter at a city health cafeteria.

SARAH SPADY

THE question is often asked, "What do you think of the dietetics course given at Madison?" The answer is, "It is a splendid course. We value the practical work which is an unfolding of the classroom teaching."

LOUISE HOLST

ONE interested in institutional management has opportunity at Madison to get a valuable experience by working in the different departments of the Sanitarium kitchen and the student cafeteria. This develops executive ability. Those interested in a practical course in dietetics should consider Madison.

ANNA PEARSON

I VALUE the economic side of our Madison dietetics course. We not only handle foods, but we must know costs. It is necessary for us to know the price of rice, potatoes, cantaloupe, peaches, oranges, and other food supplies, in order to make the department in which we work a financial asset.

IRMA JACKSON

ONE of the most important phases of our work is the diet office. The training here finishes off the course. Our counsel with patients, planning diets, helping with the making of menus for the Sanitarium, and supervising special diets, is valuable experience. This work is usually done by two student-dietitians under Miss Dittes' supervision.

The greatest pleasure a person gets from his work is the realization that he is helping someone else. There is a real thrill in seeing the health of patients improve under correct methods of diet.

FANNIE CANNADA

THE dietetics course is nothing more than learning how to cook, and you can learn that in your own kitchen," is what was told me when I decided to come to Madison in the summer of 1935. To me, dietetics as taught here is an outstanding feature in the health message.

DOROTHY LEE JONES

I AM in training for the work of a dietitian. Under careful supervision we get actual experience in our chosen field. Each student must start at the bottom and work up, learning to do each task well. There are many things to learn.

Just now I am preparing vegetables and making salads at the Sanitarium. Miss Dittes, the dietitian, and the doctors on the medical staff, stress the value of raw foods, fruit, and fruit juices in the dietary during the summer months. This keeps us busy preparing a large variety of salads and fruit and vegetable juices. We are learning how to make foods both tasty and appealing to the eye.

TENNYS INGRAM

MUCH progress has been made during the past twenty years in scientific study of the needs of the body. The discovery of the vitamins, mineral salts, and the importance of glandular secretions, has done much to broaden the field of scientific dietetics. When we consider that a large percentage of the diseases of the human body may be traced directly or indirectly to digestive disorders, we realize the necessity of learning a scientific way of preparing foods.

For the past two years my experience has been at Pewee Valley Sanitarium, Louisville, Kentucky. I have come back to Madison to finish my course. I know of no better field for young women than that of dietetics.

ESTHER SANFORD

COOKING is an accomplishment that should be sought by all young women. Madison offers unusual opportunity for this training. The kitchens are laboratories in which students learn to cook scientifically under careful supervision. Four years of intensive training to properly prepare foods and to teach people to eat to live, is my goal.

HANNAH POMERANZ

—S—

The Household Arts Curriculum

MADISON offers four years of college work leading to a B. S. degree. A major is offered in Nutrition or Household Arts. The courses in Nutrition are planned to meet the needs of young men and women who desire to become dietitians, managers

in institutional dietary departments, and for those who expect to make food and nutrition their field of future study. It has been the aim also in planning the curriculum to offer those subjects which are required by most hospitals for post-graduate work in hospital dietetics and for membership in the American Dietetic Association. It is the aim of the department to adapt its teaching to the needs of dietary problems in the Southern states, as well as to meet the requirements of a general cultural training.

Experience in the school cafeteria, in the bakery, in Nashville Health Cafeteria, and in Madison Rural Sanitarium links classroom instruction with daily situations. The manual work in these departments is classified, and graded, and enters into the requirements for the degree.

Some of the required subjects which form the background for a study of foods and nutrition are physiology and anatomy, elementary and advanced bacteriology, general and organic chemistry, food chemistry, physiological chemistry, personal hygiene, child hygiene, and home nursing.

Emphasis is placed upon normal and abnormal metabolism, diet in disease, readings in current literature in the field, experimental cookery, invalid cookery, and nutrition of children, besides such subjects as institutional management, accounting, quantity cookery, food economics, and food preparation. Class credit is given for certain outlined projects. Supervised experimental work done by a student is measured and graded according to its accomplishment.

The general curriculum in the field of Practical Arts is rich in courses of culture and practical value. Those preparing for foreign fields and needy home communities will find this work of particular value and interest.

—S—

Field Work for Dietitians in the South

FROM several points of view the Southern states are a challenge to young

women, particularly in the field of nutrition. The South offers a wonderful opportunity to those who want to help others and who want the experience of actual field work in nutrition education.

Climatic conditions are responsible for certain physical disorders that under proper care may be improved and controlled. Racial problems have retarded the progress of certain portions of the South. This makes a rich field for study of nutritional disorders. We have the poor rich who feel the need of health and nutrition education as well as do the less fortunate. Time honored food customs are often hard to loosen from the lives of some whose health habits have not been the best.

Economic conditions bring about another factor which develops the skill of the nutritionist. The cost of educational facilities is not only doubled, but necessarily it practically doubles the need of trained teachers and educators.

An attractive feature of the South is the hospitality of the Southerner, his open-hearted spirit, and the welcome extended to those who have the spirit of real reform and education.

Those who are interested in taking a course in dietetics will find the South a field of special interest. Madison is prepared to give this type of training. The school year begins September 21. All who have in mind this kind of education should make definite plans for entering at once. Address correspondence to Nashville Agricultural Normal Institute, Madison College, Tennessee.

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NOTICE

YOUNG men and women wanting to train for Christian service have unusual opportunities at Madison. For those who desire to pay a portion of their expenses by labor, there are remunerative activities. Send for information. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Doings at Madison

SOME people have more than a passing interest in happenings on the Madison campus, as witnesseth the following words from a letter in today's mail:

"I read the SURVEY, every number, and always with pleasure and appreciation. I am sending a small contribution to aid in its task of letting the world know."

The contribution is appreciated for it shows the spirit of cooperation, but the greatest pleasure comes with the thought that the SURVEY and Madison, whose principles it reflects, make an appeal. Over and over names

of young people are sent in with the request that they be given a chance for a college education under the environment here. Or, young people are advised to seek the training along the lines of real life that are so closely connected with the instruction in this college.

Between four hundred and five hundred people are living on the campus. Over one-half of these are young people in training. From eighty-five to a hundred are Sanitarium patients, an ever-changing group coming for healing and withdrawing as soon as conditions warrant. The rest are teachers, department heads, physicians and others intimately connect-

ed with the ministry to the sick and suffering.

This constitutes a village, a group of active, purposeful men and women who are moved by a keen desire to better humanity. It seems rather remarkable to visitors to find here several hundred men and women, banded together by a common purpose, among whom there is no using of tobacco; where a plain and wholesome diet without the use of flesh food is the prevailing custom; where daily worship represents the appeal to things of a spiritual nature and a

recognized dependence on the blessings of God for daily strength to accomplish the assigned tasks.

PRESERVING FOOD

IT IS grape season and the cannery is teeming with life as fruit is prepared for winter use. The Madison brand of fruit juices is one characteristic of the diet at the Sanitarium and in the student dining hall. The vineyard makes a substantial contribution. The surplus of leafy vegetables goes into cans to supply vitamin content to the foods when the gardens are dormant. One finds on the decks of the cannery bushels and bushels of beets, and

NO TIME TO LOSE

SEPTEMBER 21 is an important date. The fall quarter opens then. There is none too much time in which to make application and the necessary arrangements for fall entrance. Do it NOW. Let Madison help you to a college education. —*Nashville Agricultural Normal Institute, Madison College, Tennessee.*

more bushels of snap beans. The neighbors bring their corn and beans and tomatoes to the institution for canning. A real business is in process in this industrial center, an adjunct, as it were, to the food factory.

Each morning the trucks, loaded with bread and other foods from the factory, leave the Food Department for the City. A special campaign is on now to introduce whole wheat bread and the soy loaf to the homes of professional men in Nashville. Foods packaged in cartons and in cans are going to wholesale houses, restaurants and cafeterias, and private homes in hundreds of places. Students are bakers and food-makers and packers in this department, earning their college education by their daily labor.

This summer improvements in the Dairy Department have brought the milk separator into new quarters along with the installation of a homogenizer, equipment for pasteurizing, cooling, and bottling, which add materially to the convenience in handling dairy products.

The making of soy milk is a regular industry which supplies the student and Sanitarium diet departments with the new product so highly recommended for adult and infant use. The transfer from dairy products to the vegetable milk, buttermilk, and cheese, is a process of education sponsored by the medical staff and the dietitians. With the increase of disease among dairy herds, it is recognized that the soy bean offers wonderful possibilities in the field of protective foods.

ON THE LAND

MAY, June, and the first half of July, prospects in the growing world looked rather forlorn. Drought threatened to cut short all the crops. But in spite of the prolonged dry spell and the extreme heat, harvest time showed an abundance of hay—alfalfa, soybean, cowpea, and sudan grass. The corn crop seems better than that of last year. In spite of drought, approximately 2500 bushels of grain were harvested—wheat, barley, and oats.

Garden crops could be better, but we are thankful under the conditions to have an abundance of carrots, eggplant, spinach, cucumbers, onions, string beans, and okra.

And tomatoes have met the daily needs of the family although for a long time it looked as though we would have none. The farmers are installing an irrigating system adequate to care for ten acres of garden products on the river bottom.

Here is work for men students. Some of the men have been doing an outstanding piece of work in the line of agriculture. They love the soil, see in it great possibilities, and delight in the raising of crops. Some of these students come from distant lands. Some come from city life in our own country. It is a hopeful sign when youth seek the country life and rural education.

IN MECHANICAL LINES

MOST of the work in the steam laundry is done by women, but some of the heavier jobs are handled by men students. A student family of approximately three hundred, a group of teachers and workers, and a sanitarium and hospital caring for eighty-five patients, or more, make heavy demands upon the laundry. Last week, for instance, the young man who does the pressing handled 200 pairs of white trousers. Nurses, both men and women, dress in uniform; dietitians and others working in food departments wear white Hoover aprons. Here is the place for a good ironer to reveal her skill. And what looks more attractive than a well-done basket of laundry?

Students are helping themselves to an education by working in the laundry. Here, as in other department work, the value lies not alone in the remuneration received. There is educational value that in reality is worth more than the money the job brings.

You have heard of the man elected manager of a large machine shop. He appeared next morning in work clothes, and said to the boss, "I'm ready for work. Give me my job."

The boss said, "What do you mean? They have elected you general manager."

"True," said the newly elected manager. "In four years from now I will be ready for that position. In the meantime I begin at the bottom and work up."

Plans are already made for the new laundry building, and construction will

soon be under way. We have waited long for that process to begin. The old laundry was outgrown years ago. It has been an eyesore for a long time. The new building will be made of concrete blocks. A tumbler will take the place of the former dry room. A larger mangle will be installed.

Students will erect the new building. That is another way men students have of earning their expenses through college, meantime learning a trade. A crew is still working on the library. It is to be occupied this fall. The floors of the reading room were laid recently. The doors were hung and the building locked for the first time a few days ago. In the shop, book cases and tables have been in the making for some time.

Men students do all this work. Some of it is very fine. The making of cement blocks is done by contract. The laying of walls, pouring of cement floors, installing metal stacks, making furniture, plastering and stucco work, steam fitting and plumbing—all this is done by young men who are in college for an education that will prepare them for some type of self-supporting missionary work when college days are over. They earn a large portion of their expenses in such ways as these. Figure for yourself the value to a student of this real trade work under the direction of competent leadership. After a building is completed, students look with pride on the work of their hands, and well they may.

PREPARING FOODS

THERE is a family of hungry students to feed. Who does the cooking? Students do all the work about Kinne Hall, the student dining quarters. They are receiving their training in foods and home economics also at the Sanitarium diet kitchen from which over a hundred trays are going out each meal time.

This is education in real life. It would be worth the effort purely from an educational point of view. At Madison it is both educational and remunerative. The wage in a department applies on school expenses.

IN THE MEDICAL DEPARTMENT

THE Sanitarium offers many other activities. It is a place of continual activity. Treatments, bedside nursing, care of infants, surgery—all work pertaining to the care of the sick—are participated in by students-in-training. Often when the rest of the family is locked in slumber, nurses are on duty in the surgery all night long. Accident cases, emergency surgery, obstetrical work,—the rest of us may never know what has been going on in the operating room and in the clinical laboratories.

In five days of the month of August eighteen surgical cases were received from one nearby city alone. Madison Rural Sanitarium and Hospital is within easy reach of Old Hickory, a city of 10,000 across the Cumberland River; and Old Hickory has no hospital facilities of its own.

These are students at work. They are a busy, clear-headed group, earnest in their desire for college training. Else why do they seek their education in such an institution as Madison?

SECRETARIES AND BOOKKEEPERS

THIS is not the whole story. With this varied program on one campus, everyone knows there must be an accounting department and a corps of stenographers and secretaries, bookkeepers, storekeepers, printers, machinists, truck drivers, and bus drivers. All these lines of work are carried by students under direction of, and in cooperation with, teachers and heads of departments. These are other ways by which students are earning their education. Meanwhile they are receiving an education that will be of untold value to them when they are out for themselves in the world.

There was a time in the history of our schools when it was difficult to find enough work for students to do their proverbial "two-hour time." Not so at Madison. Instead of finding it difficult to supply work to students, Madison's difficulty is to provide accommodations for a sufficient number of working students to properly man all the departments.

Any young man or woman, Christian and upright in character, able-bodied and ambitious, willing to work, and to be taught where he does not already know how,—any one of this description who is asking for an opportunity should be directed to Madison. The address of the institution is on the first page.

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Regional Meeting Held at Madison

INSTEAD of the general gathering of churches of the Kentucky-Tennessee Conference of Seventh-day Adventists usually held once a year, regional meetings have been held this season. Madison was pleased to be host to the ministers and laymembers of this section over the week-end, July 17-19.

Besides workers of the local conference and of the Southern Union, Professor C. A. Russell and Elder McEachern, both of Washington, D. C., gave excellent help. Professor Russell has spent years in the Educational Department as a General Conference worker. He gave a stirring message, stressing the need of religious education as a tremendous factor in stemming the tide of moral degeneracy in the world and for holding the youth of the denomination true to its high ideals.

Elder McEachern, an executive of the Far Eastern Division, recently returned from his headquarters in the Philippine Islands. His message brought a note of courage as he told of the marvelous progress of evangelism in that field.

Many phases of church work were discussed in this series of excellent meetings. Special emphasis was laid on the importance of the educational work and the great movement of lay evangelism now in progress. Speaking of the layman's movement, Elder McEachern paid tribute to Dr. E. A. Sutherland as "one who led the way." Elder Garrett, Home Missionary Secretary of the local conference, also spoke of the excellent influence of Madison and its units, especially referring to the medical

work of Lawrenceburg Sanitarium and Hospital in the southern part of the state of Tennessee.

HOWARD J. WELCH

—S—

News About the Place

At the Sanitarium one meets Mrs. Margaret Gwathmy, of Nashville, who has been visiting the institution at times for a good many years. Mrs. John Ferguson, of Paducah, Kentucky, is again among the guests. She returns from time to time, and is always a welcome visitor.

—S—

G. B. Hughes, a farmer of Fountain Run, Kentucky, comes for a few days' rest and a medical examination. Mrs. Percy Jarrett, a business woman of Murfreesboro, came recently for rest and recuperation in the rural environment of the Sanitarium.

—S—

Mrs. T. C. Ulbricht and four young people of her family were guests of Mrs. Elsie Ulbricht and Mrs. Marion Anderson, of Havana, Cuba. They found Madison an enjoyable meeting place.

—S—

Mr. D. C. Fuller, of Culman, Alabama, is always a welcome guest. He was here for a few days, bringing with him a brother and his wife, Mr. and Mrs. A. B. Fuller, also of Culman.

—S—

What Is Your Decision?

IT IS an easy thing to procrastinate, and then wonder why others get along better in this world than you. If you want a college education, make plans NOW. A few more weeks will bring the fall opening. Read the leading article in this little sheet, and send for a college catalog. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Hand Education Has Been Slighted

SOME hard things are said these days about the prevailing system of education. The failure of young men and women to meet the economic situation is attributed to the colleges. Educators criticize each other and others criticise the educators.

The situation is a trying one. The world holds more problems for the young as well as those of other ages than it has presented in any previous generation, so people declare.

"Youth knows what it does not want, but it does not know what it wants," writes Isaac

I. Marcossou, in *American Magazine*. His expression is, that "youth is impregnated with the germ of unrest." Part of the trouble he attributes to "action, and no objective but pleasure." Go! Go! is the desire. But where?

Constructive criticism is what we need.

Basing his answer on the results of a nation-wide survey of young men and women graduates of high schools and colleges who are ready, presumably, for the duties of life, including the earning of a livelihood, Mr. Marcossou says:

"The majority of our youth are the victims of an educational system that misfits rather than fits for life. There is

too much learning in the head and too little in the hands. Educationally youth is all dressed up with no place to go."

More and more often we are told that schools have placed too much emphasis on the curriculum and too little on the individual. Classical education came to us as a heritage from the Old World. It has been hard to declare our independence, next to impossible to find teachers bold enough to hew out new paths.

A CHANGE NEEDED

THESE are days when men need to know how to work.

Among forty-three thousand unemployed young men and women in Connecticut, seventy-five per cent are untrained for skilled work, albeit in the field of industry there is a shortage of skilled labor.

Commenting on this situation, an editorial in the *Nashville Banner* says:

There is glory as well as remuneration and comfort in work of the hands. True, most of those looking about for a profession, prefer to work with the mind. But they face the blank wall of fields that are overcrowded, and disappointments untold, unless they adjust themselves to conditions as they are instead of what they imagine they should be.

This generation does not lack courage, along with its hope. And it is in exertion of that

COURAGE

COURAGE isn't a brilliant dash,
A darting deed in a moment's flash;
It isn't an instantaneous thing
Born of despair with a sudden spring.
It isn't a creature of flickered hope,
Or the final tug at a slipping rope;
But it's something deep in the soul of man
That is working always to serve some
plan. *Selected.*

courage that the readjustment will be possible. The world will not be readjusted to fit the individual, which leaves the problem of readjustment to the person. The recruit will learn this, in time, and govern his attitude if not his ambition accordingly.

But the problem rightfully rests with the schools, with the responsibility theirs, to prepare students for the realities ahead, however cold-blooded such scholastic revolution might seem.

ECONOMIC conditions are turning the minds of educators to the more practical in education. From time to time, as the history of education reveals, a similar demand has been made on educators for a system of training that correlates more closely with life situations. Thomas Jefferson was a leader in such a movement. Horace Mann, founder of Antioch College, was an exponent of this type of training. Oberlin College was born of this spirit; and other institutions have been moved by the same purpose in the education offered to youth.

But there is in human nature a decided impulse to leave the work of the hands to the other man and to choose for oneself the easier, or more dignified, professions, as is indicated by the expression "white-collar jobs." It requires present world conditions, a mind-set resulting from hard times, unemployment, and unrest, to put practical education in its right light before those who have young people to educate.

MADISON'S PROGRAM

FOR years Madison has wrestled with the problem. There has developed on its campus possibilities for student labor exceeding that ever seen in our schools before. Instead of striving to find employment for students, this institution has an overabundance of remunerative tasks for young men and women. It offers unusual advantages in the way of a combined work-and-study program.

Every member of the student body works. Work with the hands is a vital feature of the educational system in vogue here. A young man does not have a manual job merely because he lacks cash for an education but because work is a part of what is considered essential in the education of youth for their positions in life.

A Presbyterian minister from the Middle West, a reader of the SURVEY, visited the institution recently to see to what extent these ideas and ideals are carried out in the college. He has a son, a high school graduate who is ready to enter college. That father wants his son to learn to work with his hands as well as head.

It is gratifying to see how many young men themselves are looking at the problem in much the same light. They see men with education tramping the streets in search of jobs. A man must know how to do things, and youth is coming to realize this.

VALUABLE ADVICE

MR. MARCOSSON concludes his valuable article on the youth situation, in *American Magazine*, September, 1936, issue:

A big part of the existing youth problem begins with the secondary school. It is there that the solution largely lies, in relating the boy and girl to a vocational career, with orientation to the occupational world as the chief objective. Schools can do this if they follow occupational trends, if they mix study with work under job conditions. It means a major operation on the school system, but it is the one antidote for the muddle.

Let young men and women take advantage of the offers of college education where the value of the combined work-study program is given due recognition. Madison can help you.

—S—

Visiting Workers and Others

ON HER return from a two-thousand-mile trip early in the month of August, Mrs. Lida Scott, secretary of The Layman Foundation and director of much extension work, made a report of findings. Her company halted at Knoxville, Tennessee; Asheville, Banners Elk, Crossnore, and Durham, North Carolina; Washington, D. C.; and Akron, Loraine, Toledo, and Springfield, Ohio.

At Knoxville, Dr. C. C. DeLay was met on business matters concerning the property in the city which was erected some

years ago as a health center. At present Dr. DeLay is in medical practice in Draggy Mountain CC camp.

On a small farm in the mountains near Hendersonville, N. C., Mr. and Mrs. C. C. Engen are erecting a small home for the care of patients, another "Unit" as Miss Lila Patterson, of Mountain Sanitarium, Fletcher, calls it. It is to be known as Floral Gardens Sanitarium.

Crossnore is familiar to Madison students, as the former principal of the mountain school, Professor McKoy Franklin, has addressed the group several times. Mrs. Sloop, now in charge, is spoken of as a live wire, keenly interested in the practical education of mountain boys and girls.

A NIGHT was spent at Banners Elk, literally on the mountain top, with Mr. and Mrs. Edson Pound and Mr. and Mrs. Chester Darnell. Dr. and Mrs. Forrest Bliss, of Mountain Sanitarium, Fletcher, were spending their vacation there. It is a typical place to get away from the world and its cares. One of the attractive features of this little health center is the home-made furniture, artistic product of Mr. Pound's skillful hands. School as well as sanitarium interests are developing at Banners Elk.

The visit at Durham gave opportunity to see Duke University in company with friends. One of these, Mrs. Verna Dunn, is engaged by the W. P. A. to instruct six hundred women on relief, in the art of dyeing and weaving. Mrs. Dunn does some exquisite work in colors and is working out beautiful designs in Scotch tartans. This affords her wide opportunity to affect the character of her students and to teach thrift and economy as well as skill of hand.

In Washington, friends interested in Southern self-supporting enterprises were visited and plans laid for future activities. Friends were met in the other stopping places. These visits tend to bind together those who are giving their lives to a self-sacrificing work in isolated sections and to stimulate the interest of people living at a distance who long for greater activity in worth-while service.

Pass the Word Along

MADISON food work is interesting from different points of view. Some write for information because they see a means of livelihood as salesmen. Some respond to the health appeal of foods containing vital elements of nutrition.

A well-known chemist, the director of research and experiment in an educational institution having a national reputation, sent names for the SURVEY mailing list recently, saying, "You are doing such a wonderful work that I am anxious for more people to know about it." He had just read the issue of August 12, the leading article, "The Soy Bean Comes to Town," having attracted particular attention.

—S—

Of-Needed Advice

THERE is a woman on the campus who makes an impression on those who work with her by the timely counsel she gives. Recently I stepped into her office to face this legend:

"A good thing to remember,
A better thing to do—
To work with the construction gang,
And not the wrecking crew."

—S—

Teacher Qualifications

AT A recent meeting of college classroom instructors and heads of departments at Madison, President Sutherland was asked to give ten qualifications he looks for in selecting teachers for the institution, and to give them in the order of their importance. Here was his reply:

"1. To my mind, the first and most important qualification of any teacher is that he should be a lover of, and a seeker after, truth, with ability to translate that truth into words and actions.

"2. A teacher must have a good degree of intelligence, a normally-working mind with recognized ability in intellectual fields.

"3. In order to secure the best results of a sound spirit and a good mind, these should be housed in a healthy body. I look

for a well-developed body which is free from disease.

"4. Aptness to teach based on a practical knowledge of the laws of psychology and pedagogy, a knowledge of the laws of learning that gives the teacher ability to stimulate learning activity in the student; the ability to create in his pupils a desire to put into practice the truths presented in the classroom.

"5. I look for an agreeable personality, pleasing manners, good taste in matters of clothing and home environment, courtesy and consideration for others.

"6. In considering personality traits, I look closely into the prospective teacher's ability to work with others. Many otherwise capable teachers fail in their profession because they lack tact and adaptability. Courteous consideration of the rights of others, students as well as fellow teachers, is a vital factor in a teacher's success. The basis of this is unselfishness.

"7. A teacher should be an economist, understanding basic principles of business and industry, upholding Christian integrity in all contacts with the business world.

"8. A teacher should be an authority in his teaching field. His scholastic training should fit him for leadership and should give him ability to encourage the spirit of leadership in those under his instruction. The college should be greatly affected by a teacher's ability to put things across, to initiate practices in harmony with the truth he represents and teaches in the classroom.

"9. A teacher should be one hundred per cent a cooperator, loyal to his institution and to his associates, an upholder of the fundamental principles of the institution as represented by the layman's movement, self-government for students, self-maintenance as a vital feature of education, and kindred features of a Christian training center. This means that he should be a rock of dependability, a

strength, mentally, physically, and spiritually, to the institution of which he is a part.

"10. Enlarging a bit further on personality traits: a teacher should be noted for punctual attendance upon all duties. His word should be as sure as his note; his promises should be sacred."

Faculty members meeting these qualifications will be active participants in the business meetings, in religious services, and in all school activities. A college with such a faculty will be like a city set on a hill, its influence without limit. Such a faculty can move the world.

—S—

Dr. and Mrs. Lew Wallace returned from a two weeks' trip to California where they were called by the illness of the Doctor's mother. They were accompanied by their three children.

—S—

Dr. Cyrus Kendall and wife reached Madison last week, coming east from Los Angeles where the Doctor has been specializing in pathology. His time this year will be divided between work in the Sanitarium laboratory and in Nashville.

—S—

Mr. and Mrs. J. F. Anglea, of Central City, Kentucky, spent a ten days' vacation period at Madison, finding here rest and relief from duties of a business life.

—S—

Not an Hour to Spare

THE summer is passing. College doors open soon. At Madison the fall quarter begins the twenty-first of September. It is not wise to delay arrangements until the last moment. The college at Madison selects its students according to their aims in life. Its doors are open to conscientious Christian men and women who seek training for service for the Master. Write for literature and application blanks. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Vitalizing the School Curriculum

IN THE Jewish economy every child learned a trade as a part of his education. Paul, the great logician and outstanding example of the times in which the Christian religion was taking root in the world, received what we today speak of as his higher education under the tutelage of Gamaliel, one of the renowned rabbis, or teachers, of Jerusalem.

Paul himself was probably one of the strongest teachers of the early Christian church, a man learned in the principles of pedagogy and "apt to teach," as he advised one of his pupils to become. Nevertheless, when necessity arose, or when circumstances made it seem advisable, he associated on common terms with craftsmen, earning his daily bread and assisting in the support of others by working at his trade, that of tentmaking.

The Madison Method

THE philosophy of the school system of which Madison is a part is well expressed in these words found in "Counsels to Teachers," page 307:

Each youth should acquire a knowledge of some branch of manual labor by which, if need

be, he may obtain a livelihood. This is essential, not only against the vicissitudes of life, but from its bearing upon physical, mental, and moral development.

Even if it were certain that one would never need to resort to manual labor for support, still he should be taught to work. Without physical exercise no one can have a sound constitution and vigorous health; and the discipline of well-regulated labor is no less essential to the securing of a strong, active mind and a noble character.

This does not stress the economic value of work and of a trade education. It says that labor, well-organized labor, is one of the essentials of a round-education irrespective of the economic

value of work. If a student has access to thousands, and his every desire can be satisfied with cash, he still needs the discipline and character-development that is attendant upon properly regulated manual labor.

Madison's program of correlated labor and classroom activity is a source of income to students, but that is not the sole purpose, not really the most important reason, for operating a college on that basis. No one phase of the program enters more fully into the education of a student to

COURAGE

Courage was never designed to show;
It isn't a thing that can come and go;
It's written in victory and defeat
And every trial a man may meet.
It's a part of his hours, his days and
his years,
Back of his smiles and behind his tears.
Courage is more than a daring deed;
It's the breath of life and a strong
man's creed.

—Selected.

meet life situations than does his program of work.

Teaching Household Arts

FROM an era of special emphasis on theoretical in education we are passing into a new view of the subject. There is greater emphasis than ever before on meeting individual needs; on shaping the curriculum to meet individual conditions; on vitalizing the school program by making it dovetail with the daily life of the student. The idea is met on all sides. It is in the air—literally on the air, for it is being broadcast from various sources.

Judging from Selma Robinson's article, "Maid in America," in the September issue of Readers Digest, an article that treats of housework as a profession, new life is appearing among the teachers of household arts and domestic science. Gleanings from that article indicate that those who think they are pioneers may awake to find others in the vanguard. Miss Robinson says:

"There are 137 new household training schools under government auspices teaching women to cook and serve, and tend children." One objective of these schools is to prove "that housework can be a desirable and dignified career."

"Training centers have been established in twenty-seven states." The curriculum is practical. Classes are held every day, sometimes in churches, sometimes in public school buildings or the Y. W. C. A., or possibly in some private home. "So far as possible everything is taught by experience. During lunch hour half the class sits while the other half serves."

"Managing a household," says Miss Robinson, "requires executive ability. Everything should be done expertly, with skill and speed. Making a bed becomes a scientific process." As part of the course in the Household Workers' Training Program, "at least three dozen volumes are recommended for supplementary reading on cooking, table service, child care, laundry, and so on." It is not, therefore, merely a pick-up course.

The work is inspirational and brings new life into women who are inclined to

consider as drudgery their lot in life. The little Jewish maid who waited on the wife of the nobleman in Syria found herself a respected member of the family with an opening for giving substantial help to the household. Women educated to do things, as are those now attending these training centers, will find standing room. Employment will be theirs when others are jobless. It is an indication of the trend toward the practical in education, the dignifying of labor, the exaltation of what are sometimes called the menial duties.

—S—

A Health Conference

BETWEEN the eighteenth of August and the close of the summer quarter of the college, Professor Julius Gilbert White conducted a health conference for the benefit of students and others. The "Learn-How-To-Be-Well" lectures were given, and they formed the basis for class instruction.

Among those in attendance were Miss Mable Potter, of Milwaukee, teacher of home economics classes in five of the Milwaukee Public Schools. She was accompanied on the trip South by Mrs. Earle Heronymous, also of Milwaukee, whose husband handles health foods in the city. Mrs. Joseph Pichler, who came up from Savannah, Georgia, is especially anxious to have health lectures given in her home city. Mr. and Mrs. Milton Ryder and their son Malcolm Ryder, were down from Chelsea, Massachusetts.

For a number, this was the first contact with the Southland and Madison. The activities of the institution interested them as they touched shoulders with students at work and in class, and with guests of the sanitarium and hospital.

—S—

Home Economics Contributes to Successful Living

IN THE July, 1936, issue of *Peabody Reflector* appeared an article by Miss Mary P. Wilson, associate professor of Home Economics in Peabody College, Nashville. The following paragraphs are excerpts from her article.

Changing Ideas in Education

IN THIS day of social and economic change there is a changing concept of the meaning of successful living. In times of prosperity the idea of success was perhaps that of possessing and enjoying the things which money could buy. The boy looked up to the man who had wealth, and felt that to succeed meant that he must accumulate money and the more he could accumulate the more successful he would become. The girl looked for a husband who had money himself, or who had a father who could give him money. Success was so closely tied up with money that the two could not be separated.

There is a most decided change in the minds of youth today. The collapse of our financial system created a feeling that we must have something that brings happiness that is lasting, satisfying—something that money cannot buy.

HOME economics is an aggregate of many different subjects which contribute to this successful living. Possibly the newest subject added to the home economics curriculum is Personality Development. It analyzes the good and bad traits of personality, helping the individual to decide the strong traits of his own personality as well as the weak ones.

Another subject offered is Clothing and Textiles. Is it too much to expect that a group of people representing this field should be better groomed and more becomingly and artistically dressed than a group from fields where the major interest is not dress? Should the student be a victim of all the fads decreed by fashion?

A big field in the home economics curriculum is that of Foods and Nutrition. A test of the effectiveness of this subject is the nutritional state of the individuals representing this field. Are they better nourished? Have they better health habits? Is there a more nearly average normal weight, less evidence of deficiency states, less fatigue, and more vitality and vigor than in a group whose major interests are in fields not related to health?

SHOULD not a person in this field be able to plan, prepare, and serve better, more artistic, and more economical meals with less effort and more interest and pleasure than the housewife who has obtained her training through trial and error? Should she not appreciate the fact that cookery is an art as well as a science, a medium of expressing her own individuality, thereby giving pleasure to herself and others? Should not her marketing procedures be sound economically from the standpoint of money, time, and energy expended? Should we not look to her as an example of a charming hostess, one who disperses hospitality with poise, graciousness, and ease? Such accomplishments add to the success of our daily lives.

Should not the homes presided over by home economics trained women be examples for the community in which they are placed? Can home economics fit a person for this job? From an analysis of the curricula of our best colleges, I feel that if any department can meet this challenge, home economics can. Home economists do have an opportunity to demonstrate the value of successful living.

—S—

Organ Recital at Peabody College

FOR the weekly assembly, held August 19 in Social-Religious Building, Peabody College announced its second recital on the Hammond Electric Organ by Professor James G. Rimmer, member of the faculty of Nashville Agricultural Normal Institute, who has been taking graduate work in Peabody this year. The following program was announced by Professor Dean Tabor of Peabody Music Department:

1. "Ave Maria" *Schubert*
2. "I Waited for the Lord" *Mendelssohn*
3. "Largo," from "New World Symphony" *Dvorak*
4. Hymn, "Jesus Calls Us" *Jude*
5. "L'Adieu" *Beethoven*
6. "The Music Box" *Heins*
7. "Grand Chorus in D" *Alexandre Guilmant*

8. "Irish Melodies"
Arranged by Rimmer
9. "The Lost Chord" *Sullivan*
10. "Le Coucou"
Daquin, arranged by Rimmer
11. "March of the Israelites,"
from "Eli" *Costa*

It is stated that the Hammond Electric Organ is capable of producing over two million separate tones. It is a splendid new musical instrument, moderately priced, which is meeting with favor in many circles. The favor with which the program was received is indicated by the following note from a member of the Peabody faculty:

"I want to take this method of thanking you again for the music which you gave us at assembly today. I do not know when I have enjoyed and been so elevated by a musical program. 'The Lost Chord' as you played it was especially inspiring. I always take every opportunity to hear this piece of music, and I want to say that I never enjoyed it more than I did today."

Mr. Rimmer has been asked to give a musical recital on the Hammond Electric Organ at the annual Convention of Southern Workers to be held at Madison early in October.

—S—

It's More Than a Cook Book

AN INTRIGUING title to a most interesting and valuable book is "Food for Life," especially to those of us who have been guests at Madison Sanitarium and have had the privilege of knowing the author, and having her show us the way back to a fuller and more abundant life.

Dr. Frances L. Dittes is Director of Food and Nutrition at Madison Sanitarium and College. Her book was published in 1935 by the Associated Lecturers, Inc., Madison College, Tennessee, and fills a long-felt need.

Its objective is to aid in the building up of a state of positive health. Valuable suggestions are given as to how this goal might be more nearly attained by each of us. The book is readable, easily understood, and hence of value to the ordinary person as well as to one interested in the more scientific aspects of nutrition.

"Simplicity is the keynote of diet reform," and it is the keynote of this little book.

We are unusually fortunate in being able to secure this valuable book here at the Sanitarium, thereby enabling us to carry out when we return home the diets that we have found of such benefit to us while guests at Madison Sanitarium.

ANNA WHARTON, *a Field Director of Public Health.*

—S—

Early in August Professor William Dittes, Superintendent of Schools at Sherburn, Minnesota, visited Madison for the first time as guest of his father's sister, Dr. Frances Dittes, Madison Sanitarium dietitian and teacher of Diet and Nutrition in the college. Professor Dittes gave the family real pleasure with his songs at the evening chapel hour.

—S—

Members of the faculty who formerly taught in Battle Creek College were surprised and pleased to see Hilda Norman, a former Battle Creek student, on the campus. She has been a faithful teacher of children in the City of New York for many years and is spending her vacation at Riverside Sanitarium, near Nashville.

—S—

To College This Year

YOU have been thinking of entering college this fall? Strange how often we delay until it is almost too late. The fall quarter at Madison opens September 21. If there are last-minute arrangements to make, write without delay. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Education for Citizenship

IT WAS a distinct pleasure to all at Madison to have Dr. P. P. Claxton deliver the Commencement address at the close of summer school. Dr. Claxton, now president of Austin Peay Normal, Clarksville, Tennessee, the outstanding teacher-training center for rural teachers, was for years United States Commissioner of Education. He has a most intimate knowledge of the educational problems of the nation and the keenest insight into fundamental principles of education for democracy. We appreciate this privilege of giving SURVEY readers a digest of his inspirational address.

DR. SUTHERLAND, MEMBERS OF THE GRADUATING CLASS, AND FRIENDS:

IT IS a great pleasure to be with you tonight. I always enjoy coming to Madison. If I have succeeded in doing anything at any time for the improvement and glory of this school, it is only a partial payment for the inspiration I have gotten from my visits here. I have long regarded it as the best school in the state of Tennessee from the standpoint of education based on principles that are eternal in the development of character.

When I first came here about thirty years ago, I had the pleasure of going out with Dr. Sutherland to what you then called your "hill schools," Fountain Head among them. I remember the great pleasure I had that day, and I went back to the Office of Education in Washington and told my co-workers that the best schools I knew of were yours in Tennessee. Here I found a community of self-supporting people where there was cooperation for the good of all rather than competition of one group with another.

I do not have accurate information as to the exact number of unemployed people in the United States at the present time, but

there are perhaps ten or fifteen millions of people who might be at work but who do not find anything to do. They are sitting in the market places waiting for some one to hire them. I think the saddest verse in all the Scriptures is the one which tells of the man who found people idle all day, even at the eleventh hour, just sitting in the market place. When he said to them, "Why sit ye idle all day?" they replied, "Because no man hath hired us."

I have been wondering if any of your graduates are unemployed. If you are able to make work, you will always have employment. I believe that if a survey were made, we would find that the percentage of your former students that are employed is greater than the percentage of those unemployed.

Fundamentals of Education

WONDERING what I would say tonight, I decided to give you what I think are the great purposes of education. Many years ago I was at an international meeting of the Young Men's Christian Association held in Detroit. The galleries

were hung with flags, but my attention was drawn to a large Y. M. C. A. symbol showing the combination of head, heart, and hand. It occurred to me that this was not quite complete. So I tried to organize in my mind what would be a fitting symbol for education. Instead of a triangle of head, heart, and hand, I formed a seven-sided figure.

The first great purpose of education is health. I think that is fundamental. It is a great waste of time, energy, and money to send boys and girls to school, to provide an education for them, and rear them to manhood and womanhood, if they are not capable physically of carrying the daily responsibilities of life; if they are unable to work because of lack of physical energy.

Many years ago I was asked by the Secretary of Interior what I thought was the great purpose of education. I replied that to me the most important thing in education was the development of good health, the establishment of right health habits, and the preparation of men and women to cooperate with other individuals in the promotion of public health. You do make much of health here. You understand the principles of good health far better than I do, perhaps.

Second to Health Is Knowledge

THE next thing is scientific knowledge.

The great things of nature seem to run together. To know things, definitely, to know the great forces of nature, the chemistry and physics of the soil, the elements of electricity, the principles of biology—to know all these so that we may control them and cooperate with them, is important.

When God created Adam and Eve, He said to them, "Be fruitful and multiply, and fill the earth." The same may be said of the soil. God is a creator, and man is to be a creator like Him. In the Psalms we read that the purpose of man's creation was that he might have dominion over the earth and sea and air and the things therein. God's great purpose in creating man was not that he should put his feet upon his fellowmen, but that he should subdue the things of the earth and control the

forces of nature. It was His purpose that the earth should be peopled. It is only meagerly so now. Man was to make the earth produce rather than to destroy. It was not designed that man should fight his brother. He was to live and work with his fellowmen for the common good.

Then we must have wisdom to understand and make use of the scientific knowledge we have. It is our business to understand the great forces in nature, to perceive the relation of man to man, the relation of capital to labor, the relation of one group of people to other groups of people, the relation of the states to each other, and the relation of nations to each other. The great trouble with the world today is that those who are in the majority work for those who are in the minority. It was this suppression of one people by another that caused the Battle of Lexington years ago. In our scientific study we base our work on scientific facts tested out in the laboratory, but if you go to Congress, the work done there is not based on scientific knowledge, but on party slogans and party prejudices.

The Ability to Do

WE MUST have skill, the ability to apply knowledge. We must have strong, able bodies to apply our knowledge. There are only four ways by which a man may meet his problem: He can work, he can beg, he can steal, or he can starve. We must work and produce in order to live honorably. It takes a sweating brow to create food, clothing, shelter, and other necessities of life. All of these material things are the result of someone's work. We do not want to be parasites. In some countries it is honorable to eat one's bread by the sweat of someone else's face, but not so in America. We do not regard well those who fail to contribute their part. I think of a story. An American woman was giving a reception for an English nobleman. He said to his hostess, "There is one thing I do not like about your country. In England we have a leisure class, but you do not have leisure people in America."

"Oh yes," replied the hostess, "we do, but we call them tramps."

So we must be able to do something and do it well, to make our capital, our time, and our energy productive. A man investing his money always places it where he believes it will bring back the largest returns.

Health, knowledge, and skill. I have observed that you do learn to work at Madison, and that, perhaps, is the best thing about the school. Our great men were simply educated but were taught to work and work at a task until they accomplished it or failed. You can get your lessons much better if you actually do the thing with your hands than by merely reading it out of a book.

The Exercise of Judgment

A GREAT educator of the last century said that the greatest achievement of the nineteenth century was the power of sustained judgment. We must cultivate the habit of sifting, analyzing, and reaching a definite conclusion. Perhaps the greatest difference between educated and uneducated people is that educated people are guided by reason while uneducated people are driven by passion and emotion. It is good to get the habit of collecting evidence, weighing it pro and con, and arriving at right judgment. Uneducated people are guided by prejudice. Prejudice is pre-judgment, judgment formed before having any evidence on the subject. Many people will go to their death to maintain prejudice. We had it in this country in the Civil War. We had it again in the World War. Prejudice leads people to think they can gain something by destroying each other. Any one who has reason can see the foolishness of this philosophy. Education should lead us to the habit of forming right judgment, and then yielding to its guidance rather than to the sway of prejudice or emotion. Emotion unguided by reason is like a wild beast.

Development of Appreciation

I WOULD list next appreciation—appreciation of the finer things of life, of the beauties of nature, of the forest, field, and sea. Also there are the finer things which we may create ourselves, painting, architecture, sculpture, and music. All of these enrich life. Life would

indeed, be dull without them. It is only in recent years that our schools have given any attention to drawing, architecture, and music. Yet life is empty without them.

Appreciation of literature, to know a book that is a book and one that is not, to know the difference between music and jazz. There is a German saying that one is what he eats. Our lives are the result of the things we take in. All we see becomes a part of us.

A Purpose or Goal

MANY people do not have a purpose. We meet that condition today more than in the past. People think to educate their children by protecting them against the hardships of life they themselves endure, and by giving them everything. Great men are not developed that way. Purpose grows. I see that here. Young people come here and gradually a purpose is formed. They get an idea, the idea becomes concrete.

I have known a large number of apparently scholarly people who seem to have no purpose in life. They remind me of an engine with bells and whistles all burnished. But that engine will stand on the track until it rusts if there is no steam to drive it. I observe that the highest privilege of those who educate young people is to help them form a purpose, to see into the future and have a goal in mind toward which they strive. It is a good thing to have a flying goal, one that as you near it, moves just a bit farther ahead. Any task that can be fully accomplished is an unworthy task. It is best to work out your task in such a way that when you must lay it down, it can be taken up and carried on by someone else.

The Power of the Will

THE will is a thing that grows. It is made out of purpose and judgment and knowledge. It embodies emotion and ability to move. A wise man has said, when you will to do, "when you put your foot on the road to a place, you are already at that place, for the road is a part of the place." So will and purpose with knowledge, skill, and appreciation of the higher things are all directed to one great end. The altruistic will makes a man realize that he is a part of the community, the county, the state, the nation—part of the

great world, part of the great stream of humanity which moves on through the ages.

No man can live unto himself alone. He is one of a great group to which he must contribute his part. You cannot live through the day without realizing, if you give the matter thought, that you have millions of servants. Did you ever try living one day on your own energy?

Men must get that vision. They must realize that they are under obligation to all people and must pay their share back to society. Some folks get the idea that all the world exists for them alone. This idea is the source of most all our great troubles in the world. We want all these things—highways, schools, parks, and so on—but we are unwilling to share our part of the burden in producing them. Rightly educated, man bears his share of the burden and exercises an altruistic will, builds up the community, and understands that we are all bound up in life together and nothing good can come to one but comes to all.

These seven points—health, knowledge, skill, judgment, appreciation, purpose, and will—are the fundamental principles of education.

Three Corollaries

THESE seven points will result in the power of self-initiative, of being a self-starter. When I was in the university as a student, there were three students from the county of Bedford. One was a bright boy who did everything he was told and stood at the head of his class. The second was an overgrown, awkward freshman, who if he ever studied no one knew it; but he was overflowing with energy for work. Years afterward the three of us met in a western city. After a little talk the former bright boy seemed restless, excused himself, and left. I said to the other, "What are you doing out here?" His reply was that he was manager for Bradstreet for everything west of Chicago.

"And what is our friend doing?" I inquired.

"He was working as clerk in one of my offices until I had to discharge him. I must have men who know how to do things without being told, men who can find things to do."

Consider the power of self-guidance, the ability to do things without being told how. Education must prepare a man to arrive at correct judgments and give him power to accomplish things.

Then there is self-restraint. Our statute books are filled with laws put there for rhetorical purposes. Some of the people who made those laws have forgotten they are there. A group of people in Knoxville once asked me to help them get compulsory school attendance laws. I informed them that they had had such laws for two years; but they had forgotten all about it.

We must learn to observe law. We should be our own policemen. Right education brings this about. A man who would steal except for the fact that he is being watched is a thief already. We must observe the rights of others. We must put certain restrictions upon ourselves.

Here we have it—the power of self-initiative, the power of self-guidance, the power of self-control. I have studied your institution, and I believe you have more of these elements than any other institution I know of. You do gain scientific knowledge, you do learn to care for your bodies, you do not fear labor, you do learn to appreciate the better things of life, and you do have a purpose. I have talked with some of the students here and know they have a purpose in life.

I have recommended to my friends the study of this school. You have a great lesson for the world of educators, and I want to congratulate you young men and women on the opportunities you have had. If any of you are going into life to be served, you do not have my good wishes; but if you are going out to lift men to a high level that they may live in a brighter atmosphere, I wish you a hearty Godspeed.

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Commencement at Madison

The Baccalaureate Sermon*

UPON the observation platform of a transcontinental train I beheld the glories of an awakening dawn amidst the inspiring cathedrals of the Rockies. To the eastward the morn with rosy fingers was opening the gates of day, glorifying the loftiest peaks. As I looked intently I could discern the figure of a man silhouetted against the skyline, leaping from one rock to another, while following him was a flock of one hundred or more sheep, leaping where he leaped, threading a narrow, tortuous trail with absolute confidence that their shepherd would lead them to green pastures.

This vision recalls the fact that "progress is never made more surely by a Christian than when, at the call of duty, he enters a path which is beset by obstacles and hindrances at every step." This truth was suggested by Abigail Adams, the mother of John Quincy Adams, when with the outbreak of the Revolutionary War she wrote to her son: "These days will be productive of great genius, for genius is the child of adversity."

The Struggle That Strengthens

GOETHE said: "It is not doing the thing we like to do, but liking the thing we have to do, that makes us blessed." It is well to remember that no man who lives a life of ease leaves a record worth remembering. This is why but one man

*By James E. Shultz, editor, *Watchman Magazine*,—a digest.

in 20,000,000 of the world's population ever does anything worthy of being remembered beyond his own generation.

In addressing a group who are ready to enter upon life's responsibilities, who through their entire course in college may have been compelled to find a way or make one, permit me to read the counsel of Ecclesiastes 7:14: "In the day of prosperity be joyful, but in the day of adversity consider: God also hath set the one over against the other." The shell whose trajectory has been carefully calculated finds its mark and accomplishes its mission because it was first restrained within the steel walls of the cannon. Thus do the restraints of poverty stir up the energies of men.

Said Theodore Roosevelt: "The world wants men who do not shrink from temporary defeats: but come again and wrestle triumph from defeat." Another has said: "To be without want is to be without ambition, is to be without hope, is to be without the truest joy, is to be without the fullest life; is to be empty in the saddest and most pitiable sense." Shortly before his death, when asked what had been his greatest obstacle to success, Senator Henry Cabot Lodge replied, "Wealth, which removed the urge to success."

It is well for the struggling young men and women of America to recall that nearly all our discoveries and inventions are the victories of poor men, as are nearly

all our literatures and arts. Of one thousand successful men:

- 300 started as farmers' sons.
- 200 started as messenger boys.
- 200 were newsboys.
- 100 were printers' apprentices.
- 100 were manufacturers.
- 50 began at the bottom of the railroad.
- 50 had wealthy parents.

Not Ease but Effort

AN ADVERTISEMENT reads: "The world is not cleaned with soft soap; grit is necessary." This is true in the realms of morality as it is in chemistry. No one ever yet pushed himself ahead by patting himself on the back. The world needs workers, not wishers. There is no elevator to success. Try the stairs and climb. From "Great Steps to the Sky" I quote:

"We have not wings—we cannot soar,
But we have feet to scale and climb
The cloudy summits of our time.
The mighty pyramids of stone,
That wedge-like cleave the desert air,
When nearer seen and better known
Are but gigantic flights of stone."

Apparent Defeat Need Not Be Final

TWO years after the Koran began to be read at Constantinople, Mohammedan success seemed to presage the decline of Christianity and the end of Bible faith, but within those two years the Bible went forth on the wings of the press to the four quarters of the world. True, Mohammed II had struck down the last Christian emperor; but Fust, Schoeffer, and Gutenberg, the Strasburg printers, aimed a deadlier blow at Mohammed I, his code of barbarism, and all the host of political and spiritual darkness throughout the world. The mind of the world rallied to the new combat under the living artillery of the press, and truth came off victorious.

Victory Out of Seeming Defeat

GIOVANNI, son of the wealthy merchant-prince of Florence, was created an abbot at the age of seven, a cardinal at thirteen, and was raised to the papal throne as Pope Leo X at the age of thirty-eight. It was this aspiring, liberal, and munificent pontiff who, to defray the expense of expelling the Turks from Europe and the erection of St. Peter's at Rome, created the infamous sale of indulgences. The

mind of Northern and Western Europe had been warming and kindling for a century and a half toward the Reformation: the sale of indulgences was a torch in the hands of Luther, which lighted the flame, and Leo became the instrument of a schism that has never healed.

Nothing Is Really Little

REMEMBER that satisfaction is the dirge of ambition; that success clothes itself in self-abnegation; but recall that self-disparagement is the twin brother of egotism. Cultivate the Christian graces. You should be always in good company when alone with your own thoughts. But at times your success may call for the sacrifice of silence. The success of Moses' mother's plan depended on an absolute silence, but the babe cried, and God overruled. The infinite God can do infinite things in the minutest sweep of space. You and I can never know the measureless sweep of the smallest detail, and while ours is not the divine touch, yet with divine help education should enable you to do the most common things in an uncommon manner, while you will do the difficult things with remarkable facility.

Measured by the standards of material magnitudes, the mustard seed is insignificant; measured by the standards of commercial values, it seems worthless; but it can grow, and this fact gives it infinite meaning. God never measured any man at the point of his beginning, nor does God measure a man at the moment of his greatest weakness. Rest your hopes and find your joys, not in the things which you have done, the heights you have already attained, but upon the power of an endless growth. The most fatal calamity that can befall one is to be overtaken by arrested growth.

Ready for Emergencies

HE WHO fails to prepare must prepare to fail. Preparation will fortify against emergencies. It was the extra oil in the virgin's vessel that mattered. Many times you will need to draw from the surplus. This surplus will prove your only safety. Be ready to meet and master the unexpected. The man who rises to leadership in any line is the one who is not

conquered by surprises. Have enough by having more than enough.

It is harder to be always right in little things than it is to be always right in great things. Few men are defeated in the greater issues of the conflict. It is in overlooking details. Napoleon failed to see the sunken road at Waterloo, and died an exile.

"We will not know how to be mowers
And gather the ripe, gold ears,
Unless we have first been sowers
And watered the furrows with tears.
It is not just as we take it,
This mystical world of ours;
Life's field will yield as we make it
A harvest of thorns or of flowers."

Ability to Serve

IN THE words of Henry Ward Beecher, "Every man should keep a fair-sized cemetery in which to bury the faults of his friends." Be too large for useless worry, too strong for burning anger, too noble for base revenge. Be as enthusiastic about the success of others as you are about your own. Moses wrote, "One of you shall chase a thousand, and two of you shall put ten thousand to flight." A proper estimate of your neighbor increases your ability tenfold when coupled with his. Others will not judge you by the manner in which you enter life's conflict, but by the manner in which you acquit yourself at its completion. Life is not measured by wealth or regal power, but by the ability to serve.

—s—

A Happy Ending

MADISON is an all-year school, and so the close of the fourth quarter, the first week-end in September, was the crowning event of the year. At the vesper hour Friday evening, the fourth, the consecration service was conducted by Pastor V. G. Anderson of Nashville, president of the Kentucky-Tennessee Conference. It was a sweet and wholesome lesson warning against losing sight of the Saviour for even a moment in our lives, an exhortation to give ourselves without stint to the Master's service.

General Booth was once asked to tell the secret of his success. "I will tell you the secret," he replied. "God has had all there was of me. There have been men

with greater brains than I, men with greater opportunities, but from the day I got the poor of London on my heart, and a vision of what Jesus Christ would do for the poor of London, I made up my mind that God would have all of William Booth. If there is anything in the power of the Salvation Army today it is because God has had all the adoration of my heart, all the power of my will, and all the influence of my life."

There followed the response of the graduates as they told of their desire to devote their lives to service for the Master.

THE convocation address was given by Dr. Philander P. Claxton, president of Austin Peay Normal, a long-time friend of Madison, who since the days when he was United States Commissioner of Education has never let slip an opportunity to aid the institution in its efforts to educate young men and women for usefulness in a democracy. Portions of his address appeared in the SURVEY last week.

THE graduates consisted of three groups. Sixteen completed senior college courses, receiving the Bachelor of Science degree; twenty-four completed the nurses' course and most of them have already taken State Board examinations and have their R. N. The third group consisted of eighteen high school graduates, most of whom enter college this fall.

A number of the college graduates step from the classroom here almost directly into the program of another year.

Miss Fannie Cannada, of Mississippi, has already begun her duties as teacher of home economics in Graysville Academy, Graysville, Tennessee.

Miss Lucille Crockett left immediately for Lumberton, Mississippi, where she will be principal and teacher in the church school, employing two teachers.

Mrs. Helen Chen, wife of the college professor of chemistry, continues her home duties. She is the mother of two children.

Mrs. Golda Doub, who entered college two years ago, returns to her home in Texas where she will engage in educational work.

Stanley Hall continues his work as head of the Department of Visual Education at Madison.

Miss Louise Holst left for Los Angeles where she has a position in the clinical laboratory of White Memorial Hospital.

Mrs. Violet Goodge, a resident on the campus, will teach in the Demonstration School.

Joseph Seikichi Imai, who has been a student at Madison for the past five years, joins his brother in San Francisco, and then will return to his home in Japan. He majored in Health and plans to engage in food work in the Orient.

Miss Lillian May, of Cincinnati, will continue her work in Nutrition on the graduate school level in General Hospital in her home city.

Miss Betty Nicholson has connected with the Nashville Health Center.

Miss Anna Pearson, of Kalamazoo, Michigan, plans to spend a short time at her home before resuming active service.

William Sandborn, of Lansing, Michigan, plans graduate work in history and school administration this fall.

Mrs. Alice Goodge-Straw continues her work as teacher of piano at Madison.

Mrs. Florence Taylor continues her teaching in the Demonstration School on the Madison campus.

Miss Marie Varonen, of New York, who has been primary teacher for two years, is acting secretary for the dean of the college.

Richard Walker, to whom Madison owes much for the beauty of its campus, continues his work at the college.

—S—

Campus Items

Monday Dr. and Mrs. C. N. Stark, professors in the department of bacteriology, Cornell University, paid their first visit to Madison. They were accompanied by Dr. E. A. Wright, of Nashville, Miss Irene Whitsom, of Dickson, Tennessee, sister to Mrs. Stark, and Miss Mary Fortner, teacher in the Public Schools of Little

Rock, Arkansas, a friend of Madison who often speaks a good word for the institution.

—S—

August 8, Saturday evening, Julius Gilbert White entertained the family with a travelog, the pictures in color showing many beauty spots of North America. Scenes in the Grand Canyon and Bryce Canyon were especially interesting. His nephew, Professor Gilmore McDonald, instructor in piano in Pacific Union College, St. Helena, California, played several selections which were much appreciated by the audience.

—S—

George Juhl and his wife, of Sioux City, Iowa, long-time friends of Madison and similar centers in the South, spent several days on the campus. They returned to Iowa to arrange their affairs for permanent change in their home. Mr. Juhl will become a member of the Agricultural Division at Madison, assisting Professor E. C. Jacobsen in the larger farm activities. He is a man of wide experience in the field of agriculture.

—S—

Dr. L. H. Lanier, a prominent physician of Texarkana, Texas, has been visiting his brother in Nashville and spending some time at the Sanitarium for treatment and rest.

—S—

Annual Gathering of Southern Workers

THE time approaches for the annual meeting of Southern Self-Supporting Workers. For over a quarter of a century they have been gathering at Madison for study and inspiration. The date is Thursday, October 15, through Sunday, the 18th. All who are interested are welcome. Arrangements should be made in advance, however, by all expecting to room on the campus. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Back in the Classroom

AFTER a brief respite following Commencement the first week-end in September, College registration on September twenty-one brought together those who had been home for vacation and those who had carried on with campus duties. There is in reality no cessation of activities at Madison. There cannot be in an institution which operates industries such as agriculture, a food factory, and a sanitarium and hospital with student workers.

So it is the custom for young people to leave for a brief period at various seasons of the year as their work program will admit.

New students had been arriving for a number of weeks. Some came early in order to have a work experience and to accumulate some labor credit before beginning classwork. The new student body has representatives from thirty-eight states, Canada, Europe, India, and the Orient,—a cosmopolitan group. And as they are welcomed into the busy program of the institution they impress one as a sober, earnest company of young people bent on getting a full quota of what Madison affords in the way of training and preparation for a life of Christian service.

What Should They Get at Madison?

MADISON is equipped to give a liberal education, a practical education, a professional education in agriculture, in

teacher-training fields, in dietetics, in nursing. Students with a medical or dental course in mind can obtain their preparatory work here, whether the medical and dental schools they enter require a full four-year college education or less than that.

In it all a strong flavor of evangelism is maintained and held before students as a desirable objective, irrespective of the particular field of future activity. A nurse should have a mental bias toward Christian service.

That makes her a medical evangelist.

Each teacher should be keen in her desire to serve as did the Master Teacher, following His methods, inspired by His Spirit. That makes of the teacher an evangelist in the schoolroom.

The health work is a very broad field, meeting life at many angles. Whether a young man prepares for surgery or the practice of medicine, for ministering as a food expert or as laboratory technician, the Christian standards of service should characterize his life. He should be a medical evangelist.

Whether serving in the homeland or in some distant field, methods and motives should be the same. By its daily activities in schoolroom, in shop and office, and in the laboratory, Madison hopes to inspire young people to give their unstinted ser-

THE ANNUAL CONVENTION

Of Self-Supporting Workers of the South meets on the campus of Nashville Agricultural Normal Institute, Madison College, Tennessee, Thursday, October 15, and continues through Sunday, the eighteenth. See page 4.

vice to the promotion of the principles of the Master.

Two Outstanding Principles

AMONG its distinctive features, Madison holds it to be essential that today students should develop during school life the power of self-control and of efficiency in maintenance. By precept and example it is putting to the student body the importance of self-support. Each student is earning a large part of the expense of his education.

It is no mean endeavor for an educational institution to provide remunerative work for a group of three hundred young men and women. That is one of Madison's problems. The college makes it possible for students of ability, ambition, and willingness to do honest work, to receive a college education at a minimum outlay of cash. How it is done is the story of Madison's industrial program, parts of which have been revealed from time to time.

Everybody works at Madison. A student divides his day between duties in some industrial department and his classroom assignments. In this way he has earning capacity. He learns the value of his food, his living quarters, his studies. This experience, as educators in other places bear witness, develops a spirit of initiative, an independence of thought and action, self-reliance, serious-mindedness,—all traits needed for success in life.

THE second principle referred to, that of democracy, self-government, is a companion of self-support. The two go hand in hand. Madison's cooperative scheme of management places the responsibility of discipline largely in the hands of the students. Students and teachers work out these problems together. Men and women who expect to carry a load in life, who meet the demands of society, need within their hearts the spirit of democracy.

At almost every turn these days one meets the demand for democracy in education. No less an authority than Orville C. Pratt, president of The National Educational Association, writing the editorial for *Parents' Magazine*, September, 1936,

issue, under the heading, "Problems Our Schools Face," gives one of the strongest arguments that have appeared on the necessity of teaching and practicing democracy in the schoolroom.

He writes of the financial problem the schools are facing, then says:

"Another perplexing problem is that of preparing children realistically to participate in our modern democracy. If children are to understand democracy, they must have an opportunity to participate in democratic procedures. The school cannot be an autocracy. Student councils must have an important part in determining school policies.

"The teacher in a modern school is a guide, counselor, and friend rather than an autocratic taskmaster."

Mr. Pratt contends that a teacher needs to work in an atmosphere of democracy, participating with the general management in outlining the policies of the school, if he or she is to have any part in passing the principles of democracy across to the pupils. How true! Here are his words:

"The teacher must have a voice in school administration. . . . Only those who are permitted to work under democratic conditions are able to train children in democratic living. . . ."

THESE are valuable thoughts, coming as they do from the president of the largest and most influential body of educators in the country. We will probably live to see the teaching of democracy by precept and example made a requirement in every public school. If the nation maintains its traditions as a democracy, that policy becomes inevitable.

Mr. Pratt states further that schools are shifting the emphasis "from knowledge as the sole objective of education to right responses to actual life situations, and to right attitudes and ideals."

Madison with its methods of meeting life situations, its untiring efforts to place students face to face with the problems they must wrestle with when they leave the schoolroom, appreciates Mr. Pratt's interpretation of up-to-date methods of education. He says:

"Progressive education stresses the ability to use facts. . . . Progressive education believes that education should include all of the experiences of the child in and out of school. It holds that schooling should be practiced in a way of life,

and school a place where actual living goes on and real problems are met and solved."

No words could better describe Madison methods and ideals. "Students who have spent a year or more on the campus realize the meaning of such words. Students entering upon a course of instruction this fall are submitting themselves to this atmosphere, submitting themselves to be initiated into this way of thinking.

Madison faculty faces its responsibilities with hope and courage. It looks upon the student body as constituting a "beautiful flock," entrusted to them for counsel, guidance, direction. Together teachers and students are solving a multitude of real life problems on this campus.

—S—

Demonstration School

FOR many years Madison operated an A-grade high school and grades one to eight inclusive. Students were accepted from a distance for grades eleven and twelve, as in general these students were considered equal to the work program of the institution. The lower grades were maintained for the accommodation of children and youth living on the campus, members of the families of faculty members.

With the growth of the institution to senior college rating, and the increase of academic opportunities for the younger students in the various Units, Madison has discontinued the senior high school. It operates this year the primary, intermediate, and junior high school grades, and in addition, for the accommodation of a group of seniors who have been students for the past year or more, it is carrying twelfth grade for this year only.

It is surprising how many children are living on the campus or come from nearby homes to attend the grade school. The principal, Professor Bayard D. Goodge, reported an attendance of ninety at the end of the first week. The teaching load is carried by seven regular instructors assisted by specialists in art, music, science, and religion. Several young

people drive out from Nashville daily for work in the upper grades.

—S—

Influence of Lawrenceburg

THE good work of Lawrenceburg Sanitarium and Hospital, located about two miles from Lawrenceburg, Tennessee, in the southern part of the state, is having an influence, not only in its immediate vicinity but in surrounding towns and counties. So writes M. R. Garrett, Home Missionary Secretary of Kentucky-Tennessee Conference of Seventh-day Adventists. He continues:

"It was my privilege this summer to hold an evangelistic effort in the city of Lawrenceburg. From the beginning the attendance was good, and it increased as the meetings continued. Sanitarium workers cooperated in every way possible. When testing Bible truths were presented and calls were made for repentance and obedience, a number took their stand for Christ because they had observed, as they would say, the practical demonstration of Christianity in the lives of the Sanitarium workers. Through contact with nurses and as a result of literature placed in their hands, their minds had been influenced. Seed had been sown and God gave a rich harvest. A church with a membership of forty was organized.

"The Christian life expressed in unselfish ministry has its influence in the lives of others. May Heaven's blessing continue with these loyal workers."

—S—

From Outpost Centers

Asheville Agricultural School and Mountain Sanitarium. This institution is located near Fletcher, North Carolina, about fifteen miles from the city of Asheville in the "Land of the Sky," as they like to call it. A. A. Jaspersen writes that this summer Mountain Sanitarium had the largest patronage in its history. Rural in its environment, it nevertheless had fifty

patients, demonstrating as are other rural institutions the response given by the sick to the wholesome surroundings of medical institutions located on a farm with natural beauty all about.

This institution operates a training school for nurses and a day school including all grades from one to twelve. Mr. Jasperson says further, "We have had a good crop of grapes and have done a great deal of canning of other foods as well. The Lord has been very good to us."

Pewee Valley Sanitarium. This institution is located seventeen miles from the heart of the city of Louisville, Kentucky. The story of its development is an interesting one. Their latest project is the building of a chapel. J. T. Wheeler, one of the pioneers on the place, writes:

"The foundation is dug and the concrete is in the base. We were not successful in getting the old church building, largely because there were so many heirs of the original members of the church that it was almost impossible to get permission from all of them."

"However, the town of Pewee Valley and the state are working very hard for us to utilize the material from the old Confederate Home property. If we get that, we will have all the building material we can use. The citizens of Pewee Valley in a mass meeting recently voted to raise and donate fifteen hundred dollars in cash toward the purchase of this material. There is certainly a fine spirit in the community.

"We have fifty-eight students enrolled in the school, and the work is going nicely. We certainly do have a cooperative group of workers and students. We are very happy that our work is growing."

—S—

The Coming Convention

FOR many years workers from the Units representing the Layman's Movement in the Southland, have met for a study of their problems and the inspiration that

comes from the exchange of ideas and experiences. The Convention this year is October 15-18. The meeting place is Nashville Agricultural Normal Institute, Madison College, Tennessee.

There was a time when effort was made by Unit workers to attend as a whole. The growth of these educational and medical centers has made this impossible, so representatives are chosen to attend, bringing with them the story of the year's progress, and carrying back to the ones who "staid by the stuff" the inspiration gathered by contact with others with similar purposes and activities.

A score or more of Units should be represented this year. It is hoped that not a single one will be unrepresented. Make your plans now and send word to Madison as to whom they may expect from your quarters.

Friends at a distance have always taken advantage of these gatherings to visit the South and become better acquainted with what is being done and what possibilities this section offers them. This year the invitation to all who are interested is as cordial as ever. Only let Madison know you are coming, *please*.

Thursday, the first day of the Convention, will be Medical Day. Physicians, nurses, and other health workers will hold forth. No phase of the self-supporting work of the South has made more rapid strides than has the medical. There are many and most interesting topics for study. A number of physicians from a distance are expected.

Reports from the Units form an interesting chapter in the Convention. Educational activities, the growth and development of the various schools, general lines of community service,—all will be considered.

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Stimulating Student Activity

IN THE language of the progressive educator the function of the teacher is to counsel, direct, and guide student activities. He is no longer to pour in knowledge, hear pupils re-cite, or be content with memorization of facts. That method of bygone days is discarded, we hope, forever. Student activity is the slogan today. And this activity, this creative work on the part of the child, is stimulated better by some environments than by others; it blossoms forth under some personalities with greater ease and to a fuller extent than under other conditions.

It behooves the progressive teacher to understand the effect of environment on the mind of a child and, so far as possible, to create the atmosphere most conducive to growth. It has been discovered that intellectual activity is not an isolated force, but that it is aided by a certain amount and certain types of physical activity. In other words, mental and physical activity should be coordinated in the education of children and youth.

An Ancient School Philosophy

A CLASSIC example of the fundamental principles of education is furnished by the institution founded and op-

erated by the father of the Jewish nation. This man, known in sacred lore as Abram, the Chaldean, and later as Abraham, "father of the faithful," "friend of God," spent much of his long life of 175 years either in preparation for his work as a teacher and leader, or in the actual duties of a teacher.

His fundamental education was received in ancient Ur of the Chaldees, that city of the far East that has been resurrected for the modern world by archeologists. He was a member of a well-to-do family in whose home there was a mingling of a belief in the true God and the worship of the heathen.

Convinced that there were better and stronger things for him, provided he could change his environment, he broke home ties and traveled with a remnant of his family what in those days was a long distance to a new and practically unknown land. Following the highway up the Euphrates River, crossing the desert stretches at a narrow place that led through Damascus, going down the Jordan to a common crossing place at the ford of Jericho, he entered the land of the Hivites, the Hittites, and the Jebusites.

COMING TO CONVENTION?

THE annual gathering of Southern Self-Supporting Workers meets at Madison, Thursday, October 15, and continues through Sunday, the 18th. An interesting program is announced. You are welcome. For accommodations write Nashville Agricultural Normal Institute, Madison College, Tennessee.

After a year of uncertainty caused by lack of rain and loss of cattle, leading to a twelve months' sojourn in Egypt, this stalwart leader again picked up the trail of divine leadership and located in the hill country west of the lower course of the Jordan river, near Hebron, a town well-known in later history as a "city of refuge" and still later as the home of John the Baptist in the "hill country of Judea."

An Influence in the Community

ABRAHAM established an educational center on a tract of land, a farm in a region noted for its wheat, barley, grapes, pomegranates, pasture—it was a land flowing with milk and honey. Members of his institution, camped on the shaded Plains of Mamre which were well-watered by brooks and springs and the rain of heaven, numbered upwards of a thousand.

The study of the Word of God was given due prominence. Around the altar erected for the worship of God of heaven they gathered every day for worship and instruction. Problems of democracy, enunciated by the schoolmaster, were demonstrated in the organization of the community. Social ethics, studied and practiced, made this community center attractive to others living in the country, and the strength of his organization led others, in time of political disturbance, to seek aid of Abraham and his students.

The sacred record tells of an invasion by kings of the East which much disturbed the peace of the land. The invaders were overtaken by the well-disciplined students of the school. They were conquered and the captives returned to their homes. Such social cooperation gave the students standing room in the country, and won for the entire institution the lasting respect of the tribal nations of Canaan. Concerning the law and order of the company,—students, parents, workers, and teachers that constituted the school,—source material quotes a divine statement thus:

"I know him, that he will command his children and his household after him, and they shall keep the way of the Lord, to do justice and judgment." A fine testimony, this, for a man who heads a school. That group of young people could be trusted

to do things. They must have had a vision of their own, objectives corresponding to those of the school itself.

What, by the way, were the objectives of that institution? Every educational center these days is expected to declare its aims and objectives, and then demonstrate its ability to meet those objectives.

A Christian Training Center

THE schoolmaster, Abraham, had distinct objectives. He entered that land for the purpose of teaching its inhabitants of the promised Messiah, of the laws of God, and of the results of obedience to those laws. The teaching was not confined to the presentation of theory. The school constituted a demonstration center of truths considered vital to the salvation of men.

The demonstration was an everyday affair. It entered into all the details of life. The school was a real life situation, as they say today. Its fundamental principles affected the classroom program and economic conditions as well. There was a living to make, a large family to feed and clothe. There is no record of support other than by the work of their hands.

As a part of the institution program the land was prepared, the seed sown, the fields cultivated, the crops harvested, the food prepared for the table. There was sheep-shearing, carding of wool, weaving, and making of garments. Living quarters were erected. Some men had to think and plan and operate an extensive financial scheme to keep all this going. This is the material side of the program.

There was an intellectual phase, a spiritual side of the organization; and there was a busy, productive, physical activity phase of this organization. This was the original "School of the Prophets," the type of education which made Israel what it was in the days of David and Solomon, the type which, if maintained, would have prepared the Chosen People for the coming of Christ; the type that today, if emulated, will meet the needs of a struggling world.

A Modern Training Center

MADISON in its fundamentals is striving to put across those same eternal principles of education. Doubtless that

is why observers often speak of it as a unique school, as Dr. Alva Taylor of Vanderbilt University described it a year ago for *The Christian Century*.

A description of these principles caught the attention of Professor J. Herschel Coffin, of the Department of Philosophy, Whittier College, and led him to refer to Nashville Agricultural Normal Institute and its work in the enlightening Report he made to the Society of Friends in annual convention at Hammond, Indiana.

In one chapter of his Report, Mr. Coffin expresses regret that the Quaker schools have given up the industrial arts phase of their educational system. He says:

"These were first resorted to apparently as an economic device by which to place educational opportunities before those who could not afford them without such aid. The method was then abandoned as soon as we were well enough off. But we should now return to these projects, primarily for their educational value.

Points to Madison

CONTINUING, Mr. Coffin says:

"Let anyone who is in doubt about the educational value of such a method read the literature put out by Nashville Agricultural Normal Institute, at Madison, Tennessee. Nothing has so thrilled the present writer with the possibilities for secondary education in Friend's institutions as the description of the objectives, methods and results of this too-little known institution in the so-called backward South.

"As a purely incidental matter, our schools and [junior] colleges which are waging a desperate battle to keep their noses above the financial waters would do well to look into the financial achievement and present status of this wonderful Seventh-day Adventist institution."

These are the paragraphs quoted by Governor Mirriam of California when last spring he addressed the General Conference of Seventh-day Adventists in session at San Francisco.

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A Veritable Treasure

THE soy bean is receiving much attention and that attention comes from many directions. People are beginning to appreciate its value as a human food. Madison Foods makes liberal use of this legume in a number of its marketable products. Recently it put out an interesting article bearing the above title, and written by its chemist, Dr. Philip Chen. It reads:

FOR centuries the soy bean has been an important food in the East where in many instances it was the chief source of protein, taking the place of meat, eggs, and milk.

It came to America as a forage crop but soon found its way into the feed market, where seventy per cent of the crop is sold. Later it became an important source of high quality oil for paints and varnishes; and it is used in the plastics industry. This long trail of the soy bean which winds its way through farmlands, cattle yards, paint factories, gasoline refineries, and finally into the American bill of fare where it is served in a never-ending variety of tasty, wholesome dishes, is a striking example of the American way of doing things.

The chief objection to the soy bean as an American food was the unpleasant taste, which no longer exists with the manufacturers who have kept abreast with modern developments.

When the bean is properly prepared, it imparts a delicious nut-like flavor which is appetizing and satisfying to say the least.

Its value as a good human food is no longer a question. Modern processing has removed the unpleasant beany taste, and it is now a question of which one of the several hundred recipes one will use.

The ancient bean has found its way into our bread, muffins, cookies, breakfast cereals, crackers, coffee substitutes, protein foods to take the place of meat, food drinks, and special baby foods.

The farmer, chemist, food manufacturer, and physician are joining hands in the exploitation of this valuable food which is destined to become one of the important foods of our land. It has already become the fourth largest cash crop in the United States.

As a food the soy bean has no peer. It is classed as a protective food because it is rich in minerals, rich in high quality protein, rich in fat, and rich in vitamins.

—S—

One Student's Experience

FOR the past four years Joseph Imai has been a member of the student body on the Madison campus. Keen in his class-work, exemplary in conduct, a man with a purpose, this son of the Orient came and went in our midst. He carried a full program of work in various industrial departments; he registered regularly for a good load in class. At the close of the last summer quarter he was one of the graduates, receiving the Bachelor of Science degree.

As he was about to leave for the West he told some things concerning his student life. He came from Kamer, Ashigara, Kanagawa Ken, Japan, to San Francisco in 1930. He was a Buddhist at that time

and came to the United States for a course in engineering.

While a student in Helth Business College, San Francisco, he became acquainted with Seventh-day Adventists and transferred to Golden Gate Academy in order to have the privilege of studying the Bible. A Japanese minister in San Francisco told him of the opportunities offered by the college at Madison, Nashville Agricultural Normal Institute.

About this time he met two young men, Japanese, the Okahira brothers, who had been students at Madison and who were then on their way back to Japan as mission workers. They increased his interest in student life at Madison, so he came here in 1932.

During these four years his interest has been centered on the medical evangelistic course. Each quarter he took heavier class-work. As time went on he was better and better able to meet the expense of his education by the labor of his hands. He not only made every minute count, but he practiced an economy that might well be imitated by some others. Forty dollars was the total amount of cash he turned to the school for his college education. Beyond that he earned his board and lodging, his fees and other expenses. He was eligible to free tuition because of the purpose of his life, his ability to carry successfully his load, and because his conduct was above reproach.

When asked about his trips to the city, he replied that he was too busy to go often. Sports and other activities that make a strong appeal to some students did not enter into his program because they did not fit into his ideals of Christian citizenship. He seemed never to lose sight of the education needed to make him a help to his countrymen. That well-defined objective was ever before him. He speaks of his years at Madison as "a happy experience in life."

On leaving Madison he expected to join his brother in San Francisco, visit friends

in the West for a time and then return to Japan. Since reaching California he writes that at the request of friends he is giving health lectures to Japanese, and that he finds a keen interest in the story he is presenting. He is following the general plan of the Learn-How-To-Be-Well lectures studied under Julius Gilbert White.

Dr. P. A. Webber, former member of the college faculty at Madison, now president of Japan Junior College, writes that he is awaiting the arrival of Mr. Imai as he is needed there.

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Campus News

It was a pleasure to have with us Dr. J. E. Weaver, of Washington, D. C., for the first week of the fall quarter. He mingled with students, counselled with teachers, conducted the vesper service, the first Sabbath evening student meeting of the new school year, and in other ways participated in the program of the college.

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Among the friends who visited Madison for Commencement were Mr. and Mrs. N. M. Deal, of Kalamazoo, Michigan, whose daughter, Mrs. Helen Deal Sandborn, has been a member of the Madison group as a student and who was this year assistant dietitian in the Sanitarium. This was Mr. and Mrs. Deal's first trip to the college.

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Mr. and Mrs. A. J. Jackson and their son, Burton Jackson, of Hinsdale, Illinois, visited friends and relatives on the campus. They are parents and brother to Mrs. Violet Goodge and Miss Irma Jackson, members of the Madison group. Burton Jackson is a gifted musician, the marimba being the instrument of his choice. He and Professor Leland Straw, head of the college Music Department, rendered an impressive marimba duet at the consecration program, Commencement week.

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Training for Leadership

THE gospel of Jesus Christ, taken into the heart, lifts the believer from slavery to a position of leadership. Christianity makes teachers of men. Moses tells it in the words, "Ye shall be unto Me a kingdom of priests and an holy nation."

The apostle Peter in his epistle interprets the thought in these words: "Ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people."

They were to be a "peculiar people," their peculiarity consisting of unusual ability to do things, especially to do the right thing at the right time. In other words, guided as it was their privilege to be, this nation was called into existence to act as leaders of less favored people.

The thought I want to impress is that acceptance of the law of the Lord, committing oneself to the truth as made known in the Scriptures, makes teachers of men, prepares them for leadership.

A LEADER must have foresight and be ready for any emergency. He meets new situations with grace born of power. He is not caught off guard. Others who are perplexed instinctively turn to the

composed man for direction, for leadership. The peace that accompanies trust in divine leadership puts the possessor on vantage ground. All this is a problem of education. It is the fruit of Christian education.

Analyzing the matter, one finds that the

soul of that man has been touched with a coal from the altar and self-control is his possession to an unusual degree. One of the fundamental principles of Christian education is its element of self-control, self-discipline. Students imbued with this principle do not need to be policed. They police themselves.

Another feature of the system that bears the name of the Master

is the prominence given to the problem of self-maintenance. Its possessor has learned the value of self-support. He purposes to carry his own load, and a little more. Economically, he is not a burden to society.

In order to put this principle into operation in everyday life it may be necessary to curtail seeming wants. One cannot expect to keep up with the neighbors in all the material things of life. His policy is to pay for what he buys or go without it until he has the money to pay.

THE AIM OF YOUTH EDUCATION

THE older answer was scholarship. The new answer is that scholarship is not the most important aim of youth education, but personality growth rather, and social growth. The old education was for the few and it was sedentary; the new education is for all and it is active. Ability to do is almost as worthy now as ability in knowing. New conceptions of value play havoc with older standards.—*Hughes Mearns in "Parents' Magazine."*

One curse of the modern world has been the growing policy of buying on credit. Men are traveling in cars that are not their own; women are wearing clothes that will be worn out before paid for; houses are furnished on the credit plan. People living on this plan are slaves. Hundreds and thousands cannot remember when they were free from this thralldom. It has become a fashion, a plan of operation in the business world that brings ruin.

A Safe and Sane Policy

THE economic policy of the schools of Israel, which are samples the world would do well to imitate, forestalled such slavery. They placed every household on the land and made land ownership perpetual. No man could dispose permanently of his possessions. He had always the basis for a natural or normal income. Seasons changed, crops varied, it is true, but always there was a basic income and an environment that provided a living for each man who was willing to labor.

Every member of the family was expected to be a producer. Preparation for this was a valuable feature of a child's education. There was a wide implication in the term education,—wider than we have been accustomed to in this twentieth century A. D. Of our schools it is well said, "They are only beginning to take into account the personal, social, and vocational areas of living."

Changing Mental Attitudes

LAST summer a group of college young men were taking a course in Rural Sociology. They were city bred almost to a man, some coming from large cities on the Atlantic seaboard, some from great manufacturing centers. Their ideals and standards had been set by city schools and city-minded teachers. Speedy results with the least expenditure of effort were what they wanted. Noise, bustle and hurry, screech of sirens and grating of brakes, to them were all indications of progress, life, and a worthwhile existence.

They knew little or nothing of the indomitable forces at work in the growing of the crops that kept their own soul and body together. They bought on the market and had far too little respect for the toiler

who made their daily rations possible. The harvesting of grain was a process they were ignorant of and cared little to know about. The production of an apple crop had never come under their analytical gaze. Song of bird, low moaning of the winds, touched no heartstrings, for their emotions were deadened to such forces. Their idea of the successful man was one who measures up to material standards of the city, the commercial program of some great manufacturing center.

But there came a change. *Education is change.* As they contemplated the fundamentals of life as put forth by men who have learned of the deeper values; as they faced principles of Christian economy; learned of the permanent heritage of land ownership which the divine law promises; witnessed the effect of a grasp of these principles on the lives of men who have given themselves to them; met men who recognize the eternal values of right living in the effort to prolong the life of our democracy; these young men were converted.

They came to say, Give me a tract of land; let me get my hands in the soil. They caught the spirit of creative work, the philosophy of Liberty H. Bailey as expressed often in his "The Holy Earth"; the emotions of David Grayson, the worn city man who found health on the farm; of Kenyon Butterfield, whose years were spent in spreading the good news of country life in the homeland and in lands across the seas; and of many others who have submitted their minds to the tender influences that accompany such a study in the light of the word of God.

That is one step in the education for leadership as Madison believes it should be given to its young men and women gathered from the four corners of the nation, dividing their time between labor with their hands and the study of their lessons.

—S—

Invited to South America

THERE comes to the editor's desk a letter from Mrs. J. D. Richardson in a sister institution in South America, Colegio Adventista del Plata, Entre Rios,

Argentina, soliciting a type of cooperation which we are very happy to grant. The letter reads:

"The copies of THE MADISON SURVEY for July have just come to hand. Finding them as full as usual of interesting items, the thought occurred to me to ask you to send twenty copies of this issue, or if that issue is exhausted, then of the August or September issues, as supplementary current reading in my advanced English class.

"Reading them will help our Spanish speaking students with English and at the same time will give them some idea of the good work being done at Madison. I have spoken to the director of our school paper, asking that *La Voz del Colegio* be sent to your school. Your students of the Spanish language would doubtless enjoy reading it. If the managers of *The Peppermint Crier* care to exchange with *La Voz del Colegio* we will be glad to receive the *Crier* addressed to La Biblioteca."

This is an exchange of thought and good will between students that should result in mutual good.

—S—

The Latest Student Project

AS THIS issue of the SURVEY goes to press, company is gathering on the college campus. There has been an atmosphere of "getting ready" for some days. The construction crew is putting the last touches to the main floor of Druillard Library which is to be dedicated at Convention time.

Every year has some new feature, something different than the years before. This is the first time in the history of Madison, however, that there has been a new building to dedicate. But Druillard Library was so near completion that the happy thought was proposed that we take a corner out of a busy program at the Convention for a dedicatory service.

When the idea was suggested, the committee said as a man, "What could be nicer?" And where would you find a more appreciative group of listeners and on-lookers for an audience?

Many of these visitors have been coming back each year for the annual gathering

for a good many years. Once they were students at Madison—a very large number of them. Their inspiration to do something worthwhile, which has since blossomed into a permanent project, came as they went to and fro about their duties as students on the Madison campus. It is no wonder they come back with a feeling of interest in every improvement that the year has produced. And this year they will be more than ever pleased as they inspect the new library.

The cement walks are going in. Grading has been going on for some time. We would grow shrubbery if there were time. Next year shrubs will adorn these grounds. This year the new building takes its place amid the trees already growing, some of which date back years and years. It takes its place across the Broad Walk from Assembly Hall, and as companion building to the Demonstration School that faces it on the north, and Science Hall that stands farther to the east.

IT WOULD do you good to see the books in transit from the old cluttered abiding place they have had, to the airy, roomy, well-lighted new building. Young folks are placing them on their new shelves. The Seth Thomas clock, gift of the 1935 graduating classes, finds its place on one wall; the picture of the Parthenon, gift of the class of 1936, hangs over on the south wall. One corner case of shelves bears above it Marion Davis Memorial. She it was who gave the best of her years to preparing manuscript for the publishers of the many volumes issued by Mrs. E. G. White. The shelves will contain as complete a set of her writings as it is possible to obtain.

The tables for the reading room were made in the school shop by students. The building as a whole, as you may guess, is a splendid tribute to student activity. The cement blocks of which its walls are constructed represent a student contract job. Practically every part of the construction has been done by students under the able direction and instruction of the architect, W. H. Gorich.

This building, made possible by the kindness of many friends, is named after the largest donor, Mrs. N. H. Druillard,

one of the founders and original group of teachers of Nashville Agricultural Normal Institute. Near the front entrance hangs a bronze plate bearing the words:

DRUILLARD LIBRARY
1936

—S—

Greetings from Abroad

THROUGH the mail comes another greeting from friends and readers in a distant land. Mrs. Harold A. Mourer, wife of the medical superintendent of North China Sanitarium and Hospital, Kangan, Chahar, China, writes:

"Once more THE MADISON SURVEY has found its way into our home. In thinking back I find it has been a regular visitor for the past six or eight years. The last two years of this time it has followed us into a far corner of China on the Mongolian border.

"We enjoy reading the little paper and are made happy by the wonderful progress that is being made at Madison. The very looks of your good foods make our mouths water. Foods in this part of the world are not so plentiful and but little choice is afforded one. It seems especially hard for one who was once used to the good things of California.

"We live in the land of soy beans and would be happy to know some of your ways of preparing them. You know, of course, of the attention now being given to soy milk by Dr. Miller, our medical chief. There are great possibilities with this food. We are deeply interested in your Cook Book and would like to have a copy."

Interesting experiences in the medical work are related, indicating providential openings among people of influence. We are pleased to touch elbows with these faithful workers on the far-away firing line.

The Cook Book referred to is "Food for Life" by Dr. Frances Dittes, dietitian in Madison Rural Sanitarium and head of the Department of Nutrition in the college.

Campus News

It was a great pleasure to members of the faculty whose teaching experience dates back to Walla Walla College to have a visit with Mrs. Ella Evans Hughes, sister of Dr. Newton Evans for years president and now dean of the College of Medical Evangelists. Mrs. Hughes visited her sister, Mrs. W. T. Pitcher, at Manchester, Tennessee; was at Madison for Commencement exercises as guest of her niece, Miss Fern Pitcher, a high school graduate this year; and then returned to her home in Loma Linda, California.

—S—

Among recent guests of friends and relatives on the campus were Mr. and Mrs. George Hoyt, of Battle Creek, Michigan, whose daughter, Miss Louise Hoyt, completed the Nurse-Training course; Mr. and Mrs. M. D. Nesler, of Harrisburg, Indiana, who are always welcome visitors. Mrs. Nesler is sister to Mrs. S. B. Goodge, teacher of voice on the Madison faculty.

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Lewis J. Baldwin, of St. Joseph, Missouri, visited the institution in September. He is interested in Consumers Cooperatives, had learned of Madison and its program of work and study, and came to see. He writes: "I shall always remember this day and the many things I have learned about your institutions. I thank you for your kindness and your cordial welcome."

—S—

George McClure, manager of the College Press, and his wife had a pleasant and profitable vacation made possible by Mr. McClure's sister, Mrs. F. H. Knight, who visited Madison and took four young people including Mr. and Mrs. Harvey Bean, of Memphis, back to her home in California. It had been nineteen years since Mr. McClure and his sister had seen each other.

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Southern Self-Supporting Workers' Convention

FOR the twenty-seventh time workers from the highlands and the lowlands of the South, physicians, teachers, agriculturalists and mechanics, nurses and food specialists, met in convention at Madison, October fifteen to eighteen. Of the scores who came it is pleasing to note that there were not a few who have attended every gathering of this sort in the past quarter century and a little more.

When the college faculty as hosts of the convention held a little meeting in Demonstration Building for introductions and a hand-shake, it was discovered that the largest delegation of the year came from Pisgah Industrial Institute, Sanitarium and Hospital. As President E. C. Waller of that institution said when his group was presented, their eleven delegates constituted the greatest force they had ever sent to the annual gathering.

Pisgah is one of the attractive rural centers representing the cooperative activities of school and medical institutions. It was quite a coincident for their new farm manager, Charles S. Hansen, and his family who had motored from their home in Albany, Oregon, to reach here in time for the convention.

North Carolina is a fertile field for what we refer to so frequently as self-

supporting units. Asheville Agricultural School and Mountain Sanitarium, largest of these, is located near Fletcher. Dr. John Brownsberger, superintendent of the sanitarium, Mrs. Elsie Brownsberger, secretary of the convention, Mrs. Marguerite

Jasperson, principal of the high school, James Lewis, in charge of the agricultural work, and others, were in attendance and made substantial contributions to the success of the convention. There came

also D. E. Pound from Banner's Elk, which in point of altitude is the highest school and sanitarium center in the South. They are almost on the top of the earth in "The Land of the Sky."

THE Kentucky delegation from Pewee Valley Sanitarium was unusually large including Dr. John Peters, medical superintendent of Pewee Valley Sanitarium, Mrs. Peters, J. T. Wheeler, pioneer in that center through whose untiring efforts the work has grown from the smallest beginnings to an outstanding school and medical work. Professor Beardsley and Ralph Martin represented the school. Mr. Ora Wallace, who a year ago attended convention for the first time, was here to report almost phenomenal growth in the newly developing work at Lockport, Kentucky.

THE Spirit of the Convention may be expressed in the words of Moses to Hobab, the Midianite: "Come thou with us, and we will do thee good."

We wish there were room to mention all by name. They came from Lawrenceburg Sanitarium in the southern part of Tennessee; from El Reposo Sanitarium, Florence, Alabama; from Sand Mountain, that scene of many sacrifices and resulting victories; from Fountain Head, Chestnut Hill, Knoxville, Memphis, and elsewhere. In many instances these delegates had formerly been Madison students. They belong to the family and this is their annual home-coming. Some familiar faces were missing, and some, pressed by home duties, could stay for only a part of the session.

President Klooster of Southern Junior College, took time from his busy program at Collegedale, Tennessee, to greet the delegates in convention and to give a ringing message to these workers whose lives are devoted to the teaching of youth and to the care of the sick and afflicted.

Professor C. A. Russell and Mrs. Russell, recent arrivals in the Southland from Washington, D. C., whose home will be at Atlanta, were welcome guests. Professor Russell is now Southern Union Conference Educational Secretary, and his duties will bring him frequently to Madison and to the other schools of this section. His cheering words and his friendly smile bespoke his pleasure in meeting with these active men and women.

Professor Harvey A. Morrison, Educational Secretary of the General Conference, met workers in convention for the first time. It was a real pleasure to have him here to share with us the wealth of good things that the convention brought forth.

Thursday, Physicians' Day

THE coming to the Southland in recent years of young physicians has been a most encouraging feature in the self-supporting work. Twenty physicians made a study of medical problems on Thursday, physicians and other medical institution representatives meeting together in the forenoon; physicians and nurses holding separate sessions in the afternoon.

Dr. John Brownsberger presided at the medical meetings. Miss Kathryn Jensen, the alert secretary of the Nurses' Association with headquarters at Washington, had

charge of the nurses' meetings. Her instruction to nurses, and also to the delegation as a whole, was one of the pleasing features of the gathering.

Representatives of medical institutions in the South who were present, many of whom were on the program, were: the chairman, Dr. Brownsberger, of Mountain Sanitarium, Fletcher, North Carolina; Dr. W. E. Wescott, of Pisgah Sanitarium and Hospital, near Asheville, North Carolina; Drs. Will Mason, Howard Smith, Paul Fisher, and Edson Fisher, of Mason Memorial Hospital, Murray, Kentucky; Dr. Ethel Brownsberger, Asheville, N. C.; Dr. Paul DeLay, whose home is Knoxville, Tennessee, but who is temporarily CCC camp physician at Barnesville, N. C.; Dr. Gus Ulloth, Red Boiling Springs, Tennessee; Drs. Arthur Pearson and John Kendall, Wilmington, S. C.; Dr. John Peters, Pewee Valley Sanitarium, near Louisville, Kentucky; Drs. M. M. and Stella Martinson, of Graysville, Tennessee; Drs. E. A. Sutherland, George Droll, Lew Wallace, Joe Sutherland, Murlin Nester, and Cyrus Kendall, of Madison Rural Sanitarium and Hospital.

Sanitarium Workers' and Nurses' Section

NURSES and other sanitarium workers had a profitable session. Mrs. Elsie Brownsberger, superintendent of the nurse-training school operated by Mountain Sanitarium and Hospital at Fletcher, N. C., was in the chair. Some of the topics presented were: "The Place of the Nurse in Our Work" and "Trends in Nursing Education," by Miss Kathryn Jensen; "How to Secure and Hold Nurses in the Rural Sanitariums," by Mrs. Gertrude Pepters of Pewee Valley Sanitarium and Miss Lelia Patterson of Mountain Sanitarium; "Nursing Service in the Rural Sanitarium," Mrs. Glenna Newton of Pisgah Sanitarium and Hospital; "Our Responsibilities for Health Education in Our Communities," Miss Gertrude Lingham, teacher in the Department of Health, Nashville Agricultural Normal Institute.

The breadth of the work is apparent and the activities of the group are evident. It is a distinct privilege for college students at Madison, and especially nurses-in-training, medical evangelistic groups,

and those taking premedical courses, to have access to these presentations and discussions.

Secretaries' Reports

IN THE devotional service conducted by Professor C. A. Russell with which Friday began, the thought was stressed that those constituting the convention may find explicit instruction as to their needs in the words of the prophet Micah, chapter six, verse eight: "What doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God." No work calls for a wiser mingling of justice and mercy; no group of workers needs more the teachable spirit that makes possible a walk with God.

There were reports from secretaries of the various divisions. Mrs. Brownsberger gave a birds-eye view of the development of self-supporting educational and medical centers during the year, an inspirational presentation.

The Layman Foundation, organized a number of years ago to foster and assist financially and otherwise worthy enterprises of a self-supporting character in the Southland, has made possible this past year a number of projects that otherwise could not have been carried on. Mrs. Lida Scott, secretary of the Foundation and field secretary of the Laymen's Extension League, gave an enlightening report.

The rural schools of the South, operated on a self-supporting basis, are increasing in size and influence and are filling a distinct need according to the report of Professor E. C. Waller, secretary of the educational division. Dr. John Brownsberger's report of activities in the medical field was most encouraging. The number of centers has increased and those of some age have been strengthened in a very material way. Medical evangelistic efforts and lecture work in the field of health and temperance as carried on by Julius Gilbert White is an interesting story which, in the absence of Professor White, was told in brief by Dr. Sutherland.

Agricultural Interests

IN EVERY school and in practically every sanitarium represented by delegates at the convention, agricultural activities assume some proportions. A "Live

at Home" program was given by some of the agricultural men in attendance, led by Professor E. C. Jacobsen and Dr. Floyd Bralliar, of Madison, and James E. Lewis, of Fletcher.

The spirit of the Units is to foster progressive methods of agriculture, to cultivate a love of the soil on the part of students, to train men and women to cooperate in all ways to better the community in which they live, and to encourage the policy of raising so far as possible all that is required to feed the family. The government by various means is encouraging a return to the farm and is carrying forward a program of education in rural life possibilities, a program into which our work fits to an eminent degree.

Some interesting facts were presented in regard to the agricultural products of some of the schools. D. E. Pound, of Banner's Elk, advocates specializing in crops that do exceptionally well in a community, such as cabbage, cauliflower, and carrots in his high altitude, the rural centers to work out a method of exchange that will be mutually advantageous. As an outgrowth of the discussions, an agricultural and industrial secretary was added to the list of executive officers with two others to assist in developing further these activities.

Reports From Rural Centers

NO FEATURE of the convention called forth more favorable comment or came closer to the hearts of listeners than the reports given by representatives of the various educational centers. From the first gathering of rural workers nearly thirty years ago these reports have been a source of great interest. At times there have been listeners who made their first contact with this type of education through these reports. This year they were not one whit less interesting than heretofore. Some spoke of them as thrilling.

Neil Martin, of El Reposo Sanitarium, Florence, Alabama, who has given during the last year 140 radio talks, told of the possibilities in this method of educating the general public on health matters. Officials of his local radio broadcast have cooperated with him to the limit, making it possible at times for him to give a fifteen-

minute talk three times a week. This has led to many personal interviews with those seeking advice on diet and kindred topics.

The report of Mrs. Marguerite Jasper, of Asheville Agricultural School, well illustrated the courageous attack upon problems of the units, numerous as they are in an institution that not only teaches the children and youth but raises the food to feed them, cares for them in health and in sickness, erects its own buildings, and operates a medical institution. How the burden bearers in these units have developed under the responsibilities heaped upon them! How deep is the faith, loyal the cooperation, patient the service of these teachers, sanitarium workers, and all their associates! The resourcefulness in times of need, the buoyancy of spirit when undertaking new projects, the sense of humor that makes it possible to cope with perplexing situations and not lose one's faith in humanity—all these shone forth as this report was given. It was a good sample of what comes into the lives of all these units.

A Message From the Mountains

AN OUTSTANDING feature of the convention was the address of Miss Helen Dingman, of Berea College, Berea, Kentucky. Miss Dingman is an extension worker at Berea, dividing her time between training teachers in the classroom and meeting with teachers-in-service in their mountain schools. She is promoter of Berea's Opportunity School for adults; is secretary of the Southern Mountain Workers' Conference, an organization of southern workers including those in schools and those representing kindred interests, and is editor of the monthly periodical, *Mountain Life and Work*, organ of the Conference, and the only up-to-date material on mountain work.

Miss Dingman speaks from a full life for she has devoted herself without reserve to this special phase of educational work. Her appealing story touched every heart. The isolated places of the southern mountain call for teachers and medical men

and women, workers who forget self in their service for mankind.

Among those who listened to the reports and to Miss Dingman's portrayal of the needs of the mountain people was a newcomer in our midst, Dr. Howard Hyde Russell, of Westerville, Ohio, a close associate of Dr. Isaac Funk, founder of Funk and Wagnalls Publishing Company of New York. Dr. Funk was active in the temperance field. Dr. Russell is organizer of the Anti-Saloon League, and at the age of eighty years is still as keen and strong as ever in advocating principles of right living. He is carrying forward a campaign of temperance at present that takes him to all parts of the United States.

He had heard of Madison. Mrs. Lida Scott, daughter of his former associate, Dr. Funk, lives on the campus and is intimately connected with something he wants to learn about. He had not seen her for years. What is it that so absorbs her time and interest? He came to see, and found himself in the convention.

Dr. Russell is a graduate of Oberlin College and a friend in Oberlin days of President William Hutchins of Berea College. He is a lawyer and a minister of the Gospel. With such a background he entered heart and soul into the spirit of the convention, gave a ringing message on temperance, and drank in the experiences of the convention group. It was a treat indeed to have Dr. Russell with us, and he promises to return.

Other Features

SPACE limitations prevent mention in this issue of other interesting features of the convention.

There was a distinct contribution of music by the orchestra and a chorus of forty voices which rendered a cantata, by the band, by Mr. Rimmer at the Hammond Electric Organ, and vocal numbers by a number of others. The work of Riverside Sanitarium was presented. The dedication of Druillard Library, the latest addition on the campus to senior College equipment, will be reported later.

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A Message From the Mountains

TO WORKERS from self-supporting centers gathered in convention at Madison the middle of October nothing brought more of a thrill than the ringing talk given by Miss Helen Dingman, of Berea College, Berea, Kentucky.

Miss Dingman is secretary of the Southern Mountain Workers Conference, an interdenominational organization which is studying the needs of the highland regions and putting those needs before the public. She is editor of the monthly periodical published at Berea, entitled *Mountain Life and Work*. Few women are more intimately acquainted than she with the problems concerning which she speaks.

It is impossible to give adequately the instruction which she passed on to our workers. It was a heart-to-heart talk from one deeply engrossed in this work to a group equally concerned with the problem that means so much to all of them. Some of the high points in her talk are given.

The Background for a Life Work

AFTER listening to your stories of achievement and self-sacrifice, as you have worked on guided by our heavenly Father, I feel almost too humble to come before you. Yet I would like to tell you a little of my contact with rural work. I shall take the inspiration of this meeting with me as I go back to my work.

My first big interest began in my home in the hills of New York with my father, a great social worker, a country doctor who took Jesus Christ to every bedside. One of his lessons was that Christian service must be done intelligently and wisely.

My father kept seven horses in his barn, and he, one man, tired them out in his going day and night. One evening out in the yard I heard a man calling "Hey, Doc." They never knocked, but simply yelled for father when they wanted him.

After answering this man's call, he said, "Saddle the horse, I have to ride up into the hills tonight."

"Don't go, father," I said. "They call for you every time they need any little thing."

Father answered, "Helen, there is a sick child up in the hills tonight."

That was all, but ever since, when I hear people talk about worthless parents and those who do not take care of their children, those words come back to me.

My rural work did not begin all at once. For some time I taught in a wealthy girls' boarding school and led quite a luxurious life. Then I was invited to the Southern Mountains. That settled me. Friends said, "You're crazy; you will bury yourself in those mountains."

Later I found that I had been buried in Wellesley instead.

ANY little community is a miniature stage for the problems that the world is grappling with. If you live close enough to the community you will gather an experience that never would come to you out of a college classroom. We met the

whole problem when we lived in a little three-room cabin in the mountains.

One time my doctor brother visited me in the mountains. He asked that I tell no one he was a doctor because he wanted to have a real vacation. I passed his request on to the people and they played their part well. Things went along very smoothly for a while. Then, one day returning from a fishing trip, my brother said, "Helen, could you act as nurse for me if I had a clinic?" I asked what made this change. His answer was, "I can't stay here and not give them the help they need."

Problems

MOST of us are acquainted with the health and educational problems which the mountains present. The common reply to the question, "How are you feeling?" is, "About as common." "Common" usually means a backache or some other sort of ache. We have become accustomed to seeing women suffer and children grow old before their time.

We have all seen the inadequate school buildings and the poorly trained teachers. We know, too, how the spoils system has disturbed the mountain schools.

Then, there is the problem of religion. It sometimes seems that there is too much religion and too little Christianity in the mountains. One man who came to our Opportunity School at Berea asked how to go about joining the church. He said there was so much confusion in the mountain churches that he did not know how to join one.

The recreational problem is a real one. I have often wondered what my reaction would be had I been brought up in the mountains. This little incident gives an insight into the workings of their minds toward recreational advantages. A man asked to show pictures of missions in a mountain community. The answer was, "No, we don't believe in putting out the light and setting in the darkness." All the time they *are* literally sitting in darkness.

A mountain friend of mine, speaking of a daughter of hers, summed up the problem of the mountains in this way: "Hit larns up to hits chance, but hit's got a poor chance. Hit's got sense, but hit's got

to be larnt how to use hits sense." This gives a picture of the potential capacity of the people with whom we are working.

One man who had five sons and who had been tempted to take them out of school, but who remembered his own lack, said, "Hit's worse to be soul hungry than body hungry." That man had a great soul hunger. He hungered also for the beautiful and lovely things of life. I have stored up in my mind a great many of these mountain expressions which I cherish as gems.

Berea's Opportunity School

DURING the first semester of the school year I'm at liberty to spend time visiting Berea students who are teaching in the field. This enables me to give a word of encouragement and talk over their problems with them. I know of no more needed job in the world, and none more lonely, than that of the Christian teacher who grapples with these community problems all alone. They are good people, the best people in the world, but when the teachers try to do something new and progressive, they are told that that is not what the community is used to having, and that they better not try it.

The people of the mountains need "book larnin'," it is true, but more,—they need to know how to apply it. The Opportunity School which has been developed at Berea has been a great joy. The school is for adults,—men and women living in rural sections who can't go to Fletcher or Pisgah or Madison. They have a hunger for learning, and every year we invite fathers and mothers, older men and women, to leave their jobs and come to school for a month. They must be at least eighteen years of age and it does not make any difference how much schooling they have had. This is the twelfth year that we have gathered this group of men and women on the Berea campus. One time, our banner year, we had fifty adults whose ages ranged from eighteen to eighty.

I still maintain you are never too old to learn. Being connected with these Opportunity Schools has been one of the most precious experiences I have ever had. We now have about two hundred alumni who are as devoted as any students we have.

Their month at Berea has meant as much to them as my recent trip to the Orient meant to me.

I should like to tell you a story about one of the students whom we had in school. He was a man of sixty who belonged to a patriarchal household. His father was known as the "readin'est man on Carr." Jim went to Opportunity School for one year. I noticed him painfully trying to take notes. One day he asked me to write something in a hurry for him. When I asked him why he always took notes, he said, "I promised to learn my old pap all I larned at Berea. Next winter I will set by the fire in the evenings and larn him out of this little notebook."

Later, Jim asked me to help him look up three things. I was anxious to know what he wished to find and to know in what direction his interests lay.

First, he wanted me to give him something on diet for his mother. He had learned at school that certain foods were better than others and had also become acquainted with vitamins, so he wished to know what to feed his sick mother.

I was becoming more interested for secondly, he said his brother had a new baby and he wanted to know how the baby should be fed and cared for. I found what he wanted and it all went down in his little notebook.

With his third request I fairly gasped with interest. He asked for newspaper articles on world peace for his Pap.

His world had widened; he had a bigger vision. Referring to his brother who had gotten education, he said that he used to "*just walk* along behind the plow, but imagine what he has to think about now since he's been to school!" What a good definition for *education*!

Taking the School to the Homes

WE ALSO carry on Extension Opportunity Schools. We hold schools for three or four days with the mountain people. For the next few week-ends after going back to Berea, I will go out with a group to hold these Opportunity Schools. Our group will include a minister, a song leader, a story teller, and someone who talks on social problems.

At one time an unemployed miner who

had been trying to make a living for his family on four acres of land, came to the Berea School. After returning home, he invited us to hold an Opportunity Extension School at his place. All of the people in his community raised an extra crop to help pay for the school. They tried so hard to fix things up for our coming. One day while we were there a hungry neighbor came to his door. They shared their few potatoes with him, and our friend said, "Hit's too bad we didn't live close enough to our neighbor to know that he needed them before he had to ask."

I came back home feeling that the benediction of God was upon me for having come in contact with a man of that sort.

Southern Mountain Workers Conference

THE conference will meet this year in Knoxville for its twenty-seventh anniversary, March 24-26. John C. Campbell, founder of the Southern Mountain Workers, came first to the mountains of Georgia. He helps us all to see the problems of other people. I feel that he dedicated me to the work I am trying to do. As he was lying on his death bed at the close of his useful life, he called me to him and, taking my hand, said, "I'm looking to you to help pull the mountains out."

The unique thing about the Conference of Southern Mountain Workers is that it presents a cross section of the work in the mountains. All those who are interested in our work, anyone interested in advancing the work in the mountains, is welcome at that convention.

This year when our group meets at Montreat we shall try to analyze all that has been learned on our study tours. We are hoping that with God's guidance we can think through our problems realistically and objectively and find whether we are doing what is right with the money given us.

I cannot close this rather rambling talk without mentioning *Mountain Life and Work*, the organ of the conference. We try to keep abreast of all that is going on in the mountains and report problems which are confronting the people and workers. Sometimes I am almost discouraged in the effort to keep it going, but I hear that libraries say it is the only up-to-date

magazine they have on the mountain problems. And so I am very thankful for the magazine.

We here are a group of rural workers. Ours is the job of continuing education. We must keep abreast of the times; we must keep in touch with great movements in order to do the very best job; we must see beyond our own little valley in which we work. We must view our own little project not only as entity but as part of a bigger job. It is ours to see where we fit into that job and whether we are overlapping. We must lose our own individualism and work cooperatively. A step beyond our own work we join hands with our fellow workers, helping them along no matter whether they are of our faith or not.

It is only as we pool our problems, meet together, think together, and work together, that we can bring more and more of the kingdom of God into this country.

—S—

Riverside Sanitarium

SPEAKERS for the colored work were Mrs. Druillard, founder of Riverside Sanitarium near Nashville, recently transferred by her to the General Conference of Seventh-day Adventists for enlargement as a sanitarium hospital and training school for colored nurses; H. A. Ford, manager of the sanitarium as it is now undergoing enlargement and at the same time caring for patients; and A. W. Peterson, General Conference secretary of the colored work. A quartette from Oakwood Junior College of Huntsville, Alabama, and the choir of the Nashville Colored church sang for the convention as donations were solicited for the sanitarium building fund. Over \$300 was raised.

—S—

The Dedicatory Service

SUNDAY afternoon Druillard Library, gift of teachers, students, and friends, the latest and most outstanding student project on the campus, was formally dedicated. Dr. Doak S. Campbell, Professor

of Education, Peabody College for Teachers, Nashville, and a member of the Tennessee State Board of Education, gave the dedicatory address. In a most pleasing manner he described the function of the library as a central factor in an educational institution and set aside this beautiful new building to its sacred purpose in the education of workers for the Southland.

—S—

The Industries Saved the Schools

ONE of Madison's visitors at the close of the Fall Council held in Fort Worth, Texas, was Pastor William J. Harris, of Peiping, China, who addressed the family assembly Friday evening the last of October and again on Sabbath afternoon.

He told of interesting developments in the medical, educational and literature work in different parts of the Orient. The medical institutions under the direction of Dr. W. H. Miller, whose skill as a surgeon calls him to many parts of the vast territory, are doing a wonderful work. One hundred fifty-six elementary schools and sixteen secondary schools were doing a successful work for the children and youth.

In these schools the industries are taught, textile arts in one, furniture making in another, brooms and brushes in another. As in other Christian schools, Bible teaching holds a prominent place. Then came a decree that all schools must register with the State, that in none should religion be taught, and forbidding teaching by any one from a foreign country. The type of work done by these institutions, especially education in the industries, was very acceptable to the authorities and brought the schools to the attention of the Department of Industry and Commerce which championed the cause of this industrial training and kindly took our schools under that department, making it possible for our institutions to operate as Industrial Institutes.

It was the industrial program of these educational centers that saved the day.

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Broad Fields of Activity for the Layman

THE organization of The Layman Foundation, a corporation chartered under the Welfare Act of the State of Tennessee, has made it possible for groups of workers in the Southland to do many things that of their own force would have been impossible. Sponsoring as it does the movement represented by the self-supporting educational and medical centers of the South, it has been able to supplement the efforts of these centers and to broaden their work. The report of the secretary, Mrs. Lida F. Scott, as given to the recent convention at Madison, contained facts and principles that we are happy to pass on to the SURVEY readers.

Who Is This Layman?

THE layman is the soldier in the ranks, the majority in the church, the man in the market place whom no one hath hired, the one who is willing to work behind the scenes and take what is right. Notwithstanding his diffidence, he is deserving of a place in the movement, for without him the battle is lost. There are many of these average persons. We have learned to respect, admire, and love them. Do we understand, as we should, their value?

If every burden-bearer who finds that he is over-taxed because he is doing the work of ten men, or who, seeing the vastness of the task, wishes he could do the work of ten men, would solve his problem by taking into partnership with him ten men, and would help them develop ways by which they could work on a self-supporting basis, would it do violence to the interpretation of Scripture to expect a ten-fold enlarging of his power over perhaps a ten-times larger field? Ponder these passages:

"He that is feeble among them at that day shall be as David." Zech. 12:8.

"Let the weak say, I am strong." Joel 3:10.

"The Lord gave the Word: great was the company of those that published it." Ps. 68:11.

And, may I further suggest that we do not overlook the negro believer. Should we find places where the negro fits into jobs for which he is trained, provided he is willing to trust the Lord for his pay as other laymen do who are working on a self-supporting basis, the negro, being strong, can save many extra steps and physical strain. We are hoping to find a way whereby he may fit quietly into his niche without causing unfavorable comment and prejudice, enabling the white man to be of greater help to him. We should approach this problem remembering that the Lord has given to *every* man his work.

OUR self-supporting training schools know their chief responsibility is to train the average person to fill all kinds of places with helping hands, for "to *every-one* who offers himself to the Lord for service, withholding nothing, is given power for the attainment of measureless results."

"Is it best to stir up students in our self-supporting schools to desire to go into self-supporting work?" someone asks. "Suppose they should all offer themselves. We would be overwhelmed."

While the responsibility for consequences is not ours, the duty to teach is ours. We can instruct others that "Those who give their lives to Christ-like ministry know the meaning of true happiness. Their interests and their prayers reach far beyond self. They themselves are growing as they try to help others. They become familiar with the largest plans, the most stirring enterprises, and how can they but grow when they place themselves in the divine channel of light and blessing? Such ones receive wisdom from heaven."

What Laymen Are Doing

THE Lord promises to provide a place in His service for each one who desires to serve. It's my privilege to recognize His purpose and become familiar with His larger plans. It has been peculiarly within our realm, however, to experiment and to demonstrate some of the methods found successful and practicable whereby persons can work together effectively. This experimentation has been going on in small groups, giving unique service in rural communities. Surveying the field where more than thirty Units are operating, let me mention a few of the things they do in isolated sections where the field is clearly their own.

They conduct rural schools.

By supplying clothing and facilities where there is little ready cash at home, they are making it possible for advanced, ambitious rural students to enter high school in some larger Unit where they will have opportunity to earn their expenses.

In several instances they have made it possible for students-in-training at Madison to get practical experience in teaching in a rural school.

They see that children are given a physical examination and proper inoculation against prevailing diseases.

They conduct clinics for children and adults.

They conduct schools of health in neighboring churches and schoolhouses, teach cooking, canning, simple treatments of the sick, and have classes in home management.

They make it possible for Madison students in training for the lecture field to have field experience in giving lectures on health topics,

alcohol, and tobacco. Students are inspired when they find what medical evangelism will do for the people of the hills.

They furnish wholesome educational recreation, including high-class musical programs.

They distribute educational and religious literature.

They read to the aged, the infirm, or the blind, and teach the illiterate to spell out their Bible lessons.

They accept invitations to teach in the Sunday schools.

They are active in Harvest Ingathering work.

If the minister is away they are often asked to occupy the pulpit.

They give comfort and assist in the burial of the dead.

They treat the sick either at their own fireside or in their medical institutions.

By cooperating with kind-hearted surgeons and physicians they are often able to bring hospitalization within reach of those who need assistance.

Through the generosity of friends in churches and conferences clothing has been furnished that with care and a small price for handling has met the needs of many where money is scarce and products of farm or labor are about the only medium of exchange.

They are providing places of refuge and quiet retreats for worn and weary workers, and are providing homes for the aged, and for orphaned and underprivileged children.

They are finding Christian homes for children who need such care.

They attend neighborhood gatherings.

They work with the county agricultural agent, leading in the control of soil erosion, improvement of crops, and in road building. They attend the farmers' meetings, and, in one case, one even acts as superintendent of the county fair.

They are organizing churches and Sabbath schools in places where, in the absence of an ordained minister, the Bible must be taught by laymen.

In Units fortunate enough to have a resident physician, it is impossible to define the contribution to the community of doctors, nurses, teachers. The Lord alone has the record.

Response to Such Activities

I HAVE selected some twenty-five activities that keep Unit workers busy outside their regular program of earning a living. The Lord has a thousand ways of which we have discovered only a few. Picture the unexplored vistas open to our trained youth in the self-supporting field. The movies, the Olympic games, though their applause is heard around the world,

cannot compete with the self-supporting work in providing thrills. And new ideas keep coming.

A man living near a rural center recently visited Madison and seeing the stone buildings asked, "Where did they get all the stone?" It was explained that the stones were gathered off the land and converted into buildings.

"Law, now," he drolly remarked. "Don't tell our teacher. His head's too full of ideas now. First we know, he'll be building stone houses all over our hill, and I've picked up enough of them rocks already."

As neighbors watch the activities of a hill school, a spirit of confidence and love is kindled; they grow as they observe, until finally they grasp the deeper mysteries of eternal realities.

In this simple way, highways are being cast up for the coming of the King by workers who are no expense to the Conference or to any man. They support themselves by their agricultural efforts, their medical work, and by various industries.

Necessity and poverty are the skillful instructors which develop inventive genius. Original labor-saving apparatus and methods come from these workers' minds and hands. They often develop ability to interest and engage the help of others. Units are recognized as public benefactors. Civil authorities have given tangible proof of their appreciation through gifts, such as a church building, a school building, a hydrotherapy building, a hospital, or, as in one instance, material and money with which to build.

The Layman Foundation's Part

HOW The Layman Foundation helps, is difficult to explain. Suffice to say, it keeps four persons busy in its office every working day of the year. It does 25,000 miles of travel yearly. However, the really important part of the program is performed by Units, on the rim of the wheel, as it were, while we stick to the hub. Our office force often would like to exchange places with workers in the Units, but I tell them that "the heart should go out in fervent prayer while the hands

are busy, and the soul will be constantly refreshed like a watered garden. All should feel that the office is a holy place, as sacred as the house of God."

Permit a few words called forth from the composite experiences of Units whose records are in the archives of the office.

We have learned from sad experiences to beware of fire hazards and keep a close check on insurance, both for fire and liability.

That we should do nothing to imperil our privileges as welfare organizations.

That we should study and practice business principles.

That we should keep the spirit of democracy alive in our Units, for in this world democracy is having its death struggle. Models of Christian democracies are needed, where all are brethren and as truly equal in the eyes of each other as in the eyes of the Lord.

Every department and every committee needs to be operated on democratic principles. The great Julius Caesar could not resist the crown. Each of us is tempted to be autocratic, but true Christianity is democratic.

In one of the rooms at the Hermitage across the river from here, where General Andrew Jackson, the seventh President of the United States, lived, there is his framed reply to a letter from Commodore Elliott, who wished to present him with a splendid Sarcophagus made for the king of Syria and brought over on the frigate, "Constitution," so that he could be buried in state as kings are buried. General Jackson refused on the grounds that such a burial was not in keeping with the spirit of democracy. He wrote:

"I have prepared a humble repository for my mortal body beside my beloved wife, where, without any pomp or parade, I have requested, when my God calls me to sleep with my fathers, to be laid—for both of us there to remain, until the last trumpet sounds to call the dead to judgment, when we, I hope, shall rise together, clothed with that heavenly body promised to all who believe in our glorious Redeemer, who died for us that we might live, and, by whose atonement I hope for a blessed immortality."

TRUE leadership finds greater satisfaction in working with others than in working alone for honor and exaltation.

Try to find places for your misfits. They may be odd and irregular, but they may prove to be indeed some divinely planned cornerstones. Remarkable discoveries have been made by the patient application of this principle.

Now is our opportunity to work with the W. C. T. U. and other temperance organizations. Teach the truth about alcohol and tobacco. The hour is here when everyone should take his stand on the strong side of the question. At Madison we are encouraging young medical evangelists to lecture on health and temperance. Would you like to suggest places for them to speak, and ways by which they can receive their transportation and support? They need to begin, not in the larger centers, but in smaller, neglected places. The Layman Foundation would welcome a fund to meet such expenses.

"Wonderful has been the working out of God's plan in the establishment of so many health institutions. Intemperance of every kind is taking the world captive, and those who are true educators at this time, those who instruct along the lines of self-denial and self-sacrifice, will have their reward. Now is the time, now is our opportunity, to do a blessed work."

We understand that our city cafeterias and treatment rooms and food stores are to be made educational centers. At least, it seems that a dream of years is about to become true. We are working with our local conference brethren in starting a School of Health in the large room upstairs in our cafeteria building in Nashville. Trained, consecrated workers are leading out, and we hope the venture becomes an educational force.

An Expanding Work

IN ALL parts of this self-supporting field, more money can be used as the work expands. Greatly have we appreciated the generous donations received from the Rural School Fund. This fund is distributed with much care and after

wise counselling, not in supporting the workers but in supplying needed facilities.

The future may bring larger and still larger gifts. The Nicodemus' and the Joseph's appeared with their wealth only after Gethsemane. Living the life is the strongest argument one can present but it calls for the death of self. Francis of Assisi was teaching a young monk how to preach. They walked the streets all day and said nothing. The young monk asked, "When are we going to preach?" The reply was, "We have been preaching all day."

"Christ did not come as an angel, clothed with the panoply of Heaven, but as a man. Yet combined with his humility was an inherent power and grandeur that awed men while they loved Him. Although possessing such loveliness, such an unassuming appearance, he moved among them with the dignity and power of a Heaven-born king."

"The Savior lived on this earth a life that love for God will constrain every true believer in Christ to live."

Thus by living the life Jesus wishes us to live, we make it easier for the minister to preach the Word, for it is our privilege to win the multitude to the message preached. Thus the layman behind the scenes, in an increasing variety of ways, may aid the minister or officer in command, till the battle is won.

—S—

Representative of the book work in Southern Union Conference, H. F. Kirk, who was a week-end visitor, addressed the student evangelistic seminar. "We get in life what we bargain for," said Mr. Kirk, as he emphasized the necessity for careful preparation for Christian service and the value of high aims in life.

—S—

Some weeks ago another message from the Orient was given by a veteran worker in China, Pastor B. L. Anderson of Amoy. For thirty years he has been a laborer in that field.

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Dedicating the New Library

ALL forces seemed to converge toward the completing of the new library building by Convention time. On various occasions in the history of the institution a dedication has been planned, then passed by without realization. But with the home-coming of former students and the gathering in of friends from near and far for an educational rally, it seemed most opportune that Druillard Library, latest addition and long-looked-for unit in the senior college equipment, should be formally dedicated.

Peabody College for Teachers of Nashville, within the scope of whose immediate influence Madison is fortunate enough to be located, has always been most friendly and cooperative in our plans for growth and development to the level of a senior college. It was most fitting, therefore, that the dedicatory address should be given by a member of the faculty of that institution, Dr. Doak S. Campbell, Professor of Education and Director of Surveys and Field Studies, who was introduced by Dr. Sutherland. The time was Sunday afternoon, October 18. It is a pleasure to give some of Dr. Campbell's thoughts.

The Province of Religious Schools

IT IS highly significant that so many persons have met for the dedication of a library. I was very happy when President Payne asked me to speak for him and for the Peabody Faculty. Peabody is happy to have a part in any effort to advance education, and especially is this true where the institution has an objective of value. It has been our privilege to have members of your staff and your students as students on our campus, and it has been the privilege of our members to visit here. So for the president of Peabody, and as an institution, we rejoice with you. We share your joy of improvement in resources and services of this institution.

It so happens that I am also a member of the State Board of Education in Tennessee. The State Board of Education is respon-

sible for the management and direction of the public schools of the state, of its teachers' colleges and technical institutions. While I have not been delegated to represent the Board, I am certain that I express their sentiments in regard to education in private institutions. We do look upon church institutions as playing a great part in education. Frankly, I do not believe it would be wise, even if we could afford it, to have all schools supported from state funds.

Under religious auspices some things are contributed to citizenship and to education which cannot be done by the state. The private college has made contributions in this state, as well as in other states, and it is hard to think what it would mean if all these should be removed. I, myself, made a survey of just this thing. I found that if you were to remove from office those

who have been trained in private institutions, fifty per cent of the leadership would be removed.

The opportunity is here for any religious body to make its contribution of an important order. This must be of such a quality that it cannot be ignored. I am sure this institution is looked upon in this way in our state.

The Library an Educational Center

THE dedication of a library is significant in many ways. It is a well-known fact that three hundred years ago when the foundation was laid for Harvard University, the oldest institution of higher learning in the land, it was laid in a library, a gift by an interested friend of education. One of the most important features of that institution is the growth of its library. Historically, one of the most important steps in education has been in connection with the dedication of libraries.

There have been many assumptions regarding education. One of these assumptions is that telling is teaching. An individual who wants to know will ask a neighbor whom he thinks knows. Individuals may grow weary of imparting knowledge, but Ruskin tells us that the library of good books is always at our command. It is silently waiting for us all day long.

Real learning only takes place when the individual wants to know. When there is something he particularly wants, he asks, the answer is given, the appetite is satisfied, and we have real education. A library, then, is perhaps the most important part of an institution. I believe this storehouse is the center of the college and that it warrants strong emotion and most expressive feeling at its dedication.

Representing Student Labor

I AM especially interested in this library for other reasons than books. Those people who stood in this audience a few minutes ago [the architect and his building crew], those who laid stones or carried wood, or whatever else they did, deserve to make it a sacred occasion. We in America have been inclined to feel that if we want a thing we will buy it with money; that everything worthwhile is to

be purchased with money. But things are not necessarily valuable because they are purchasable with money. I have a table which I made when I was a small-town school teacher years ago. I would like to see you buy it from a certain woman I know. Yet one similar, or better as far as tables go, could be bought with a few dollars.

What Is Education?

DO WE in this country merit the criticism of Lord Bryce in his "American Commonwealth," that we are the best half-educated people in the world? More of our people are going to school each year. Ninety per cent of the children of elementary school age are in school. Four-fifths of the youth of secondary school age are in school, camps, or otherwise being educated. Hundreds of thousands of adults are attending school. But does that indicate education? Not always.

Called to deliver an address in a certain university I was sitting where I could see the backs of a few hundred chairs, valued, I judge, at ten dollars apiece, or more. My attention was called to the fact that most of those chairs had been ruthlessly marred, permanently disfigured. Every boy in that institution was expected to have a given number of units in civics. He was expected to make a B or better in his subjects. He could rise and probably recite creditably on amendments to the Constitution, but when it came to real citizenship and the recognition of property rights, he was deficient. This is what it means to be half educated.

Apparently the object of education is clear in the minds of the founders of the institution I am visiting today. What are the objectives of education? From the days of Plato, or Bacon, down to the present, it is stated that first of all education should insure a sound mind in a sound body, a clean mind in a healthy body, with the capability of exercising good judgment. In a school, everything should point toward this. If your library makes you better able to meet the situations of life, then the education of your institution is one step nearer the goal.

A Center of Culture

THIS library will grow. When I stepped inside the building I was delighted to see the provision for growth. You have now about twenty thousand volumes representing various fields of knowledge. Through the years if one wants to know this or that man's ideas or thoughts, he can get what he wants. The library will probably grow more rapidly than we foresee. Some people delight to contribute to the growth of this sort of treasure house and will make possible growth as rapidly as you can assimilate the books.

This [holding the Bible in his hand] is God's library—His collection of books for the instruction of men. Hosea, in his wonderful, prophetic words, says of the children of men as he sees them drawing into their lives from various sources, "According to their pasture, so were they filled." The presence on this campus of a library of well-selected books, within easy access of the young people to its

pastures, will displace many less desirable feeding places.

The library will have a sublimating influence, tending to conserve men and women by putting them in touch with high-class literature. Therefore we dedicate this library to humanity. And by so doing, we dedicate it to God. He built it through us. He inspired those who gave little and those who gave much. It should be the means of bringing us one step nearer Him.

I have been interested in your higher institutions of learning for many years, and in the many types of service of those who graduate from these institutions. Your organization holds a unique position in this country and the world over. It goes on unostentatiously developing a program in which all persons in the community have some part. Yours is a work of love, devoted to the service of humanity and the glory of God.

The Dedicatory Prayer

THOSE who attended the services setting aside the new Library Building for its specific part in the education of workers for the Master, will not soon forget the face or the voice of the friend of eighty years in our midst, visitor for the first time at Madison, Dr. Howard Hyde Russell, of Westerville, Ohio, veteran lecturer and organizer in the cause of Temperance, who offered the Dedicatory Prayer.

ALMIGHTY GOD, Creator of the Universe; Thou who didst declare, "Let there be light!" and there was light; and Thou, Only Begotten Son, who didst exclaim, "To this end was I born, and for this cause came I unto this world, that I might bear witness unto the Truth"; and Thou, Holy Spirit, proceeding from the Father and the Son, Loving Monitor, nearer than breathing to every trusting soul:—Sacred, mystical Trinity, we appeal for Thy holy inspiration and blessing as with united gratitude we humbly pray Thee to accept and to consecrate the gifts and labors of love embodied in this temple of light and truth which we dedicate today to the cause of Christian education.

We thank Thee today for the high ideals animating alike faculty and students here as they seek helpful benisons to bear forth unto others. We thank Thee

that so many realize that while it is good to live and *let* live, it is far nobler to live and *help* live.

We praise Thee, O God, for the inspiration and guidance Thou hast conferred upon the institutions which have sent their delegates to this annual convention of Southern self-supporting workers now about to return to their various fields of sacrificial toil, and pray the continued blessings of God to rest upon their work for the under-privileged, regardless of sect or race, of the mountains and valleys of our Southland and beyond.

Thou, O God, dost behold here present many youth who are working their way, as others of us at like age of time and privilege have had to do. Oh, cheer their hearts, we pray, to believe that those who thus plod over paths of hardship rescue many rich life-values otherwise unattainable.

We bless Thy holy name that among the volumes crowding these shelves there will be found the various editions of that most sacred Book of this life and of the endless life, with careful commentaries thereon—

“Holy Bible, Book divine,
Deeper dig into this mine,
Brighter yet the jewels shine!”

In these thrilling chapters of the old dispensation and the New Testament, bearing in type and song and prophecy the radiant record of the redemption of the world, we learn that our God will supply all our need according to His riches in glory through Christ Jesus.

HELP, we pray, that all who thus listen with the disciples upon the mountaintop may comprehend the Master's precepts and live steadily upon the heights of the Beatitude of Life:

“Blessed are the poor in spirit, for theirs is the kingdom of heaven. Blessed are they that mourn, for they shall be comforted. Blessed are the meek, for they shall inherit the earth. Blessed are they which do hunger and thirst after righteousness, for they shall be filled. Blessed are the merciful, for they shall obtain mercy. Blessed are the pure in heart, for they shall see God. Blessed are the peace-makers, for they shall be called the children of God. Blessed are they which are persecuted for righteousness' sake, for theirs is the kingdom of heaven. . . . Ye are the salt of the earth. . . . Ye are the light of the world. A city that is set on an hill cannot be hid. Neither do men light a candle, and put it under a bushel, but on a candlestick; and it giveth light unto all that are in the house. Let your light so shine before men that they may see your good works, and glorify your Father which is in heaven!”

We pray, our Father, that this growing collection of volumes of history, biography, science, literature, all made more grateful and blessed by the fellowship of practical religion, may be so read and studied and

so commended and assigned for reading by spiritual advisers, that true faith, the faith of the early church fathers, the faith of Thy servant Paul recorded in his letter to the Hebrews, may become the supreme ideal of the Christian readers so that they shall catch the contagion of faith of those triumphant apostles and martyrs who, “through faith subdued kingdoms, wrought righteousness, obtained promises, quenched the violence of fire, escaped the edge of the sword, out of weakness were made strong, waxed valiant in fight, put to flight the armies of the aliens!”

In this heartfelt and humble spirit of united supplication we together dedicate by our yearning prayer this central shrine of truth of this Christian college. We do supplicate its sacred consecration of the progress of the kingdoms of this world, that they may become the kingdom of our Lord and of His Christ.

In the name of the Father and of the Son and of the Holy Ghost,—Amen and Amen.

—S—

A Call to Young People

YOUNG people ambitious for a college education will be interested in student opportunities in Nashville Agricultural Normal Institute. Some of the attractions are four years' college work, Nurse-Training, Teacher-Training, Diet and Nutrition, Agricultural, Premedical, and Medical Evangelistic Courses.

Industries furnish remunerative work making possible a college education at a minimum outlay of cash. The cooperative work-study program has educational advantages as well as being an attractive financial feature.

Winter quarter registration date is December 28, 1936. There is industrial work for a limited number of qualified students before that date. Catalog will be sent on application to Nashville Agricultural Normal Institute, Madison College.

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Asheville Agricultural School and Mountain Sanitarium

By MARGUERITE JASPERSON

ONCE more it becomes my privilege to report for the work at Fletcher, North Carolina, known by the corporate name, Asheville Agricultural School and Mountain Sanitarium. Many of those who have been in this work for long have to our pleasure found their way to our door and know the location. For the benefit of others let me say we are fifteen miles from Asheville, a city of 40,000, and seven miles from Henderson with its population of 7,000, both growing resort cities of our section.

The property was purchased in 1910, incorporated in 1920. To the original tract of 450 acres, additions have been made until the total now is 900 acres,—much of it mountain land, most of it wooded, parts of it covered with valuable saw timber from which we have drawn for the erection of buildings as well as for fuel. By intelligent conservation we believe the supply is sufficient to give us continuous building material, fuel, and a permanent supply of stumps for the committee that looks for means of engineering righteousness in erring youth.

With this background, if you let your imagination play, you can visualize our place as a rather secluded spot in the hills, made beautiful by landscaping and much planting of native trees and shrubs. You

will see patients walking about the grounds or possibly at work in the flowerbeds. You will see vehicles passing in and out as doctors go on hurry calls and patients come and go. Then there is the large school family, as we call ourselves, pursuing activities that are part of the life of the place. Students are working with teams in the gardens and fields; trucks are coming in loaded with building material; nurses come and go

about the sanitarium; students are at work in kitchens, laundry, and bakery. With this picture before you, you see why, like Rebecca in her Sunnybrook home, we never know a dull hour.

Mountain Sanitarium

THE Sanitarium is a major department of the enterprise, and very interesting. In 1935 we had an average of twenty-five patients per day. In 1936 we have

MY SYMPHONY

TO LIVE content with small means; to seek elegance rather than luxury, and refinement rather than fashion.

To be worthy, not respectable; wealthy, not rich.

To study hard, think quietly, talk gently, act frankly.

To listen to the stars and birds, to babes and sages with open heart.

To hear all cheerfully, do all bravely, await occasions, never hurry.

In a word, to let the spiritual, unhidden and unconscious, grow up through the common.

This is to be my symphony.

—William Henry Channing.

had a run of a little more than an average of twenty-seven patients per day, a gain in average of two patients per day. The register shows admissions from twenty-five states. Among them are names of prominent families. The past summer broke all previous records for patronage. During the month of August there was an average of forty-two, and the highest patronage reached forty-nine.

The Sanitarium is accredited by the American College of Surgeons. The outpatient department showed approximately 2500 office calls on a physician. These patients come largely from the immediate neighborhood and add human interest to the picture. They come in all sorts of vehicles, from the limousine to the old Model T Ford. Last Spring there was parked by a shining new car an ox team by way of contrast. The ox team had come from a distance, its owner, a man well advanced in years, scorning to ride; so a neighbor had driven the ox team to pick him up "in case he give out," which he had not done.

I marvel sometimes at the large load of human joy and sorrow that our small place carries. There is hardly a home for miles around that has not some time turned to us for assistance. And we have given of every kind imaginable. Some time ago I passed a home where there were beautiful flowers. I wanted some to decorate for the wedding that was about to be in our family. Did I get them?—Surely, as a loving tribute of that mother's thankfulness for what had been done by our doctors and nurses for her and her babies.

An element of human interest centers about the men who come to work off their sanitarium bills. We encourage it, for it is better for them to have the spirit of self-respect and independence. There is a tendency with the mountaineer to work only when he takes the notion. The spirit often is willing when the flesh is weak. He doesn't take work when the weather is bad or court is in session. Nevertheless, many hundreds of dollars have been worked off during the years.

The Farm

UNDER the skillful care of James Lewis the farm has been used by Tennessee Valley Authority to demonstrate fertilizers. First we had one barn, and now two, full of feed for stock. There are the problems of cover crops, nitrogenous plants for building up the soil, lespedeza, one of three tracts in the county, alfalfa, four cuttings in a year. The educational value of agriculture is very evident from the pride of the boys in their department, their pride especially in the dairy and work stock, their good mules and good machinery well cared for.

We make it a point to participate in every good thing of the community, the Parent-Teachers Association, the fair, the prizes for canned goods, field crops, live stock, and other things.

The School

A GROWING school is a wonderfully interesting activity, and each year ours becomes more interesting. Enrollment to date shows fifteen in the Nurse-Training School, thirty-two in the grades, and eighty-eight in high school. Our young people are largely from the Southern states, with North Carolina and Tennessee in the lead.

The Training-School is accredited by the State. This year we graduated our third class. For a number of years we realized that the high school must be accredited if we wished to be able to turn graduates into our Nurse-Training School, or into other institutions. Last fall we were made to feel that the time had come for action. It was a glorious feeling to be ready for the emergency. We invited inspection by the State, made application, and in June received our rating, the highest a school of our size can have in the State of North Carolina. Our relations with the State Department of Education have been most cordial.

This past spring we graduated thirteen high school students, seven of whom are in college this fall and two others in training schools for nurses.

We employ seven teachers, two in the grades and four in high school, with a full-time music teacher for all grades.

Our students make an interesting group. Conspicuous among them is the large number of orphans or half orphans. A year ago when a first-year high school class in English wrote their autobiographies, I discovered that half of them were orphans. I came to realize that these children look to us for more than a school. It is "My school home," as a little girl said whose parents left her with us when death took them both.

In order to meet the situation we have carried on an energetic program of training for our teaching staff, having representatives from our force in teacher-training centers in three states during the summer.

A Building Program

ONE of the greatest problems a growing institution has to face is that of providing suitable equipment, and suitable housing and facilities for workers and departments. The pioneer spirit that uses what one has and makes the best of it reaches its limit. Lower forms of animal life, the slow-movers, grow their shells upon their backs. Man has to build his home.

We reason, somewhat in a circle, that if we accept more students we will have a solution to our problems. But immediately we are faced with the need of more house room to shelter the increasing size of the family, and with the facts that dining quarters are too small and we must enlarge the dairy. This calls for more crops, which in turn demands more laborers. And so we go the rounds.

For a year we have been planning more rooms for sanitarium patients and added facilities for the service departments. We face the proposition of having time and money. Like most institutions of our type, we have more time than cash; so we spend year gathering materials for a six-months building program. At present our campus looks as though we had been gathering material from the four corners of the earth. There is pipe, lumber, and tile, all purchased at bargain prices.

THE most ambitious project we have undertaken is that of helping wreck

a fourteen-story hotel, built during boom days of the past decade. At times we debate whether we are courageous or merely foolhardy in attempting such hazardous work, but it has furnished us some fine material which we hope in the near future will be assembled in the form of a very attractive and useful building to care for some of the pressing needs in connection with sanitarium and hospital work.

In the meantime we have completed a two-story building, finished in white cement stucco over cement blocks, for bakery, cannery, dairyroom, store, print shop, and general storeroom for the institution. It is the best constructed building on the place and is practically fire proof.

In order to care for shop needs we built a new machine shed for farm machinery. A boiler added to the heating system made necessary an addition to the boiler house with workroom for the plumbing and heating department.

One other major project of the summer was the installation of a gravity water system. We are fortunate in having on the property a mountain stream. We are putting in 6,000 feet of four-inch water line, with a two-hundred-foot head, which will give us abundant pressure. When this is completed, we hope to have solved our water problem in a permanent way.

One other project is under way. The young people have been raising money for a new music studio. It is out of the question to find a level building spot here in the mountains, so we are building this on a hillside, the first story to be used for classrooms, the top floor as music studio and practice rooms. Material from the wrecked hotel goes into this building, which will be finished with white stucco.

Never yet have we put up a building or provided a room that was not acutely needed. We have long since learned that as an institution grows, its needs increase as it is able to serve the community. The problem is to so build that every addition will serve our needs to the limit.

We have learned to appreciate our co-workers. We have a number of young

people comparatively new in this type of school. On the other hand, a number have been together for a period of years. The ability of the institution to enlarge is in proportion to the ability of its workers to cooperate, work together in the harness. We have laughed together, and we have wept together, for the sorrow of one is the sorrow of all. We do not always see alike, but there is freedom of discussion and the sky is clear when we are through. Let any one slap one of us, and see what happens. We've seen a heap of living together, and we're staying by.

—S—

Youth's Temperance Councils

HEALTH and temperance is a vital feature of the Madison program of teaching. Medical-Evangelistic courses stress this; Julius Gilbert White's lecture program emphasizes it. The young people of the campus, under the able leadership of Mrs. George Droll, have their Youth's Temperance Council, an auxiliary of the Woman's Christian Temperance Union.

From *THE PEPTIMIST CRIER*, November issue, we quote the following paragraphs concerning a recent Council held at Chattanooga to which the local Council sent representatives:

THE Tennessee Federation of Youth's Temperance Councils held its annual Rally in Chattanooga, October 23-25. The meeting was one of great inspiration. Miss Helen Byrnes, General Secretary of the National Y. T. C., in conference with the young people presented with her enthusiasm the high ideals which it is their privilege as Christians to reach. She linked with this the duty toward their fellow youth to inspire them to lives of total abstinence.

Mrs. Lorena B. Upham, State General Secretary for the Y. T. C., contributed much from her wealth of experience to the success of the Rally. Miss Betsy Josecylin, State President, presided at the meetings in her gracious, efficient manner.

A most helpful feature of the program was an early morning prayer meeting held on Look-out Mountain. Marvin Green, of Kentucky, gave a splendid message at this time. Then an outdoor breakfast was enjoyed by all.

Madison's Youth's Temperance Council won a year's subscription to *The Union Signal* for being the first in the state to pay the annual dues. They also shared with the Nashville Y. T. C. the joy of learning that the work magazine prepared jointly by these Councils won for Tennessee the prize awarded by the National W. C. T. U. Convention in Tulsa, Oklahoma, this summer.

State officers for the ensuing year were elected and directors of departments appointed. George Katcher was elected Treasurer, Albert E. Kephart was appointed Director of Medical Temperance, and Beverly June Pruette, Director of Parliamentary Usage.

The students attending from Madison appreciated this pleasant association with an earnest group of young people who have as their motto, "No good thing is failure; no evil thing success." Dr. and Mrs. Droll made this privilege possible.

—S—

Units Report at Convention

ONE of the inspirational features of the Annual Convention of Southern Workers as they gather at Madison is the reports given by unit representatives. Those who have attended these gatherings through the years carry always a distinct memory of the early days when the hardships of pioneering were more in evidence than now, when many struggled almost single handed and alone against almost overwhelming financial problems and others. There are the same problems still, but the groups are larger, and the combined efforts, while they multiply the activities and burdens, do likewise divide the responsibilities and lighten the load, revealing in most cases a quicker return for the effort expended.

Would that we could pass on to *SURVEY* readers some part at least of all these reports. They were scattered through the Convention, sometimes appearing as part of symposiums, sometimes as papers delivered in person by some active participant in the cooperative concern. The high points from one,—that given by the principal of the school at Fletcher,—must serve this time to reveal the spirit of work and workers, and to whet your appetite for more.

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Practical Thoughts and Suggestions

IT WAS a distinct pleasure to those who gathered from far and near at the Fall Convention of Self-Supporting Centers of the Southland to have with them, for a part of the time at least, President H. J. Klooster of Southern Junior College, Collegedale, Tennessee. Buoyant is his outlook on life, strong is his confidence in the ultimate triumph of truth, and keen is his ambition to see every worthy young person given the chance to prove himself in the educational field. A few paragraphs from his talks indicate why he is so well received.

How Can Rural Schools Cooperate With Other Institutions?

I HAVE been telling our youth that our biggest, brightest days are still before us. Our work, appointed of the Lord, is not to close in a corner. We must remember that a movement such as this takes years to become established. It is yet to see its finest days.

Some say we have too many schools and senior colleges. My response is that we have no facilities in excess of what we need. To argue the need of retrenchment is but to confess loss of vision. We are still pitifully inadequate to meet the situation that faces us and our share in the solution of world problems.

I am convinced that one of the most effective ways the self-supporting schools can cooperate with our other educational institutions is to give us the privilege of visiting them that we may see their methods of meeting situations. For instance, demonstrate to us how it is you are able, so it seems, to get a thousand cents out of a dollar. That is better than most of us are able to do.

IN ORDER to create a love of learning in the hearts of elementary and secondary school pupils, we must keep constantly before them the idea of carrying their education to the point where they can serve the Cause to the best of their ability. We must be prepared to carry forward under the keen scrutiny of highly trained men of the world. We must have teachers with highly developed ability of leadership. We want to create progress along with a deep and abiding love for the gospel truth.

Lighting the Lamps

I WELL remember how when a boy, as the evening shadows lengthened, I watched a man light the street lamps in our little town. On down the street he passed with a pole over his shoulder, at the end a bit of cloth saturated with kerosene.

You and I are lighting lamps for God. I am grateful for the opportunity to teach young people, deeply grateful for a small part in this program of training

workers for the great harvest field. Some of my students have gone to distant fields, and I feel that I am having a part with them in their successes. Every one who enters school presents another opportunity for leadership.

Caleb, a Character Study

I LIKE the story of Caleb, that man of genuine worth, one of the twelve spies sent forth by Moses into the Promised Land for first-hand information which he was commanded to pass on to the multitude who had not the privilege of seeing for themselves.

Ten of that twelve brought back a discouraging report. They confessed to the wonderful natural resources of the land they had surveyed, but in their opinion there were difficulties with which the people could not cope. They were men without courage; they lacked vision; they had forgotten the Power that brought them out of Egypt. They weakened the hearts of the masses, turning them back into the wilderness.

Caleb had another spirit. He saw the same difficulties, but his heart was inspired by a vision of the might of his Master. Forgetting the difficulties, he exhorted, "We be well able to take the good land." He had an affection for the commands of the Lord, a spirit of obedience, a courage to do what the Master told him to do.

We have specific instructions as to the education needed in the Southland. If we can enter into this work with a child-like confidence, God will fulfill His promises as surely as in times past.

CALEB spared no effort to convince Israel of God's plan. He begged them to follow divine counsel. His own people took up stones to kill him. Caleb might have said, "Follow your inclination; go back to Egypt; I will stay here." But he did not do that. He went back with his people into the wilderness. For forty years he walked with them, endured with them. There is recorded no word of censure he ever spoke. He was not making it hard for others because they were not going the way he thought they should. He suffered deprivation for forty years, un-

complainingly, identifying himself absolutely with God's people.

Forty years later he was back at the same spot. There is no record that then he said, "I told you so." We sometimes find a certain satisfaction in saying those words. Caleb was a man of different spirit. Tolerant, loving, patient, he did all in his power to bring others to a right mental attitude. His is a model of leadership.

I am tremendously anxious as we approach the dramatic climax in our work, that the leadership fail not, and that our attitude be such as to assure the highest type of cooperation.

—S—

Rest Harbor Rural Association, Inc.

ONE year ago Ira O. Wallace, of Lockport, Kentucky, met for the first time with the Southern Self-Supporting Workers in Convention. He introduced to them his ambitions to establish an educational and medical center in his home county, and asked advice. This year Mr. Wallace returned to Convention with an encouraging report of progress. In part he said:

THE task undertaken by this Association is to provide immediately some relief to an area of 500 square miles which at present is without a practicing physician. Midwifery is still practiced, and many mothers and their infants die for lack of proper medical attention. Our institution will be the only one in a group of five counties.

To meet the peculiar problem of our community we have a five-point program—(a) a sanitarium and hospital; (b) a rural school; (c) a demonstration farm to introduce new sources of income; (d) rural industries; (e) lecture courses as part of an adult education program.

The enterprise was undertaken with the most meager financial backing. We solicited adoption by some foundation or philanthropic group, but all had their hands full with present activities. We owe a great deal, however, to the moral support and encouragement given by Pewee Valley Sanitarium workers.

SMALL beginnings were made in 1935. We now have a school. Recently application was made to us for a school to be operated five miles away. We have a farm of 130 acres, nine acres of which are in fruit, including a good orchard, a vineyard, a strawberry field, and a raspberry plantation. Improvements have been made on buildings and farm, and a team, poultry, and tools have been added to the equipment. A broom and mop factory is to be started in a few weeks, and other industries are contemplated.

This past season with the help of the federal farm program our farm met its expenses, in spite of the fact that this section saw the most severe drouth in its history.

THE town of Lockport has donated a beautiful site for sanitarium and hospital. A construction company gave us \$1,000 worth of work on this property. The town is sponsoring the undertaking as a W. P. A. project. Even though the building has not yet been started, we are receiving requests for patients' rates. The location is a desirable one on the outskirts of the town, overlooking the Kentucky River in two directions, and is surrounded by wooded hills and beautiful scenery.

The drawings for a \$30,000 building have been submitted to Morton Milford, assistant to Mr. Harry L. Hopkins, of Washington, who is much impressed with the site and the needs of the people. There are only about 150 people in Lockport, but they have pledged \$400 to the enterprise. A friend in Chicago recently pledged \$500. We need about \$4500 in addition to the help of the W. P. A. We have seen providential openings. We believe that the day of miracles is not past and that our God is the same yesterday, today, and forever.

WE NEED a surgeon. Enough surgical cases are sent to Louisville from this section and other distant points to fill three such institutions. Lockport is located beside one of the best inland beaches in America, a good fishing resort, and a new scenic highway is under construction through the town. We consider it a strategic location for a sanitarium.

Several thousand dollars are needed to put the entire plant in position to do efficient work in proportion to the needs of the community. The farm needs two cows, a wagon, a harrow, and a mowing machine. We need workers capable of building, or who can conduct an industry. We need nurses and a farmer.

I think I should mention the need of clothing in the community. We could distribute many bundles of clothing during the coming winter. It is difficult for people at a distance to visualize the situation and realize the needs of this section of the Southland. Recently a physician told of his answer to a call that came from a woman sick in the hills. He drove as far as possible in his car; then discarded it for a horse and buggy. Then he rode horseback for a time and finally walked across the fields to the house in which the woman lay. When he reached there the patient was dead.

You cannot listen to the story of these sympathetic doctors without longing to do something for the people. We trust the burden will be placed on others as it has been on our little group of men and women who are laying the foundations for a new work in the Kentucky mountains.

—S—

A Madisonian Indeed

WHILE Dr. and Mrs. E. A. Sutherland were attending the Fall Council at Fort Worth, Texas, the latter part of October, it was their pleasure to be joined by their daughter, Dr. Yolanda Brunie, of Pasadena, California. She came home with her parents for a few days' visit, and on November 11 spoke to the students at evening chapel hour.

The fact that it was Armistice Day recalled experiences in her life eighteen years ago, when as a young girl she was a student at Madison and, as we were under war regulations, she with others was in the garden gathering peas when the shriek of whistles at the powder plant across the Cumberland River, announced the cessation of hostilities.

Dr. Brunie was in reminiscent mood as she faced the young people in training.

She had been introduced as one who was born, educated through the elementary school, through high school, and through the premedical course all on the Madison campus. Her first experience in another school was on entering the College of Medical Evangelists.

Her mind ran back to the days when as a girl of twelve she assumed duties in the domestic science department, carrying from then on her assignments of daily work. She was a helper in the Printing Department when the SURVEY was started.

She was a charter member of the band and of the orchestra when George McClure and A. J. Wheeler formed these organizations. In fact, there were few activities about the place that she did not at one time or another have some part in.

As a physician entering intimately into the woes of others, she confesses that the routine of daily work and study was an invaluable feature of her preparation for life. "I find," she said, "that a good many ills that people fall heir to can be avoided by the poise and self-discipline which this phase of education cultivates. It prepares one to cope with the problems of life. In the medical profession, it is not the classroom examination that is the real test, but the ability to deal with human beings."

Many are the improvements on the campus which Dr. Yolanda mentioned. There are still many here with whom she was associated in her school days. She complimented students for the privileges they have, and exhorted them to make the very best use of all their opportunities. "The principles of education in operation here are wonderful. I am very happy to see what is being done here. It appeals to me as the nearest fulfillment I have seen of the divine outline for educational work."

The Laymen's Extension League

AT THE closing session of the Annual Convention of Southern Workers, convened under the auspices of the Laymen's Extension League, at Madison, the middle of October, the following officers were elected for the ensuing year:

- President, 1936-1937, Dr. John Peters, Pewee Valley Sanitarium, Kentucky.
- President-Elect, Dr. Lew Wallace, Madison Rural Sanitarium.
- Secretary-Treasurer, Mrs. Elsie Brownsberger, Mountain Sanitarium, Fletcher, North Carolina.
- Field Secretary, Mrs. Lida F. Scott, Madison College, Tennessee.
- Educational Secretary, Miss M. Bessie DeGraw, Nashville Agricultural Normal Institute, Madison College, Tennessee.
- Medical Secretary, Dr. John Brownsberger, Mountain Sanitarium, Fletcher, North Carolina.
- Medical Evangelist, Professor Howard Welch, Nashville Agricultural Normal Institute, Madison College, Tennessee.
- Agricultural Secretary, Professor E. C. Jacobsen, Nashville Agricultural Normal Institute, Madison College, Tennessee.
- Dr. E. A. Sutherland, Medical Superintendent, Madison Rural Sanitarium.
- T. G. Strickland, Principal, Alabama-Mississippi Academy, Chunky, Mississippi.
- B. N. Mulford, Principal, Fountain Head, Farm School and Sanitarium, Fountain Head, Tennessee.
- I. H. Sargent, Lawrenceburg Sanitarium and Hospital, Lawrenceburg, Tennessee.
- President of Junior Laymen's League at Madison, Mrs. Susan Ard.

The associates are:

- Field Work: A.A. Jasperson, Fletcher, North Carolina. J. T. Wheeler, Pewee Valley, Kentucky.
- Educational Work: Mrs. Marguerite Jasperson, Fletcher, North Carolina. Professor E. C. Waller, Pisgah Industrial Institute, Asheville, N. C.
- Medical Work: Dr. O. S. Lindberg, Pisgah Sanitarium, Asheville, N. C. Dr. Lew Wallace, Madison College, Tennessee.
- Medical Evangelism: Professor J. H. Bleuer, Fountain Head School, Fountain Head, Tennessee. D. E. Pound, Banners Elk, North Carolina.

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A New Library on the Campus*

By Mary Kate Gafford

TO MY mind, the library is the hub of the wheel of modern education, around which all the spokes of different branches of learning center. Without the hub, the wheel cannot function. More and more educators are beginning to realize that the library is not a luxury, but a necessity. With changes in methods of teaching comes a corresponding change in the administration of libraries. Up-to-date teachers no longer use exclusively the old textbook method of instruction. The tendency today is to assign material from a number of sources. Since it is obviously impossible for one person to purchase all this reference material, the library is providing it. Consequently, instead of being a mere storehouse for books, the library has now become a laboratory, as it were, where research may be carried on to the best advantage.

INSTEAD of chaining the books to the desks, as was the custom in medieval libraries, or locking them in rooms to which no one but the librarian is admitted, many libraries have what is known as "open

stacks" and "browsing rooms" where readers may select for themselves the books they desire. Books, instead of being jealously guarded by a librarian whose chief function is that of a policeman, are being circulated with only a few restrictions.

Every encouragement is given to increase the circulation. Advertising schemes of various sorts are resorted to.

We are fortunate in having a new library building—a beautiful structure. We all admire it. But that building, beautiful as it is, is *not* the library; the collection of books on its shelves is *not* the library. The library, in reality, is a combination of these two features with the personalities within its walls. To make the library

a success, make it fill the place in the educational program of the institution that it should occupy, we need a capable staff of workers and the heartiest cooperation of every faculty member with this staff.

The development of the library, from the standpoint of the books on the shelves, has been a long and gradual process. When I first connected with it, it was a small



Entrance to Druillard Library

*Extracts from a paper presented to the Faculty.

and insignificant feature of the institution. The books were few and facilities were decidedly limited.

WONDERFUL things have been brought about since the day I cataloged my first book. It has been my privilege and delight to see that little collection increase to over twenty thousand volumes. The largest additions were made during the four-year period 1931 to 1935. In this campaign for increase Dr. Floyd Bralliar has been a leading factor.

We are especially proud of our autographed copy of the life of Helen Keller; our collection of twenty White House Conference books on child health and protection, a gift from the White House during the Hoover administration; our Bonser library, a gift from the wife of the late Frederick Gordon Bonser, noted modern educator, who during his lifetime was a professor of education in Columbia University and an author in his field.

We are also proud of our bound volumes of *Harper's Magazine* dating from the first volume in 1850 up to 1876; of our *Century Magazine*, dating from 1882 to 1905; and of our *Scribner's Monthly*, dating from 1870 to 1881. Our collection of bulletins should not be overlooked. We have quite a number in the field of geology. Smithsonian Institute has been generous in its donations. The Office of Education at Washington has placed our name on its mailing list for bulletins in the field of education.

In addition to these, we are thankful for the following splendid reference books: *The Reader's Guide to Periodical Literature*, an index to the leading magazines of general interest; *The United States Catalog* and *Cumulative Book Index*, and index to all the books that are being published in the United States; *Who's Who in America*; a set of law encyclopedia, a donation from Mr. Cooper, a leading lawyer of Nashville. Our latest additions have been a Funk and Wagnall's New Standard Dictionary, a Webster's New International Dictionary, the latest edition of the Encyclopedia Britannica, and the Americana, which is not yet off the press.

The sudden and continuous pouring in of books has created no small problem in

cataloging. When one considers that it takes an average of two hours to get a book on the shelf, he can see that ours has been no child's play. The library has been kept open thirteen hours a day and has served a patronage of 450.

Along with the increase in the number of books has come an increase in circulation. Today the library is being used as it never was in its early days. We may attribute this growth in use to the addition of much usable material to our reading collection; the assignment of an ever-increasing amount of outside and supplementary reading by members of our teaching staff; the awakened interest of the school in the library due to the standards of accrediting associations; the new library building with its commodious and attractive reading room.

With the dedication of Druillard Library we have entered upon a new era. We have just reached a good starting point on the road to success. We are now ready to tackle more serious problems, and in considering them, we should maintain a steadfast adherence to the ideals of service to God and to humanity.

—S—

From Fountain Head

TWENTY-EIGHT long years have passed since we drove our first stake at Fountain Head, having come here after spending some time at the Madison School in the infant days of that institution.

We had less than a ten-dollar bill when we decided on our knees over in a certain woods lot that God wanted us to have a part in opening a school in a new place. In coming to Fountain Head it was our keen desire to build up an educational work where not only those of the community but also individuals from a distance might have opportunity for an education even though they might be without funds usually deemed necessary. It was also our desire to carry forward some simple lines of medical work.

God honored the faith of those early days by giving us land, equipment, and workers, so that the first year we had a good school. During that same year we

were called into many homes to nurse and care for the sick. Since that time our work at Fountain Head has been substantially strengthened from year to year.

WE are teaching eleven grades and have something over three hundred acres of land as an industrial background. We have proved during these years that it is possible for young men and young women to maintain themselves with the work of their own hands while passing through school. Some of those who were with us in the earlier years are now scattered here and there as farmers, craftsmen, teachers, nurses, doctors, and home builders, and wherever they are you will find them actively engaged in a high type of leadership in their community.

Our medical work had a splendid growth, but has been retarded by two fires. The last one, in February of 1935, completely destroyed our medical plant with its equipment. We are gradually getting back on our feet and feel confident that we will see our medical department again functioning for the relief of human suffering in this big needy section.

B. N. MULFORD

—S—

Alert on Health Education *

EVERY country in the world is pushing health education to teach its people to conserve their mental and physical health, according to Professor C. E. Turner, teacher of biology and public health at Massachusetts Institute of Technology. He has just returned from a round-the-world tour of twenty-five countries to speak before a meeting of the American Dietetic Association at Boston.

"Java has in operation one of the best-adapted pieces of general health education for the adult population found anywhere in the world," he declared. Siam's new government is vigorously working to make the school children more healthy, he added. And in India the leaders in health and education are eager for progressive improvement in their health program. Throughout Europe, Professor Turner found the same tendency to push health

education in the schools, that children may acquire habits and knowledge that will enable them to ward off preventive diseases. In the Far East he found China and Japan using standard American materials on health education, translated into their own languages.

Stressing the importance of proper diet in resisting or overcoming infections, and in preventing diseases, Professor Turner said that nutritionists in America may well feel proud of the contribution which their profession has made in aid of health education. American leadership in the field of health education is considerable, he said, and no field of health teaching has more importance for the world's people than nutrition.

—S—

Madison Foods March On!

THREE years ago the food department at Madison was reorganized and a program of health food education was introduced combined with the actual distribution of the foods themselves. Known to jobbers and retailers as Madison Foods, this organization has shown commendable improvement and now keeps an energetic group of students busy most of the twenty-four hours of a day. For the past six weeks two shifts have been running to capacity and sales still continue to mount, showing marked improvement over the same periods for last year.

The beautiful new Madison Foods packages are still winning favor in the eyes of merchants who are looking for "something new." Patrons who come into the stores pick up the packages and remark about their simplicity and attractiveness. Letters are received from far and near commenting favorably on the packages which, because of their attractive designs and beautiful color effects, find their way into interior store displays and window displays, adding the desired touch of color and attractiveness. Madison Foods are now available in many stores and the sales activities are constantly adding new stores to the long list already covering over twenty-seven states.

*From *New York Times*, November 8, 1936.

LITERATURE emphasizing the outstanding points of the foods is furnished to dealers with discussions of various fundamentals. The value of food iron is emphasized, the value of whole grains in breads and cereals, the value of minerals, proper acid and alkaline balance, a non-stimulating drink to take the place of coffee, tasty protein foods to take the place of meat—all come in for their mention in the literature which is prepared from the research publications of recognized doctors and chemists.

During the past three months the director of Madison Foods covered 7,000 miles developing sales in the eastern territory. Part of the time he was accompanied by the eastern representative whose headquarters are in New York City. Dealers are enthusiastically promoting the Madison idea of common sense eating, realizing that the more careful their patrons are in the selection of their food, the healthier they will be, and the healthier their business.

Some well-known stores that have featured Madison Foods in special displays and demonstrations are Cobb, Bates, Yerxa, Boston; McCreery's Department Store, New York City; and L. J. Callanan, New York City. In some instances full-window displays were given, which is a special service Madison Foods offers its dealers. The special display window was designed by one of New York's leading window decorating services, and the installations are supervised by them. In connection with these sales helps, samples were distributed liberally to introduce the foods to the unacquainted.

WE ARE glad to have word from Mr. Willard F. Deveneau, formerly Director of Merchandising of the Richardson-Taylor-Globe Corporation, Cincinnati, Ohio, who, together with his staff and the director of Madison Foods, was responsible for the new Madison Foods packages. He is now associate editor of *Modern Packaging* magazine, the outstanding package

journal and one of the finest magazines printed. He writes:

"It is a matter of personal gratification that the work that we did together has resulted in the beneficial results for which you have generously given us credit. I am most interested and delighted to see the number of New York stores which not only are handling Madison Foods but are making use of the packages in their window displays."

The ideals of the founders of Madison Foods are aptly expressed in its slogan, "Devoted to the Protection of Your Health."

—S—

Items of Interest

During the past month the Sanitarium has removed the tonsils of thirty Davidson County school children as a part of a Blue Ribbon Health Campaign being put on by the schools in cooperation with the County Health Department and the Parent-Teachers' Association.

Mrs. Marion Anderson is here from Cuba and will spend a few weeks visiting her mother, Mrs. Elsie C. Ulbricht.

Mr. G. P. McIntire, a prominent Nashville business man, was out for a few days to recuperate from an attack of influenza.

Mrs. John K. Ferguson, of Paducah, Kentucky, is spending the winter as a guest at the Sanitarium.

This week we were glad to have a visit from Mrs. L. V. Bowen whose son and daughter are enrolled here as students. Mrs. Bowen and her husband were students here seventeen years ago, and she naturally found the place much changed. She was accompanied by Elder and Mrs. E. E. Carman, who were formerly missionaries to China, and Miss Evelyn Jepson, home economics teacher at Berea Junior Academy, Jefferson, Texas, of which Elder Carman is now principal. Elder Carman spoke to the assembled school family at the Sabbath morning service.

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Dietitians in Convention

FRANCES L. DITTES

THE American Dietetic Association held its nineteenth annual meeting October 11 to 16 at the Statler Hotel, Boston, Massachusetts. More than one thousand members attended. This convention gathers hospital dietitians, heads of college nutrition departments, and instructors from the various states in the Union.

It was a most profitable meeting, a real feast of good things.

There were sectional meetings for those interested especially in administrative problems, meetings for those interested in building up courses of study in colleges for dietitians, and meetings for those interested in diet-therapy.

Dr. Elliot P. Joslin, of Harvard Medical School, gave a sane, practical, and well-illustrated discussion on "Diabetes Today." Other outstanding papers and discussions were "Protein Deficiencies," by Chester M. Jones, M. D., Massachusetts General Hospital; "Diet in Arthritis," by Walter Bauer, M. D., Massachusetts General Hospital; and "Anemias of Nutritional Deficiencies," by George R. Minot, M. D.,

Director Thorndike Memorial Laboratory, Boston City Hospital. Vilhjalmur Stefansson, the Arctic explorer, gave an outstanding lecture on "Adventures in Diet Among the Eskimos," and Doctor Wilson Smillie, of Harvard School of Public Health, lectured on "The Place of the Nutritionist in Public Health Programs."

The administrative field was represented by Professor North Whitehead, Ruth Scandrell, and Quindra O. Dodge who spoke on leadership, authority, and problems of administration in professional organizations. In the educational field, President Barcroft Beatley, of Simmons College, discussed "Certain Changes in Higher Education."

Our beloved Mary Swartz Rose of Teachers' College, Columbia University, presented a most important paper on "Nutrition as an International Problem." "Economics and Social Factors That Influence Food Treatment" was discussed by Frances Stern of the Boston Dispensary Food Clinic.

A WHOLESOME MENTAL ATTITUDE

WHENEVER you go out of doors, draw the chin in, carry the crown of the head high, and fill the lungs to the utmost;

Drink in the sunshine;

Greet your friends with a smile; and put your soul into every handclasp.

Do not fear being misunderstood;

Never waste a minute thinking about your enemies.

Try to fix firmly in your mind what you would like to do, and then without violence of direction, you will move straight to the goal.

—Hubbard.

We are living at a time when every individual should not only be awake to the wealth of information being given to the world on diet, but should be active in seeing that this information is applied to himself and those for whom he may be responsible. Deficiencies in diet, which in so many cases are fundamental causes of disease, can be made up and corrected only by knowing the physiological processes in normal health and in disease. A knowledge of food composition and its influence upon these processes can then be applied. There is no more important knowledge than this.

The interesting historical places in and about Boston, together with all this good instruction given at the meeting, made it a most delightful and profitable gathering.

Dr. Dittes is Dietitian in Madison Rural Sanitarium, head of the Department of Nutrition in the College, and author of "Food for Life" (\$2.50), a hand book for housewives, distributed by Associated Lecturers, Inc., Madison College, Tennessee.

—S—

Self-Supporting Centers

AT THE annual gathering of Southern Self-Supporting Workers held the middle of October, President J. K. Jones of Southern Union Conference, who has recently become a resident in the Southland, told the workers in convention of his first contacts with various school and medical centers in this section. During the weeks preceding convention he had visited Madison twice, had been at Fountain Head School and Sanitarium, had spent sufficient time at Asheville Agricultural School and Mountain Sanitarium and Pisgah Industrial Institute and Sanitarium to feel the throb of life in these Carolina centers; had visited a little school out in the mountains of East Tennessee; and had attended conferences of workers at Riverside Sanitarium and Training School for Colored Nurses located near Nashville.

With these recent experiences as a background, he based his lesson on the words in the book of Esther: "Who knoweth whether thou art come to the kingdom for such a time as this?" From these words of Mordecai to his niece, the Jewish maiden Esther, queen of the great king of the

Persian Empire, it is evident that she was called to meet a special condition in world history. If she proved true to her charge, she would be the means of saving her people Israel. Failing to respond to the situation, someone else would be found to do it, but she was forever out of the line of the results of obedience.

Many things show that these little schools, small as they are, have an important part to play in the great drama now being enacted before the world. "As I visited these centers," said the speaker, "I was refreshed and invigorated spiritually by the unselfish devotion and sacrifice of the workers. The joy of seeing young men and women, boys and girls, trained for service, more than compensates for the financial struggles. In my heart I am saying, 'What hath God wrought.'"

—S—

Practical Health Education

RURAL schools of the South carry a burden for health instructions that was described by Miss Kathryn Jensen, Associate Secretary of the Medical Department of the General Conference, Washington, D. C., and Miss Gertrude Lingham, teacher in the Department of Health at Madison. Specific education of the children and youth, definite attack on various physical defects found among school children, immunization against communicable diseases, and a definite objective to reach homes through the children and by adult education, are all a part of the program.

In one of her talks before the Convention Miss Jensen, presenting the need of strengthening the curriculum along lines that will make for more efficient home living, read the following story in verse, written by Dr. Thurman B. Rice, which appeared in a bulletin issued by Indiana Division of Public Health:

This is a story which has its beginning,
As many stories do, in the long, long ago—
In a time when babies were angels from Heaven,
When they slid down iridescent rainbows
To the unbounded surprise of parents and
guardians,

When storks and doctors' satchels
Were the sine qua non of existence.

Oh, pure and passionless age!
In those halcyon days were born—a boy and
a girl.

Protected they were and hushed.

At home they learned—not to ask questions.
 At school they learned how to bound Mesopotamia
 And how to solve quadratic equations.
 At Sunday School and Church they were told
 Not to eat of the Forbidden Fruit—

Whatever that might be!

And so they grew up!
 Not a bad sort at all—but ignorant.
 Totally ignorant of the most important role
 That any human being can play—that of parent.
 They met, and in a romantic moment,
 Composed of moonlight, hormones, and sloppy
 music,

They loved—or supposed that they loved.

And so they were married.

Their friends congratulated them and gave
 parties.

The state sanctioned the important relation.
 The church in solemn accents blessed it.
 A romantic ideal had been attained.
 Undoubtedly they would "live happily ever
 after."

Oh, Night of Love!

It was a lot of fun at first—being married—
 Exciting, glamorous, playing house, being grown
 up!

It was fun—till the bills began to come.
 Rent, clothes, coal, water, light, gas,
 Groceries, insurance, doctors, milk.
 But what did they know about rent, groceries,
 coal?

They who had learned Latin conjugations at
 school?

"Amo, amare, amavi, amatus."

Then there was a baby—a darling little girl;
 A bouncing boy a year and a half later;
 And then another girl—fragile as a snowflake.
 Poor little kids, improperly fed, dirty.
 Untrained, unwanted, white as paper.
 The poor mother was so harassed, so busy,
 So cross—expecting in a two-month
 —Another blessed event.

The father, hard working, honest, but bewildered,
 And so utterly unprepared for being a dad—
 The biggest job in the world—
 Was cross as a bear with a jumping tooth.
 He jerked the kids about, cussed his wife,
 And spanked with horny palm the bare skin
 Of a poor sick baby—age fifteen months,
 His pale little baby girl!

"Oh, it's a sin and a shame.

They should be arrested.

What will become of such people

Bringing up children in such a way?

The whipping post is too good for them.

The children should be taken away."

So the neighbors said.

But I wonder who is to blame?

Is it the poor tired mother,
 Suddenly jerked from carefree girlhood
 Into the most vexatious problems of adult life?
 Is it the discouraged father,
 Who five years ago was a gay young blade
 Without a care in the world,
 Now tired from heavy labor.

Harassed by bills and collectors.
 Not getting his sleep for walking the floor,
 Deprived of the companionship of the old gang,
 Wed to a sagged and dejected woman-of-all-
 work?

I wonder who is to blame.

The marriage which blazed like a rocket
 Has come down like the stick.
 Love and affection are lost or crowded out,
 Hearts are broken and lives are ruined,
 The very foundation of society—the family—
 Is endangered.

And who is to blame?

Is it perhaps we who are to blame?

We who have allowed young people to grow up
 and marry

Without knowing what life is all about?

When they have needed bread, we have given
 them cake.

Are we perhaps to blame?

—S—

Junior League Workers

THE organization which sponsors the
 Convention of Southern Self-Supporting
 Workers, and which serves in numerous
 ways to motivate and encourage the de-
 velopment of "Units," is known as The
 Laymen's League. It represents, or sym-
 bolizes, activity on the part of the common
 people, the laymen of the church. It is
 doing a supplementary work, holding up
 the hands of those who are out on the firing
 line and unifying their activities.

Young people in training at Madison
 and elsewhere for this type of Christian
 activity are known as The Junior Laymen's
 League. Always when the workers con-
 gregate on the Madison campus, the Junior
 League is active in promoting the comfort
 of the visitors.

The Junior League was allotted an hour
 at Convention for a presentation of their
 special interests. A dozen speakers told
 of recent experiences which correlated with
 their college program and which form an
 important feature of their education. For
 instance, George Katcher spent the year
 1935 to 1936 as teacher in the community
 school operated in connection with Law-
 renceburg Sanitarium in the southern part
 of Tennessee. He does not hesitate to
 give this experience due credit in his edu-
 cational program and resumed his place in
 the college for the summer quarter.

Esther Sanford, student of dietetics at
 Madison, reported her connection with

Pewee Valley Sanitarium, near Louisville, Kentucky. She is resuming her course after an absence of two years. There was need of help in agriculture at Pine Hill Rest Home near Birmingham, Alabama, to which James Van Blaricum, who is taking the agricultural course at Madison, responded, spending a number of months in active work and then continuing his training in college.

Sarah Spady assisted in Nashville Vegetarian Cafeteria. Walter Irwin, a student from Louisiana, after completing the pre-medical course, devoted a year to teaching the Chestnut Hill Farm School, gaining in that year an experience which he considers well worth while. Effie French, a student from New England, is teaching that little hill school this season under the direction of Mrs. Susan Ard, while Mrs. Ard is rounding out her college course.

It is the ambition of some in student ranks and others in the teaching field to see worked out a program of closer correlation between rural schools at a distance and the training center at Madison which will be of mutual benefit and afford a wider practical teaching experience to students-in-training.

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Riverside Sanitarium and Hospital

IN JANUARY of this year the General Conference took over the property of the Riverside Sanitarium as a gift from Mrs. N. H. Druillard to be operated as a Sanitarium and Missionary Nurses' Training School.

Our time and efforts have been put forth in the raising of \$20,000 for the erection of a modern sanitarium and hospital building. About \$9000 of this amount has been received in cash. It was voted by the Board of Directors not to begin the new building until the full amount of \$20,000 is raised.

Inasmuch as many urgent requests have been received from both physicians and individuals to bring medical and surgical cases to this institution, it was felt that

our present set-up of seven cottages should be put in shape for the receiving of patients. This is being done, and we are pleased to announce that on January 1, 1937, our doors will be opened to receive medical and surgical cases.

This is the only institution of its kind in North America for the colored people. In the present set-up, we will be able to accommodate twenty-five patients. The cottages are all modern including steam heat. The medical and surgical departments are fully equipped.

The personnel is made up of consecrated men and women who have had previous training in our institutions. The doctors and graduate nurses are well qualified to render efficient service.

Riverside Sanitarium and Hospital is located at Nashville, Tennessee, two and one-half miles from the city limits, overlooking the Cumberland River. It is a beautiful, quiet retreat from the noise and bustle of the city. The rates are reasonable.

For further information, address Riverside Sanitarium and Hospital, Route 3, Box 53, Nashville, Tennessee.

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NO SMALL contribution to the education of young people at Madison is the result of contacts with earnest workers from far corners of the earth. On their way East from the Fall Council held in Dallas, Texas, three workers from the Orient addressed the assembly. These were the Superintendent of Northwest China Union Mission, G. J. Appel, who lives at Lan Chow Fu; Superintendent of North China Union Mission, W. J. Harris, of Peiping; and C. C. Morris, Treasurer of China Division.

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DID you miss the chance to enter college in the fall? You need not lose the entire year. The winter quarter at Madison opens the twenty-eighth of December. Particulars given upon request. Address, Nashville Agricultural Normal Institute, Madison College, Tennessee.

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Our Times and Opportunities*

THE 1936 gathering of Southern Self-Supporting Workers—an educational group in the broad sense, including doctors, agricultural men, food experts, classroom teachers—is an epochal time in the history of this movement. It marks the culmination of a long series of history-making events.

This movement, like most educative processes, showed first a rapid upward slope in the curve of progress, followed by a slowing down, a plateau experience, when some of the first rapid advances were rounding out and becoming more accurately defined; then another rapid rise in the curve, a sudden flowering, as it were, of the effort that was largely unobserved in earlier years. Because we are now seeing some of those definite results, and have a right to expect other striking evidences of the fulfillment of predictions, I speak of this as a culminating period in the history of this work, a climax that calls for strength and good judgment to maintain the forward progress without missteps.

This meeting is at a momentous time in world history. Men are holding their breath, lest overnight there be an announcement of national and international clashes. Politically, the world is facing a crisis. Economically, we are in the midst

of world problems, the most perplexing and critical that nations have faced for many a year. There is a culmination of forces that foretells the greatest conflict ever known.

It is a wonderful time in which to live—more marvelous than the days of Esther, when the fate of a nation hung upon the action of a maiden. Why are we on the stage at such a time as this? If we fail, what will it mean to us and to others? What we should do, and how, are reasons for this assembly.

Educating for Leadership

THE world is calling for leadership. Where is it to be found? To our educational institutions the world has a right to look for leadership. An interesting feature of our message is that it centers in an educational system, the objective of which is to promote righteousness and to prepare leaders for a crisis.

Thirty years ago the work which today calls us together was begun in the smallest possible way. It was inconspicuous as the planting of a few grains of mustard seed. But the soil had been prepared for it; the time was ripe. Heaven times its movements, and no mistake is ever made. You could not see it then, but looking

TAP THE SOURCE

IF ANY of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him. James 1:5.

*Paper read by Miss DeGraw at the opening of the Convention, October, 1936.

back over a quarter of a century, you can see it.

TWO fundamental principles recognized in the planting of this work were self-maintenance and self-government. Today, when the principles of our national government are in the balances, when men who are carrying heavy responsibilities, men who are sufficiently high on the ladder to see above the maddening crowd, call for leadership, they recognize in Madison and other schools of the Southland, at least a partial solution of the world's troubles, and places of leadership toward which they turn for help.

Men are watching what you in your isolated places of business are doing. They are taking note of the sacrifice you are making to put across certain principles that cultivate initiative, power of discernment, ability to do, good judgment. These are all elements of leadership. They are looking for a solution of the perplexing problems of unemployment, for instance, and they see in our system of schools, and the training given youth to support themselves, a fundamental attack upon evils underlying the world's economic system. It is a fact, although you may be unconscious of it, that Uncle Sam is watching your operations, commenting upon them, and looking to us to point the way in some of these fields.

Meeting Well-Known Needs

RECENTLY in a talk to our students, Dr. P. P. Claxton referred to the schools of this system which teach young men and women to properly evaluate labor, and to carry their share in a program of self-maintenance, as a vital contribution to the nation's economic problem of unemployment.

This feature of our schools places us upon a stage as actors. One illustration is sufficient. Some educators call our schools "unique." This uniqueness often centers about the facts that industries are maintained; that agriculture and rural life are exalted; that every body works, and that "he who will not work shall not eat." This is indeed a unique element in these days of government dole.

A university professor who has intimate knowledge of Madison and some of the "Units," wrote a news column for an interdenominational periodical which has a wide circulation. His article was entitled, "Tennessee Has a Unique College." The features of this college that differentiate it from many other colleges are stated thus:

It affords any youth who is willing to work a chance to get a full collegiate education and, in so doing, to learn to love the land, build a healthy mind in a strong body, develop an interest in the common good, and graduate with a desire to devote as much of life as possible to some form of concrete service to his fellowmen. His diploma means he has become proficient as a student and as a craftsman, able to work with both mind and hands, and his training is a practical guarantee that he will never look down upon labor nor be willing to live in lily-handed niceness through its exploitation.

Industries Have Educational Value

THAT article was read in various parts of the world. Letters of inquiry came from European educators, from the Orient, and from men on our own land. Among those who wrote for more information was a professor in one of the colleges of the Society of Friends. His reaction took form in his Educational Report to the Five Year Meeting of Quakers. Following are his words:

WE AS Friends have given up a first-class educational opportunity when we abandoned the movement which characterized a number of our early educational endeavors, namely, the industrial arts movement. These are first resorted to apparently as an economic device by which to place educational opportunities before those who could not afford them without such aid. The method was then abandoned as soon as we were well enough off. But we should now return to these projects, primarily for their educational values.

Let anyone who is in doubt about the educational value of such a method read the literature put out by Nashville Agricultural Normal Institute at Madison, Tennessee. Nothing has so thrilled the present writer with the possibilities for secondary education in Friends' institutions as the description of the objectives, methods, and results of this too-little known institution in the so-called backward South. As a purely incidental matter, our schools and [junior] colleges which are waging a desperate battle to keep their noses above the financial waters would do well to look into the financial achievements and present status of this wonderful Seventh-day Adventist institution.

Worthy Ideals

THE convictions of Dr. Coffin on the subject are revealed by the following statement appearing later in his enlightening report:

We are only pleading that Quaker education shall be genuine Christian education. What we aspire to do is to read into our educational enterprise our interpretation of Christianity in its purity. As a Society we believe in the Jesus-way of life. All true Christians do. But Friends have manifested historically a certain genius for fitting their interpretation to concrete personal and social situations. This we propose to do in the field of education.

"No religion will satisfy the demands of Jesus nor meet human need if it is not humanly remedial in addition to being spiritually redemptive." So says a member of the program committee of this Five Years Meeting. Quaker education should be such a religion at work; both redemptive and remedial—redemptive for the individual, opening out for him the abundant life; and remedial for society, exploring the possibilities for a better social order and advocating practical means of bringing it into being.

The portion of this Report referring to Madison was read by Governor Mirriam of California when he addressed the General Conference of Seventh-day Adventists in session at San Francisco.

HAVE you been tempted to become discouraged because of the strenuous program you have set for yourself? Are you wishing for a gift that would remove the necessity of supporting your enterprise by labor; money that would make it possible for your students to spend less time in honest toil and more in the school-room? Consider that from the days of Abraham a blessing has rested upon this type of education, and that it is one means God will use to bring principles of truth to the world.

Importance of Student Government

SELF-MAINTENANCE is one of the bulwarks of democracy. There is another, a twin principle that the world is looking to us to exalt,—that of self-government. Revolution threatens not only the nations of Europe but our own land. Fascism, communism, Hitlerism, various forms of rebellion, appear. Men are swayed by every form of doctrine. Mob violence threatens the peace of one community after another. Recognition of the rights of

others; ability to maintain poise in the midst of confusion; loyalty,—these are characteristics of the spirit of democracy. Confusion, intemperance in eating and drinking, in dress and amusement, all are signs of disintegrating influences at work. Ability to live together, to cooperate in labor and social affairs, putting the good of the community ahead of personal pleasure and convenience, suppressing outbreaks by personal effort, good citizenship, and high standards rather than by force,—all these are ideals for which our schools should stand.

Some have failed to recognize the importance of self-government in our educational program, but each passing year is making it more prominent. The federal Office of Education is stressing it. Periodicals are demanding the teaching of democracy, not by precept only but by practice in all the schools of the land. It is urged as a saving grace in a time of need.

THE trend is revealed by an editorial in the October, 1936, issue of *Parents' Magazine*, by Orville C. Pratt, President of National Educational Association. After a paragraph on the subject of finances, Dr. Pratt says:

Another perplexing problem is that of preparing children realistically to participate in our modern democracy. This problem has several aspects. If children are to understand democracy, they must have an opportunity to participate in democratic procedures. The school cannot be an autocracy. Student councils must have an active part in determining school policies. The teacher in a modern school is a guide, counselor, and friend rather than an autocratic taskmaster.

Similarly, the teacher must have a voice in school administration. The modern school administrator welcomes the participation of teachers in all matters which concern the schools. He has found their participation valuable from both the standpoint of all-round judgment and the creation of an excellent esprit-de-corps. Teachers naturally believe more readily in the wisdom of policies which they have helped to shape. Moreover, only those who are permitted to work under democratic conditions are able to train children in democratic living.

Fear has been expressed that in the effort to meet the demands of standardizing agencies, our schools may lose their individuality, their peculiar objectives. There is danger, as there is always when the followers of the Master mingle with

the world. The greater then is the necessity of maintaining a clear vision on vital features of this work. It is still possible to do, though under difficulties, what we might have done in comparative ease. It is that we may keep fresh in mind those foundation principles that we gather here year by year.

It is possible to rise high above the perplexities; it is easily possible to lose the vision and drop into the flood waters. Think of the forty years Moses spent in the land of Midian getting ready for a world-movement, for a leadership that should have opened the gateway to all the world with the precious truth God had committed to His people. A mistake on his part took him out of the race, but he had trained workers during that forty years who picked up the burdens and carried on.

What a school was that in the Wilderness with its program of work, study, health and temperance, sanitation, civics, and government responsibility! It was a layman's movement, indeed, with all the features we find in a similar movement today.

There was a time in the leadership of Joshua, Moses' right-hand man, chief student, and successor, when the burdens of the conquest and the chagrin of temporary defeat made him *lie down on the job*. Some of us may have that experience. But the Lord said to Joshua, "Get thee up; wherefore liest thou thus upon thy face? Up!"

If things have not been going as well as you expected, if there have been some retreats, stand up and look the situation squarely in the face, learn the cause of weakness, rectify the mistake, and go ahead.

One object of this gathering is to help our fellowworkers, if any of them are face down, to renew their efforts; to see what features have been neglected, what phases of the work are weak, wherein the

trouble lies, and go forward. There never was greater need of united effort, never such opportunity for the success of this work, never such need of it for our own spiritual growth as well as to meet the needs of our countrymen and neighbors.

To us is committed a work that calls for all the time, energy, mental, physical, and spiritual ability we can command. In return it will make of us "men wondered at."

I marvel when I think how completely it takes all the units to make a whole. This is not the work of one center, one institution, but the combined effort of all. Hence out of this Convention should come plans for strengthening the entire movement. Our individual views should be clarified. We may have been running in a rut, down in a hollow, and need to be uplifted till we see again the beauty of the pattern of which we are a part. We are weavers and need a conception of the entire fabric; or our glasses may be dust covered and we need to clear the sight. It is an easy matter to lose one's way without departing very far from the right road. Are we seeing essentials as essentials?

Faith falters sometimes when there are adversities in the way. It takes encouragement from others to say the road is not too steep; the way is not too hard. That is the expression of the man who has a personal acquaintance with the Master. When the way seems too hard something is lacking. We may be in need of high-test fuel in our engine, or better lubricating oil—more of the Spirit of God.

We cannot afford to stagnate. This is a time for intense activity. "God hath not given us the spirit of fear, but of power, and of love, and of a strong mind."

We are only beginning. We have not yet glimpsed the end. This work has been gaining momentum in the quiet. It is our privilege to take advantage of success already attained, and push forward to greater successes.

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