

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 1

Madison College, Tenn.

January 5, 1938

## Holiday Week at Madison

WITH a third of the student body home for the holiday vacation those remaining on the campus filled in the gap, keeping the industries humming, caring for the round of duties at the sanitarium, and otherwise promoting the interests of the institution. In an institution that operates a business program there is no season of the year that is not a busy time; there is no time when more than a fraction of the population can be away. In that respect Madison differs from many other educational institutions.

But to those who remained "by the stuff" came many pleasant hours. Travelers passing our way stopped to give greetings, there were programs of interest, there were the special dinners for the large student family, that brought cheer and happy companionship, and for the guests in our midst, that made them feel that they were not away from friends, although they were away from the home environment.

On the sanitarium campus stood the stately cedar tree, star-crowned, silent symbol of light and truth, its thirty feet ablaze with colored lights. In the stillness of

Christmas eve rang the voices of carol singers, "Silent Night, Holy Night," and  
It came upon the midnight clear,  
That glorious song of old,  
From angels bending near the earth  
To touch their harps of gold.

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### THE NEW YEAR GOD'S WILL

I ASK the New Year for some motto sweet,  
Some rule of life as a guide to my feet.  
I asked, and paused: He answered low,  
"God's will to know."

"Will knowledge then, New Year suffice?"  
I cried.  
And ere the question into silence died  
The answer came: "Nay; but remember,  
too,  
God's will to do."

Once more I asked, "Is there no more to tell?"  
And once again the answer softly fell:  
"Yes, this one thing, are other things above,  
God's will to love."

—Selected

EARLIER in the week patients and nurses had a family gathering in the sanitarium parlor, a Christmas tree decorated and laden with simple gifts. There were songs and short speeches.

A communion service was held Sabbath morning, Elder Julius Gilbert White in charge, a sacredly solemn service in which the Gift of the Ages was emphasized and commemorated. The Master's Gethsemane experience was reviewed, as there He won in the conflict with the powers of darkness. It was His victory that

makes possible man's salvation. It is well, we are told, to review often the price the Son of God paid to save man from the results of sin.

The young people's meeting of the afternoon was addressed by Dr. T. S. Whitelock of San Diego, California, whose friends have interested him in the South-

land, and who was on his way to the board meeting of Waccamaw Institute.

Twice during the week-end assemblies, impressive contributions of song were made. At the opening of Communion Service Mrs. Clara Goodge sang on request, "He was Despised and Rejected," from "The Messiah," by Handel. At the vesper service Christmas eve the voices of J. G. White and Francis Woo, student from China, blended beautifully in the duet—

"Art thou weary, art thou languid,  
Art thou sore distressed?"

"Come to Me," saith One,  
"And, coming, be at rest."

If I find Him, if I follow,  
What my portion here?

"Many a sorrow, many a labor,  
Many a tear."

If I ask Him to receive me,  
Will He say me nay?

"Not till earth and not till heaven  
Pass away."

—S—

### A Pattern Worth Following

AMONG guests of the week were Professor Sidney Smith of Southern California Junior College and friends from the Pacific Coast who are interested in the development of an industrial educational center in the coastal plains of North Carolina. For a number of years Waccamaw, near Bolton, North Carolina, has been sending roots into the soil like a tree, and preparing to carry forward an educational project for students and adults. Professor Smith gave the study at the Friday evening vesper service, basing it upon experiences in the history of the schools which trained youth for places of responsibility in the growing kingdom of Israel. In part, this was his lesson:

Three characters face us at a critical period in the history of the children of Israel. Ahab occupied the throne. Jezebel, a Zidonian, and a heathen in religious convictions, was his queen. Elijah was the staunch representative of the faith of the fathers, a prophet through whom God revealed His will to Ahab and his people.

Elijah, standing for his convictions and for the teachings of the God of heaven, had passed through a period of spiritual exaltation when the tide seemed to turn, Jezebel threatened his life in no uncertain terms, and, disheartened, he fled to the wilderness.

Like many a man we have known, he was depressed physically, mentally and spiritually. He even asked to die. What hope was there? What reason for carrying on any further? He alone, so he felt, was left to represent God in the earth. Disconsolate, discouraged, he lay down to sleep in the desert. Sleep is the first treatment such a condition calls for. He slept and an angel wakened him, bidding him eat. The food was already prepared. He ate, and again he slept. A second time the angel's touch awakened him and the voice bade him eat.

THIS was not to be the end of Elijah's trials, but it was incontrovertible evidence that God whom he served was able and willing to care for him, provide for him, and direct him in his work. Man in his human weakness is apt to see giants in the way; to over-emphasize the hardships of the road; to forget that God is able and willing to give strength to successfully meet every emergency.

The story is familiar. In the strength he had accumulated at the hand of the Lord, Elijah went on his journey. His mind refreshed, he was able then to listen for divine instruction. Away out there, far off from his place of business, away from his post of duty, the still small voice of the Divine Leader was heard to say, "What doest thou here, Elijah?"

And back he was sent, to the scene of the conflict, into the midst of the troubled area. And as a part of the duties on that return journey, in passing a field he met a young man, Elisha, son of a wealthy farmer, working with the harvesters in his father's fields. Under the direction of the Spirit, Elijah gave a divine commission to this young man. He called him from the fields to a position in his own school. Elijah, be it remembered, was headmaster of a group of schools in the homeland.

This young man was to become Elijah's successor, but before that he must pass through a period of training. He was Elijah's assistant, his secretary, his right-hand man. They studied together, worked out plans together. The younger of the two caught inspiration from the life of the older teacher, followed in his footsteps, and on Elisha finally fell the mantle of Elijah.

Possibly no educator in history has held a more influential position than Elijah for he stood at the head of a system of schools of a distinct type, a system that contributed materially to the strength of the nation at special crises in its history.

History tells that every Jewish youth was educated for a specific work and every lad was taught a trade. The schools of the prophets as developed under Elisha sponsored that kind of training. The headmaster himself was a rural man, trained to honor labor and to carry his share of the manual work on the home place.

When given the call to a life of teaching he was taken from the fields. He was plowing with twelve yoke of oxen, and he with the twelfth. Walking in the rear of that group of farmer lads, Elisha was the one to step on the heels of the man ahead if he lagged. It is interesting to note that when the Lord selects a man to carry responsibility, He chooses one who works, one who has been educated to bear responsibility.

ELISHA was not looking for an easy place. He fell heir to heavy burdens. Under his charge the number of schools increased. It is concerning his schools that the Bible tells of the close association of the teacher with his pupils, of the initiative of the students who, when living quarters were limited, offered to go to the woods for material and then to build a new dwelling place. It was a cooperative job, as we know, for students invited the headmaster to go with them and he went.

This same teacher superintended the raising of the family food and the prep-

aration of the family meals. He was the one to whom appeal was made if things went wrong. That was a school of industry. It is apparent that character building was a result of the system. One notes that students did not lightly regard the property of others. While cutting logs by the river bank, the head flew off an axe, to the dismay of the student who handled it. Calling to the teacher and telling of the accident he exclaimed, "Alas, Master, for it was borrowed." How often have we known students who, if the head fell from the axe, would throw the handle after it and make no report. Elisha's students were taught to care for the tools of the institution or of friends who loaned them.

It is well for teachers to work side by side with their students. Where was Elisha when these lads were cutting lumber? Right at hand in the woods with them. A bond of sympathy existed between teacher and students that was admirable, a fitting atmosphere for the growth of manly traits.

These schools were rural institutions, schools of industry, instructing youth in the science of self-support and self-discipline as well as in sacred music, the Scriptures, literature and other cultural subjects.

Professor Smith often tells students of the time when he, a lad in his Canadian home, was introduced to Dr. Sutherland, who visited there in the interests of the early church school movement. All through the years he has watched the changes in the educational work. He has followed the growth of Madison. He is interested in a school on the Atlantic Coast because he has faith in schools of the Madison order.

He told of labor conditions on the Pacific Coast, of the urgent need of helping people out of the large cities, and the impetus this condition should add to plans for operating rural educational and medical centers. For forty years we have had the instruction to establish schools outside the cities to prepare workers for leadership in a back-to-the-land campaign.

When the lecture was over, a young man student was heard to say, "The Professor speaks in the language of Madison."

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### Greetings

A bill came folded in a Christmas card and with it the words:

"In appreciation of your little paper, *The Madison Survey*, a gem worth reading.

I thank you for your kindness in sending it."

From another section of the country came this:

"For three years I have been receiving the *Survey*. I read every word as soon as possible after it comes. I have dreams of sending my youngest boy to Madison some day. I think it is a wonderful place."

—S—

### Campus News

Two evenings of last week Elder W. D. Frazee, medical evangelist of Tulsa, Oklahoma, spoke to the assembly at the evening chapel hour. He had much of interest to give concerning the work of his group and opportunities it offers. A Madison student, George Kendall, is joining him, considering the practical experience an advantage in his training for the Southern work.

Dr. Percy T. Magan, president of the College of Medical Evangelists, writes that *Health*, published in connection with the Medical College, is accepted as the official health magazine for the public schools in a number of states. This places it in each public school in these states. A large number of city schools are also making it what might be called their official health journal.

Dr. and Mrs. Floyd Bralliar and their son, Max, returned on the fifth from a trip to the Pacific Coast, touching a number of intervening points. They visited their daughter's family, Dr. and Mrs. Paul

Rahn of Oakland, California; their son, Dr. Floyd Bralliar, who is in medical practice in Wickenburg, Arizona; and other friends and relatives. Dr. Bralliar lectured to the students at Pacific Union College in Angwin, California, and at Southwestern Junior College, Keene, Texas.

After an absence of three months, Julius Gilbert White is home again on the campus following a campaign of health and temperance that brought him in contact with 43,000 listeners in the schools and churches of Michigan, Pennsylvania, West Virginia, Virginia, and North Carolina. He made 186 presentations of the health lectures.

Vacation periods in Madison College come three times a year. A school of industry cannot close while the members go away, so this institution arranges for students to have a two weeks leave in relays. About one third of the enrollment left at the close of the fall quarter, scattering in all directions, for it is a group representing all sections of the country. While these are at home or with friends, those who remain will have an all-day work program, keeping up the activities of Madison Rural Sanitarium, which is overflowing with guests; of Madison Foods, which has been shipping unusually large orders; and of the Printing Department, which runs the year round; and of all other sections of the campus work.

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### New Year's Plans

IN CONSIDERING what you should do, it is well now to think seriously of plans for advanced education. There is no time like the present. Possibly Madison College can assist you in reaching your goal. It has been a boon to many. It enables young men and women to help themselves by providing remunerative work. Write for particulars while the thought is with you. Address, Madison College, Madison College, Tennessee.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 2

Madison College, Tennessee

January-12, 1938

## Why Stress Law, Order, and Organization?

MADISON COLLEGE has a program of activity that encourages the students to carry responsibility. In large measure they are the custodians of the grounds and buildings and are responsible for the law and order of the institution.

Meet some of the students who are in daily training in the Student Government and you will admit, as we are forced to, that they are receiving a training in judgment, initiative, loyalty, tact in dealing with others, and kindred traits of good citizenship that are most valuable.

This emphasis on law and order is in the face of a very different situation in many other places. On every side one finds people striving to free themselves from the restraints of law. They demand liberty, but when their motives are analyzed it is found that what they want is license to do as they please. They think little of the rights of others and care less.

This, the prophet Isaiah tells us, is a sign of the decaying civilization of these times. "Truth is fallen in the street

From a chapel study by President Sutherland

and equity cannot enter." Many people love iniquity instead of truth. They have little conception of the value of law, order, and organization for the social good. This attitude is the father of chaos.

The Bible makes it plain, however, that in the face of this flood of iniquity, some will be outstanding in their regard for righteousness — for right-doing. The Scriptures close with a blessing upon those who love and keep the commandments of God. Such have access to the Tree of Life which opens to them a life of eternity. Those who look forward to this inheritance will be law-abiding citizens. Their reaction to law and order will be that of the Christian. If wrongfully treated, they will return good for the evil. Human

nature, the natural reaction of the ordinary unrestrained man, will be made subject to the higher ideals of the Master Teacher.

THE Bible ends with the exaltation of obedience to law; it begins also with the record of the orderly course of creation and man's place in that great scheme. The spirit of disloyalty, disobedience,

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### MY NEW YEAR'S CREED

TO TAKE the New Year with its fresh beginnings,  
As though a life anew were given unto me;  
To leave the old, nor count too oft its sinnings,  
Lest it might blur the vision I would see;  
To meet each day my tasks, with true thanksgiving,  
And know it is the work best suited to my need;  
To find in it the finer art of living  
That lauds not self, by either word or deed,  
Nor counts the cost . . . .  
Be this my "New Year's Creed."

—Nina Moore

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anarchy, began with the rebellion of Lucifer in the courts of heaven. Jealous of the place and power of the Son of God, he sought to cast doubt and reflection on the Creator. He argued that he would institute a better form of government than prevailed in heaven. There was division among the hosts. Some stood firm; some adopted the insinuations of Satan. The result was open rebellion and the final exclusion of this host from the presence of God. The earth became their field of operation. With increasing skill, the enemy of righteousness, the accuser of law and order, has spread that spirit abroad in the world.

It was to face the accusation of the injustice of the Father, and to free man from the domination of the arch-enemy that Christ lived on earth. His rule of life is contained in His words: "Think not that I am come to destroy the law, or the prophets; I am not come to destroy but to fulfil."

SEARCH as His enemies might, no evidence could be produced that Christ was ever guilty of disobedience to the law. Officers of the Roman government bore witness to this fact. Jesus met all the demands of the law. He took upon Himself the transgressions of the world, that those who accepted His offering may have His righteousness imputed to them.

When, therefore, a man becomes a Christian, when he has been transformed by the life of the Master, it becomes his duty to demonstrate to the world that the law of God is good, pure, and holy, and that obedience to law and order are necessary to peace and happiness. Obedience to law is one of the great factors in the development of character.

A great principle and one that many fail to understand is the fact that a man may be deceived to the point that he will believe a lie, simply because he does not love God's law. John tells us that the word of God is truth. And again John says that Jesus is the Word. If we love not the truth, it is evident that we do not love Jesus, who was on earth to demonstrate truth.

A terrific struggle is going on in the world between truth and error, between those who love law and those who advocate

anarchy; between those who love law and order and those who hate God's law and cling to error and disorder. Every man must take his stand on one side of the controversy or the other. In our lives we will either demonstrate obedience to law, or antagonism to the entire program of the Lord. A deciding time is coming when every man will be adjudged loyal or rebellious.

DO OUR students realize that the great rebellion which is responsible for the whole struggle on earth originated in a school — in the University of Heaven, where God was the Chancellor? With the light of heaven shining about Him, Lucifer permitted his mind to harbor thoughts that eventually led him away from truth and light and happiness. In that wonderful school Lucifer carried on a propaganda, at first under cover, beginning with complaint, dissatisfaction, criticism, and a growing distrust of God and increasing love of himself and self-pity that resulted in his eternal separation from that Source of light.

It resulted in open defiance of the government of God. He promised those who would follow him an exalted place in the universe. He succeeded in persuading a third of the angels to accept his philosophy and to believe that God's law was tyrannical.

It is our privilege to recognize God's law as the basis of freedom and progress. The rules and regulations of the institution are formulated largely by the students in harmony with fundamental principles of truth and righteousness. If a rule appeals to us as wrong, it is not necessary to raise an insurrection, or to sow seeds of discontent. It is our privilege to study the situation, and in due course to correct the error.

In our college years we should carry the burden of responsibility. We should be loyal citizens. We should develop a code of laws for the citizens of our community that are in harmony with truth and the law of God, and then as Christians we should see to the enforcement of these laws.

If you think more of your own ease and comfort than you do of the good of the group; if you fail to bring forth fruits of

obedience to law and good order, you are in danger of slipping from the moorings, of becoming a carrier of complaints, of scattering discontent, insinuating that things are not right, that the rules and regulations are too severe, that they restrict your liberties. Harbor that attitude over any length of time and you will become a leader in strife and disorder and will merit the reward of the rebel.

In your college days you are weaving your habit patterns, the garments you will wear the remainder of your life. Here we want to give ourselves to fundamental principles of good citizenship, loyal Christianity. We want to be recognized as promoters of law and order, good organization, wholesome right living.

—S—

### The Winter Quarter Opens

GLAD to get back home?" Which is "home," Madison, or the place where you used to live, where father and mother still live? Through the years there has been a strong family feeling on the part of students living on the campus. Again and again they will tell you that something, they scarcely know what it is, grips them. Every body is expected to know every other body; to be sympathetically interested in the problems and perplexities of all others; to stand ready to lend a helping hand when needed.

The program of work adds to the family feeling. The distinctly religious atmosphere and the high ideals held ever before the young people; the advice to find what activity one is best fitted to perform and then to head directly for that in matters of training and education—all these influences tend to bind hearts together and make Madison a vital part of a real life program.

We are always glad to see the young get a bit of relaxation. They went and they returned, some by auto, some by bus, some otherwise. And almost invariably they greeted those who remained on the campus with a heartiness that indicates that they consider themselves a part of the "concern."

AMONG those who matriculated for the first time at the opening of the winter quarter are some interesting char-

acters. A young man, son of a physician and minister who was for years a missionary in China, and who himself spent his earlier years in the Orient, enters to complete his baccalaureate work in a Christian school. His goal is to prepare for work in a foreign mission field. He is especially interested in Sunday School and young people's work.

A YOUNG man who has had several years' experience as a teacher in an academy enters to complete his college work; another teacher from the mountains of East Kentucky returns to round out his preparation for teaching in the secondary school level. A graduate of a State Agricultural and Mechanical College in the Middle West, with a major in dietetics, comes for further work in her chosen field. She looks forward to active service in diet and nutrition in some sanitarium. A young woman with a background of nursing and strong work in accounting enters the business offices for practical experience in the work of her choice, together with classwork in some other subjects.

The story of the young man, Frederick Snite of Chicago, who contracted infantile paralysis in China and was sent home in an "iron lung," was front page news last summer. One of the nurses who accompanied him, a graduate of Chee-loo University Hospital, Tsinan, Shantung, is now a member of the Madison College family. Asked how and why she continues her college career here, she will tell you that the atmosphere of a city hospital in the United States did not meet her ideals. She wants the Christian environment, and hearing of Madison at a convention of Chinese students held in Chicago, she made application for admission as a student.

Many interesting personalities are associated here in a very earnest program of Christian education.

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### Pointing to the Master

IN a talk before the annual meeting of the Massachusetts Medical Society, June 1, 1937, as reported by the *New England Journal of Medicine*, November 18, 1937, Dr. Richard C. Cabot, Dean of

Boston physicians, professor of clinical medicine emeritus, Harvard Medical School, discussed "The Wisdom of the Body." He presented the subject under four heads: its powers of "reserve"; "balance"; "compensation"; and "defence."

He cited many of the mysterious functions and processes of the body which no scientist can explain or understand, particularly those forces and processes summed up in the term, "the healing power of nature."

"But what is nature?" he asked. "What are the characteristics of this power?"

"The first is that of its superhuman wisdom."

"Where does this force come from? Where do we get the healing substance in our tissues?"

"I do not see why we should not call it by its natural name. . . . It is perfectly obvious that it is *God*. It is the power of God upon which each one here depends today for the fact that he is here instead of being underneath the earth.

"There is no reason, then, so far as I can see, why doctors should be afraid of the simple, old fashioned, God. The medical profession has learned in studying disease more about the meaning of this word than the vast majority of the so-called religious people. Why not tell this truth, because it is true?"

At the close of Dr. Cabot's talk, Dr. Joseph H. Pratt, among other things said:

"At a time when many liberal theologians have lost their belief in God and in the place of theism have proclaimed a religion *without God*, merely humanism, it is heartening to hear Dr. Cabot present an argument for a wise and good Creator, based on the *wisdom of the body*."

—S—

## Beginnings of the Chair Fund

SCARCELY had the SURVEY come from the press, really before we thought

there had been time for it to reach a single reader, than a friendly guest at the Sanitarium had sent in a check for \$10.50, the price of six chairs.

"I note the call for chairs for your chapel," writes the mother of one of the college students. Enclosed is a check for \$1.75. I feel that I should at least furnish a chair for my son to sit in. I hope a lot of your other parents are likewise impressed, so that you will have chairs enough to go around."

Down in Georgia is a friendly teacher who finds pleasure in assisting young folks to secure a college education. This week she sends money for two chairs, with word that one is for a certain young man now in college, and another for a young woman she hopes to see at Madison in the near future.

You, too, may find it in your heart to contribute to the reseating of the enlarged Assembly Hall on the college campus. Every bit of help is appreciated. The address is Madison College, Tennessee.

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Mr. and Mrs. E. L. Marley, of Buffalo Gap, South Dakota, visited their son and daughter and two nieces, college students at Madison, and other relatives farther South during the holidays. With them were another daughter, Mrs. Arthur Andrus, and her two children, who were guests of Mrs. R. N. Andrus and Mrs. Nis Hansen, Jr.

An interesting chapel program was given December 6, when Madison College Health Society made its first public report. Opal McKinney, the president, stated that the aim of the society is to promote good health within college bounds and elsewhere. The secretary, Doris Smith, and other members gave the history and plans of the society. A series of bulletins, "Steps to Health," will be ready for distribution soon. They will be published in medium notebook size, ready for filing. Copies may be obtained from the secretary. Address, Madison College, Tennessee.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 3

Madison College, Tennessee

January 19, 1938

## Giving Agriculture Its Place

THE steps taken at the October conference of self-supporting workers of the South in behalf of a stronger program of rural life education and a back-to-the-soil movement were timely. Madison and the Unit workers are by no means alone in considering this a timely topic and a vital movement—one that cannot safely be postponed. From various quarters a similar message is sounding.

Agricultural Missions Foundation, 156 Fifth Avenue, New York City, is one of the aggressive forces with which SURVEY readers should become acquainted through its publication, *Agricultural Mission Notes*. Our little sheet makes frequent reference to this periodical.

The Christian Rural Fellowship, a closely related organization, centering at the same address, issues a monthly bulletin which also should be in your hands. The object of the Fellowship is "to promote understanding and appreciation of the religious and spiritual values which abide in the processes and relationships of agriculture and rural life; to define their significance and relate them to the Christian enterprise at home and abroad."

There is a lingering feeling that many, many a conscientious Christian still fails to understand and appreciate the values bound up in the processes and relation-

ships of agriculture and rural life. Else why the reticence on the subject? Why so few sermons from the pulpit on the value of rural life for the growing children as well as for their fathers and mothers?

Why are we, who so ostensibly believe that "agriculture should be the 'ABC,' of our education," so silent on the subject and so slow of action?

THE April, 1937, issue of *The Christian Rural Fellowship Bulletin* contained an article of vital importance entitled, "Putting Culture Into Agriculture."

The author, Dr. Erland Nelson, whose article appeared first in the *News Bulletin*, a publication of the National Lutheran Council, New York City, is Professor of Education, Newberry College, Newberry, South Carolina. The basis for his stirring article is expressed in these words quoted from a letter written by Dr. Nelson: "Each year I attracted some of the finest rural youth to college only to see them a few years later enter other fields and bid the farm farewell."

In the early history of our country the population was largely rural, and farm youth returned from school "to stake out new fences and expand the farming community." Today, the trend is for the ablest of our farm youth to seek other

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### RURAL CULTURE

THE task before us is one of constructing out of everyday life new capstones to our culture, capstones which will bring back those qualities which make rural life satisfying, and which cause it to contribute to the larger society those things which probably rural life alone has to offer.

—Carl C. Taylor, U. S. Department of Agriculture

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vocations. The responsibility for much of this is laid on the schools, colleges and universities. "Even the agricultural colleges have admittedly been working in the same direction—away from actual farm life."

#### Pointing Away from the Farm

THE dean of the Agricultural College of the University of Minnesota is quoted as saying that most of his graduates are placed in the big cereal industries of the Twin Cities. Young farmers cannot earn from \$3,000 to \$4,000 from farming to pay for their agricultural education.

Iowa's outstanding agricultural college finds that a large proportion of its graduates go into some branch of engineering. Subtracting others who accept positions as teachers, county agents, erosion technicians, and kindred lines, very few remain to become small independent farmers in the rich agricultural state of Iowa. To quote Dr. Nelson: "We teach experts, teachers, specialists to live, not on the farm to demonstrate their ability, but in a near-by city to tell the farmer 'how it is done.'"

What is the influence of the liberal arts college on rural life? In Dr. Nelson's mind, "from the moment a boy or girl enters college until he graduates, the colleges have resolutely pointed them away from the farms from which they have come. And Youth has not been unwilling to be attracted by the alluring idea of 'steady' salary, prestige, white collar, and inside work. The other side of the picture is too often ignored, as is also the possibility of an attractive life on the farm. With the steadily increasing enrollment in colleges and universities, it is not hard to guess what such practices will do to the farming communities of America in another half century. If America as a nation would keep as a stabilizing force and as its backbone an intelligent, vigorous rural population, we cannot long continue the process of impoverishing the rural homes as we have impoverished many of our soils. *Here is a national problem.*"

#### Agriculture a Liberal Art

IN Dr. Nelson's words: "The liberal arts colleges, which originally concerned themselves chiefly with philosophy, religion, astronomy, mathematics and languages, have from time to time opened their doors to new fields as research brought light to new areas of human knowledge. . . . Liberal arts colleges now quite generally open their doors to music and art and to some professional studies, particularly in the field of education.

"We now propose that the liberal arts college accept, rebuild and refine one of the oldest, one of the most fundamental, one of the most universal, and one of the most complicated and difficult of the human arts, namely, farming. This does not mean developing the science of agriculture—it means applying the discoveries of modern science to farming. It means rebuilding the dignity of farming. It means farming, not as a mere means of great wealth, but farming as a way of life. It means putting farming on such a plane that the most brilliant student will seriously ask himself whether medicine, law, or other professions can begin to provide so enduring values and so rich a life as farming in the new way.

"Our colleges have always claimed to 'prepare for life.' This proposal would add, 'also for life on the farm.' Students choosing the farm will continue the study of religion, literature, philosophy, music, as do the students planning to enter other vocations. Obviously we do not visualize a narrow, technical education, but a broad, liberal education seeking the development of the complete personality. Some of these well-rounded personalities will choose the art of farming as others will continue to choose teaching. The old liberal arts program will continue to furnish the educational background for all students, regardless of the field of life chosen."

DR. NELSON offers a challenge to the individual, to public and private schools for the youth of the country, and to the liberal arts colleges especially. But the challenge in this matter of rural life does not end there. One of the foremost educational agencies of the times is the church. The message that will take

city people to the soil and that will hold the rural population on the farm belongs, primarily we might almost say, to the church. The church organization which fosters the missionary endeavors of both the home and foreign fields, should at least share this responsibility with other educational factors, such as the schools and colleges.

Many denominational organizations, Methodists, Baptists, Presbyterians, Catholics, and others, already have a definitely organized program of rural work. The church which does not have a well organized and distinctly active rural department is overlooking an important field and losing great possibilities for Christian service.

With the economic situation as it is; with countries the world over distressed and unable to bring peace and harmony; with our own national perplexity as to the present depression and its attendant results, what is more vitally needed than a well-defined policy to help people, old and young, to a place on the land and an attitude of rural-mindedness?

—S—

### English Boys Learning to Farm

A FRIEND who knows Madison's ideals of education and its work-study program recently sent the following clipping from the December 17, 1937, issue of *The New York Times*. It is an established fact that when the time is ripe for a movement, advocates of that idea will appear in various sections of the country, each contributing to the common cause, although often ignorant of other projects of a similar type. The article reads:

In the shadow of the Chiltern Hills, near Wallingford, Berkshire, England, 300 lads are successfully running a farm of 1,000 acres. Their success has revived the slogan of the Ministry for Agriculture, "Back to the soil," and has brought an appeal for a fund of \$200,000 to establish similar farms in other counties. The agricultural expert of *The Daily Telegraph* recently visited the farm and wrote about it:

"The farm has three fine milking herds of Ayrshire cattle, 21 working horses, 800 pigs and 4,000 head of poultry. The boys also cultivate the fields and market gardens and tend the forest lands.

"During the next twelve months about 200 of the boys will complete their training and

leave to take up work on farms and estates. Many more could be placed if there was opportunity to train them. Farmers are applying for them now at the rate of more than five a day.

"The boys are sent to this Wallingford training colony by Public Assistance Committees in big industrial centers because their home environment is bad or because permanent employment cannot be found for them.

"The average lad passes through his training in fifteen months and emerges strong and healthy and equipped with a good all-round knowledge of farm work.

"The first five months are spent in physical training, land work, fencing and forestry. The boys then pass on to stable work and thence to pigs, poultry, and, finally, the cowsheds and dairies.

"All the livestock I saw did great credit to the farm, and the land was clean. Boys in the cowsheds to whom I spoke took great pride in the herd, and those nearing the end of their training were good milkers. Some boys who were at the colony a few years ago now fill responsible jobs as head cowmen and are earning good wages."

—S—

### Advantages of Rural Life

HERE is another angle from which to view the country life problem. With what ideas are the minds of your children filled when they enter school? Much depends upon the environment in which they have spent their young lives.

A research problem was carried on in Berlin. Children were asked 75 questions concerning residence, vocation and name of father, the sky, thunderstorms, the sphere, the potato patch, the river, the lark, plowing, the forest, the meadow, the snail, the oak, and so forth.

According to the record given by Dr. W. A. Lay, in "Experimental Psychology," "the sphere of ideas of the children of a large city does not include the elements necessary for school instruction. Of 10,000 children, 8,000 had never seen a lark, a willow, or a birch; over 6,000 had never seen a forest." The psychologist who made these findings advises hikes for such children.

Years ago, G. Stanley Hall, a great student of youth, observed that generally, in scope of ideas, "children from the country surpass those of the city. The observations of country children are more exact, and their preference for nature study is greater than that of city children."

"A sojourn in the country for only a few days may be more efficacious for children than a few months of school instruction," says Dr. Hall.

—S—

### Comings and Goings on the Campus

Mr. and Mrs. Clarence Rosenthal of Rochester, Minnesota, looked in on friends at Madison, en route to Florida for the winter. They were both students at Madison in the early days of the institution and therefore they are especially welcome. They expressed pleasure in the growth of the college.

Miss Lotta Bell of Union City, Michigan, visited friends on the campus for a few days late in December. She has been associated in times past with a number of Madison residents. She was on her way to an educational appointment which will hold her in Florida for a few weeks.

Dr. Murlin Nester, College of Medical Evangelists, class of '35, and former Madison College student, stopped to visit his mother and friends on the campus as he was en route from Battle Creek Sanitarium in Michigan, to Miami-Battle Creek Sanitarium in Florida.

Miss Bernice Simon, a former student of Madison, who is teaching this year on the shore of Lake Okechobee, Florida, stopped to see her friends on the campus as she went to her home in Memphis for the holiday season. She finds herself in an entirely new environment with an abundance of bananas and citrus fruits and with the swamps and the blue cranes of the everglades. The school is new and small. The children need books and periodicals to read. Out of your library have you something to donate?

Mrs. Florence Taylor, principal of the Junior High School, and Mrs. R. B. King, teacher of mathematics, who attended the conference of secondary church school teachers held at Southern Junior College, Collegedale, Tennessee, January 2 to 5,

report an interesting and profitable gathering for the forty or more teachers in attendance. The common theme of the discussions was "follow the blue print of Christian education at any cost." C. A. Russell, educational secretary of the Southern Union Conference, was the presiding officer. Other speakers were W. H. Teasdale, of the General Conference Department of Education, Washington, D. C., J. K. Jones, president of the union, J. C. Thompson, president of Southern Junior College, and Miss Myrtle Maxwell, of the same institution.

Early in January Professor Cecil Woods, science teacher in China Training Institute, Shanghai, paid Madison a visit in company with his brother, Professor Robert Woods, member of the teaching staff of Southern Junior College, Collegedale, Tennessee. In the company also were Mrs. Cecil Woods and daughter, Professor Robert Woods' father and his daughter. Trouble in the Orient brought Mr. and Mrs. Woods home for furlough a year earlier than they had intended to come.

Elder H. K. Christman of Nashville, a member of the staff of the Southern Publishing Association, gave the Sabbath morning study on the first of January. Practical and inspirational as usual, his instruction was well received by the young people.

—S—

### NOTICE

THE annual business meeting of the constituents of the Rural Educational Association, the corporation which operates Nashville Agricultural Normal Institute, otherwise known as Madison College, is called for 10 o'clock, Tuesday morning, February 15, 1938, in the Administration Building on the college campus near Madison, Tennessee.

The annual meeting of the Board of Directors of the Rural Educational Association is called for 11:30 o'clock, Tuesday morning, February 15, 1938, in the Administration Building on the college campus near Madison, Tennessee. The reports of the institution will be rendered, and other business belonging to the corporation will be transacted.

M. B. DEGRAU, *Secretary*

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. 20 No. 4

Madison College, Tennessee

January 26, 1938

## Waccamaw Institute in North Carolina

IT was my privilege to attend the meeting of the Board of Directors of the new school concerning which you have heard, Waccamaw Institute, which is located near Lake Waccamaw, about fifty miles west of Carolina. The promoters of this enterprise are Sidney Smith, now head of the agricultural department of Southern California Junior College; W. E. Straw, of Emmanuel Missionary College, Berrien Springs, Michigan; Albert Smith, also of Berrien Springs; Dr. T. S. Whitelock, of San Diego, California; and Herbert Ferciot, an Ohio man who has been living on the property for several years.

The object of this group of educators is to establish on the farm a school and a medical institution which will provide facilities for a practical education of heart, body, and mind. Away from the city, surrounded by the things of nature, students will have ideal conditions for character development that should make them strong in leadership in their work for the Master.

AT the Founders' meeting held the last of December, definite plans were formulated for opening the school next fall. In a short time Professor Smith plans to be

From a chapel talk by President Sutherland

on the grounds in North Carolina, superintending activities, including the erection of buildings for the reception of students. Professor Straw, principal of the institution, plans to be there in the fall. Dr.

Whitelock, a physician and surgeon of long experience, hopes to have medical work started by autumn.

For months plans have been forming for the development of this project. Soon those who carry the burden hope to be free to devote their entire time to the new enterprise. Pioneer days are in many ways the best in the history of any institution. It is then that valuable lessons are learned—lessons of initiative, hope, courage, tenacity, tact in meeting and overcoming difficulties. It is the time of all times to learn to live and work together.

Facing these experiences, it is interesting to refresh one's memory concerning that school of olden times which is described in the fourth and the sixth chapters of Second Kings, of which Elisha was the headmaster. Together the students and teachers in that School of the Prophets raised their own food and built their own houses. Waccamaw Institute teachers and its early students will have similar opportunities. Who will be the greater learners

it is hard to predict. But men of might should be the product of such conditions.

#### Similar to Oberlin Beginnings

AS I looked over the situation at Wac-camaw I was reminded of the early days of that outstanding educational factor in the pioneer days of our country—Oberlin College, established on the oak barrens of Ohio, not far from the shores of Lake Erie, one hundred years ago by Professors Stewart and Shipperd. The history of the pioneer days of Oberlin are an inspiration to men and women who face similar situations today.

The founders of Oberlin gathered about them a body of strong-hearted teachers and ambitious students who were not afraid of work, young people who dared to carry on with limited facilities. The result was an institution that sent into the mission field hundreds of workers who had the ability to cope with hard situations. They courted difficulties, braved dangers, and sought out places that young people without their training would hesitate to enter. As President Finney of Oberlin used to say, they were ready to go anywhere with but an ear of corn in their pockets as a symbol of their start in self-supporting missionary enterprises.

#### Cooranbong in Australia

ABOUT forty years ago a similar enterprise was begun in Cooranbong, New South Wales, Australia. Land was purchased as site for a new school. That land was condemned by would-be experts as unfit for cultivation, but Mrs. White, one of the prime movers in the enterprise, took the position that if properly treated the land would produce treasures. Based largely upon this faith, the school was established and the founders lived to see the institution a demonstration of educational principles that far exceeded their expectations.

If neighbors said a certain crop that should grow in that section of the country could not be raised on the land of the Cooranbong School, the school people immediately planted that crop to test the situation. And that condemned land, under proper cultivation, proved a success. That land needed to be worked

hopefully, cheerfully, scientifically. Then it yielded rich returns.

The Cooranbong School also operated a medical institution. A thriving health work grew up along with the educational institution. The time came when Australia was proud of the institution established on land about which it was predicted that nothing could be raised upon it.

#### Early Days of Madison

WHEN Madison was established, over thirty years ago, the land purchased as a site for the school was considered by many utterly unfit for such purposes. In many ways it did look forbidding. It was rocky and worn. But the founders accepted the proposition that, if properly cultivated, this worn farm would blossom and prove a blessing to students in training. The fact that it was not the most promising caused the operators to approach their undertaking with deep determination to surmount difficulties. They must have faith in the soil. They must put their best efforts into the scientific handling of the land. They could not depend merely upon superficial handling of the situation. This very condition was an invaluable lesson to a body of men and women who had undertaken to educate youth to surmount difficulties.

The Madison College farm has been thoroughly tested. It has responded marvelously. When there have been failures they were due to ignorance and inefficiency in handling.

Early in its history Madison laid the foundation for a permanent medical work. Two institutions, a college, and a sanitarium and hospital, have grown side by side on the campus, under one and the same management. Thousands of patients have been benefited not only by medical treatment but by the inspiration that results from close association with buoyant youth who, as attendants, nurses, associates on the campus, are gaining their education for lives of Christian service.

The influence on the student body is equally beneficial. The sanitarium has been one of the leading factors, financially, in making possible the education of young men and women who are thrown largely upon their own resources for an education.

The value of service to the weaker, the needy, the afflicted, is a constant source of education to the young people.

The influence of the cooperative work of students and teachers at Madison has had a profound effect throughout the South. Prejudice has been broken; the dignity of labor has been upheld. Both college and medical institution have profited by their close association. And this influence is not confined to Madison. In various sections of the Southland other groups are operating similar institutions for the advancement of agricultural activities in their respective communities, for the education of the children, and through operating a medical institution for the care of the sick and as an educational factor in prevention of disease.

#### Waccamaw Institute

IT is with pleasure that we welcome into our group another body of stalwart soldiers whose purpose is to develop an educational center for youth, a combined educational, medical, and rural life enterprise which plans to open its doors to students in the fall of 1938. The leaders in this movement are seasoned teachers who will carry the work forward with a background of experience. They are not ignorant of the problems that confront them in operating a school and medical institution on a farm.

Waccamaw Institute, located near Bolton, North Carolina, will be the only institution of its kind in that section of the state. Conversation with people who have lived in that neighborhood the greater portion of their lives, and with others who have recently moved in from the North, indicates that there is a general feeling of the need of an institution of this type. The location is considered a suitable one, and the land is considered adapted to the raising of a variety of vegetable crops, several varieties of fruits, and some of the ordinary grain crops. The soil is a rich loam with good drainage, and if properly tilled should produce well. As with other raw land, time must be given to bring it into a proper state before the best results can be expected.

At the time of the meeting we had the privilege of visiting a number of men who came to that section twenty years ago, who are successful raisers of varied crops. When counseled concerning the Waccamaw situation, their universal opinion was that the Institute land is better than their own holdings nearer the coast.

Much of the original timber of the Institute farm has been cut, leaving land for cultivation. There is still an abundance of timber for building purposes and for fuel for years to come. A saw mill is in operation, preparing lumber for buildings for incoming students in the fall. It is the plan to begin with simple buildings that will meet the needs temporarily, and later when there is available means these will give place to more substantial structures. In the light of experiences in other centers, this seems a wise policy to pursue.

Reading matter and fuller details may be secured by addressing, Waccamaw Institute, Bolton, North Carolina.

—S—

### Principles of the Student Government

FOLLOWING his election as president of the Student Government of Madison College, William Ludwig addressed the general assembly at its weekly session. Thanking his fellow students for their expression of confidence in him, and renewing his pledge to the oath of office which had been administered to him, he said:

The success of the student body depends largely upon you as a unit and your ability to work toward a definite goal. No person can make any organization a success except as the membership works in unison and in harmony with the fundamental principles of that organization.

We students at Madison enjoy the privileges of self-government. For a democracy to be successful it must have citizens who are stable and responsible in handling the duties assigned them; who are intelligent and sufficiently well informed to distinguish issues and judge correctly; and they must love democracy well enough to fight for it and to perform the everyday duties of a good citizen.

I am heartily in favor of an active student body. This is what we mean by the "spirit of the school." Therefore I challenge you to take part in the various extra-curricular activities

of Madison *without* having the school spirit. With us "school spirit" is not measured by the "hurrah" or the "yell," but by the number of positively active students we have in the organization.

Madison College is doing more to train us to meet the problems we must face in the world than any institution I know of. We do have a three-fold education—that of body, mind, and spirit.

Sometimes we may lose sight of the fact that the work by which we are earning our college expenses is a part of our education, a very vital part. Were education confined to accumulating facts, life would be over before we had gone very far on the road to an education.

I have taken the oath to defend and to support the constitution of our college and to uphold its principles to the best of my ability. With your help, this I will do. I wish to point you to the Word of God as the source of freedom. "Where the Spirit of the Lord is, there is liberty." I urge you to align yourselves with the threefold education Madison offers, that you may reap the largest returns from your stay in this institution.

—S—

## Alcohol Education Visualized

A NUMBER of statements have been received from educators, ministers, and business men in West Virginia which reveal the excellent reception given the presentation of the lecture and slides on alcohol designed by Julius Gilbert White. These are supplied to the field by Associated Lecturers, Inc., which is located on the college campus, Madison College, Tennessee.

Following the lectures at Welch, G. M. Hollandsworth, principal of Welch High School, wrote:

B. E. Ewing, superintendent of the West Virginia Anti-Saloon League, addressed our junior and senior high school groups, using slides to illustrate his talk. He put his message over in a forceful manner and presented facts which everybody present will remember for a long time. I should like to see a similar message presented to every boy and girl in our land.

Concerning these lectures, R. E. Brockman, president of Atlantic Smokeless Coal Company, bore this testimony:

I desire to express our sincere appreciation of the good work you did in your lectures on

the evils of alcoholic beverages. I have a son teaching in Davy Junior High School, a daughter in Welch High School, and one in Asco Graded School, so I have obtained first hand impressions from three points. I cannot place too much emphasis on the work you are doing. Your messages are well received and will certainly be of inestimable value to the communities wherein you labor.

A minister, Rev. J. M. Wyser, member of the Committee of McDowell County United Dry Forces, wrote:

The splendid stereopticon pictures, scientifically, yet very simply and impressively presenting facts about the narcotic poison, ALCOHOL, should be presented to every school in the state. The very pleasing manner and address of B. E. Ewing, Anti-Saloon League superintendent, won for him the high favor of teachers and students. . . . The messages to our church congregations were filled with up-to-the-minute information and inspiration. Be assured that Ewing knows how to approach any kind of audience.

The lectures appeal equally to white and colored students. Principal J. H. Byers of Welch-Dunbar High School for colored students, wrote:

Mr. Ewing's speech, "The Evil Effects of Alcohol and Narcotics on the Human Body and Mind," will live long in the minds of those who were so fortunate as to hear that splendid address. Already, as a result of his visit, teachers and students are manifesting a more lively interest in the subject of "ALCOHOL AND NARCOTICS," and are ransacking the library in search of literature that will give them more light on their bad effects.

The pastor of the Methodist church, Rev. R. H. Ballard, wrote Mr. Ewing:

We take this opportunity of expressing our appreciation of the fine work you did in McDowell County and especially in Iaeger. I am sure your lectures before the student body made a deep and lasting impression.

—S—

George B. McClure, Principal of Pine Forest Academy, Chunky, Mississippi, Mrs. McClure, and Miss Hazel King, teachers in the Academy, spent a few days with friends at Madison, stopping on their way to the conference at Collegedale. For years they were all members of the Madison group and find a hearty welcome when they come "home."

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2-1-34

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 5

Madison College, Tennessee

February 2, 1938

## The Effective and the Ineffective College Teacher

A PROBLEM of major concern to every college administrator has to do with the degree of efficiency of his teaching staff. The success of the institution is in a large degree dependent upon the maintenance of a corps of competent, increasingly effective instructors.

In 1927 the Association of American Colleges appointed a Commission on the Enrollment and Training of College Teachers. The investigation was inspired by Marshall S. Brown, Dean of the Faculties of New York University. Some facts from this survey, published under the title, "The Effective and Ineffective Teacher,"

by Reed, 1935, may enlarge our vision on a feature of our work at Madison that is a just cause of concern.

We recognize the members of our faculty as conscientious, God-fearing men and women, who are reasonably well acquainted with the high calling of the Christian teacher. It is for this reason that we sit together for a consideration of our professional needs.

The institution has dealt generously with us by placing within our reach advanced courses of instruction and professional training. It is our duty, and

From a Madison College faculty study hour, conducted by M. B. DeGraw.

should be our pleasure, to develop the highest possible efficiency in our particular teaching field.

The survey of the Commission referred to states that the average college administrator concludes "that 9 in 10 of his faculty members comprise border-line, fair, good, and outstandingly good teachers, while 1 in 10 comprise serious liabilities, teachers undeniably and indelibly branded as *rusty*."

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### FOR THE TEACHER

HIGHER education is an experimental knowledge of the plan of salvation. . . It means to overcome stubbornness, pride, selfishness, worldly ambition and unbelief. It is the message of deliverance from sin.

—*Counsels to Teachers*

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IT IS interesting to find that "rustiness" often follows the attainment of a final degree; or, it may come when the tenure seems secure; or "when external motivating factors have decreased in number and potency"; or when self-motivation has not been acquired.

The effective teacher substitutes self-motivation for external drive.

He has acquired a reputation for effectiveness among students and colleagues.

This reputation is an earned reputation. It is born of hard work, persistent effort, self-analysis, critical evaluation, and keen self-motivation.

Rust is symbolic of inactivity. It is so in iron; it is so in human machinery.

The survey tells us that "administra-

*tive officers express little hope of rehabilitating the rusty by any known method."*

#### Causes of Ineffective Teaching

IN THE study made for the National Personnel Service, Inc., by Anna Y. Reed, are listed the following 27 "probably causal factors of inefficiency in teaching," as evaluated by about 400 college administrators:

1. Egotism
2. Tardiness
3. Inexperience
4. Failing health
5. Mental inertia
6. Degree chasing
7. Tendency to bluff
8. Domestic problems
9. Financial worries
10. Religious scoffing
11. Religious fanaticism
12. Social distractions
13. Research publication
14. Too highly specialized
15. Lack of social culture
16. Too departmental minded
17. Professional jealousies
18. Outside remunerative interests
19. Lack of interest in young people
20. Averse or oblivious to modern trends
21. Lack of ability to inspire young people
22. Discouraged professionally (frozen out)
23. Inadequate preparation for daily classes
24. Incapable of profiting by constructive criticism
25. By character and personality ill adapted to teaching
26. Instructional methods unsuited for college students
27. Time divided between teaching and administrative duties

It is enlightening to learn that among teachers of experience, item number 20, "averse or oblivious to modern trends," ranks first; in other words, it is the greatest causal factor in ineffective teaching. "Mental inertia" takes second place.

Among inexperienced teachers, those who have recently entered upon the profession, item 25 heads the list—"by character and personality ill adapted to teaching"—while "lack of ability to inspire young people" is the second highest cause.

#### Additional Causes of Inefficiency

CHECKING further among administrators for their explanation of the causes of ineffective teaching on the part of experienced teachers, the surveyor's found the following:

Laziness, propaganda spirit, unpleasantness to students, lack of broad general knowledge, pop-

ularity without scholastic foundation, lack of knowledge of educational psychology, failure to see the importance of each recitation, inadequate consideration of objectives and curriculum staleness, set in ways, dishonorable, incompatible, with students, failure to reorganize teaching each year; too many men quit trying about forty and consider themselves fixed for life; speaking too low, and too indistinctly.

Among inexperienced teachers the following additional causes are given:

Ignorance, prejudice, poor personality, inferiority complex; lack of proper supervision, too many courses to teach, inability to control classes, unsatisfactory personal conduct; knowledge not sufficiently broad; too close association with students; no training in organization and selection; inability to get along with students; not up on the latest literature on his subject; failure to adapt to situation in the school; not prompt enough with grades and critical work for students.

There is a corresponding list for those who are growing old in the harness, such as "go stale," not professionally minded, failure to grow mentally, crabbed and grouchy, puttering around, lack of scholarship.

#### Means of Improvement

ACCEPTING the dictum that the "rusty" are incapable of rehabilitation, are there any devices for the improvement of instruction among both experienced and inexperienced college teachers?

The consensus of opinion is that there is a *core of methods* and devices which are especially helpful. These are:—

1. A periodic statement of objectives
2. Joint conferences with other departments
3. Recognition of teaching efficiency—praise, promotion, commendation by the dean, president, supervisor, etc.
4. Departmental conferences.

This is calling for an organized program of improvement. In many colleges this is a duty assigned to the academic dean. In actual practice college administrators confess that the job of teaching teachers to be effective is much neglected.

Another interesting finding is that efficiency in teaching does not always improve with advanced learning. Holding a doctor's degree does not guarantee efficiency in teaching. In fact, a doctorate often develops a desire for writing for publication or for research which isolates one in the laboratory. As Reed puts it:

"Both productivity and research have been overestimated as criteria for teaching."

This fact places a high value on teaching *per se*.

#### Daily Preparation for the Classroom

STUDENTS are especially keen to detect whether or not a professor has made special preparation for the recitation of the hour. They are not slow to criticize the lack of definite preparation which reflects itself in the method of presentation; the handling of materials; requirements for students; and the life and spirit of the recitation.

The efficient teacher will be fresh, full of his subject, supplied with an abundance of up-to-date material and related subject matter and illustrations.

The efficient teacher loves teaching. He will have faith that his field of instruction has something of vital worth to the students. Then, too, a Christian teacher needs preparation in prayer.

#### The Effective Teacher

YOU will be interested, as I have been, in a description of an effective teacher. In an address before the Graduate School of Arts and Sciences, Harvard University, 1933, John Livingston Lowes, basing his thoughts on the idea that such a school should train *scholars that are teachers*, says in part:

"Teaching is effective only when the one who teaches is intellectually alive. Out of the scores of teachers under whom I sat, two tower head and shoulders above the rest. And the reason for that pre-eminence is to the point. It was because through their vividness and their vitality, and through their gift of bringing to bear at will on the subject they were treating whatever was pertinent in the whole wide range of their learning, they awakened intellectual curiosity and stirred to emulation. One felt one's self *kindling* under their influence. And they were men who thus stirred intellectual curiosity—this is to my point—because they were endowed with it themselves. . . . They were both of them inveterate explorers in their respective fields. Much of what they said has been forgotten in the years. It was their *spirit*, their animated vivacity,

which after one's kind one caught. One learned, and learned enormously.

But that was nothing to what, through their power of awakening, *one became*. It is not learning that is dull. It is only learned men who sometimes make it so. The possession of that and the power of kindling it in others—for it is contagious—are the earmarks of the scholar who is a teacher too. It is only when one has steeped one's self in one's subject, and ranged it from end to end, that the full power of its fascination can ever be exerted. That is what leads us on, and it is the communication of that spell which makes great teaching.

And to speak frankly, unless one can catch in one's researches and even in the effort to impart them, something at least akin to the spirit of adventure, the thing is dead. And the glory of teaching, in its turn, lies in the opportunity it affords to awaken and direct inquiring spirits.

—*The Effective and Ineffective College Teacher*

—S—

#### Music Privileges

THROUGHOUT the year the Music Department of Madison College sponsors programs for the campus family and its friends, encouraging student participation. Proximity to Nashville also gives young people interested in music unusual opportunities for attending highly cultural programs.

Early in December twelve of the students of Mrs. Alice Straw and John Robert, teachers of piano in the Music Department, gave an hour's program. Also in December members of the family attended an organ recital at Ward-Belmont College in Nashville, by Professor F. A. Henkel, head of the Department of Organ in that institution. His usual fine technique and good choice of tone colors were much enjoyed by the audience. Nashville and vicinity are fortunate in having such artists as Mr. Henkel to promote the cause of good music which contributes materially to the cultural level of the community.

Earlier in the season the Central Tennessee Chapter of the American Guild of Organists held its second annual public service in the historic McKendree

Church, Nashville. It was a beautiful service, devotional and inspiring. Appropriate numbers were rendered by Miss Margaret Vance, of Nashville, and Miss Alice Grass, organist of Fisk University.

The combined choirs of twenty churches in and near Nashville, under the direction of Lawrence H. Riggs, of Ward-Belmont College, sang two anthems, "Praise the Lord," Randegger, and "Open Our Eyes," Macfarlane, and two of Bach's chorales: "Lord God of Christ Supernal," and "All My Heart Today Rejoices." The program closed with Handel's "Hallelujah Chorus."

Organists who accompanied the choir were Paul L. McFerrin, dean of Central Tennessee Chapter of the American Guild of Organists, who is also organist of the First Presbyterian Church, Nashville, and Arthur Henkel, of Christ's Church and Ward-Belmont College. The meeting was attended by a large audience interested in the best in church music. The musicians and music lovers of Madison are interested in, and happy to cooperate with, such efforts to promote a high standard of music in the worship of God.

—S—

### Law Enforcement League

ON the evening of January 19, Bishop A. E. Clement, pastor of Monroe Street Church, Nashville, chairman of the Committee of One Hundred for Law Enforcement in Nashville and Davidson County, made a solemn appeal to the residents of Madison College campus for cooperation in the enforcement of law and order and for adherence to the principles of temperance.

Dr. Clement represents an organization the purpose of which is to better social conditions through a program of education. According to his statement, 4,300,000 criminals are at large in the United States. Perhaps the enormity of the number registers with us when we see that it is 20 times the number of men composing the United States Army.

The crime of this army of criminals-at-large costs the country 15 billion dollars

each year, an average of \$120 per year for every man, woman, and child in the country. Surely here is a problem that calls for the cooperation of every right-minded citizen.

The use of liquor is considered responsible for 95 per cent of this crime, according to Dr. Clement. He told of the governor of one of our great states who personally sat with 16 different criminals in the death cell as they faced the end of their career. Each of these doomed men confessed to the governor that liquor was the beginning of his downfall.

One encouraging thing for those who are contending against this great evil is the fact given by Dr. Clement that 178 newspapers in the United States refuse to publish liquor advertisements.

The faculty and student body pledged to raise \$100 to assist in the educational program of this organization for law enforcement.

—S—

### Campus News

The annual meeting of the American Association for the Advancement of Science, held in Indianapolis, Indiana, January 3-8, was attended by Dr. Floyd Bralliar, Lawrence Hewitt, and Ralph Davidson, members of Madison College faculty. This meeting called together several foreign countries. The display of scientific apparatus and materials occupied an entire floor of the largest theater building in the city, with additional exhibits in fifteen hotels and colleges. This is one evidence of the unrivaled advancement of scientific knowledge of the present century.

During the holiday season Mr. and Mrs. J. H. Young, of Jersey City, New Jersey, stopped to visit their son, Joseph Young, as they were on their way to Florida.

Mr. and Mrs. A. J. Wheeler, members of the teaching staff of Southern Junior College, formerly members of the Madison College faculty, spent the week-end on the campus and with relatives in Nashville.

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Craig Miss Edith Violet  
507 N Oak St  
Normal Illinois

9/29/37

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 6

Madison College, Tennessee

February 9, 1938

## The Industries a Vital Feature of Education

EDUCATORS of the country are striving to define the objectives of education in general and in its different levels. In the course of discussions the question is raised, "Is the student who is thrown upon his own resources to finance his college education or professional training thereby suffering any serious disadvantages?"

The subject is approached first from one angle and then from another. President Bradford Knapp, Technological College, contributes an enlightening article to the February, 1938, issue of *The Peabody*, entitled "Hands As Well As Heads and Hearts." He says:

"It would be a wonderful thing if some of us in the educational world could drop our over-involved phraseology and could bring ourselves to the point of talking in very common, everyday language about the value of work, and the joy there is in teaching people how to do things. . . . Do not forget that real character-building and self-confidence come as the result of knowing how to do."

IN THE year 1904, Dr. Seaman A. Knapp, widely known educator and advocate of agricultural training for the youth of America, wrote an article for *The Southern Educational Review* from which Dr. Bradford Knapp quotes these words:

The battle is for the recognition of industrial education in the people's schools. The final reason I offer for its admission is that it is a national necessity. The great battles of the future will be industrial battles. England, Germany, France, Japan, and the United States are putting forth every effort to gain industrial advantage.

At the present time, 1938, with its international problems, and its national problems as well, doubtless the force of that statement is more evident than when it was written 34

years ago. It was written the very year that Madison was established with its definite purpose to prepare young people in hand as well as in head and heart, to meet conditions known to be coming in the world.

In his 1904 article Dr. Seaman Knapp says further:

If by any process of training, it matters not how costly, we could implant in the American

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### DOING AND GIVING

IF I HAVE strength, I owe the service  
of the strong;  
If melody I have, I owe the world  
a song;  
If I can stand when all about my post  
are falling,  
If I can run with speed when needy hearts  
are calling,  
And, if my torch can light the dark  
of any night—  
Then, I must pay the debt I owe  
with some rare light.

—Charles Cooke Woods

---

youth a universal love of industry and a universal knowledge of agriculture and the mechanical arts, they would blend with our native genius, skill, and ability to do masterful things, and Americans would become the industrial arbiters of the world.

Here is the far-seeing judgment of a broad-minded man concerning the way by which our nation might become the arbiter in world relationships. On this point Dr. Bradford Knapp, head of an influential educational institution in the great Southwest, says:

I subscribe absolutely to the statement, "If by any process of training, it matters not how costly, we could implant in the American youth a universal love of industry and a universal knowledge of agriculture and the mechanical arts, they would blend with our native genius, skill, and ability to do masterful things, and Americans would become the industrial arbiters of the world."

#### Madison's Background

TO MEMBERS of the Madison faculty these words have a peculiar significance. Seaman Knapp was speaking from the political viewpoint. At almost the same time he wrote those stirring sentences, an influential member of the Board of Trust of Madison School wrote of the world standing the students of this institution would attain, from the standpoint of Christian activity, as a result of a similar training outlined for this institution. Here are the words:

The school at Madison not only educates in the 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 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. . . . 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. . . . If many more in other schools were receiving a similar training, we would be a spectacle to the world, to angels, and to men.

As to the best conditions under which to work out this scheme of education, it was said:

Such an education as this can best be worked out where there is land to cultivate and where the physical exercise taken by the students can be of such a nature as to act a valuable part in their character-building and to fit them for usefulness in the fields to which they shall go. . . . The knowledge they have obtained in the tilling of the soil and other lines of manual

work, and which they carry with them to their fields of labor, will make them a blessing even in heathen lands.

How striking is the similarity between the views expressed by these two writers.

#### A Practical Solution

AS TO the means of accomplishing this objective for the youth of America, Dr. Bradford Knapp says:

I undertake to say that a country school teacher who could operate a lathe, an electric saw, a smoother, a drill press, and a few other simple tools, and could make worthwhile things, could fascinate the youngsters under her charge, relieve the drudgery of the schoolroom, and do an immensely effective piece of work. . . . The schools have been inclined to leave it to a division of education called vocational education, when, as a matter of fact, skill of hand for seventy-five per cent of the youth of America is just as essential as reading, writing, and arithmetic. After all, *work is a character-builder.*

#### Work as a Character-Builder

THE vital reason for making work a part of the daily program of an educational institution is further emphasized by Dr. Bradford Knapp in these words:

I say only that after all these [other] things have been done and all these efforts put forth, still there remains skill of hand and the necessity on the part of 98 per cent of our people of earning a living. We are trying to crowd all of our boys and girls into a few vocations with a little too much emphasis on things which common people call the "white collar jobs."

The difference in training of those who have developed skill of hand and those who have not may be seen at a glance when you see them begin a task requiring hand skill. But above all do not forget that real character-building and self-confidence come as the result of knowing how to do.

#### A Fundamental Principle at Madison

IN the struggle to maintain the industries some may be inclined to discourage-ment. It is a source of great encourage-ment to find so many men of pro- more practical type of training for- youth who in the near future will be men of responsibility in the nation.

Young people have been educated away from Dr. Knapp's philosophy. Madison finds it necessary to present these principles line upon line, here a little and there a great deal, in order to neutralize the leaning toward the white collar job. But its effort is to implant the idea that work is a necessity, that it is honorable and dignified, and of inestimable value in the development of character.

Prospective students are advised that at Madison the work program is considered of equal importance with the academic schedule. The financial resources of the student have no bearing upon his labor assignment. For the sake of the specific development that accompanies hand skill, every member of the Madison family is required to have an industrial assignment.

#### Broadening the Industrial Program

STUDIES looking to a higher development of the educational features of the campus are now in progress. A large group of students have the privilege of a college education because of the opportunities Madison affords for remunerative work. In return, students are expected to bear to an appreciable extent the burden of an industrial morale and a satisfactory financial status of the campus industries. The work program is to them a real-life problem.

It is not merely a problem of furnishing students the means of earning their college expenses. The goal toward which Madison is striving is the development of a student group that is notably ambitious, efficient, tactful, capable of leadership and possessing managerial ability.

The studies referred to include also a class of adults who do not meet college requirements but whose ability for service may be enhanced by suitable training. They have the character, the Christian integrity, to become substantial helpers in "unit" work or community enterprises.

Madison is planning definitely to be of added assistance to this class, to place practical training within the reach of those who are free from family dependents, and who are otherwise prepared to become efficient agricultural men, mechanics, practical nurses, cooks, bakers, and to fill these and other positions in group work.

—S—

#### Comments

A FRIEND living near Chicago writes: "On our way to and from Florida it was the privilege of myself and family to spend the night with your splendid institution. Not since 1919 had I been at Madison. I attended a convention at that time. I was pleased indeed to see the remarkable growth of your college

and sanitarium. And with even greater satisfaction did I note that this growth has not changed the family spirit and the moral atmosphere. Dr. Bralliar showed us about the institution and took time to give us some of the history of the institution."

From a friend in New York City came this:

"The January 19 issue of THE MADISON SURVEY has just come to hand. I do not want to lay it aside without expressing my deep appreciation for the article on 'Giving Agriculture Its Place,' which is timely and pertinent. We are pleased to see the use which was made of and the reference to the material which goes out from the office of The Agricultural Missions Foundation."

From eastern New York comes this:

"For several years I have been a reader of THE MADISON SURVEY, and I wish to congratulate you. You seem able to bring the atmosphere of Madison right to the hearts of your readers in the North. I have been thoroughly sold on your methods."

—S—

#### Waccamaw Institute

THE article in the SURVEY of January 26, concerning the newly developing work known as Waccamaw Institute, is attracting attention. This institution is located near Lake Waccamaw, about fifty miles west of Wilmington, North Carolina. The plan of the founders is to offer full academic work and perhaps some freshman college classes next school year beginning in September, 1938. Professor W. E. Straw, who has been elected principal of the Institute, states that three or four young men may find work on the school farm during the summer. Those who will enjoy pioneer experiences while accumulating labor credit for school expenses in the fall are invited to write W. H. Ferciot, Bolton, North Carolina.

—S—

#### Using Madison Foods

WE are interested in the 'Health Foods' you have put on the market in our city," writes a physician living in one of the large cities of the North. "As we

specialize in allergy we will appreciate any information you may have showing the actual ingredients used in their preparation.

"We desire this information for the benefit of our diet-therapy work and to be able to answer the questions of patients, and perhaps suggest your foods to them."

Another physician practicing in another large city in the North writes of the Foods:

"For several months I have been prescribing to my patients your various food items with splendid success. Due to the fact, however, that many of my patients live in outlying districts, and even outside the city, many of them are handicapped in obtaining your foods regularly. For that reason I have felt that it may be advisable for me to stock some of your products in my office along with some other health food items I handle for the convenience of my patients.

"Kindly advise if you have a local distributor, or if you can supply me with these foods at a price which will justify my carrying them."

These communications indicate some of the educational features in the field of health that accompany the work of the Food Department of Madison College.

—S—

### Assembly Hall Chairs

WE WONDER if you have forgotten.

Several years ago Madison had a present of the Helen Funk Assembly Hall. It seemed then that it would meet the needs of the institution for a good many years. But the auditorium used for all student activities and for the church was finally outgrown. The building has been remodeled and a larger auditorium is now nearing completion.

Friends supplied most of the funds needed for this enlargement. It is being re-seated, and it was felt that of the hundreds, even thousands, of SURVEY readers a goodly number would like to pay for one or more chairs.

There has been some response but not

enough to meet the chair bill. We will appreciate your cooperation, and we thank you in anticipation.

One chair .....	\$ 1.75
Two chairs .....	3.50
Six chairs .....	10.50

You may address Madison College, Madison College, Tennessee.

—S—

### Campus News

The cookbook entitled "Food for Life," by Dr. Frances Dittes, head of the Department of Food and Nutrition, Madison College, is being translated into Spanish and will be published in South America. Any one desiring information concerning the Spanish translation may write the author.

In a recent evening chapel hour Miss Ruth Johnson, home on furlough after six years as medical missionary in Angola, West Africa, showed pictures of the everyday life and work of a missionary in that field. Miss Johnson, graduate nurse of Madison College, is spending a few months at Madison Sanitarium, relieving Mrs. Moore of some of her supervisory duties. She plans to return to Angola in March.

Mr. and Mrs. Earl Warner, of Fenville, Michigan, spent a few weeks with Mr. and Mrs. Grant Conser, whose home is on the campus. Mrs. Warner is Mrs. Conser's daughter.

—S—

### Your College Education

NOTHING is of much more concern than the education of the young people. The spring quarter of Madison College opens March 28. The institution has attractive offers for those who are ready for work on the college level and who desire to prepare for Christian service. There are opportunities for remunerative work. For details address the institution at Madison College, Tennessee.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 7

Madison College, Tennessee

February 16, 1938

## Nashville's Unusual Educational Program

THE inauguration on February 4 and 5 of Dr. S. C. Garrison as fifth President of George Peabody College for Teachers, and of Dr. Oliver C. Carmichael as third Chancellor of Vanderbilt University, was an outstanding event in the history of the South, a "milestone in education," as *The Nashville Tennessean* called it.

For two of the leading institutions of higher learning in the South to elect new administrators at the same time was a coincidence. Last spring Dr. Bruce Ryburn Payne, President of Peabody College since 1911, to whose genius and untiring efforts Peabody College in its present status is largely due, suddenly died. Dr. Garrison, for twenty years a member of the Peabody faculty, a close associate of Dr. Payne, and Dean of the Graduate School, was elected to fill the vacancy. His formal inauguration took place the morning of the fourth of February.

Vanderbilt University, founded by Cornelius Vanderbilt, with a gift of one and a half million dollars in 1873, was until 1914 affiliated with the Methodist Episcopal Church of the South. Since

then it has been undenominational. Bishop H. N. McTyeire, first president of the Board of Trust, was administrator until 1889, when Dr. Landon C. Garland became the first Chancellor. He was succeeded in 1893 by Chancellor J. H. Kirkland, who for 44 years stood at the helm, guiding one of the most influential educational institutions of the South.

In 1937 Dr. Kirkland resigned and the Dean of the Vanderbilt Graduate School, Dr. Oliver C. Carmichael, became acting Chancellor. On the fifth of February Dr. Carmichael was formally inaugurated to the Chancellorship.

THE inaugurations were but part of a conference program on "The Advancement of the Profession of Teaching," which brought to Nashville probably the city's largest group of distinguished educators, representing all parts of the country and including several from abroad. The 250 to 300 guests were college and university presidents and deans and administrators of educational associations and societies.

The general trend of the conference is indicated by the addresses of such men

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### TRUE TO CONVICTION

IF OUR SOULS but poise and swing  
Like the compass in its brazen ring,  
Ever level and ever true  
To the toil and the task we have to do,  
We shall sail securely, and safely reach  
The Fortunate Isles, on whose  
shining beach  
The sights we see, and the sounds  
we hear,  
Will be those of joy and not of fear.

—Longfellow

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as President Harold W. Dodds, Princeton University, who described "The Arts College of the Future"; President John J. Tigert, University of Florida, former United States Commissioner of Education, who interpreted the mission of "The Arts College and the Professional School."

Graduate and research programs of the South were presented by Dr. Charles W. Pipkin, Dean of the Graduate School, Louisiana State University; Dr. Howard Odum, Director Research Institute, University of North Carolina; and Chancellor Harry W. Chase, New York University.

PRESIDENT GARRISON, in his inaugural address, dealing with elementary education and its importance in the life of the nation, advised that "a sense of values be set up early in life, for the value of an individual resides not in what he has, but in what he is and does."

"Human value," said Dr. Garrison, "does not reside in an easy life, but in an active, assertive, giving life. It need not come from a fine and expensive education but from personality traits and habits which the individual develops in early years. For this reason, materials dealing with human wants and needs must be a part of the elementary school curriculum.

"It is highly important that teachers in the elementary school realize that happiness resides in activity, that it never resides in what an individual has but always in what he does. Happiness resides in activity for others. It never depends upon what an individual receives but always on what he gives. In our educational planning, the child must be made to think less of receiving and more of creating."

Dr. Boyd Bode, Ohio State University, spoke on "Higher Education in a Democracy." Speaking of the "awakening" in colleges and other institutions, he said, "Let us hope that these signs are evidence that democracy is on the way toward a new and better consciousness of its own character and mission." On all sides the note is sounded that if democracy lives it must be the spirit of the schools, the atmosphere in which youth develops.

SECTIONAL meetings for medical, legal, engineering, and theological education were each addressed by outstanding authorities in their respective fields. President-elect of the American Medical Association, Dr. Irvin Abell, spoke on "Significant Trends in Medical Practice"; the Surgeon-General, United

States Public Health Service, Dr. Thomas Parran, presented "A Forward Look at National Health"; Secretary William D. Cutler, Council on Medical Education and Hospitals of the American Medical Association, discussed "Trends in Premedical and Medical Education."

These citations are but an evidence of the wealth of educational thought presented by men of prominence in the educational centers of the country. The leading address at the inauguration of Chancellor Carmichael was delivered by Dr. Isaiah Bowman, President of Johns Hopkins University. There followed the installation of Dr. Carmichael as third Chancellor of Vanderbilt University, and then his address, which dealt in a broad way with the responsibilities of the institutions of higher learning in shaping and directing the thought of the world.

#### A University Center for the South

THE significance of these events was pointed out in an editorial in the *Tennessean*, February 4, from which we quote:

Nashville is the scene of significant educational happenings. Each institution in its field of service has been distinctive and outstanding among Southern schools. In the training of teachers, Peabody College has no peer in the entire area. In the standards maintained at Vanderbilt in its College of Arts and Science and its graduate and professional schools, that institution has set a pattern for scholarship that has lifted the level of higher education in all its phases throughout the South.

Within a period of a few months the administrative leadership in both institutions has changed. The new leaders are being formally inducted into office. What they are thinking about the future of the institutions which they head is of importance not only to the institutions and to Nashville but to the South as well. The delegates from more than 250 colleges and universities that are here to attend these ceremonies testify to the unusual interest of the country.

The fact that the two men who are being installed have been working together for the past two years as deans of the graduate schools of their respective institutions and have been thinking in terms of coordination and cooperation in library and curriculum matters is of profound significance. Without losing their identity the two institutions can, by joining hands in a common task, have the strength and influence of one great university. The time has surely arrived when the best university education should be provided in the South. With the combined strength of Vanderbilt and Peabody the foundation is here for such a program.

Much has been said in recent years about the

importance of developing regional university centers in the South which will enable young men to get what they need without going North and East for it.

Vanderbilt and Peabody, located across the street from each other, and controlled by independent Boards of Trustees, certainly have the best possible opportunity for developing a great university center.

The joint efforts of the past two years, led by Chancellor Carmichael and President Garrison, indicate that the two men have caught the vision of the possibilities.

IN ITS development from a junior to a senior college Madison has had the hearty support of both Vanderbilt Uni-

versity professors and Peabody College for Teachers. Peabody is the alma mater of several members of the Madison College faculty and is still contributing to the advancement of its educational qualifications. One reason for selecting Madison as the site of a training center was its proximity to the educational institutions of Nashville. The central library already begun, and the broadening of the work in other lines, a movement in which Vanderbilt and Peabody are taking a leading part, will be watched with great interest.

## A Voice in the Field

THE increase in the use of alcohol and tobacco is one of the most perplexing problems facing the schools and churches today. An illustration of the interest taken by various organizations in promoting the use of the illustrated lectures of Julius Gilbert White on these subjects is furnished by the following announcement:

### AN ILLUSTRATED LECTURE

on

### HEALTH AND ALCOHOL

by *Julius Gilbert White*

Madison College, Tennessee

will be given in

THE AUDITORIUM GENEVA COLLEGE BEAVER FALLS, PA.

MONDAY EVENING, NOVEMBER 1, 1937 at 8 O'CLOCK

This lecture is a popular presentation of the effects of alcohol on the human body, illustrated with 150 COLORED ART SLIDES.

Mr. White is a high grade, interesting lecturer. His lecture at Winona Lake Assembly, Indiana, this summer we regard as the best we have heard on this subject. It is human as well as scientific.

This past season he spoke to over 100,000 persons in high schools, colleges, and churches. We are very fortunate in securing him for a few DEMONSTRATION LECTURES in the Pittsburgh area between his scheduled engagements in Michigan and West Virginia.

Because of the great need for alcohol education and for the reason that we might want to secure Mr. White later for a series of lectures—pastors, public school superintendents, principals and teachers, parent-teachers leaders, boy scout and girl scout leaders, safety officials, Y.M.C.A. and Women's Club officials, and W. C. T. U. leaders are especially invited to attend.

However, the lecture is for everyone.

PLEASE ANNOUNCE, AND INVITE YOUR GROUP.

THE ADMISSION IS FREE.

### WHAT EDUCATORS SAY OF MR. WHITE'S LECTURES

"Splendidly illustrated by 125 stereopticon views—systematic, logical, very impressive and effective. I recommend it heartily."

P. P. Claxton (U. S. Commissioner of Education for twelve years)

"Your presentation at our chapel period was one of the finest I have ever heard. Comments heard from the faculty and students indicate sincere appreciation of your work."

N. C. Beasley, Dean-Registrar, State Teachers College, Murfreesboro, Tennessee.

"Mr. White's lecture on alcohol education was the finest illustrated lecture I have ever seen on this subject."

Russell L. Fauce, Principal, Goodrich School, Akron, Ohio.

Sponsored by Beaver County Committee of the National Reform Association

R. H. Martin, Chairman.

## Health Record Blanks

UNDER date of February 4, Miss Gertrude Lingham, Director Health and Nursing, Madison College, received the following letter from R. F. Johnson, Bureau of Service, College of Education, University of Kentucky:

"The committee considers your Health Form the best that has come to its attention, and is adopting it, with a few minor revisions, as the Standard Health Cumulative Record of the College of Education Training School. Our records were voted the best at the Florida Conference last year, but we feel the need for revision.

"We consider your Form especially strong in the following respects:

1. The pre-school period
2. The general organization and readability
3. Its available space
4. Inclusion of family physician
5. History of illnesses
6. Immunity status and accidents
7. General all-round excellence

"We are thinking of changing your 'Eyes and Vision' a bit. We think an item should be given to 'Dental Hygiene' and one to 'Parental Cooperation in Child's Health Habits.'

"Your Form has many other excellent items too numerous to mention. Let me thank you for your splendid cooperation."

Many teachers who are interested in personnel work in the field of health could profitably use Miss Lingham's Health Form. She will be pleased to counsel with you.

—S—

## A Chair or More Apiece

TWO former students, a man and his wife, send the price of two chairs, saying, "We wish it were a hundred times that amount, but every little helps."

A mother sends her check for \$5.25, saying, "While I have only one daughter in college, yet I am glad to pay for three chairs. There may be two others whose parents cannot pay for a chair apiece."

Two Pacific Coast friends write: "We are sending \$3.50 for two chairs. If we do not get there to occupy them perhaps some others to whom we have recommended Madison College may occupy them."

The 500 chairs have not yet all been paid for. We will be happy to hear from you whether you are a former student, the parent of a student, a prospective student, or a friend. Thank you cordially.

—S—

## News About the Campus

Mrs. Nannie Enloe Dodson, pioneer member of the Madison church, succumbed to an attack of pneumonia on January 7. For a time she was companion to Mrs. Druillard in Riverside Sanitarium, near Nashville, and since the transfer of the sanitarium had been a member of the Chestnut Hill school family, near Portland, Tennessee.

Mrs. Lewis Larson came up from Florida Sanitarium, Orlando, to join her husband, who became a member of the college student body with the opening of the winter quarter. Mr. Larson is assisting in the freshman English work and Mrs. Larson has been added to the Druillard Library force.

Patronage in the sanitarium has been good throughout the winter. At what is often a slack time, every room was occupied. Among recent visitors were Rev. and Mrs. James N. Blackard, Jackson, Tennessee, who were recuperating from an automobile accident.

—S—

## College for Me

ARE you being graduated from high school this spring? It is none too early to make application for a place in Madison College. This institution is in session throughout the year. March 28 is registration date for the spring quarter. July 5 is the beginning of the summer session. There is all-year remunerative work for those who desire to earn a scholarship. For particulars write: Madison College, Madison College, Tennessee.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 8

Madison College, Tennessee

February 23, 1938

## A Backward and a Forward View of Madison

RURAL EDUCATIONAL ASSOCIATION, the corporate body that operates Madison College and all its related industries, whose Constituents and Board of Directors I address today, yearly becomes responsible for a wider range of activities. Its duties increase with time; its influence broadens, its responsibilities are enlarged perceptibly in each twelve-months' period.

Thirty-three years ago it was an insignificant, struggling project, facing unnumbered obstacles; questioned sometimes as to its right to exist; its founders wondering how to interpret the direction of growth which the institution had inherited. Some of my colleagues who with me have had the privilege of abiding with the institution through these years are better able than many others to realize the marvelous blessings that have attended us.

A sheltered position has been responsible to a large degree for the ability of the plant to take deep root. Difficulties have become factors of strength. It has been a history of growth and development on the part of those who committed their lives to the enterprise, each year increasing their efficiency. I say this advisedly, although some have grown old in the service and may face the necessity of

lightening their load or changing their routine. But the permanency of tenure has meant much to the workers and to the work, for that fact has enabled the institution to maintain a unity of purpose, which is a strong element in its success.

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### A PRIVILEGE TO EARN YOUR WAY

IT IS interesting to note," says Dr. Daniel Starch, in his "Educational Psychology," "that the disciplinary value of a pupil's earning his way through school is rated higher than that of any of his studies."

—1929 edition, page 258

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**Its Definite Objectives**  
INSTITUTIONS as well as individuals are called to account for their position in the world. It is the privilege of institutions to state clearly their objectives and to demonstrate that they are attaining those objectives. A strong element in the success of efficient workers is a frequent review of objectives and a check-up

on their accomplishments in harmony with those objectives. It is well at our annual meeting to review some of the reasons for our existence.

Madison was established on Southern soil for the purpose of educating lay-members of the church to carry forward self-supporting work in the Southland and elsewhere. It was located on a farm in the vicinity of Nashville so that it might be in touch with leading educational institutions in this "Athens of the South."

In harmony with methods prescribed by the Scriptures, it was to prepare workers for needy places at home and abroad. It was to stress rural life, health education,

Portions of the report of President Sutherland to the Constituents and Board of Directors of Madison College, February 15, 1938.

the care of the sick, the production of health foods, the education of youth for agriculture, the rural industrial school, and the operation of medical centers.

Has the institution accomplished its objectives? This is a question on which the constituent membership has a right to check. The type of education specified for the institution, if carried out, will make this work a spectacle to the world. A letter received a few days ago from a man of wide influence and worldly connections, who has directed a good many others to us, says:

"I am recommending very strongly to Mr. —, of Chile, South America, who is managing a 3,000-acre estate, that if at all possible, he visit Madison College to study your self-help set-up . . . I should very much appreciate his being given every opportunity to benefit by the successful experience which characterizes your own activities in this regard."

I refer to this because it is recent and typical of numerous expressions of interest in the fundamental principles of the educational policy of Madison.

The unit work in a score of centers testifies to the ability of Madison to train and inspire men and women to carry forward enterprises similar to the parent institution.

A letter from the leading executive in a federal organization asked for an interview concerning a project in which he is interested and for which he wishes to find a leader. He says, "It is a sort of farm development with some imitation of your work."

#### Agricultural Interests

WITH our objectives to educate and inspire men to love the soil and properly handle it, are we going to be able to meet such calls? Many deep-thinking people are stirred over the deplorable condition of humanity in the large cities. They realize that means must be provided for their location on the land with instruction in self-support. We have been told that fathers and mothers who are able to get their living from small tracts of land are kings and queens. We expect to see thousands turning to us for assistance.

I am glad to report that we are of good courage over our own agricultural interests. A strong work is being done

not only in the classroom but in the various departments of agriculture. Some of our medical men are taking an active part in the agricultural work, thus tying more closely together a department that often loses sight of its responsibility for Christian service with another department that is in reality the ABC of Christian education. I am very thankful that these young physicians desire the college farm to become a living parable to the students.

The following words set a standard toward which we are reaching:

"The land around the buildings should be a park beautified with fragrant flowers and ornamental trees. On the farm there should be orchards, and every kind of produce should be cultivated that is adapted to the soil, that this place may become an object lesson to those living close by and afar off. The school is the Lord's property and the grounds about it are His farm where the Great Sower can make His garden a lesson book.

"Working the soil is one of the best kinds of employment.

"Our schools should not depend upon imported produce for grains and vegetables and fruits so essential to health."

#### Other Industries

SINCE self-support is one of the fundamental principles of the institution, the instructor who contributes materially to the development of character and intellectual advancement of students, and to their spiritual and financial growth as well, is an important asset. Through the years there has been close adherence to the policy adopted in the beginning, that the institution should maintain itself by its activities, and that it would provide facilities whereby students could in large part pay for their education. The faculty and workers of Madison have adhered strictly to the policy of living within the income of the institution to the point of large personal donations of time and service.

Self-maintenance in an institution numbering more than four hundred is no small problem. The traditional history of the industries in schools has been that they were not self-supporting and therefore the industrial program has been short lived. In order to operate a type of industries that will contribute to the stability of the industrial program, Madison stresses those lines of work that will contribute definitely to the soul-winning

work of its students rather than those that are of a competitive nature.

This policy emphasizes agriculture and associated industries, medical missionary work, the manufacturing and marketing of health foods, the publishing industry—stressing literature in harmony with the other activities of the institution, the manufacture of wearing apparel for both men and women—all industries essential to a well-rounded school, and all operated under one management. In spite of fluctuations in the markets of the world such industries have a stability, and minister to the education of students along lines they can duplicate in a large measure when they establish units of their own.

A practical knowledge of these industries, and skill in managing and operating them, by devoted, self-supporting laymen, enables such people to group together for effective community service. They form a church that is doing things, that demonstrates faith and allays prejudice. We feel confident that the Spirit of the Lord has guided in the development of this phase of the Madison program.

#### Enlarging Sanitarium Facilities

WE HAVE faith that divine favor will be shown those who develop work along the lines mentioned. We accept the blessings that have attended this work as a guarantee that the Master will continue to favor the further development of the plant at Madison. We think that the sanitarium on the campus should be put in shape to better care for the sick.

During the past ten years the strength of the institution has been devoted to the development of the educational features on the senior college level. This has taken energy and means that otherwise should have gone into the medical departments. Since the senior college is well on its feet, the time has come to provide more up-to-date facilities in the sanitarium. We now have six resident physicians and a good corps of nurses and managers of departments, but the institution is cramped for room and is doing much of its work under difficulties. We cannot continue with the simple plant that met the situation ten years ago. Additions, and improvements, and some very essential re-conditioning of the old plant are necessary.

The sanitarium will probably continue to be the chief financial asset of the institution. I wish, therefore, to recommend the construction of a building similar to the present Administration Building, and in close conjunction with it, to house the surgery and surgical patients, the obstetrical department and pediatrics. This will relieve the congestion in the main sanitarium buildings by providing special quarters for

patients that are now cared for in the main buildings. This will not only increase the capacity for patients but will improve conditions for all the patients.

This proposed plan will provide for our nurses-in-training so that it will no longer be necessary for them to take a part of their course in a pediatrics hospital. Further than that, it will enable us to accept interns from the College of Medical Evangelists, a step that will be very much to our advantage.

For several years the central heating plant has been taxed to the limit. Enlargement of sections of the institution make necessary the enlargement of Central Heat. We must have sufficient boiler capacity to take care of the plant, with reserve to carry forward while one boiler is idle for cleaning or repair. We are equipped to generate our own electricity. As the plant increases, one industry after another is drawing upon this power. Therefore, I am recommending that the central heating plant be given the attention necessary to enable us to efficiently meet the demands for heat and electricity.

#### Madison Foods

WHAT I have said concerning the growth of the medical work on the campus applies also to the increase in business of the food factory. A good many years ago we were persuaded to purchase the food plant near Edgefield. The plant was rebuilt on the campus. The food manufacturing work has been increasing especially since Mr. Bisalski, as sales manager, has been in the field interesting our larger churches in the value of health-food work. Not only as a financial help, but as a means of educating the public, food sales make an attractive business, especially in many parts of the South. We recommend, therefore, that if a way opens to secure the necessary means without borrowing, we enlarge the plant and install better and more modern equipment.

#### Madison College

FOR a number of years Madison operated as a junior college. This is its fifth year as a senior college. Our students have been admitted for graduate work in a number of institutions of higher learning—the University of Tennessee, Vanderbilt University, George Peabody College for Teachers, the University of Alabama, and others. The Tennessee Department of Education recognizes us as a senior college and grants teachers' certificates to graduates of our Teacher-Training Department, a favor that is otherwise granted only to state teachers' colleges. Madison College is recognized as a senior college by the Tennessee College Association, and it is an applicant for membership as a senior college in the Southern Association of Colleges and Secondary Schools.

Provision is being made for special students to take work in the industries, leading to a certificate. A ten-grade Laboratory School that accommodates children and youth on the campus and from nearby communities is operated by the Teacher-Training Department.

Among student activities is a well-organized system of student government. The history of cooperative government in the institution covers a good many years, for it has long been a principle that—

"The rules governing the school should so far as possible represent the voice of the school. Every principle should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules that he himself has helped to frame are obeyed."

I am pleased to report that we have gone beyond the experimental stage. We have a student government that is operating very satisfactorily.

Of other extra-curricular activities I call attention to the student publication, *The Peptu-mist Crier*, a very commendable student project. The Bible seminar is doing good work in several communities. Five churches are regularly ministered to by students in the Department of Religious Education. Members of the Agricultural Department are doing good community work in their field.

#### Buildings and Equipment

**D**URING the past year Gotzian Hall has been remodeled for Home Economics classrooms and laboratory. Generous-hearted friends contributed the cash and the college paid for the labor on this project.

Assembly Hall has been remodeled and re-seated and is about ready to occupy. It will now seat six hundred people. The money for the remodeling came from Mrs. Scott, Mrs. Druillard, and from our local conference, and Dr. Bralliar is raising money for the seats.

In order to accommodate students that are asking admission, and who are needed to carry the industries, new quarters must be provided for about forty women. The money for this addition must come from friends who are interested in Madison and sympathetic with its effort to provide training for Christian service.

Each season for several years we have hoped to build a new men's bath. Cement blocks made on the place are all ready, but added cash is necessary, and for this we must look to friends.

#### Other Financial Problems

**D**URING the past two years more thought than ever has been given to matters of self-support. The growth of the entire institution, and the increased expense of operating a senior college, make this a major problem. We have attempted to secure the services of an experienced business man, one who is sympathetic and conversant with the problems of the institution. Every time, we have been thrown back on our own resources, and to a serious study of the problems of finance.

Steps have been taken which we believe will result in decided economy in methods of operation and an increased income. We are con-

vinced that not only the teachers and commissioned workers but the students, also, should constitute a cooperating body to carry the financial burdens of the institution.

The industries are classified as either earning or service departments. To the earning departments is being distributed the responsibility of supporting the educational and administrative sections of the plant. Service departments are provided with a revolving fund to facilitate operating, but which they must maintain. These service departments must be developed by gifts. To illustrate: The estate of Mrs. Druillard has furnished about fifteen thousand dollars to be held in trust, and which can be drawn upon for the development of productive industrial departments. Last year, The Layman Foundation placed five thousand dollars with the college on the annuity plan to be used as a revolving fund by the Agricultural Department. This has taken the farm and its management off the "cropper" basis, has given them the attitude of proprietors, and is stimulating independent and advanced work. It is gratifying to see the business-like attitude this has developed.

#### Sources of Encouragement

**T**HE past year has brought many joys, many blessings, along with a strenuous program for all the workers. By the eye of faith we have seen the protecting presence of the angels of the Lord. We have had no major accidents or calamities, few cases of serious illness, no epidemics. With turmoil on every side, Madison has been a haven of rest to many.

The cooperation of the union and local conferences has contributed to the joy of the work. The presence of a number of these men on the Board of Directors testifies to their spirit of cooperation. As one of them expressed it recently:

"As I go from place to place in my work, I find that there is a very cordial feeling toward your institution at Madison. A large number of our leaders recognize that many of our young people would find it very difficult to secure a Christian education were it not for the cooperative efforts of Madison College."

The year brought two distinct losses. On the first of July Mrs. N. H. Druillard, pioneer at Madison, a mother of the institution, laid down the burden of life. Her last thought, it seemed, was of the work she had helped bring into existence. Last year she gave eight thousand dollars to the new library which bears her name. Her last gift was a legacy to further the growth of the college.

On the Pacific Coast, W. C. White, also one of the founders, a member of the Board of Trust, came to the end of his earthly journey. We miss him and Mrs. Druillard, but the work to which they contributed so much goes on.

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THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.



Craig Miss Edith Violet  
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Normal Ill 2-6-38

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 9

Madison College, Tennessee

March 2, 1938

## Annual Meeting of Constituents and Board of Directors

THE institution formerly known as Nashville Agricultural Normal Institute, and rechristened Madison College, including its medical department, Madison Rural Sanitarium, and a score of other campus industries, is operated by a corporation, Rural Educational Association, which is chartered under the General Welfare Act of the State of Tennessee.

The annual meeting of the constituent membership, nineteen of whom compose the Board of Directors, was attended by a company of sixty-five, held in Administration Building, on the college campus the morning of Tuesday, February 15.

A portion of President Sutherland's report of the activities of the year 1937 and some suggestions concerning the program for 1938, appeared in the February twenty-third issue of the SURVEY.

Both the President's presentation and the financial review of the past year indicated a steady and healthy growth of the institution, and met with the definite approval of constituents and directors.

Throughout its history Madison has been fortunate in having moral support of men and women of sterling worth. The deed to the property was first held by S. N. Haskell and his wife, two pioneers

in the Seventh-day Adventist denomination, who at that time were living in Nashville. For years they remained members of the Board of Trust. Elder George I. Butler, whom many of the older generation remember as a president of the

General Conference, and who, when Madison was founded, stood at the head of the work in the Southland was a godfather to the infant institution, giving it his unwavering support.

From that time on there have appeared on the Board the names of each Union Conference President, the president of the local conference, the educational secretary of the Union, and a

representative of our sister institution, the Southern Publishing Association of Nashville. There were present at the meeting in February the following men, who fill these offices in the order named: J. K. Jones, of Atlanta; C. V. Anderson, of Nashville; C. A. Russell, of Atlanta; and George A. Huse, Manager of the Southern Publishing Association. From a distance also came A. A. Jaspersen, James Lewis, and Miss Lila Patterson of Asheville Agricultural School and Mountain Sanitarium, Fletcher, North Carolina, and I. D. Pound, from the Banners Elk Unit in North Carolina.

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### THE WAY TO GLADNESS

#### YESTERDAY

Has slipped away;  
God has the tomorrow.  
Take today and do your part,  
As your part is given.  
That's the way to gladness,  
heart;

That's the road to heaven.

—Nancy Byrd Turner

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THE Board elected to membership on the college faculty, and as commissioned workers in the institution, a group of seventy-five men and women. These carry the responsibility of the plant throughout the year, serving not only in their specific capacities as classroom teachers and department heads, but also filling positions of trust in administrative and supervisory work, for Madison represents a community of interests, a co-operative organization covering a wide variety of activities.

In view of some of the more pressing and immediate needs, the Board took action sanctioning—

1. An extension of the sanitarium and hospital to include new quarters for surgery, obstetrics and pediatrics, and a revamping and repairing of the present building.
2. Enlarged quarters for women students
3. A new bathroom for men students
4. Enlargement of the food factory
5. Installation of adequate facilities at the central heating plant to carry the load of the enlarged general plant.

Words of encouragement were spoken by a number of those in attendance. Among them were these:

The oftener I visit Madison the larger the work seems to be. I discover new things each time I come. Truly, this institution has grown as a mustard seed. I am happy to see and hear what I have today. I am happy to stand at the head of a conference that contains such an institution and its daughter institutions. Madison has also a live church of loyal members. I wish many other groups might establish educational centers similar to this one.—C. V. Anderson

\* \* \*

Two of the outstanding features of Madison that appeal to me are that it is building character, and that here youth are taught to work. The world knows Madison as an institution that teaches its students to work with their hearts, their minds, and their hands. If the spirit of Madison were in all our institutions, it would make a marvelous difference. We of the Southern Publishing Association are happy to be your neighbors.—G. A. Huse

\* \* \*

I consider it well worth the effort to come here. Dr. Sutherland's report is one of the most complete I have ever heard. The financial report was most encouraging. I am more thankful than I can say for the spirit of unity and cooperation that exists between the organized and the self-supporting work. I pledge myself to use every effort in my power to assist in this work throughout the South.—C. A. Russell

\* \* \*

When as a young man I heard of the beginnings of Madison, I could not understand the reasons for the move that took a group of men and women to this Southland. The thing that appeals most strongly to me is that this is

a work of faith. When the drift in educational centers has been strongly toward the standards of the world, the Lord has planted an institution that would hold to the A B C of education.

I beg of you that as prosperity attends your efforts, you forget not the Spirit that prompted your efforts in the beginning. It is marvelous to see the progress that has been made. Yours is an institution that operates on its own oars. Growth has been due to the assistance of friends, and in no small part to the sacrifice of the workers in the institution. The light of this institution is shining to the four corners of the country. Its real beauty is due to the fact that through the years it has succeeded in gathering together a body of workers who are willing to sacrifice personal interests to the development of the institution. Do not lose sight of the source of your strength. Then truly the best and brightest days for Madison are still ahead of you.—J. K. Jones

—S—

## A Visitor from South America

EARLY in February, Mr. C. A. Irle, Missionary Architect for the Methodist Missions of South America, wrote:

As administrator of a large mission farm and practical agricultural school of the Board of Foreign Missions of the Methodist Episcopal Church, I am interested in studying some of the schools in the United States that are working along similar lines, before returning to Angol, Chile, South America.

After consulting with Mr. L. A. Roy of the Phelps-Stokes Foundation and Rev. John H. Reisner, of Agricultural Missions Foundation, the secretaries of our Mission Board urged me to visit your institution at Madison.

While with us Mr. Irle gave the family at an evening chapel hour a glimpse of the work with which he is connected on a 3,500-acre farm in Chile. He told us that seeing the extreme need of many of the people in his field, the school was established to teach families how to gain a living from the soil.

It was decided that the most practical missionary work the church could do for these people was to conduct a school. The school has attained the rank of a junior college and operates also the elementary and secondary school grades. Besides having 500 and 600 students on the school farm, the institution employs approximately 500 men in their various agricultural activities.

Visitors such as Mr. Irle, coming from an atmosphere pregnant with many of the principles that activate Madison in its program of work and study, are keenly alive to all that is going on here.

After Mr. Irle's visit Dr. Reisner wrote:

"We do appreciate tremendously all your kindness to Mr. Irle, who wrote a most appreciative letter concerning the great value which his visit to Madison College had been to him."

—S—

### Flowers Blossoming

AN unusually open winter in Tennessee brings beauty to the campus by the middle of February. The yellow daffodils have been nodding in the gentle breezes for over two weeks. Masses of Forsythia shed a halo of light against the stucco walls of Administration Building.

At one corner of the Sanitarium the plum trees are beautiful in their delicate pink blossoms. Japonica bushes are aflame at different parts of the campus. There is something in the air that touches the heart. The following lines were contributed by a member of the Madison family who loves the out-of-doors.

#### DIVINE ALCHEMY

By *Mrs. Dora Nester*

Today, I found  
Close nestling mid the tender grass,  
The first bright off'ring of the spring—  
A yellow crocus, blossoming.

Then came this thought:  
The ancient dream of alchemy  
Fulfillment finds, and proof complete,  
In this bright blossom at my feet.

'Tis thus that we  
The baser elements of earth  
With reverent wonder may behold  
Transmuted into living gold.

Renewed my hope;  
This spirit, poor and base, which dwells  
In the dust and ashes of my frame,  
Transformed may be, to living flame.

For surely He  
Who from the bare, brown earth brings  
forth  
This living beauty, can change me,  
Till others may His glory see.

### Summer Course for Medical Evangelists

By Julius Gilbert White

THE need of a knowledge of disease preventive measures is emphasized by the estimate that each year 850 people

out of every 1,000 in the United States have more or less sickness during the year. The combined sickness expense is 15 billion dollars annually.

Over 90 per cent of this sickness is preventable if people knew and obeyed the physical laws of life. Yet we spend only \$1.40 to prevent sickness to \$78.00 to cure it. One great unworked field is that of health education. It has long been neglected. Because the task of educating the masses to prevent sickness is greater than that of caring for the sick, and because the knowledge of prevention measures could forestall the greater share of this sickness, we stress health education.

He who undertakes to educate the masses concerning their health habits must not only present a proper regimen, but he must point out the destructive habits. The series of "Learn-How-To-Be-Well" lectures covers both sides of this field of health education.

During the three autumn months the writer kept 186 speaking appointments in Michigan, Pennsylvania, and West Virginia, reaching a total of 143,000 people. About one-half of this work was illustrated lectures in public schools on alcohol and tobacco. The remainder was for the general public, concerning the several phases of health protection.

A teacher in a school where the entire series was given, wrote:

We have become health-minded since your visit here. We are carrying out the new-found principles in our lives. The school was greatly helped.

A high school principal writes that he has not smoked since the tobacco lecture was given in his school.

Madison College offers two methods of preparation for this work. One is a two-year course in Medical Evangelism. The other is an annual short course of three weeks, for those who already have some foundation for the work and want especially to secure a knowledge of the lectures.

The coming Summer Course begins June 13 and continues to July 1. It will be a highly concentrated course in the "Learn-How-To-Be-Well" lectures, the technique of giving them, methods of self-support, and other matters pertaining to the lecture work.

The purchase of text-books will be optional, but students will profit by having a number of the books that will be suggested.

The expense per student will be approximately \$20 for three weeks.

It is none too early to lay plans for taking this special course. For further information address Madison College, Madison College, Tennessee.

—S—

### Announcement

The Madison Rural Sanitarium and Hospital wishes to announce the addition of Cyrus E. Kendall, M.D., to its staff as pathologist, and further announce the expansion of its clinical and pathological laboratory facilities to serve the medical profession. For further information address, Dr. Cyrus E. Kendall, Madison College, Tennessee.

—S—

### News About the Campus

Among familiar faces was that of Mrs. Lee Gibson of Owensboro, Kentucky, wife of Senator Gibson, who returned for rest. She was accompanied by her sister, Mrs. Kate Priest, also of Owensboro.

The president of the Carolina Conferences, H. E. Lysinger, of Charlotte, North Carolina, paid Madison a visit. Archie E. Deyo, also of Charlotte, was a sanitarium patient recuperating from an attack of influenza.

Mrs. H. S. Sanborn, of Mammoth Cave, Kentucky, returned for a physical check-up. E. E. Peters of Birmingham, Alabama, was a guest recuperating from surgery.

Mrs. C. C. Reed of Chattanooga visited her sister, Mrs. E. C. Albricht, who has been with us for a good many months. Mrs. R. A. Anderson, daughter of Mrs. Albricht, after spending three weeks with her mother, returned to her home in Havana, Cuba. Mrs. Anderson is frequently with us.

Judge J. M. Kilpatrick, attorney of Cullman, Alabama, was recently a guest of the sanitarium for the first time.

Miss Louise Seaman, a former patient, returned from McMinnville, Tennessee. Mrs. Rena Reapke and Miss K. Lang, of Indianapolis, spent some time with the sanitarium when on their way to Florida.

Mrs. Gertrude Ford, a business woman of Columbia, Tennessee, was a guest for a time.

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

Mr. J. G. Rimmer, member of the college faculty, who is especially interested in the training of medical evangelists, is teaching classes in the city each week. January 29 he spoke at the Blakemore Seventh-day Adventist Church, Nashville, on "Making Lay Evangelism Effective by Medical Missionary Work." Four of the Japanese young men accompanied him and sang beautifully, "Nearer, My God, To Thee."

The vesper service of February 26 was an impressive contribution by the choir, led by Mrs. Clara Goodge, the college teacher of voice.

—S—

### An Important Date

YOU have plans for a college education? Do not postpone arranging for this. Procrastination is not only a thief of time, but it may cause you to lose a chance in life. March 28 is registration day for the spring quarter at Madison College. Students are attracted here from many parts of the world because of the unusual opportunity to secure training for Christian service and to earn a large part of the expense. If your application is not already in, write at once for a calendar and blanks. Address, Madison College, Madison College, Tennessee.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol XX No. 10

Madison College, Tennessee

March 9, 1938

## A Praise Service at Madison

**M**ARCHING from Sabbath School in the Demonstration Building at eleven o'clock, Sabbath morning, March 5, five hundred people filled the newly equipped Helen Funk Assembly Hall on the college campus. It could not be called a formal dedication of the building, for Assembly Hall has been a center of college activities for nearly twenty years. It was rather a consecration and praise service for enlarged and beautified quarters in which to assemble as a church and as a congregation of students in educational and devotional activities.

To the rich tones of the newly installed Hammond electric organ, played by Mr. Rimmer, the choir of fifty men and women entered singing, "Holy, Holy, Holy, Lord God Almighty," by Heber.

... He entered into Capernaum. And a certain centurion's servant, who was dear unto him, was sick, and ready to die.

And when he heard of Jesus, he sent unto him the elders of the Jews, beseeching him, that he would come and heal his servant.

And when they came to Jesus, they besought Him instantly, saying, That he was worthy for whom he should do this: For he loveth our nation, and he hath built us a synagogue. Then Jesus went with them.

Dr. Sutherland read from the seventh

chapter of Luke. Then in part, he said: **I AM GLAD** for the record that the Master respects the desire of His people to have a commodious and beautiful place of worship. The centurion in the time of Jesus had built a synagogue, or church, for the Jews of Capernaum, and the Jews who knew Jesus used this as a plea for divine help for the centurion when he was in trouble.

It is a happy occasion for us to gather for the first time in our rebuilt Assembly Room. My mind recalls many momentous occasions in the history of the institution

that have taken place within these walls. Often we have been brought face to face with the thought that here we are in the presence of God.

Through the years this has been the gathering place of self-supporting workers from their centers of activity. They met for inspiration to continue their efforts, for new life, and to renew their determination that come what might, they would prove true to the work they felt had been divinely appointed to them. Each year at the close of convention we have heard these trusted and tried workers say that this had been the best gathering they had yet attended.

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Processional  
Invocation  
Anthem by the Choir:  
"Open Ye the Gates"  
Solo, Mrs. Clara Goodge:  
"Lead Thou Me On"  
Hymn by the Congregation:  
"To God Be the Glory"  
Speakers:  
Dr. Sutherland, Mrs. Lida Scott,  
W. E. Abernathy  
Organ Solo, J. G. Rimmer:  
"Largo," from "Xerxes"  
Male Chorus, Francis Woo, soloist:  
"By the Waters of Babylon"  
Benediction

---

At one time a delegation of General Conference officials spent seven hours in this room. We studied together fundamental principles of the work. There had been questions in the minds of some as to sanctioning this work. But once settled, there has since been no question. Peace and unity have characterized the work.

In our chapel services students and teachers have together studied principles fundamental to the welfare of the type of education for which Madison stands. Many a victory has been gained on these floors in behalf of self-support, self-government, and our mission in the cause of rural life. It has been to us a holy place, hallowed by the presence of God.

As our numbers increase and larger accommodations are required, we shall expect this still to be a place where the blessing of the Master is experienced. We appreciate the friends who have made this improvement possible. We owe much to Mrs. Scott, who has cast her lot with us and who has done much to make this work a success.

Mother Druillard, just a short time before her death last summer, knowing of plans for remodeling Assembly Hall, said that she wanted some of her funds to apply here.

The Kentucky-Tennessee Conference generously assisted, for they recognize this building as the home of one of the largest Seventh-day Adventist congregations in the conference.

From this desk many friends have given words of admonition and encouragement. W. C. White made us feel that our workers and students were especially dear to him. Mrs. Druillard often urged upon us the importance of holding true to the principles upon which the institution was founded. I think, too, of a friend in Nashville, the late Dr. Bruce Payne, President of George Peabody College for Teachers, who used to tell us to call upon him whenever we felt that he could be of any help.

These and hundreds of others have contributed to the welfare of the institution. Instead of commemorating a finished work, we are conscious that the greatest efforts are yet ahead of us. In the words of Moses we say, "If thy pres-

ence go not with me, carry us not up hence." We want to dedicate this room anew to a work that the Master can bless. It should be a place where nothing will be done that will grieve away the Spirit of God.

MRS. SCOTT, whose gift the building originally was, spoke of her hope that the music department, which is housed on the first floor, will continue its good work for students and sanitarium guests. Assembly Hall should be devoted to every good work in the education of young men and women for Christian service. No form of entertainment should be put on here that does not in some way contribute to the preparation of laymen for the distinct work for which the institution was established.

The world is headed for a major catastrophe. It is such a serious time in which to live that, as a company, we should dedicate our lives to a program of definite preparation for our place in the world. We want this room to be the scene of instruction not only in so-called religious work but in that broad preparation to meet the everyday problems of Christian living. This breadth is indicated in these words:

It requires more grace, more stern discipline of character, to work for God in the capacity of mechanic, merchant, lawyer, or farmer, carrying the precepts of Christianity into the ordinary business of life, than to labor as an acknowledged missionary in the open field.

God has a thousand ways to use us if we are ready. In our new gathering place, let us make God's service supreme.

Representing the President of the Conference—Elder C.V. Anderson, who was unable to attend this meeting—W.E. Abernathy, Secretary-Treasurer of the Kentucky-Tennessee Conference, brought greetings from the officials and stated that he was happy to see the growth of Madison; happy to find the smooth-running machinery and close cooperation between the work on the campus and the organized work of the denomination.

"We wish to express our hearty cooperation with your work as an institution. We consider you a part of the conference work and hope that you look upon yourselves as an integral part of the work we are doing. Madison stands for definite ideals, for a training of heart, head, and

hand. He who does not receive this all-round preparation is a crippled individual. I look upon this enlarging of your Assembly Hall as an index of the growth of the entire institution. May your efforts be blessed. I realize that you are here not for worldly gain but as workers for the King of kings."

—S—

### Milestones in Madison's Growth

THE history of Madison's student gathering places may well be taken as indicative of the growth of the institution. Those who came first to the place still visualize the gathering together at the close of each day of the little group that formed the nucleus of what is now a senior college.

Around the fireplace in the old plantation farmhouse they gathered, Mother Druillard in the center, her guiding hand on all, her counsel the respected word of young and old. In those days of small things, if a friend were approached for assistance, the maximum sum solicited was \$25. The story is often told of such an appeal being made to a friend in the Northwest. She heard the story of the struggling effort in the Southland, of the vision held for a school that would give worthy young men and women the privileges of Christian education irrespective of their financial status.

Her heart warmed to that story. She wrote a check for \$25, then asked, "What else can I do to help?" Surprise gave way to confidence. The need was explained of a building in which to carry classwork, house the few books that constituted the beginnings of a library, and an assembly room. It could be built for \$650, and into the hands of that pleased solicitor went a check for that amount. The boys put up Phelps Building. To that tiny school building were transferred the classes formerly held in Old Plantation House.

However, it soon became too small for the growing infant. Mrs. Josephine Gotzian had already become interested in the institution and Gotzian Hall was one of her contributions. It seemed so roomy, so much better than anything previously enjoyed by the young school that we thought it would perhaps last forever. But

nine or ten years later we were groaning for classrooms and for space for general assemblies.

Then it was that our godmother, Mrs. Lida Scott, who was making her home on the campus, came to the rescue and built Helen Funk Assembly Hall in memory of her daughter. In the south end was the library. Close the doors to the north and you had classrooms.

Our friends already know of the gift of a new library building dedicated in the fall of 1936. That is now the center of campus study and is growing more and more important in the life of the college family. With the books properly housed, it became feasible to remodel Assembly Hall. The work under the skillful hands of W. H. Gorich, the institution's construction man, has made a surprisingly delightful assembly room, bright, airy, effectively lighted, reseatd with capacity for 600 or more, rostrum space for 75, a baptistry, a pastor's study and classroom, and the ceiling acoustically treated.

A gentleman visiting the place during the week stated that it is one of the most attractive small auditoriums he has seen. This remodeling, reseatd, and the new organ, are the gifts of friends, largely those on the campus and in the city, who are interested in the progress of Madison College.

—S—

### Waccamaw Institute

By Arthur A. Jasperson

ONLY recently I realized a long anticipated opportunity of visiting the newly established educational institution, near Bolton, North Carolina, which has been named Waccamaw Institute. I was able also to visit Wilmington and to survey the agricultural developments of that section of the state.

By direct line Waccamaw Institute is only twenty miles from the Atlantic seacoast, and approximately forty miles from the city of Wilmington, the principal seaport of North Carolina. Owing to its proximity to the ocean, this section enjoys the cooling breezes of the summer months, and also it is far enough south to have a mild climate which permits practically a year-round agricultural program.

There have been some outstanding agricultural developments in the Wilmington area. Some unusual successes have been obtained through the raising of strawberries as well as general garden vegetables. A large business has also developed in the growing of flower bulbs and nursery stock.

The school property is located on a portion of a large boundary of land formerly owned by a lumber company which, after manufacturing the major portion of the timber, turned it over for agricultural purposes. The clearing of this land will furnish employment for students who wish to earn an education in this way.

This seems the proper type of location for the development of an educational enterprise. It is far enough from the city for students to be free from the unfavorable contacts of city life. For students who wish to avail themselves of a part in developing a school in an area which presents a very definite need for such work, it would seem that the Waccamaw Institute situation offers unusual advantages.

Coupled with these material advantages is the privilege of being associated with the strong educational leadership represented in the founders of this institution. That in itself is an educational factor that cannot be overlooked. Entering, as these men are, upon a program that cannot but be filled with self-sacrifice and hard labor, they are to be commended and encouraged in every way possible. I feel that Waccamaw Institute can make a real contribution by furnishing the opportunities for Christian education to worthy young men and women who otherwise might be denied such privileges for lack of means or opportunity.

And so, after making this survey of the situation, I feel that here is a new challenge to young people, and to all others who have occasion to do so, to help and encourage the establishment of this new enterprise in a very needy section.

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Mr. Jasperson's judgement is to be respected for several reasons. He is president and a

leader in the very substantial development of one of the leading "units," as we speak of self-supporting centers of the Southland—Asheville Agricultural School and Mountain Sanitarium, at Fletcher, North Carolina. He knows and loves the South, appreciates the young people who are to be the future leaders in this work, and knows many who need the privilege of earning a large portion of their expenses.

Fletcher is filled to capacity. Hundreds of youth need similar opportunities in the field of high school and junior college or trade school. He knows from experience what it takes to make a success in a center of this type. He knows, also, what the development of such an enterprise contributes to the man who gives himself to it. A blessing to the student, it is also a blessing to the instructor and administrator. May success attend those who are launching this new enterprise.

—S—

### Student-Nurse Activities

The following items are clipped from the *Bulletin* of the Tennessee State Nurses' Association, issue of March, 1938, of which Mrs. Marguerite Wallace of Madison College Health Department, is editor.

The Bible and Health group of Madison Sanitarium and Hospital, with Miss Ferguson, who have been visiting the Crippled Children's Home, have extended their Saturday afternoon efforts to include the children at the State Orphanage.

Since the sanitarium and hospital are departments of Madison College the nurses have much in common with the students in other departments. A new activity this year brings many students in various lines together as a Health Society, which made its first public appearance in a chapel program on December 6. The president is Miss Opal McKinney, a freshman nurse, who stated that the aim of the society is to promote good health within college bounds and elsewhere. A series of bulletins, "Steps to Health," are ready for distribution.

—S—

### Continue Your Education

**I**F WANTING a college training for Christian service and if you are undecided where to apply, write for information and opportunities at Madison. March 28 is registration day for the spring quarter. This is an all-year school. Remunerative work is abundant for those who meet the standards. Address, Madison College, Madison College, Tennessee.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.



# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 11

Madison College, Tennessee

March 16, 1938

## A Philosophy of Rural Life

IN ORDER to be stable and consistent, a man's life should be controlled by some philosophy. The Christian should be guided by a mode of thought which is backed by the Scriptures. To the extent that he is so grounded in his fundamental ideas, will he, like the Apostle Paul, be able to withstand opposition of the severest kind and yet say, "None of these things move me."

In these days of distress, we proclaim a call from the cities to a home on the land. But the man who leaves the city, seeking a rural home for himself and family merely to escape the woes pronounced upon the modern Sodom, is a weakling. When the scare is over, or the danger of disappointment, disease, loss of property, or enslavement of one sort or another, is postponed, or when his sensitive nerves are quieted, he will return to his former condition, probably condemning himself for making a false move.

Such a man is engrossed in an economic struggle for which he thinks the city offers a speedier solution than the farm. He is not impelled in his change by any philosophy of life, but rather by impulse, or hope of immediate returns.

THERE is a divine philosophy which includes man's relationship to the soil. Man is of the dust of the earth, fashioned of the identical elements that compose his garden. Into this earthy form was breathed the breath of life.

Earthly elements divinely animated—that is man.

From the beginning it was ordained that his material subsistence should come from the soil, and that he should earn his daily bread by working the soil that produces his food.

Alone, this cultivator of the soil cannot make one spear of

grass grow, nor a single bud set its fruit. But it is his privilege to be a coworker with the Creator, and as the result of this relationship to live a life of intense satisfaction, born of physical health, mental alertness, and an aesthetic soul satisfaction.

ABRAHAM, called to father a nation, laid the foundations in a school on a farm in Palestine, where heads of families studied law, science, economics, and reared their children in an atmosphere conducive to the making of a nation of leaders among nations.

From Egyptian captivity, symbolic to

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I FOUND a golden key one day  
Upon the path I trod.  
And it unlocked a golden door,  
The door that led to God.

And as I looked inside, I saw  
These words upon the wall:  
"Your God is Love, and Love brings  
work;  
There's Love and work for all.

—Selected

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the nth degree of city bondage, Israel was restored to its Promised Land, every man a landholder, with laws forbidding the transfer of land, and a divine decree by which land, lost through poverty or misfortune, reverted at the end of a half century to its original owner. There could be no accumulation of vast fortunes; there was no chance for debasing poverty.

The God of Israel intended His people to be universally and perpetually a rural people. That was a philosophy of the ancestors of Paul who, speaking to the Corinthians, says that these things "are written for our admonition, upon whom the ends of the world are come."

#### Agriculture a Way of Life

AT THE annual meeting of the Christian Rural Fellowship, in New York, December, 1937, a number of representative speakers contributed to the topic "Agriculture as a Way of Life" some vitally important principles. From Dr. Mark A. Dawber, Executive Secretary of the Home Missions Council, we quote concerning values inherent in agriculture and rural life:

1. "A religious philosophy for rural life is centered in the essentials of home and family values. . . . The farm home and the farm family have notable elements [unity and loyalty] which have profound significance in a religious culture. . . . Cooperation and loyalty are the essence of success on a farm. Industry can be measured with the measuring rod of Wall Street, but not so with agriculture.

2. "Every effort should be made in this country to encourage family farm ownership. It is one of the best ways through which to spread the ownership of productive property; it enables a group of people to own and control the tools of their industry. Whenever anyone else, or any other group, own and control the means of a man's livelihood, they own the man."

3. "Rural life, in a unique sense, has tremendous possibilities from the point of view of spiritual cooperation."

4. "'The earth is the Lord's and the fulness thereof.' . . . If rural life is to be kept virile; if it is to retain its primary place as the replenishing force in society, this matter of land and its basic value to

humanity must be recognized. . . . We have thought of land as a means of selfish profit and not as a matter of stewardship."

Dr. Dawber quotes Dr. O. S. Morgan: "Land is a teacher. . . . We cannot make any attempt to control the land but the "still, small voice" makes its impression upon us. Land is as patient as a father but as stern as a judge. Discovering the law of the land sets the pattern for discovering the law of God."

Dr. Dawber continues:

"The proper use of the land, governed by a sense of holy stewardship, will go far toward the solution of the present economic and social disturbances. Substitute the service motive and land use becomes the healing power for most of our ills. 'Blessed are the meek, for they shall inherit the earth.' . . . But agriculture and rural life are in peril and at the point of selling out their rural birthright for a mess of urban pottage. But it is not too late to stem the tide. We may still 'rescue for human society these native values of rural life.'"

WE HONOR farming as a way of life," says the Rev. John LaFarge, Associate Editor of *America*, quoted, as were the paragraphs above, from the *Christian Rural Fellowship Bulletin*, December, 1937, "because agriculture provides the best setting for the home; because it encourages home virtues, makes for stability and purity of family life, the foundation upon which society is built; the milieu in which the individual receives the best start in any form of life that he may later embrace, and that proves itself the best form of life for the majority of human beings.

"The farm home is inseparable from the ownership of the land. . . . I believe that the only motive which will arouse the initiative and form the characters necessary for reconstructing farming as a way of life are religious motives—the fact that individuals and families best serve and love God when living and working upon the land."

WITH its home on broad acres in Tennessee, its tables supplied with the products of gardens, dairy, orchards, with groups of students coming here from the ends of the earth for this particular train-

ing and engaging in the study of the science of agriculture combined with practice of these principles in the field, Madison has its philosophy of "agriculture as a way of life." And it is intent on passing on to others the joy of home and college on the land.

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## Mountain Sanitarium and Hospital

AT THE recent board meeting of Asheville Agricultural School and Mountain Sanitarium, Dr. John Brownsberger, superintendent of the sanitarium, reported the medical activities of the institution for 1937. From his report are gathered the following items.

The year 1937 showed the greatest progress in the history of the institution. Eight hundred and ten patients were admitted, a gain of 121 over the previous year. This was an average of thirty-five patients per day. For a number of years the rate of increase had been two patients a day; this year's gain was equivalent to that of four years past. The total days' care of patients for 1937 was 12,942, an increase of three thousand over 1936.

Twenty-two states and two foreign countries were represented by the patients admitted. Over five hundred patients came from a radius of twenty-five miles. Approximately 150 diseases were treated; sixty-five babies were born; 235 surgical operations were performed; ninety-nine of the patients were children. During the year the sanitarium averaged five charity cases in the institution at all times.

August, 1937, was the record-breaking month in the history of the sanitarium, ninety patients being admitted, which crowded them beyond measure, at times members of the family giving up their beds for the comfort of the sick. This made enlargement a necessity.

RECEIPTS from patients exceeded the receipts of the previous year by \$9,600. In the out-patient department 1,744 patients were cared for, with a total patient visits of 2,783, the increase in receipts from this department being \$2,396 over the previous year. Laboratory work showed a decided increase during

the year and 166 patients were cared for in the X-ray department.

WE DEEPLY appreciate the help on the new hospital building received from the Duke Endowment," says Dr. Brownsberger. The first rooms were opened for use in August. Only this week were the first patients' rooms completed on the lower floor. When this building is complete, the sanitarium will have capacity for fifty-five to sixty patients.

Among workers added to the staff during the year are Chaplain U. Bender, Mrs. Florence Ames, formerly of Iowa Sanitarium, Mrs. Ethel Earwood as X-ray and laboratory technician, and two Madison College graduate nurses, Misses Audrey King and Irene Douglas.

Mountain Sanitarium and Hospital continues to be fully approved by the American College of Surgeons and the American Medical Association. The institution is a member also of the North Carolina Hospital Association. In order to keep abreast of advancement in the field of medicine, Dr. Bliss attended the annual meeting of the American Medical Association at Atlantic City; and Dr. Brownsberger and Mr. A. A. Jaspersen attended the American College of Surgeons in Chicago as well as the institute for sanitarium heads held at Battle Creek, Michigan. State hospital and medical meetings are attended regularly and actively participated in. Mrs. Earwood recently attended the institute at Duke University where special study was given to the new serum for pneumonia.

### School of Nursing

CONCERNING the training of nurses at Mountain Sanitarium, Dr. Brownsberger says that the enrollment in the first-year class of 1937-38 was thirteen, three of whom are young men, graduates of their own high school. The total student nurses enrollment for the year is twenty-five, eight of whom are graduates of their own high school. They represent a range of territory from New Jersey to California. Seven are affiliating at Grady Hospital in Atlanta. The Sanitarium School of Nursing is arranging to affiliate next year with the University of Virginia Hospital at Richmond.

An improvement in the School of Nursing for the year was the locating and organizing of a professional library for the nurses in the new hospital building. A generous supply of professional journals are now available.

During the year two of the instructors, Miss Patterson and Mrs. Lowder, took post-graduate work in Nursing Education at Washington.

#### Auxiliary Centers

WE HAVE made special effort during the past year," says Dr. Brownberger, "to aid in the development of some of the smaller rest homes. Mr. and Mrs. E. V. Poole, formerly connected with our sanitarium, are operating a rest home at East Flat Rock, and have cared for as many as four patients at a time during the past year. We are encouraging the development of the medical work at Banners Elk and hope to be able to refer some patients to that institution. Some patients have also gone out from us to a rest home operated by Mr. and Mrs. Snow, near Hendersonville. We believe that nurses can successfully care for certain types of the mildly chronically ill patients in their own homes, and we are hoping that a number of such rest homes can be established. It is not our ambition to establish here a large institution, but to foster and promote the establishment of many smaller rest homes in many sections.

Further improvements that seem necessary are the enlargement of the medical office building in order to give better accommodations for the business department, to provide larger laboratory facilities, a record room, and an office for the dentist. As the School of Nursing grows, there is need of enlarged living quarters for the nurses in training.

MADISON congratulates most heartily the group of loyal workers of Asheville Agricultural School and Mountain Sanitarium and Hospital for the faithful work they have done in the interest of education and medical work in the Southland. They are demonstrating what can

be done by the cooperative efforts of teachers, agricultural experts, and medical men and women working on a self-supporting basis. Later, other phases of the work in this interesting center will be given.

—S—

## The Hammond Organ

J. G. Rimmer

AS A PART of the refurnishing of Assembly Hall as described last week, a Hammond electric organ was installed. The instrument is manufactured by the Hammond Instrument Company of Chicago. It has two rows of keys. At the left hand end of each row are thirteen preset keys which provide twenty-six varieties of ensemble and solo effects. By four of these preset keys four ranks of harmonic drawbars placed over the top row of keys may be controlled, and thousands of different tone colors may be mixed as needed by the performer, much as a skillful painter mixes colors on the palette. All kinds of effects may be produced, from the tinkling of a music box to the full power of an organ.

Our organ is equipped with a chorus generator mechanism which gives the beautiful effect to many varieties of tone, notably to the strings and other soft effects.

Two large tone units which translate the inaudible electric vibrations produced at the keyboard into sound are housed in a hard pine-lined tone chamber, built in the roof above the rostrum. The tone enters the auditorium through inconspicuous openings in the ceiling. The tone is evenly diffused throughout the room below, making a beautiful effect.

There are no pipes, reeds or wind mechanism in the instrument and it cannot get out of tune as long as the electric supply is constant. It is not affected by temperature changes. The instrument is easy to operate, especially by those who have had previous organ experience, as this helps in extracting the various tone possibilities of the organ.

—S—

## For the Prospective College Student

MADISON has a building program for the spring and summer that calls for a group of workmen. There are agricultural and mechanical activities on the campus offering employment for a score of men. A sanitarium and hospital affords work for nurses and pre-nurses. There is a chance now for twenty-five men and twenty women who can meet college entrance requirements, who are ambitious for a Christian education, and who can meet Madison College standards. Send for details. Hundreds of young people are without work. You need not lack a job nor an education. Address, Madison College, Madison College, Tennessee.

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Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 12

Madison College, Tennessee

March 23, 1938

## Conference of Southern Mountain Workers

By SUSAN H. ARD

THE twenty-sixth annual Conference of Southern Mountain Workers, of which Hermann N. Morse is Chairman and Miss Helen Dingman, of Berea College, is Executive Secretary, held in Knoxville, Tennessee, March 8 to 10, 1938, brought together a representative group of men and women who are either directly or indirectly engaged in bringing a richer and fuller life to the six million people of the Southern mountains.

Speaking on "Social Changes and Social Work," Dr. Shelby M. Harrison, General Director of the Russell Sage Fund, explained that because of their isolation, only the slower movements affecting our national life have penetrated to the mountain sections.

Research and invention have pushed urban growth in sections of the country that are conducive to their interests, while government, education, social and religious development have followed with relatively decreasing speed. However, research is now lending itself to aid those interested in mountain problems by providing basic knowledge in the form of recorded statistical information.

Dr. Alva W. Taylor, Educational Director of the Save the Children Fund, of New York City, told of their work for

underprivileged mountain children in providing food, clothing, and books to make schooling possible in counties where the average attendance runs very low. In Dr. Taylor's surveys counties have been found which are practically without medical and dental care, and where "the poor live on the debits of economy."

### What Type of School?

THE economic condition is acute, although originally these same mountains were covered with hardwood timber which was taken off by those

who took the profit with them, leaving a stranded population without resources for rehabilitation.

Group discussions on meeting these economic and social needs through the school and the church were earnestly entered into. Dr. Morris R. Mitchell, Specialist in Community Planning, New College, Columbia University, led the educational group, weighing the idea that "vital experience plays a major part in education." He addressed the conference, later, on "Dare the School Build a Community?"

Dr. Mitchell believes that colleges should be laboratories of real situations, training for leadership instead of producing mere teachers. The school is too often an artifi-

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### PRAISE PROMOTES HEALTH

LET us educate our hearts and lips to speak the praise of God.

Let us educate our souls to be hopeful, and to abide in the light shining from Calvary. "Let the praise of God rule in your hearts."

—*Ministry of Healing*

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cial situation in which teachers deal with trivial matters. Schools are needed that are not "cursed with standardized tests," but in which courses are individualized and resolve themselves into problem-solving by teacher and students.

As Dr. Mitchell put it, "To be effective, teachers must have done the things they teach. We cannot afford not to train ourselves in a practical way for those things which we believe. We learn only as we do. The ability to learn is exalted above the ability to perform in much of the educational work of today. For effective training, communities should be selected in which students looking forward to leadership may combine study and work." This is the set-up of New College.

Dr. Mitchell referred to the educational work of Madison, that of Asheville Agricultural School and Mountain Sanitarium, at Fletcher, and that of Pisgah Institute and Sanitarium, as "truly Christian and finely practical" examples of cooperation. His idea of an ideal development is one in which the students learn through participation in community problems. "No teachers can get Christian cooperation from conferences or out of books." They need to live, share, and work with the people concerned in their problems. Centers are needed from which such experiences may be gained. When teachers have passed through such experiences no one can keep them from putting that sort of training across in their classrooms no matter what the assignment may be.

Truly one answer to the mountain problem lies in training teachers of the right type, who are prepared to lead in every phase of community life. We have suffered much at the hands of "trousseau teachers" who have "a greater poverty of ideas than of dollars."

#### The Value of Cooperation

IN HIS talk on "Cooperation a Way of Life," Mr. Frank, head of the Forestry Service of East Tennessee, stated that the principle of cooperation is as old as man himself, and that nothing is more American. In the beginning, it was given man as a foundation for efficient living, but in the modern set-up of complicated civilization cooperative effort has been limited to emergency situations and is not often applied to everyday living.

In the very nature of the process, cooperation is slow, but no other manner of working is more worth-while. Mr. Frank spoke of the benefit to farmers of the cooperative creameries and canneries. "By working together, people develop faith in each other." It is often hard for men to appreciate the benefit of cooperation until they have participated in it. Never an extremely welcome idea to the natural man, cooperation often finds its strongest opponents in the very people it is intended to help.

THE success of the cooperative movement in Nova Scotia was attributed by Miss Helen Dingman to the leaders' faith in men, coupled with a knowledge of the social and economic problems they were facing. This knowledge was shared with the people themselves in small study groups of three, five, or seven, who gathered weekly in some kitchen, or store, or schoolhouse, where they studied in detail their individual situation, faced it comprehendingly, and united in the effort to meet it successfully.

Cooperative plants for the handling of their fishing industry have resulted from the patience, persistence, and faith in small beginnings of the fifteen thousand persons now members of these study groups. No cooperation was ever started for a community; it has grown from the demand of a people informed and working together.

Dr. Coltraine, President of Brevard College, believes the social and economic needs of the mountains can be met only through a program of adult education, as we cannot wait twenty years for the help of the children. The crisis is now.

Dr. Henry R. Leiper, Secretary, The Federal Council of the Churches of Christ in America, brought to the conference a message of the duty of the church to a world in the time of a recognized crisis such as we face today, when nations are engaged in a war against God. We must be willing to pay more than we know to further the work of Christ on earth.

The conference was one of deep inspiration and genuine fellowship, and the workers returned to their own problems with renewed courage and the feeling that it had been good to be together.

## Preparing Workers for the Mountains

MADISON was established with the needs of the mountain regions of the Southland burning in the minds of its founders. Providentially guided, as they believed, in the location of the institution, they began early to send out into needy sections young people stirred with the conviction that they should give their lives to help solve the problem in isolated sections of the highlands of the South.

Among the sub-stations early started were those familiarly known as Pisgah and Fletcher. There were others, but these two and Madison have grown to larger proportions and have accomplished a wider work than was dreamed possible in those days.

In those early days, Dr. John Campbell, Apostle to the Southern Mountains, used to visit Madison. Death cut short Dr. Campbell's work, but Mrs. Campbell still carries on in a splendid way in the Folk School at Brasstown, North Carolina.

With the recent Conference of Southern Mountain Workers fresh in mind, it is good to review some of the things that have been said by men intimately acquainted with the needs of the mountain sections, concerning Madison and related schools, then in their infancy.

### The Type of School Needed

SPEAKING of the mountain areas of the South, Dr. P. P. Claxton, at the time United States Commissioner of Education, wrote: "Knowing this section and its people intimately, I am convinced that their greatest need is in good schools adapted to their conditions—schools that will make them intelligent about the life they live; that will teach them what they need to know to enable them to adjust themselves to their environment and to conquer it; schools that will appeal to children and grown people alike; schools with courses of study growing out of their daily life as it is and turning back into it a better and more efficient daily living."

Then after Dr. Claxton, in company with some of Madison's faculty members, had visited some of the auxiliary schools, and as he said, "learned how thoroughly

they had adapted themselves to the needs and conditions of the people," he wrote:

"A careful study of these schools, their spirit and methods, their accomplishments, and the hold that they have on the people of the communities in which they are located, as well as the earnest and self-sacrificing zeal of their teachers, has led me to believe that they are better adapted to the needs of the people they serve than most other schools in this section. They have discovered and adapted in the most practical way the vital principle of education too often neglected."

### A Lasting Influence

THE ideas presented at the Conference of Southern Mountain Workers brings to mind the words of Dr. Kary C. Davis, well-known author in the field of Agriculture, for years Professor of Agricultural Education, George Peabody College for Teachers, who frequently visited Madison and cooperated in its community activities. He said:

"The work you are doing at Madison and in your little schools is a very fine work in a number of ways. You are making the work practical. You go into a community and stay there, and make that community your home. You are doing what the public schools ought to do but are not doing."

### Not Theory but Demonstration

STRIKING the fundamentals of the Madison method of conducting an educational institution in training workers for the Southland, Dr. John E. Calfee, President of Asheville Normal and Collegiate Institute, once said:

"This day at Madison has been one of the greatest days I have ever experienced from the standpoint of educational ideas and theories. And the beauty of it is, that you can put your theories into your hands; you can feel them and use them just as the carpenter handles the products of his labor. You are pioneers; you are finding a new path, a better way. Twenty-five or fifty years from now people will look back at your work and smile at the hesitancy in accepting these ideas."

In the passing of the years rural schools to which these men referred have expanded; facilities have increased; more students can be accommodated; wider op-

portunities are presented for Christian men and women to receive training for this thrilling work of the Southland.

Last week's report from Mountain Sanitarium, Fletcher, North Carolina, is but one indication of the spirit of stick-to-it-iveness of the workers referred to by Dr. Davis, and the results of that spirit to stay by the community and help it meet its needs. Fletcher is only one. Others are doing the same and are reaping the results.

Strange as it may seem, the need of workers was never greater than it is today. The fascination of this work is as appealing as ever. It is the land of promise to loyal Christian soldiers. The invitation still sounds, "Come over and help us."

—S—

### From Friendly Readers

FRIENDS who know and are sympathetic with the philosophy of education advocated by the SURVEY, and the institutions whose cause it sponsors, often send bits of news and words of wisdom that they feel fit into the Madison program. Here is one, a quotation from Henry Ford:

#### The Real Security

AMERICA knows but one direction, and that is ONWARD! Time will bring changes, but not in the main course. The openings and opportunities for men and women who can *do* things, who know their jobs, are becoming more numerous.

Our schools should bear this in mind and prepare their students for life. Every school should be a place where students learn by doing.

Youth would be wise to look to the land, the soil. The land gives us a double security. Have a job to supply you with cash, but get a little land for the real security it will give you.

Every nation is strong and prosperous whose people have not lost touch with the land.

—S—

On the evening of March 9, the chapel hour was profitably devoted to a lecture by Dr. W. T. Reid, of Cincinnati, former medical missionary of the Methodist Episcopal Church South in Korea, who is de-

voting his life to giving the gospel to the Jews. He related striking experiences that led to his present activities. He was visiting his son, Gilbert Reid, a student in the college.

—S—

### Assembly Seats

THE reseating of Assembly Hall on the campus has brought some interesting responses. One who says she is well beyond the threescore-and-ten mark, sends a check for the price of a chair and the words:

"I have been a reader of the SURVEY for many years, and have always been interested in the work at Madison."

A friend in the West who has known Madison intimately for years, writes:

"I read the MADISON SURVEY very regularly and religiously, and enjoy it. When the paper came today I at once wrote a check to cover the price of a couple of chairs. I follow all that I learn of the work there with great interest and often think of you folks with whom I was so long associated."

A student of former years who now has a grown son, writes:

"We are sending a check for two chairs. As the years go by I realize more and more the valuable training I received while at Madison and the rare privilege we students had of mingling with teachers whose lives were in touch with the Great Father of us all."

—S—

### For the Prospective College Student

MADISON has a building program for the spring and summer that calls for a group of workmen. There are agricultural and mechanical activities on the campus offering employment for a score of men. A sanitarium and hospital affords work for nurses and pre-nurses. There is a chance now for twenty-five men and twenty women who can meet college entrance requirements, who are ambitious for a Christian education, and who can meet Madison College standards. Send for details. Hundreds of young people are without work. You need not lack a job nor an education. Address, Madison College, Madison College, Tennessee.

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# The Madison Survey

Published by

Madison College

[Nashville Agricultural Normal Institute]

Vol. XX No. 13

Madison College, Tennessee

April 6, 1938

## Waccamaw Institute, Bolton, North Carolina

**S**TUDY in agricultural lines should be the A, B, and C of the education given in our schools. . . . Instruction should be given in agriculture, manufactures—covering as many as possible of the most useful trades—also in household economy, healthful cooking, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines. . . . Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood.—*White*.

Dr. Charles H. Judd of the University of Chicago, says, "General and vocational education must unite."

Dr. H. C. Link says, "It is a tragedy that so many people finish [school] without any special fitness and no ideas of a vocation."

**T**HE great educator, Angelo Patri, of New York, says: "The child who, to my mind, is among the most useful children of the world, is neglected in school, shamed at home, ignored by society for the most part. Schools were established to teach the book-minded children when only that sort of child was educated. The

hand-minded child got his training, and it was a good one, at home. In that day home held all the arts and crafts and trades within its circle of activities. Today, home holds very little except the stove, the beds, and the radio.

"What is the hand-minded child to do?"

Schools do not want him; colleges won't have him. Even the high schools have grown snooty and want only students with honor marks. The law won't let him find a job, even if he could. What is he to do and where is he to go? I heartily agree that the adult members of society are the ones to carry on in the working world, but I must voice my concern about

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### MAKING MEN

**W**E are blind until we see,  
That in the human plan,  
Nothing is worth the making  
If it does not make the man.  
Why build these cities glorious,  
If man unbuilded goes?  
In vain we build the work, unless  
The builder also grows.

—Edwin Markham

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these children who are not fitted by nature to do the school work as it is commonly presented."—*South Bend (Indiana) Tribune, March 9, 1937.*

### How to Meet These Needs

**I**N *NEWS WEEK*, November 22, 1937, appeared the following: "When America built up its World War army and in so doing checked on the mental capacity of 2,000,000 young men, the

country suffered a bad jolt. Intelligence analysis showed about 60 per cent of the men incapable of completing a high school course" as it is now conducted. Yet we continue to urge the masses of our youth to go on for higher education, outlining a program for which many are not adapted, and failing to offer courses for which they have an aptitude.

President A. M. Hitch, of Kemper Military School, contributing to *Junior College Journal*, March, 1937, says: "What happens when these students get into college? They cease to be individuals. They are given ten hours of chemistry, ten hours of French, three hours of trigonometry. If they can't measure up they are flunked. Our business is not to flunk students but to educate them. We have the coming generation on our hands. What are we going to do with it?"

Waccamaw Institute will offer courses that will fit young people for the occupations they will follow in life. We are instructed that our schools "should be built on the same principles as were the schools of the prophets."

"Pupils in these schools sustained themselves by their own labor in tilling the soil, or in some mechanical employment. In Israel this was not thought strange or degrading; indeed, it was regarded as a sin to allow children to grow up in ignorance of useful labor. Every youth, whether his parents were rich or poor, was taught some trade. Even though he was to be educated for holy office, a knowledge of practical life was regarded as essential to the greatest usefulness."

—Education

**T**HIS new school plans to furnish work so that a student may earn his entire expenses. For the first year or two a small amount of cash may be needed, but when the place is fully under production it is believed the student can maintain himself.

The school farm of 640 acres is located in an area of small fruits and intensive gardening where three successive crops may be harvested in a year. This will furnish products for the market and for the tables and an abundance of work for students. Located in a climate moderated

by ocean breezes, with plenty of rainfall well distributed, the school will carry on its agricultural activities throughout the entire year.

A sawmill operating on the place and an abundance of timber at hand will furnish building material with small outlay of cash and will provide work for students. In such a pioneer enterprise students have a variety of experiences that tend to develop a versatility that is very much needed in meeting life problems. This in itself is a valuable education.

As a nucleus the following faculty members have been chosen:

Walter E. Straw, Director, Religion and Social Science

Sidney A. Smith, Agriculture and Biology

Albert E. Smith, Business and Economics

Thomas S. Whitelock, M.D., Health

W. Herbert Ferciot, English

Gladys Ferciot, Home Economics

Ralph I. Denton, Education

Ronald W. Straw, Physical Science

For further information address: Waccamaw Institute, Bolton, North Carolina.

—S—

## News From Units

**O**NE of the smaller health units of the Southland, Pine Hill Rest Home, is located about thirteen miles from Birmingham, Alabama, a short distance off highway No. 31. It was established ten years ago and has been operated largely by nurses. Drs. W. S. Littlejohn and C. M. Rudolph of Birmingham, and Dr. T. C. McCay of the nearby village of Pinson, are looking after the patients.

\* \* \* \* \*

The annual meeting of the board of this corporation was attended by Dr. E. A. Sutherland, Mrs. Lida Scott, and Albert McCorkle, from Madison, who brought back an encouraging report of the activities of the past year. There has been some change in the personnel of the workers, Mr. and Mrs. Roy Williams, who aided for a year, returning to their former location in Knoxville. The financial report for 1937 showed some gain over the previous year. Remodeling of the farmhouse is planned in order to

provide a small surgery. This unit, though small, indicates what may be done by a group of interested, self-sacrificing laymen, trained for agriculture and the care of the sick.

\* \* \* \* \*

V. L. Schroader of Hartford, Kentucky, writes that he has procured a twenty-five-acre tract of land, well situated, level to rolling, on a well-graded mail route, on which he and his coworkers hope to establish a ten-grade school and a small rural retreat for the sick. They are near Owensboro, a city with a population of 25,000. A small building has been erected and a broom factory is in operation.

\* \* \* \* \*

J. T. Wheeler of Pewee Valley Sanitarium, located seventeen miles from the city of Louisville, Kentucky, was on the campus for two days last week. Patronage has been the largest in the history of the institution. Crowded for rooming facilities, they are building and adding to their corps of workers.

\* \* \* \* \*

It is good to see on the campus those who knew Madison in its early days. Mr. and Mrs. Neil Martin, operators of El Reposo Sanitarium, a prosperous medical center in Florence, Alabama, spent a short time here early in March. They also report a busy season.

—S—

## Madison Food Factory Products

FOR the soyburger stand at the Central Florida Exposition, held in Orlando, E. M. Bisalski, sales manager of Madison Foods, secured a 16-foot booth which was fitted out last year as a Dutch kitchen. In one way or another from six thousand to ten thousand people per day were reached with the foods.

Concerning the soybean, the *Orlando Reporter-Star*, after referring to Henry Ford's use of the bean in the manufacture of parts of the automobile, gave the following write-up of Madison soybean products:

Today, food stores are presenting the bean to the nation's housewives in an infinite variety of products, manufactured by such well-known institutions as Madison Foods, a department of Madison College, Madison, Tennessee.

The bean has been attracting the attention of exposition crowds as well as tickling their palates, for it is being served at a booth in the exhibition building.

E. M. Bisalski, the manager of Madison Foods, today told something about the soybean and then produced a sandwich, the famous soyburger, to prove that the Chinese knew a good thing when they found it. Appetizing, filled with the elements obtained in fresh meat, the soyburger demonstrates only to a small degree the infinite number of uses of the vegetable. The bun enclosing the soyburger meat also was made of the bean's flour. The filler is a blend of nuts, vegetables and soybeans. A generous application of sauce is added as in the case with a hamburger.

The stand also serves Soy-Koff, an alkaline drink containing no coffee but much resembling the Brazil berry. Other products of the bean are Thin Things, a new wafer, Date Stix, Kreme O'Soy Crisps, a tasty breakfast food, Fruit Stix, and many others.

—S—

## Three Acres and Security

THIS is the catchy title of a 24-page periodical, bi-monthly, published by Stanley W. Porter, Room 8, Professional Building, Elgin, Ill., 12 copies for \$1. If you have not seen it, send for a copy.

In these days when men are looking for security, and are being directed to a home on the land, *Three Acres and Security* makes an appeal. In the March-April, 1938, issue, men of experience tell what three acres properly tilled will contribute. A United States Department of Agriculture bulletin says: "A half-acre garden, if cared for properly, will produce far more vegetables than the average family can consume during the maturing period of the crops."

A Michigan State College Extension bulletin says: "A half-acre garden grown by a fairly experienced farmer will satisfy the yearly vegetable requirements for a family of five."

Suggestion: Let the magazine, *Three Acres and Security* help you meet your season's needs.

—S—

## A Medical Missionary Institute

A THREE-WEEK course, June 13 to July 1, will be conducted on Madison College campus. This affords an intensive study of the Learn-How-To-Be-Well

lectures by Julius Gilbert White, an opportunity for discussion of health topics, and supplementary classwork in correlated subjects, such as First Aid and Dietetics.

Medical evangelism is the pioneer work of the gospel. In other words, it is the gospel in illustration. Jesus, the Master, was a medical missionary, and no method of approach to the human soul has ever been found to excel his.

The headquarters of Associated Lecturers is on the college campus, and this, with the Medical Evangelist organization working with the college, forms a cooperative group that is doing much to foster the spirit of medical evangelism.

The health lectures, as given by Mr. White and others, are meeting with much favor and are bringing vital information to hundreds of youth. The lectures on alcohol and tobacco are especially valuable as an introduction to a wide program of health education.

You are cordially invited to attend the institute. The expense for the three weeks will approximate \$20. Literature that many will want will be procurable, but the purchase of books is optional. For further information address: Madison College, Madison College, Tennessee.

—S—

### Campus News

Three little folks have been added to the campus family: twin daughters in the home of Professor and Mrs. Ralph Davidson, and a baby girl in the home of Mr. and Mrs. Walter Hilgers.

Madison seeks to help its students to a worth while religious experience. At the church service on March 12, seven young people were baptized and welcomed into the church. This makes a total of twenty-three students who, during this year, have united with the church by baptism. This was the first use of the baptistry installed in the remodeled Assembly Hall, and the gift of the Kentucky-Tennessee Conference.

Pastor Martin Bartholomew of Bowling Green, Kentucky, addressed the Bible Seminar, Friday evening, March eleven.

Once each month the Music Department conducts the Friday evening vesper service in Assembly Hall, giving a varied program of sacred music, vocal and instrumental. On March 26 the program consisted of a vocal solo by Lester Harris, two vocal duets by Mrs. Clara Goodge and George Simonds, two trombone selections by Calvin Bush, and several numbers by the college choir.

Winter quarter examinations were over on March 25. Early the next week spring quarter registration was followed by the organization of new classes. A number of new students were added to the campus family. Another pleasing feature was the return for further college work of several former students. Mr. and Mrs. Ernest Bostelman (nee Miss Helen Hoyt, of Battle Creek, Michigan) came in from Akron, Ohio. Mrs. Eva Treece-Smith, resumes her course in teacher-training after two years as teacher in a rural school near Daylight, Tennessee. Miss Mildred Davidson has been teaching near Carrie, Kentucky, and stepped from the classroom into college classes at the beginning of the spring quarter.

### The Prospective College Student

MADISON has a building program for the spring and summer that calls for a group of workmen. There are agricultural and mechanical activities on the campus offering employment for a score of men. A sanitarium and hospital affords work for nurses and pre-nurses. There is a chance now for twenty-five men and twenty women who can meet college entrance requirements, who are ambitious for a Christian education, and who can meet Madison College standards. Send for details. Hundreds of young people are without work. You need not lack a job nor an education. Address, Madison College, Madison College, Tennessee.

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Vol. XX No. 14

Madison College, Tennessee

April 13, 1938

## A Prosperous Unit at Work

FRIENDS of rural educational, agricultural and medical activities in the Southland, as carried forward in self-supporting centers, have watched with interest the development of the Fletcher Unit. A few weeks ago portions of the report of the medical superintendent of Mountain Sanitarium, Dr. John Brownsberger, were given. Equally interesting is the report of other phases of Asheville Agricultural School and Mountain Sanitarium given to the board members by the president of the corporation, Arthur A. Jasperson. After expressing gratitude for a year without loss by "calamity, of either life or property," Mr. Jasperson states:

I ATTRIBUTE the progress of the institution in large part to the splendid spirit of cooperation on the part of all our workers. This has made it possible for us to reach the definite goals we have set for ourselves. We have endeavored to develop along natural lines in order that the institution may meet the needs

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### THE WORLD'S BIBLE

CHRIST has no hands but ours to do His work today;  
He has no feet but ours to lead men in His way.  
He has no tongue but our tongue to tell men how He died;  
He has no help but our help to bring them to His side.

—Annie Johnson Flint

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growth is indicated by the fact that in earlier years a half-dozen workers could man the departments that now demand fifty full-time workers.

### Addition to Sanitarium

ONE year ago a very heavy building program was outlined, one which seemed almost impossible to accomplish with our regular oper-

of the community in which we are located. While still in our adolescent period, yet we are large enough to carry a man's load and to take our place in the world as a bulwark against evil and a refuge for many who are in need. To this end we feel that we should be both self-contained and self-maintained. The better we are able to care for ourselves, the better are we able to help others.

"The combination of medical and educational work in a rural setting—a divine plan, we believe—has been the basis for the development of an institution as well balanced and solid as we now have. The

ating load. It is therefore a great relief to report that we have kept this building program up to schedule.

"The major project was the construction of the hospital unit (reported by Dr. Brownsberger). With the exception of the roof, this building is of fireproof construction, and the roof is of fire-resistant material. This type of structure was possible because of the large amount of building material we were able to salvage from the upper six stories of the old Fleetwood Hotel, a fourteen-story building. This was a hazardous undertaking, and it was a great relief to all

when it was completed without accident to any of our workers. The material we secured in this way was a net gain of approximately \$5,000.

"The construction work was done under our own supervision by men from the neighborhood, our own men, and students. We have been told by some who know, that the work is well done and that some features of it are unique and outstanding. When finished and furnished, this building will have a value of approximately \$35,000, and it represents the largest single building project we have attempted.

#### A Gravity Water System

WHILE the hospital addition was being built, we carried on two other construction projects: the laying of 7,000 feet of four-inch water pipe for a gravity water system, and the erection of another building for school purposes. For the water system the digging of over 7,000 feet of ditch, up the mountain to the source of supply, required a great deal of hard work. This was done by our own men under the supervision of Professors Nestell and Jorgenson.

"Trees and rock had to be blasted out to make way for the pipe. But we feel justified for the spending of time and labor, for we now have a four-inch pipe full of water running down to us night and day without any expense for pumping. As the needs of the institution increase this line will become more and more a life-line to us. It has cost \$5,000. We still need a reservoir, and are planning for one.

#### Other Building Projects

THE new school building is the music studio and contains also classrooms for seventh and eighth grades and the commercial classes. This building was made possible by funds raised by students, a grant of \$300 from the Rural School Fund, and by building material donated by the firm that salvaged the Fleetwood Hotel, supplemented by some institutional funds. It has been appraised by the insurance company as having a conservative value of \$3,000.

"Housing the various departments of the school in separate buildings allows

each to develop its own personality, and permits us to build one unit at a time.

"We have built this year a new modern poultry house for a flock of 200 hens, together with a brooder house of the most modern style. The poultry, under the supervision of A. W. Spalding, Jr., has shown fine results. We find it more profitable to keep a small flock in first class shape than a larger flock in an indifferent manner.

#### Departmental Progress

WE RECOGNIZE the importance of our rural location. We have nearly 900 acres of land, largely in timber and pasture, but with some good fertile fields. When we add 30 acres on which we hold an option, we will have rounded out our boundaries.

"It is rather an outstanding feat for a school farm to show a profit. The fact that ours does is due in large measure to the personal supervision given by James Lewis and those associated with him. We have 20 milk cows, three work teams, four colts. The farm produces 1,000 bushels of corn and other field crops, such as potatoes and feed.

"The garden produced an abundance of fresh vegetables for an institutional family of 150 the year-round and for canning. However, we have never yet been able to raise all of everything we need.

THE SHOP has played a large part in the improvement program of the institution. Mr. Mundy, the manager, has done a fine piece of work. We have been particularly pleased to have the foundaries of Asheville call on us for their pattern-making. This makes a desirable contact and gives a cash income. The shop handles all the lumber and building materials, taking the lumber as it comes from our sawmill and turning out the finished product.

THE print shop represents an industry that was started by faith. The work that has been done under Professor Nestell has justified the confidence placed in the department, for it has paid for the equipment and is now showing a profit. Some first-class work has been done in bookbinding.

A SERVICE BUILDING was erected, as for years we have worked toward having a store supply department for the benefit of the institution as a whole. This department also maintains a retail store for neighbors and workers. Mr. Marquis, mechanical engineer for the whole institution, also manages this department.

#### The Educational Department

THE instructional work includes the first twelve grades and a three-year standard nurse-training school, the high school and training school both being state accredited. As far as possible, the students carry the industrial work of the institution, but it was necessary to hire some help from the neighborhood for the building program. Students are earning more than eighty per cent of their expenses.

"We are recommending the building of a new boys' home which meets the most urgent need in the shortage of dormitory room. We are anxious to add to the curriculum some vocational subjects, such as agriculture, home economics, and book-keeping, and to enlarge the curriculum in general.

"Sometimes we are tempted to think how much easier our work would be if we were not continually training inexperienced young people, but we feel that we are making a distinct contribution to society through the educational program.

#### The Medical Department

THE medical work of the institution, previously described by Dr. Brownberger, is held in high esteem, not only locally but in medical circles throughout the state. It is gratifying to be able to satisfy the class of patients who come to us. In the way of equipment and elaborate facilities, we are not able to compete with some of the large city institutions, but we try to make up in service and scientific care what we might lack in expensive facilities. We felt that a very fine tribute was paid our work recently when a patient from Philadelphia, a leading attorney connected with the Pennsylvania Railroad, when asked why he had come here for medical attention, said, "I feel safe in your hands."

#### Finances

WE ARE very grateful to be able to close the year with current bills paid. Even though the year was generally considered an unsatisfactory one for business in general, yet we have made a very satisfactory showing. During the year we raised the wage of workers twenty-five per cent, which we feel is a move in the right direction. We realize that still more should be done to enable them to satisfactorily meet their personal needs.

#### Planning for the Future

WE ARE acutely aware of the pressing needs of various departments. Our laundry is wholly inadequate for the work required of it. The sanitarium has outgrown itself before the new addition was completed. It is imperative that we have more cottage room for workers. The medical office building should be enlarged.

"There are many community activities we are ambitious to develop. While we are so busy at home yet we endeavor to keep our interest and our contacts with the world-wide mission program carried on by our associates. Altogether we are very thankful for the privilege we have of helping in the solution of world problems."

—S—

#### A Human Interest Story

YOU will understand if we do not use real names for people and places in this brief account of "a year in the field." Not long ago an educational secretary wrote of the earnest calls for teachers in church schools, and added that he was looking to Madison to supply teachers imbued with the spirit of sacrifice. Many children will go without proper schooling unless someone is willing to teach without the regulation wage.

The Units, to which reference is frequently made, have grown from very small beginnings, as groups of men and women, fired with a zeal for service, have donated their abilities with little to depend upon aside from the Master's promise to see that they had "what was right." Here is the story of another:

WHEN I first came to Madison, following high school graduation, I intended to take a two-year course and then teach a year, or more. Instead, a third year found me still

in college, reluctant to leave. But I knew it was well to take the advice of many friends of experience who counselled me to teach a year or two before rounding out my college course in order to give me the proper background for the more advanced studies.

After correspondence with an educational secretary and much prayer, I decided to accept a position in a newly organized school. On arrival I found that the school was to be held in a little frame house which had been remodeled for a church. There were no desks, no books, no blackboards, chalk, erasers, or maps; in fact, nothing but twenty-four eager-faced youngsters from five to twelve years of age, and ranging through the first seven grades.

On the first Monday we had registration. It seemed to me that that was the only school procedure with which I was familiar. Soon the chairman of the school board, his wife, and I started by auto to get books from the conference office and a number of desks which were being donated by the academy. We could not get enough of either books or desks to supply our needs, but we made a beginning.

As I faced the situation I groaned in spirit as I thought of the problems I was facing. But thanks to the power of prayer and to my study of classroom management and control at Madison, one by one the problems have worked out beautifully. I do not mean it has not been hard, with unfamiliar textbooks, a schedule I thought would never fit into a short school day, my first year, a new and un-equipped school, and a section of country entirely different from anything I had ever known.

Many are the times I was tempted to give up and let someone else with more experience carry on. But I held on, and really, I am glad. An experienced teacher could have done more for these boys and girls who are deserving of the very best. However, I am confident that the Lord led me to this place.

It has all been very good for me. I am so thankful for the experience. I think often of J. R. Miller's poem, "Had Moses Failed to Go."

Had Moses failed to go; had God  
Granted his prayer, there would have been  
For him no leadership to win;  
No pillared fire; no magic rod;  
No wonders in the land of Zin;  
No smiting of the sea; no tears  
Ecstatic shed on Sinai's steep;  
No Nebo with a God to keep  
His burial. Only forty years  
Of desert, watching with his sheep.

—S—

### Gift of Flag and Bible

MADISON greatly appreciates its many pleasant contacts with the citizens of Nashville. A recent pleasurable oc-

casione occurred on the afternoon of March 20, when about 150 members of patriotic organizations—Daughters of America and the Junior Order of the United American Mechanics—visited the campus and presented to the college a new flag and a pulpit Bible.

Miss Sedalia Patrick, speaking for the Daughters of America, gave as one of their objectives "the protection of America and the promulgation of patriotism." Professor Welch expressed the appreciation of the college family for the beautiful and appropriate gift of a Bible.

J. D. Gibbs of Nashville told the story of the "Stars and Stripes," and the flag, waving from the flag pole near Assembly Hall, was accepted by Dean Bralliar in behalf of the institution.

J. D. Martin, secretary of Nashville Fire Department, was master of ceremonies. Patriotic music was furnished by the college orchestra and the new Hammond organ, with J. G. Rimmer at the keys.

The Peptimist Club, a student organization, was instrumental in making this contact and securing the gift of the flag now flying over the campus.

\* \* \* \* \*

To a member of the college faculty comes a letter saying, "My husband and I deeply appreciate the little MADISON SURVEY. We always read it with interest. To me it holds about as much inspiration as four pages possibly could."

### College Prospectives

MANY young men and women of college caliber find a college course beyond their reach financially. That need not discourage you since Madison College offers ambitious Christian students remunerative work while preparing for greater service. The spring and summer is your opportunity. Write for details concerning general college courses, preparation for teaching, training as a nurse, agricultural and mechanical work, diet and nutrition, and medical evangelism. Catalog upon request. Address, Madison College, Madison College, Tennessee.

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# The Madison Survey

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Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 15

Madison College, Tennessee

April 20, 1938

## Health Topics

PERFORCE of circumstances and environment, the Madison family is health-minded. Everywhere health is a popular topic, but on the college campus a group of students, three hundred or more, are intimately associated with a variety of activities that emphasize health problems.

Everywhere one looks he sees nurses in uniform. Sixty to seventy-five graduate nurses and nurses-in-training are ministering to a sanitarium and hospital population of approximately one hundred invalids. In class and laboratories students are studying food problems—food production, food preparation, food manufacturing, food chemistry—all having to do with the proper nourishment of the body and the prevention of disease.

There are clinics for the care of the afflicted; the surgery is taking care of the disabled by accident; there is the X-ray searching out the cause of distress and trouble. On all sides and from many angles youth, and also their older as-

sociates, are meeting problems vitally concerned with the welfare of the human family.

Health interests all classes. If one happens for the time being to be in different because he is so free from pain, conditions may be altered overnight. Perhaps in an hour's time you will be seeking relief at the hands of physician or surgeon. The National Board of Health, in a recent survey, found that 6,000,000 are ill every day in the United States.

Nearly one and one-fourth billion days are lost from work in home or in industry or from school each year because of illness which disables for one week or longer.

The rural situation, with its problems of soil cultivation and food production com-

bined in an institution for the care of the sick, and operating on the same campus and under the same management a training school which affords senior college opportunities, is an unusual set-up for young people as well as for the teachers

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### KNOW YOUR JOB

ALL your store of deep affection won't achieve a clear complexion

If the diet of your little ones is wrong. Ignorance, however tender, seldom brings about the splendor

Of a childhood that is gloriously strong. Health, both bodily and mental, isn't something accidental,

And the child that stands out clearly from the mob

Is a prize the world is gaining from a wise parental training.

KNOW YOUR JOB!

Nothing hit or miss about it, knowledge wins—don't ever doubt it!

KNOW YOUR JOB!

—Berton Braley,  
in "The Parents' Magazine"

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and department heads. It explains why there is a keenness for information on health and related subjects.

### We Are What We Eat

THE October 10, 1936, issue of Collier's *National Weekly* contained an article by Dr. Victor G. Heiser under the above caption. As a preface to his thesis that the nations of the earth are largely the product of their diet, the Doctor says that in the north of India the Sikhs and the Pathans, reared in filth and squalor the same as the Madras in the south, "grow to six-foot healthy manhood while the people of the south are small and stunted."

The tribes of the north eat milk, a small amount of meat, plenty of leafy vegetables, potatoes, and whole wheat bread. Rice, red pepper, tamarind, and dried fish were the foods of the southern tribe. A member of the Indian Medical Service, Sir Robert McCarrison, carried on an experiment with white rats.

So enlightening is this article concerning the effect of the food a man eats on his character, stature, and disposition, that the following paragraphs are quoted from Dr. Heiser's article as it appeared in condensed form in the March, 1938, issue of *Readers Digest*.

I saw 12 cages of white rats—offspring of one parent stock. As I approached the first cage a heavy, stocky rat lunged viciously at me. His hair was rough, his whiskers bristled threateningly. He was ready to fight at the drop of a hat. From the time he had been weaned he had been fed on white bread and jam, boiled beef, boiled mutton, boiled fish, boiled vegetables, boiled tea—the English workman's daily fare. It was apparent that he and his fellows partook of the nature of the Britons, and never, never would be slaves.

Next to them, pink eyes round and placid, were rats brought up on the Sikh and Pathan diet. They were as large as the British rats, but their fur lay sleek and smooth; they were gently disposed.

Little things, healthy but no bigger than large mice, lived next door. These were the Madras rats.

In the cage beyond, the rats grew short and wide in the middle, with oily hair, and whiskers twirled to fine points. They were French rats accustomed to *pot-au-feu* rich in fats, meats flooded with fine sauces, and salads drenched in fine dressings.

They had neighbors who were short and wiry, and scurried around energetically. Fish,

highly polished rice and occasionally a crab had been the foods of these Japanese rats.

It seemed scarcely credible that all the rats were of the same ancestry.

The Japanese, who are sensitive about their small stature, have done extensive research on diet as it affects the size of human beings. The Japanese national foods lack inorganic salts and vitamins A and B. The Director of the Japanese Imperial Institute of Nutrition conceived the notion of drying certain fish in which vitamins and salts occur richly, and grinding them into a powder. This was sprinkled as a seasoning on the noonday food of a selected group of Japanese school children. After four years of this regimen, the sturdy experimentees suffer from fewer childhood maladies, weigh on the average about five pounds more, and are several centimeters taller than the other children.

This experiment opened another gate into the unexplored field of nutrition as related to the development of racial characteristics and the promotion of growth. It showed that probably other factors besides inheritance account for tall parents often begetting tall children. It may be because those households serve foods which make for growth.

DIET can be the cause of many diseases. For example, the stomachs and intestines of many of the inhabitants of southern India are riddled with ulcers. Bad as is the condition in Madras, it is much worse in adjacent Travancore, where the natives consume large quantities of pure starch as found in their tapioca root. The laboratory men put two groups of rats on the respective diets of these two provinces. Over a quarter of those eating Travancorian food and 10 per cent of those on the Madras diet presently developed gastric or intestinal ulcers; these figures correspond almost exactly with the incidence of the disease among the two peoples. No ulcers occurred in the control rats fed on balanced rations.

The Japanese in turn discovered that if diets producing ulcers in rats were continued for more than 180 days, the ulcers turned into cancers and were incurable; if the diets were reversed within that time, they disappeared.

Such discoveries offer hope that much human suffering may be prevented. Half the 12,000,000 inhabitants of Sind in northern India suffer from painful stones in the bladder. Dr. McCarrison fed the Sind diet to healthy rats; with dramatic suddenness 50 per cent developed stones, again paralleling the incidence of the disease in the human population. No stones, however, formed in a group of rats fed this same diet with the simple addition of a daily teaspoonful of milk. It is probable the same result could be repeated and millions could be saved from pain if every day they could drink just one pint of milk.

IN THIS country the per capita consumption of milk provides an excellent index to tuberculosis. The more milk drunk, the fewer the cases. During the World War, in food-lacking Germany and Austria, the tuberculosis rate rose rapidly. In the first few years after the war,

despite overcrowding in sunless, unsanitary houses, the incidence came down quickly; the populace were once more being supplied with milk, fats and other food essentials.

The person who lacks health may often lack only some essential food property. "Hog and hominy" with sorghum for sugar has long been the diet in parts of our own South. Result—pellagra. Remedy—an ordinary vegetable garden.

Before the American brought his highly-milled flour, cereals and other foods to Hawaii, strong, sound teeth flashed from dark Hawaiian faces. But no sooner had American diet been substituted for taro, the native tuber from which *poi* is made, than an 80 per cent tooth decay developed, a high figure, identical with that in the United States. Four years ago 1000 Hawaiian children were shifted back to the diet of their forefathers. In the very first year tooth decay dropped to 40 per cent, and now it appears to be about eight, an extraordinary decrease.

Research in Japan has shown that the healing period of appendix operation wounds may be accelerated or retarded according to the amount of vitamin A supplied in the post-operative diet. Mysterious indeed are the powers of vitamins. During the war, many Russian soldiers on night expeditions blundered blindly, sometimes to their deaths. Their retinas had lost so much sensitivity, because of lack of vitamin A in their diets, that in semi-darkness they could see nothing.

The average robust adult requires about 3000 calories per day of properly balanced food. Almost without exception, Americans who can afford it consume 6000 or more. This results in overweight, and the bloated abdomens of middle age; and it puts too great a strain on the digestive tract.

Curiously enough, overindulgence in improper foods is actually responsible for some of this overeating. Highly seasoned, strongly flavored, or improper foods cause fermentation and irritation. The intestinal tract, for protection, throws out a catarrhal phlegm, which not only causes digestive disturbances but clogs the sievelike intestines. With the absorbing surface thus reduced, the same amount of nourishment can be obtained only by eating several times as much food. The obvious remedy is correct eating.

Impounded rats, eating perforce what they are furnished, may thrive and grow vigorous. Reasoning man, with laboratory knowledge at his disposal, remains a slave to dietary habits, sacrificing his health, and sometimes even his life.

—S—

## Bread and Food Reform

UNDER date of December 11, 1937, Miss May Yates, Superintendent, World Women's Christian Temperance Union Food Reform Department, headquarters, London, England, in a letter to all W.C.T.U. members, stated:

"The right choice of food is arousing widespread interest. . . . Statesmen, Members of Parliament, medical, and scientific men are urging all classes of society to study a subject on which depends the health, happiness and safety of the country."

Miss Yates, in describing the Food Reform Department of the W.C.T.U., says that "for about forty years, without advocating any special system of diet, it has directed attention to the value of whole cereals (finely ground), pulse, fruit, vegetables, especially green leafy ones, and dairy produce.

"W. C. T. Unions in different parts of the world are advocating the more general use of these foods, as scientific knowledge and practical experience show that they promote health, and help prevent a craving for alcoholic beverages."

This is so in harmony with Madison's system of living that we appreciate the program and congratulate these English women for their world-wide movement.

Interesting, too, is the song sung by English children to the tune of "The British Grenadiers." Let American children join the chorus.

### THE STAFF OF LIFE

AROUSE, ye men of England,  
The children must be fed;  
The best of food in all the land  
Is good brown Wheat Meal Bread.

#### Chorus

The staff of life is Wheat Meal Bread,  
For peasant, prince, or peer;  
And children who on it are fed  
Will have the best of cheer.

The standard bread, not brown but cream,  
Is good for nerve and brain,  
But germ and semolina,  
It always should contain.

While healthy British frumenty,  
Made of sweetest wheaten grain,  
And wholesome oaten porridge,  
The health they will sustain.

But white bread prithe do not give,  
It is a broken reed,  
And children healthy cannot live  
If on it alone they feed.

The whole wheat grain, the whole wheat grain,

The health it will sustain;  
And a vigorous constitution give,  
And a clear and active brain.

The staff of life is Wheat Meal Bread,  
For peasant, prince, or peer;  
And children who on it are fed  
Will have the best of cheer.

—From the office of Miss May Yates,  
182 Regent's Park Road, London, England

—S—

### Fountain Head School and Sanitarium

ONE of the earliest units established by members of the Madison family is the grade school and the Fountain Head Sanitarium. Its history dates back twenty-five years and represents an interesting array of experiences.

Out of adverse circumstances that for a time threatened to overwhelm it, this little center is again showing vigor. The site is a pleasing one on the Highland Rim, about forty miles north of Nashville. From Ralph Martin, the leader of the group of earnest and active workers come words of encouragement.

An eleven-grade school has been in operation this year, thirty of its students living on the campus and earning a portion of their expenses. Fountain Head has through the years afforded work opportunities for a group of boys and girls on farm, in shop, and in connection with the care of the sick. It affords a wholesome atmosphere for youth in their adolescence. Definite plans are being made to enlarge the school building to accommodate twelve grades the coming year, as applications warrant the increase of facilities.

The sanitarium has had a good patronage since the first of the year. It can accommodate twelve patients at present. A new treatment room is now in use.

Other improvements have been made and most of the material is on the grounds for the building of a second unit. It will be remembered that Fountain Head Sanitarium suffered severely by the burning of its building a few years ago, and the center is recovering by building a unit at a time as it has the means.

The quiet of this rural institution, the peaceful Christian atmosphere, and the efficient care given by conscientious Christian men and women make this an attractive place for the sick.

—S—

### The Spirit Appeals

A MINISTER of the gospel and a teacher of youth spent some time in our midst. He was seen often at the gatherings of students at the chapel hour, in the Sabbath services, in their recreation periods. On returning to his home he wrote his physician:

"I greatly enjoyed the fine Christian atmosphere of Madison College and Sanitarium. You more nearly approximate an earthly paradise at Madison than I have found anywhere else. I often wish I could have meals provided for me in the way you do it there. I would then enjoy better health and live longer. May God's blessing abide with you."

—S—

### College Prospectives

MANY young men and women of college caliber find a college course beyond their reach financially. That need not discourage you since Madison College offers ambitious Christian students remunerative work while preparing for greater service. The spring and summer is your opportunity. Write for details concerning general college courses, preparation for teaching, training as a nurse, agricultural and mechanical work, diet and nutrition, and medical evangelism. Catalog upon request. Address, Madison College, Madison College, Tennessee.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

Dub.

Miss Urinkle

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 16

Madison College, Tennessee

April 27, 1938

## Student Participation in College Government

AS one of the administrative problems under consideration by the college faculty, a paper on the subject of "Student Participation in Government" was recently presented by Elder Welch. So vital is this matter in the life of schools, and so timely is its consideration, that features of the paper are given in the following paragraphs.

### Education for Democracy

NOT until the middle of the nineteenth century did student participation in school affairs receive any considerable attention. However, such educational leaders as Rousseau, Pestalozzi, and Froebel advocated the idea of "learning by doing," which, when applied in the field of citizenship, provides for student self-government.

In America, so Bowden and Clark tell us, "the honor system was first instituted in the old college of William and Mary, in Virginia, in 1779. From this inconspicuous beginning the idea of placing upon the students responsibility for their conduct has gradually extended both geographically and departmentally." Between 1866 and 1873 some form of student government was in operation in the universities of South Carolina, Illinois, Indiana, and Maine.

Since 1873 the movement has grown

### SELF-DISCIPLINE AND COOPERATION

COOPERATION should be the spirit of the schoolroom, the law of its life."

"It would be helpful for youth, and for parents and teachers as well, to study the lessons of cooperation as taught in the Scriptures."

"The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control."

"The rules governing the schoolroom should, so far as possible, represent the voice of the school."

"Those who desire to control others must first control themselves."

—"Education," by White

until a large majority of schools have at least a limited form of student participation in government. Interest in the subject at the present time is indicated by the fact that between January, 1929, and June, 1937, *Educational Index* lists 175 articles under the title "Student Self-Government."

AMONG the arguments in favor of student government is this from an editorial

in *Chicago Tribune*, July 26, 1931:

Our whole reliance on self-government assumes the proper education of the people in citizenship. Most of the failure of our politics and our government to be efficient, and even honest, is the result of inefficient education in rights and responsibilities.

In his book entitled "Extra-Curricular Activities," Dr. Joseph Roemer, of George Peabody College for Teachers, says:

A period of participation in the school's governing body under wise, supervised and directed effort, in an attempt to solve the local and vital problems of the school's democratic citizenship, will do more toward helping the

pupils "to do better those desirable activities they are going to do anyway," than will many periods of "teacher preaching" on the "canned" citizenship discussed even in the best of civic texts.

By letting students run things, we are developing in them initiative and self-control which will tend to make them successful and happy in their own lives, and earnest and useful as citizens of the Republic.

**T**HAT training for citizenship is the outstanding thought in the minds of school men is attested by a summary of sixty-five articles on the subject by Vineyard and Poole, in their book entitled, "Student Participation in School Government." They say:

The school, by developing within its limitations a miniature citizenry, wherein its citizens are permitted to participate in forming the regulations by which they are governed, is directly contributing to civic education.

#### From Some Who Have Tried It

**A**FTER ten years of student participation, John O. Shewning, Superintendent of the schools of Evansville, Indiana, in 1931 stated that his teachers were overwhelmingly in favor of it. One of his principals called it "a vital agency for character and citizenship training."

A. L. Morgan, in an article for *Texas Outlook*, July, 1936, "Making Student Participation in School Government More Purposeful," quotes another school executive as saying:

The students knew more about what was expected of the city's officers than many of their elders. Better still, they had developed a greater capacity for leadership and followship. They had had an actual lesson in living together cooperatively, which is so necessary if our democratic form of government is to survive.

Still another testimony comes from Earl C. Kelly. In an article for the *Journal of the National Educational Association*, entitled "Utilizing Student Power," describing experiences in the Milwaukee Vocational School, he lists some of the advantages of student government:

It teaches self-control.

Students increase in capacity for leadership. Student interest in good government increases.

The school becomes a happier and more comfortable place in which to live.

**I**N an address before the student body of the State Teachers College, Harrisonburg, Virginia, March, 1934, Dr. Wilson L. Jarman listed the advantages of student government according to their

immediate and ultimate values. Immediate values, as he sees them are: (1) It enables students and faculty to live comfortably together; (2) it is both an educational agency and an educational process.

Among ultimate values are these: (1) It prepares for leadership; (2) it places emphasis upon individual responsibility rather than individual rights; (3) it stresses loyalty to the group rather than to the individual; (4) it improves the ability to follow.

In the following positive manner, Bowden and Clark, previously quoted, bear testimony in favor of student government.

It has been demonstrated by actual practice and observation that student government has worked successfully, and can be used effectively, in all grades of schools. In those schools where it has been tried, a much more wholesome and cooperative attitude has been developed in the student body—wholesome from the standpoint of conduct and scholarship.

#### The Method

**V**ARIOUS forms of student government have been inaugurated by schools. It is well for the form to be determined by local conditions. Morgan reports that a City Managerial System tried in the Dick Dowling High School of Beaumont, Texas, was successful in familiarizing students with city problems. In the Gladstone Junior High School, Pittsburgh, Pennsylvania, a system patterned after the federal government has proved worth-while.

Common in many colleges is the Student Council Plan, the Council being representative and having legislative, executive and judicial powers. This form gives opportunity for members of the Council to carry definitely assigned duties and responsibilities. In this type as worked out at Madison, the student government has a charter granted by the faculty specifying definitely the rights and privileges delegated to the student organization, and setting forth fundamental principles of the institution which must not be set aside. Within the scope of the charter the student government has the utmost freedom.

#### Cautions

**I**T IS strange, but often true, that teachers and others observing a student organization are inclined to be over-criti-

cal, expecting greater efficiency in operation than even they themselves could guarantee. So strong is the traditional autocratic control in homes and schools that the elders are often slow to relinquish what they have long been led to consider their rights.

It is well to bear in mind, therefore—

1. The faculty must not expect less work merely because some responsibility is carried by students. Rather, the duties of teachers shift from dictation to "competent supervision and wise counsel."

2. Do not expect the organization of students for government activities to solve all disciplinary problems. At times, it may seem less efficient than the autocracy. Give it time. Cooperate judiciously, demonstrating your faith in the fair-mindedness of youth.

3. It is useless for the faculty to attempt "to put something over" on students. They are keen to interpret teacher attitudes and motives. Fair play should be the rule.

4. Teachers need to learn the art of skillfully guiding the minds of their pupils. Their part is to educate.

5. The line of demarcation between the duties of students and those of teachers should be as distinct as possible.

6. Since the faculty of an institution is held responsible by the trustees, the faculty must be recognized as final court of appeal in all matters.

7. The organization of a student government must be carried forward only as fast as faculty and students can develop the right attitude toward this form of government.

The principle is that democracy must arise from within; it cannot be imposed from without.

#### Hindrances

THE installation of student government is not altogether an easy procedure. F. L. Clayton in "Democracy in Education," lists first of all "a lack of intestinal fortitude." It requires deep conviction and bravery to try something new; to face the possibility of a poor showing for a time even though sure of future success; and to face a hostile public that is free to criticise what it does not understand.

A canvass of the experiences of schools that have made a success of student government indicates that the greatest obstacle to overcome, the most obstinate hindrance to the organization of student government, is the unsympathetic attitude of teachers. So deep-rooted is the spirit of autocracy in the teaching profession, that the first important step is to convert the teachers.

But that process is going on, the country over. The progressive school of the day sees the teacher assuming more and more the attitude of guide and counsellor. She is stepping into the rear and directing the activities of a student body that is keenly alive. That is the spirit of the school for which the present is calling.

—S—

#### Musical Privileges

EARLY in April, the beautiful cantata, "Esther," by the famous American composer, W. B. Bradbury, was presented in Assembly Hall by the college choir. The experiences of the Jews as they faced destruction at the hands of the Persian monarch and their deliverance by the brave loyalty of Queen Esther, the story upon which the cantata is based, were reviewed by Professor Welch.

Mrs. Alice Straw was organist. Solo and quartette parts were sung by Mrs. Clara Godge, Mrs. Dorothy Davidson, Mrs. Dora Nester, and the Misses Florence Fellemende, Frances Harris, Stella Pajakowski, Mildred Pleasants and Betty Province; and the Messrs. Leland Straw, E. M. Bisalski, Francis Woo, George Simonds, Edward Cook, Ben Morgan, D. B. Payne, and George Taylor. The inspirational power of the work was appreciated by the congregation.

The "Messiah," composed by George Frederick Handel in 1741, and considered the greatest oratorio ever written, tells the story in solo, chorus, and instrumental music of the birth of the Saviour, of His life of sorrow for the salvation of mankind, and the final glorious triumph of the gospel as portrayed in the wonderful "Hallelujah Chorus."

On the afternoon of Palm Sunday the combined choirs of Peabody College and Madison College gave this oratorio in the

auditorium of Social-Religious Building, Peabody College campus, in Nashville, under the leadership of Professor D. R. Gebhart, Director of the Music Department of Peabody.

On the evening of April 16, the combined choirs gave the "Messiah" in Assembly Hall on Madison College campus, to an appreciative audience. Professor Leland Straw, head of Madison College Department of Music, was director of chorus, organ, and orchestra. The guest soloists were from Peabody College.

The opportunity to hear such outstanding works is highly esteemed by the Madison family and its friends.

—S—

### Surgery Activities

THE surgery record for the past ten days indicates, to a degree at least, the experience student nurses are receiving in that phase of their education. Madison cooperates with Davidson County Medical Department in the care of children and the removal of tonsils. As the dead line approached for the blue ribbon contest, the sanitarium lobby was alive with children awaiting their check-in. Twenty-one tonsillectomies was the record for the past ten days.

Dr. Dale Putnam, former Madison pre-medical student, graduate of the College of Medical Evangelists, who is in private practice in Westerville, Ohio, was present for this children's clinic.

Among the more serious cases handled in the surgery during the last few days are one colostomy, one breast amputation, six appendectomies, one hemorrhoidectomy, one ureterolithotomy, one thyroidectomy.

The care of accident cases, minor operations, application of casts, and blood transfusions are recorded.

—S—

### Garden Notes

MADISON is a large family and it requires a good garden, produced by about forty acres of land, to approximate the needs in the way of fresh vege-

tables. Herschel Ard and J. W. Blair, assisted by students, are primarily responsible for this feature of the college activities. On the eighteenth the following items were recorded.

The soil of the two greenhouses has been sterilized with steam. They are full of eggplant, peppers and tomato plants for spring setting.

The first planting of English garden peas is blooming.

Several thousand cabbage plants and cauliflower are doing well. Carrots and beets are making a good growth and we have an abundance of spring onions.

The main section of the garden has been limed and is ready for further planting. The first planting of string beans was on Good Friday.

Sweet potato plants are coming up and the ground has been plowed for their setting.

It is planned to grow a late garden on the Cumberland River bottom where the land can be irrigated in case of need.

Spinach, mustard greens and lettuce are looking well. Plenty of Swiss chard has been planted for summer greens.

The first ripe strawberries were picked a few days ago. In spite of late frost, which at first was supposed to have destroyed the crop, there is promise of a fair yield, and they are earlier than usual in this section by at least two weeks.

—S—

### Campus News

It was a pleasure to have a week-end visit from Professor and Mrs. W. E. Straw of Emmanuel Missionary College, Berrien Springs, Michigan. They were visiting the family of their son, Professor Leland Straw. They were here for the oratorio and Professor Straw spoke at the Sabbath morning service hour.

Julius Gilbert White, who spends the greater part of his time in the lecture field presenting health and temperance topics to hundreds of youth in the schools, has been at his home on the campus for a few days.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 17

Madison College, Tennessee

May 4, 1938

## Self-Help Through College

SCORES of inquiries poured into the Office following April 18, when the May issue of *Reader's Digest* gave the story of student opportunities in Nashville Agricultural Normal Institute. It was not so much what Weldon Melick had to say of the courses offered by Madison College, but the thought that here young men and young women can find remunerative employment that caught the eyes of hundreds of readers.

Let some of these young people speak for themselves. It may help others to appreciate the hunger for an education by an army of capable youth who, because of the economic conditions in the world—conditions for which they are in no way responsible—are denied the right to an education which will fit them for their place in the world.

A New York man of twenty-one says that he has spent some time in the university but was obliged to quit for financial reasons. "I am deeply interested in the work you are doing and only regret I did not know of it before."

"It sounds like an answer to our perplexing question, How can our daughter go to college?" writes a parent. "She is interested in Home Economics, but we are farmers with limited income and

college is out of the question for her unless it is something of your kind."

"My son, two years out of high school, has worked and saved, hoping to go to college. He has been raised on the farm, likes outside work, is steady and trust-

worthy and wants to study medicine."

"I was an honor student in high school but have been unable to secure funds for a college education. Madison seems to offer the solution."

From St. Louis a young man writes that he is out of employ-

ment. "I have had one and a half years of college work. Courses in agriculture are my choice, but I am not able to meet the expense."

OVER and again young men who are working in Government encampments, who have taken advantage, to the limit, of the educational facilities offered there, grasp at the idea of a chance to earn college expenses while in training.

"Are your credits transferable to other colleges and universities?"

"What is the religious atmosphere of your place, if that idea is stressed?"

Parents write in behalf of their sons and daughters; business men inquire the privileges for employees who have capabilities but lack the financial backing to meet ordinary college rates. In each case

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### THE WORLD'S NEED

HUMANITY desperately needs today a moral and spiritual rebirth, a revitalization of religion. There is no sure way to this supreme goal save through adherence to the teaching of the Bible.

—U. S. Secretary of State Cordell Hull

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there stands the fact that hundreds of worthy and capable young people are unable to continue their education unless some means is provided for them to earn their way.

The following letter is in a way typical. It comes from a northern state and reads:

I AM a drowning man clutching at a straw. When I received the May issue of *Reader's Digest* today my heart skipped a beat when my eye caught the title "Self-Supporting College." I turned to the first page of Weldon Melick's article with feverish haste, both hoping that it might be, and fearing that it might not be, the kind of article I had anticipated.

When I finished reading about your unusual school, I could scarcely believe what I had read, so I immediately re-read the story. I was dazzled by the information, for my dreams of a college education had about dissolved in thin air.

I realize that an institution such as yours must be swamped with applications, but I am pinning my hope on the possibility of gaining admission. I am 21 years of age, rich in the experiences of hardships, but they have taught me how to work and how to study. I have attended an evening accredited high school and have always been on the honor roll.

I am strong and willing to work and am not squeamish about performing menial or distasteful tasks. . . .

Such are the stories told by youth. Letters have come from the extreme northeast to the far southwest and across the continent from the Atlantic to the Pacific, indicating that the need is general. Some come from the mission field as well. To illustrate, this one is from a mother:

My husband is a missionary under the Presbyterian Board of National Missions, and as we have a daughter, a high school graduate in June, we are anxious to find a good college that will not cost a great deal and that will develop in her the best both spiritually and physically. We want to know more of Madison.

MADISON is not, as some intimate, a college that accepts *only* those who cannot afford to pay cash for an education. It does put educational advantages within the reach of such. But students who are able to pay cash also come here, associating daily in class and in the work program with those who may have much less money. Madison offers a work-study program not alone for the economic value. Its system recognizes the need on the part of all, rich and poor, of an education to meet life as it is. Every man and woman should be able to care for himself and those dependent upon him by some useful labor.

One father said to his daughter as he arranged for her college education in a professional school, "I want you to be able to support yourself if the time ever comes that you need to do so."

Madison teaches that self-maintenance is honorable; that the ability to hold one's place in an economic sense is an asset to which every youth is entitled.

Madison College is decidedly limited in facilities. It cannot accommodate over four hundred students. What is to be done for the hundreds that need a chance? Letter after letter refers to the Madison system of education as "unique." It should not be unique. We are needing an educational philosophy that will put a college education within the reach of every young man and woman who has the intelligence to meet the standards and who is willing to pay the price by efficient service.

This type of school calls for a peculiar set-up, however, in order to maintain conditions favorable for such an educational scheme. A distinct type of educator is demanded, both in the classroom and at the head of the industrial departments, to maintain the equilibrium and properly guide and direct the student body.

IF THE response we have had to Weldon Melick's story in *Reader's Digest* is indeed an index, it is time many colleges equipped for a solution within their doors of a life-sized problem, the solution of which will socially and economically equip students for the broader field of world activity.

What then is Madison? It is an educational institution, a training center for men and women who desire to prepare themselves definitely for Christian service. It offers senior college work in a distinctly Christian atmosphere at a minimum outlay of cash. Students carry a work-study program, the industries of the campus affording them remunerative work. The amount earned depends largely upon efficiency in labor, habits of economy, and the amount and type of classwork taken.

—S—

### Tennessee College Association

THE annual meeting of Tennessee College Association was held the middle of April in Nashville. Delegates were

welcomed by Chancellor Carmichael of Vanderbilt University. The general theme of the conference was concerned with Orientation and Guidance in Higher Education. This was the topic of an address by President W. P. Tolley of Allegheny College.

Dr. Tolley pointed out that it is the responsibility of each college to find, hold, and transmit to its students the rich cultural heritage of the human race, a part of which is the Bible, the world's most influential book, and the church, which is the world's most influential institution. Because of rapid changes in the world special attention should be given to government. He says that if we are to train students to live in a democracy, they should have the experience of cooperative living in a college democracy.

Of import to college instructors was the discussion of student reading habits by Dr. Kuhlman, Director of the Combined Vanderbilt-Peabody Library. He says:

"Students will not read for a professor who has ceased reading. Too many teachers fail to use current periodicals. The attitude of the faculty is most important. The library must have mature and competent leadership."

Commissioner Smith of the Tennessee Department of Education submitted a new curriculum for state controlled schools that are training teachers. He suggests that other teacher-training centers work out their own curriculum, following so far as possible the plan submitted by the state.

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## A Mountain Boy's Education

A CERTAIN paternal instinct asserts itself in the relationship of an educational institution to its students. For thirty years young people have been going forth from Madison College to perpetuate the spirit of the place. Scores are located in rural sections of the Southland, operating centers for the education of children and youth, for the care of the sick and afflicted, and for general community uplift.

Into these men and women is instilled the idea that their lives belong to the

world. They owe it to their fellow men, and to the Master of all, to contribute to the social and religious betterment of any community of which they are a part.

And so Madison watches through the years the results of its training as revealed in its students. Here is the story of one who is about to enter upon his chosen career:

James C. Trivett, one of a family of nine children, was born and raised in the mountains of East Tennessee. His elementary education and the first part of his high school work was received in the rural public schools of that section.

At the age of nineteen he became a student in Asheville Agricultural School at Fletcher, North Carolina. Fletcher has been the means of saving many a boy and girl as the result of its work-study program, which is similar to that of Madison except that it is adapted in general to a younger class of students.

At Fletcher, James Trivett took the tenth and eleventh grades, all that Fletcher offered at that time. Now it is a full-fledged high school, accredited by the state. Then he was passed on with good recommendations to Madison. He was graduated from Madison High School in the summer of 1933, when this institution was offering twelve grades.

In the college he took the one-year course required for entrance and was admitted to Southern Dental College at Atlanta, in September, 1934. A good record for four years brings him to graduation in June, a few weeks hence. The dental course was taken with Madison in view. Plans are already in operation for the equipment of a Dental Department, where Dr. Trivett expects to begin his residence work early in July.

Instead of the Indian refrain, "Thus it is our daughters leave us," Madison rejoices in the way its young men return to help solve the problem this institution has in the education of workers for an ever-widening field. During the last five years young physicians, graduates of the College of Medical Evangelists, have been locating in the South. This is the first dentist, but we hope for more a little later.

## Health Education Conference

ONE of the main features of the Health Education Conference to be held at Madison, June 13 to July 1, will be the presentation by Julius Gilbert White of the following "Learn-How-To-Be-Well" lectures, the first nine of which will be illustrated with 800 slides.

This will be an intensive course in visualized health education. Its purpose is twofold: first, to impart information; second, to instruct in methods and technique for the use of these lectures both with and without the slides.

Round table discussion periods will give opportunity for questions.

A feature of the conference will be the relation of interesting experiences of the author who addresses thousands of persons each year.

The expenses of the course will approximate \$20 for board and lodging. There will be no tuition charge unless college credit is desired. Textbooks will be available, but they are not required. The lecture subjects are:

### No. 1

"The Future Health of Americans"  
"The Fundamentals of Nutrition"  
"A Balanced Ration"

### No. 2

"The Normal Ration"  
"The Conquest of That Tired Feeling"  
"Foods That Produce 'Acidosis' and Foods That Correct It"

### No. 3

"The Mystery of Life"  
"Diseases Caused by Vitamin Deficiency. Why Colitis?"

### No. 4

"How to Have Good Digestion"  
"Twenty-One 'Varieties' of Sour Stomach"

### No. 5

"Constipation and Its Consequences"  
"How to Secure Good Elimination by Proper Diet"

### No. 6

"High Blood Pressure and How to Lower It with Food"  
"Hardening of the Arteries"  
"Bright's Disease"  
"Apoplexy"  
"Heart Disease"  
(Their causes and prevention)

### No. 7

"Eating for Strength"  
"Protein, the Muscle-BUILDER; Where to Get the Best and How Much; and the Harm of Too Much"

### No. 8

"Health and Tobacco" and "How to Break the Habit"—a thorough discussion of the effects of tobacco upon all parts of the body.

### No. 9

"Health and Alcohol," a thorough discussion of the effects of alcohol upon all parts of the body.

### No. 10

"The Root of Intemperance"  
"How the Cravings for Tobacco and Alcohol and Other Narcotics Are Started"

### No. 11

"The Right Use of the Mind"  
"How the Mind Overcomes Disease"  
"The Power of Mind Over Matter"

### No. 12

"Health and Character"

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## Campus News

Dr. J. O. Kinnaman returned from a lecture tour that took him across the continent. He and Mrs. Kinnaman left on the twenty-second for Pennsylvania, where Mrs. Kinnaman will visit relatives.

Among friends from Fletcher, North Carolina, who spent a few days in our midst the last week-end, were Mrs. Elsie Brownsberger, Director of the School of Nursing operated by Mountain Sanitarium, Mrs. Marguerite Jasperson, Principal of Asheville Agricultural School, and Louis Nestell, teacher in the same school, who were negotiating with the Rural School Press concerning the calendar of their institutional work, the first they have issued.

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## Get a Copy

THE May issue of *Reader's Digest*, containing the article by Weldon Melick, entitled, "Self-Supporting College," reference to which is made in the first page article, should be obtainable at your newsstand. If its supply is exhausted, address the publishers, Pleasantville, New York.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 18

Madison College, Tennessee

May 11, 1938

## What Can Be Done to Help Them

HUNDREDS of young men and women, after reading the article "Self-Supporting College," in the May issue of *Reader's Digest*, have opened the door of their hearts—just enough to give one a glimpse of the atmosphere in which they live and the deep concern they feel for the future. It is a precious privilege—this greeting we have had from these young people. At the same time it has been a far cry from ambitious students standing at the threshold of life, eager, forward-looking, and appealing for help.

Madison is not alone in its responsibility to give aid. Some of the responsibility rests on others, and so we pass on to you a few words that have come from all directions during the past few days. A young man aged twenty-four writes:

I am eligible to enter the University of \_\_\_\_\_ in August as a junior. I received my junior certificate and my application has been accepted. My problem is this: I want to be a physician. I have supported myself since I was fifteen. What education I have has been hard to get. Not that learning is hard, but making a living and going to school at the same time has meant either to study when physically tired out; or earning less and studying with less to live on for wellentist Research

Right now I am up against a stone wall. I could make it all right if I majored in English, or education, or nursing, but I can't do it for medicine. I need concentrated laboratory work in chemistry and biology. I need more hours to get acquainted with the laboratory and the equipment.

Everybody's answer is, "Then, don't be a doctor." But I've gone hungry plenty of times to get this far, and I can't give up until I have to.

I hope that in looking over my transcript you will not think I am lazy in starting and stopping before I was through. During the depression jobs were hard to get and they did not last very long. Pay was small for many

hours of work and the government had not yet started the N.Y.A.

I have no illusions about the medical profession. I have not chosen it because I think it's romantic; nor because I think it is distinguished to have an M.D. after my name. And I don't want it for the sake of making a lot of money. Incidentally, I am the great-grandson of Dr. Samuel \_\_\_\_\_, of London. But that doesn't influence me either.

It is just that it seems a great waste of man power to spend years doing something you do not like very well when there is so much satisfaction in doing something you really want to do.

If you can help me qualify for medical school, I will do everything I can to serve your college

### NATURE POINTS TO GOD

AS we behold the beautiful and grand in nature, our affections go out after God. While the spirit is awed, the soul is invigorated by coming in contact with the Infinite through His works. Communion with God through prayer develops the mental and moral faculties, and the spiritual powers strengthen as we cultivate thoughts upon spiritual things.

—*The Desire of Ages*

### Catchy Expressions

**A** GAIN and again writers say, "I was much impressed with the article."

"Until I read the article, 'Self-Supporting College,' I had no idea there was such an institution in the United States."

"The article was assigned for me to read by my English teacher."

"As I read the illuminating article in *Reader's Digest*, I said, 'Here's a college that offers much to an ambitious fellow with limited financial resources.'"

The librarian of the dental school of a university writes for information to place in the hands of students: "We are interested in the type of education offered in Nashville Agricultural Normal Institute."

### Her Only Chance

**F**OR ten years father has been a share-crop farmer, with all that implies. We lost our mother two years ago. I'm the second of nine children, so you can readily see how narrow are my chances of going to college. I had never heard of your school until today. I am interested in nursing as a profession. I would be so grateful for an opportunity."

### Floundering—Wants Help

**A** YOUNG MAN living in the eastern part of the United States writes:

I was graduated from an accredited high school, took a ten months' secretarial course, paying the tuition by working before and after school hours. Even during my years in the grade school I worked for my clothes and a little spending money. Since graduation I have been working for one or the other of two firms as general office man with the title of "book-keeper" thrown in.

I realize that I have been more fortunate than many. Some have not been able to make a living as I have. I am not complaining. But what have I been doing? So far as I can determine, I have just been floundering—trying to make a place for myself.

It has always been my earnest desire to attend college. Your plan of education for young men strikes me as ideal. I am not afraid of work. That is the least of my troubles. I might attend classes in one of the night schools of the university, but living at a distance of ten miles, I have not found that convenient. When a fellow has reached his twenty-first birthday it is time to do some serious thinking. I want something definite to work toward.

### The Crux of the Matter

**I**T is apparent that these young men and women are not poachers. They are not trying to get something for nothing.

They are not asking someone to support them, nor to pay their way through college. They are ambitious for a better chance in life. A college education seems to be the avenue to a higher plane of living, to better opportunities, to the goal they have set.

All they are asking is a chance to pay their way by the labor of their hands. Madison is not the only institution that combines shopwork and classroom education. Students in the Engineering Department of the University of Cincinnati alternate periods of work and class. Antioch College stresses the practical features of education, and there are others, but they are few and the needs are great. What hope can we hold out to these hundreds of fine, able-bodied men?

**I**T is not the young people alone who appeal for a chance. Fathers and mothers write. High school superintendents write in behalf of young men of promise whose chances are small. Employers write and employees ask help. A father of five says:

The article, 'Self-Supporting College,' by Weldon Melick, was so interesting that I read every word of it, then took the book home and read it over again to my wife and other members of the family. Our third child, a son of twenty-two, is about to receive honorable discharge from Uncle Sam's Army. Maybe we could help him a little if he could earn a good share of his way.

Mother and I are not so young as we once were. If this son gets any more education it must be largely by earning his way. Your school appeals to us.

Truly, this is enough to make all of us think seriously. It may awaken the creative genius of some who are not directly connected with classroom problems.

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## Tennessee State Teachers Association

**T**HE annual meeting of the Association brought to Nashville an army of eight thousand or more instructors and school administrators. Many interesting and vital subjects were presented. In the minds of Madison teachers who attended, possibly nothing touched a sympathetic chord more than the topic, "Today's Challenge," presented by Miss Lena M. Phillipi, Associate Editor of *Pictorial*

Review, and President of the International Federation of Business and Professional Women's Club.

Here are a few of the things she told her audience:

"Teachers have more to do with the welfare of Tennessee than any other single group. This is a serious time for every citizen of our country and yet no one wants to hear about it. If the democratic form of government is to continue, we must do something about it. Great changes have come and we fail to accept their responsibilities."

**S**PEAKING of the conditions that make direct relief necessary, she says:

"Direct relief may be an opiate to keep the patient from tearing up the bed and killing the doctor, but it is not a way of life . . . The education we have been giving has not fitted people for the life they must live.

"We have been getting away from old standards of decency, honesty, integrity, and as youth have been loosened from these moorings we have failed to give them new standards for anchorage."

"How can we give our people new life?" Miss Phillipi asks. "How can we meet the challenge of today?" In substance she answered:

1. In our reading, we must give more attention to the serious problems of life. "We do far too much light reading."

2. Our minds must be in the right attitude to do clear thinking. We cannot believe every wind of doctrine that blows. We must analyze clearly.

3. We must return to the spirit of the pioneers. If we would train a generation to revere the Constitution, we must train them with the characters of the men who framed it. It cannot be merely subscribing to words. It must be a living practice.

It is no time to live for ourselves and our personal welfare. If we would lift the world's burdens, we must live for others, demonstrating in our own lives the sacred standards we believe.

As the legend goes, when Christ was asked His plan for covering the earth with His works, He answered that it was for each who heard it to impart it to others.

Peter questioned if that way failed, was there another plan? The Master replied, "I have no other plan."

So the survival of our sacred standards of life, as well as our form of government, depends upon each teacher and his manner of life.

"We are living in serious times, times when we need as never before to lift our hearts to Christ for strength and courage to lift the grail of service for America."

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## The Educational Value of Rural Life

**N**O boy or girl should see the inside of a schoolhouse until at least ten years old. I am speaking now of the boy or girl who can be reared in the only place that is truly fit to bring up a boy or plant—the country.

A child absorbs environment. It is the most susceptible thing in the world to influence; and if that force be applied rightly and constantly when the child is in its most susceptible condition, the effect will be pronounced, immediate, and permanent. Pick out any trait you want in your child, granted he is a normal child, be it honesty, fairness, purity, lovable-ness, industry, thrift, or what not.

By surrounding this child with sunshine from the skies and from your own heart, by giving it the closest communion with nature, by feeding it with well-balanced, nutritious food, by giving it all that is implied in healthful environmental influences, and by doing all in love, you can thus cultivate in the child and fix there for all its life, any or all of these traits.

—Luther Burbank

—S—

## Training as Red Cross Instructors

**F**OUR years ago Dr. W. J. Fenton, staff instructor of the National Red Cross, conducted a class at Madison to qualify about fifty college students and teachers as authorized Red Cross instructors in first aid. Two years later Dr. Fenton was again in the South and it was the

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privilege of the college workers to review their first-aid teaching work with him.

Again this year Dr. Fenton gave a two-weeks course in Nashville, which was attended by a group of Madison College folk. This gave opportunity for a study of advanced methods in the treating of emergency cases, the handling of heat prostration and fractures.

Dr. Fenton has a very graphic way of impressing facts on the minds of his students. For instance, an auto horn sounded at intervals of five minutes to indicate the frequency in the United States of death from preventable accident. Methods of preventing accident, the elimination of hazards, and improved methods of teaching were dominant points in the classes. As first-aid teachers we should (1) *tell* it to students; (2) *show* it to students—in other words, demonstrate; (3) have students *do* the thing themselves.

It is Madison's pleasure to cooperate in every possible way with the Red Cross. It is interesting to note that one of our qualified instructors gave first aid at the terrible explosion that wrecked the school at New London, Texas, about a year ago. Several of our Red Cross workers and nurses assisted in the Louisville flood area. First-aid classes have been held in schools, garages, and elsewhere as needed.

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### Comments from Readers

OUR good friends, Mr. and Mrs. Charles Krieger, of Fort Thomas, Kentucky, who are guests of the sanitarium from time to time, write: "Thank you for the SURVEY which comes to us regularly. It is always interesting."

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"I look forward each week to the arrival of the SURVEY," writes a professor in a Western college. "I am giving you the names and addresses of seven friends who will be interested in receiving it."

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"Had I gotten no other worth-while thought from the little paper," writes a

friend, "I would always prize the picture I have of the cooperative spirit among the students at Madison, rather than the competitive spirit so characteristic of college life. It is a pleasure to know that students enjoy the atmosphere and that visiting friends recognize the spirit also."

\* \* \* \* \*

A friend on the Pacific Coast, sending a check for the publishing fund, writes:

"I hope every reader loves the little SURVEY as much as I do and the wonderful work you are doing in the dear old Southland. How I would love to help in a worth-while way. I am wishing you health and prosperity for the whole year. I trust you will have daily heart communion with the heavenly Father. We need more of Jesus. It is not safe to walk alone these times."

—S—

### Perhaps Madison Can Help You

FOR many years Madison has been a retreat for weary business men and women, people whose professions wear heavily on the nerves. They are not sick but they need the retirement of some rural location where they can be comfortable, can be well fed and where rational treatments are available if needed.

In appreciation of just such a demand for simple, inexpensive accommodations, Madison has made available cottage rooms, close to the sanitarium, at reasonable rates for the summer. There are similar accommodations also in several of the smaller sanitariums. Details will follow your request.

\* \* \* \* \*

THE graduate nurse who desires to complete a college education can find a well-rounded curriculum at Madison. The close association of college and Madison Rural Sanitarium and Hospital makes an ideal situation for such students as may wish to make their professions pay their way through college. Write for catalog and courses offered this summer.



# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 19

Madison College, Tennessee

May 18, 1938

## A Student Program as Others See It

FOR two days this week a man went in and out among us. He came a stranger; he left, a friend. He was quiet, unassuming, but with a heart bent on getting certain things which he had been sent here to get. He wanted to see *students at work*. Being referred to things that often take the eye of visitors, he invariably replied that he was studying student activities.

One could well believe that activity was a familiar sight to him, for he came to Madison direct from the Kentucky Derby where pictures were taken of the races, developed within a few minutes, and then by the wonders of science, were sent to the publishers of newspapers and by them to the reading public, within the space of a few hours. He was familiar with the noise and confusion of the city and with the work of the masses.

### Inspecting

BUT that was not what he was looking for at Madison. Along with hundreds of others he had read Weldon Melick's article about Nashville Agricultural Normal Institute in the May issue of *Reader's Digest*, and he came to see students working to earn a college education.

He and his companion tramped miles, it would seem, back and forth over the farm and the gardens; down to the dairy to see the prize Jerseys and the boys who care for them; out in the fields where young men were cultivating; to the

strawberry patch where luscious fruit was being picked; in the food factory where foods for city markets are mixed, cooked, canned or baked, labeled, packaged and packed; in the print shop with linotypes and presses operating; at the sanitarium where the surgery was in full swing, doctors were busy, nurses were going and coming; in kitchens where students prepare and serve the

meals; out on the campus where the fire truck and the fire organization staged a drill, indicating preparedness for emergency.

At the end of a busy day, when he stopped in the office for a bit of rest, he was asked what of the Madison program made the deepest impression. He thought a moment, then said: "You will look a long while before you will find college women standing over the clothes or ironing the garments of their fellow students."

It was not the big or the showy things that made the strongest appeal, but simple

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### AFTER FOUR CENTURIES

THE Four Hundredth Anniversary of the making of the English Bible is an event too important to be ignored. Whatever pertains to the Bible, the Book that has for centuries been the world's best seller, that has been translated into more languages than any other book, to which has been applied more meticulous scholarship than to any other work—whatever pertains to this Book of Books invariably commands the widest interest.

—Albert Field Gilmore, in "Christian Science Monitor"

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duties well done, with a happy spirit, such things as women the world over should know how to do; things that many a woman feels it beneath her dignity to do.

A young man driving horse and cart, gathered ashes and garbage from one department and another, contributing to the upkeep of the campus and the comfort and sanitation of the place. It was a helpful unpretentious student at work, earning his keep and his education.

#### Student-Teacher Reciprocity

SPORTS and games, races and betting, are taking the thought and money of thousands. Madison young men and women are no less energetic than others but they have other avenues for the expenditure of energy. They are a serious-minded group who are approaching life from a practical standpoint. They are asking a great boon when they enter college with limited finances and accept of an institution's resources for earning their way to a better outlook on life.

It takes the most careful planning on the part of the institution's management to make the offer, to place these privileges within the reach of several hundred young men and women. These students must be accepted largely by faith—faith that they are honest in their desire for an education; faith that they will play the game fair and contribute in the way of work as much as they take, or more; that their coming and their stay will add to the reputation of the college and increase the good will and the general morale of the institution. All this calls for faith in humanity, in young humanity in particular—faith that there is still in the hearts of youth a loyalty, a desire to cooperate, a willingness to pull the load together if you give them the chance.

This has been the inspiration of teachers and administrators at Madison for the thirty years of its life. There are here still a number who had part in the foundation of the college. Many others have spent the better part of their lives in making this type of education possible for those who today are asking admission.

#### It Is Simplicity That Appeals

YEARS ago a standard was established for simplicity of buildings and furnishings, a simple but well-balanced diet, clothing adapted to the duties of the

wearer. Each man was to be a producer rather than a dependent upon the production of others. It was to be a no-debt policy of operation.

A woman ranking high in professional circles discussed Madison policies after reading the article in *May Reader's Digest*. This is the way she put it:

You people, as a group, have a philosophy of life that makes possible a school that differs from most others. You are organized to do big things with economy of effort, of time, and of money. You seem to know how to attack the essentials and pass by the superfluities of modern life. To a great extent you have learned to eliminate the wastes that plague the world.

No cigarettes or pipes; no tea, coffee, or condiments; a balanced diet that does away with the expense of nicknacks, highly-flavored foods and rich desserts; little or no expense for drugs. High-priced parties and entertainments are not a part of your program. You are saved the expense of needless evening gowns and high-priced toggery. Your time is profitably occupied. You are largely self-sustained, producing within your borders much that others purchase at a high price.

You encourage life away from the cities with their demands for expenditures at every step and on every corner. You have a peace of mind that is contagious. Your young people are building health and character.

Men of means, many of them, as I well know, are tired of investing in institutions, or contributing to enterprises that have not learned to conserve. You seem to be able to make a dollar do what it takes many dollars to accomplish in other places. Your philosophy is appealing. There is something very worthwhile about it.

—S—

### Spring Week of Prayer

THE speaker read from the eighteenth chapter of the book of Jeremiah the words of the Lord to the prophet:

"Arise, and go down to the potter's house, and there I will cause thee to hear my words." Then I went down.

Apparently there was no hesitation, no questioning as to the reason, no remonstrance or attempt to excuse himself. Jeremiah was bidden to go to a certain place, and immediately he responded.

Obedience is a fundamental step in Christian life. The attitude of obedience is the beginning of success.

At the house Jeremiah saw the potter molding a clay vessel on the wheel. From this potter he was to learn a lesson from the Master workman.

"And the vessel that he made of clay was marred in the hand of the potter: so he made it again another vessel."

The speaker himself had seen a potter with his wheel molding clay before his audience. Taking the plastic clay in his hands, mixing it thoroughly, the potter placed it on the middle of the wheel which revolved in a horizontal plane. With his foot he worked the treadle; with his hand he gradually shaped the clay which, responsive to his touch, rose gradually in the form of a graceful vase. There it stood, perfect in form—it would seem. Then as they watched, it shivered and crumbled in a heap—a broken vessel.

Spreading the clay thin over the wheel, the potter picked from the mass a small particle of wood, about the third of a toothpick.

Again he molded the same clay, placed it on the wheel which he set spinning, guided the mass with his hand, again it rose in the form of a vase, perfect, with nothing within the mass to cause it to break. It was sent to the furnace to fire.

"O house of Israel, cannot I do with you as this potter? saith the Lord. Behold, as the clay is in the potter's hand, so are ye in mine hand, O house of Israel."

It was the first meeting of the spring Week of Prayer, at the vesper hour on the sixth, and Professor C. A. Russell, Educational Secretary of the Southern Union Conference, was in charge. He and Mrs. Russell spent the week with the campus family.

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## Soybeans for Jamaica

IT IS truly remarkable how many angles of the Madison life were touched by Weldon Melick in his article, "Self-Supporting College," appearing in the May *Reader's Digest*. And again, it is remarkable how varied are the responses.

One person reads and sees an opportunity to better his own education. Fathers write of sons and daughters. One parent wrote, "I have a bunch of them to educate." Other readers who are teachers or school administrators consider first the needs of their students. They write of one or another whose future they feel free to predict because of success in high school.

A construction man working on buildings for a large Foreign Mission Board in Central America, reads, and the point

that attracts attention is the tile made by Madison students for the roof of Demonstration Building. He needs something similar, and while we do not manufacture tile for the market, we are able to put the inquirer in touch with the required machinery and makers of the material.

The food problem brings responses. The eye of the Agricultural Chemist in the Government Laboratory, Kingston, Jamaica, catches the sentences about the soybean and Madison soybean products. He writes:

THE *Reader's Digest* article, in an interesting account of the valuable work of Nashville Agricultural Normal Institute, states that considerable work has been done with the soybean and products derived from it.

I am particularly interested in nutrition problems in Jamaica. As is usual in tropical countries, the diet of the poorer people consists mainly of starchy foods. We are, therefore, attempting to find a means of making protein foods more readily available and more acceptable to such people. The soybean has already been considered as one of the crops by which this can be done and we have imported certain new varieties.

I would be grateful indeed if you could assist us in any way by giving information you may have available which will be useful, particularly published pamphlets and bulletins. Also indicate varieties you can suggest.

The problem is purely a domestic one, and as the purchasing power of the people is low, it will be necessary to devise means by which they can produce their own soybeans on their own holdings, and if possible treat them themselves so they are palatable.

Some months ago a request came from missionaries in West Africa for information concerning the use of the soybean for human food, and telling the need there of varieties that will grow in the tropics.

The Director of the Agricultural Department of Allahabad Agricultural Institute, operated by Dr. Sam Higginbottom, Calcutta, India, wrote also of the problem as it is being met in that mission station.

Students from the Orient, where the soybean originated, are working with Madison foods. Dr. Philip Chen, Madison's chemist, came from Shanghai, China. He conducts the experimental laboratory in which sauces are made, and from which such products as Vigorost are concocted. So it is that the little soybean is the point of contact between widely separated peoples.

## From the Correspondence

### Director of School of Organic Education

"I wish to present to our Parent-Teachers Round Table the advantages of your program of education and to recommend your work. I would like any available literature. We are one of the oldest and most daring of Progressive Schools, and we want some of our high school graduates to attend your college."

### Superintendent of a Union Mission

"I was educated at Avondale, Australia, and believe thoroughly in the plan of education you have at Madison. I have become acquainted with a good many who are the products of Madison and I find they are young people of good principles."

### Member of a Well-Known Family

"I never heard of your college before. It is most remarkable. I am a graduate of Harvard, but I realize that you have something that I did not get there. I have a son graduating from high school this year. To learn to do something practical and at the same time increase his store of worth-while knowledge, is what we want for him."

### President Hudson, Blackburn College

"We have been working on a self-help plan here for the last twenty-five years. I am sending our most recent picture booklet which will give you an idea of our methods of carrying on."

### A German-Born American

"In Weldon Melick's article, 'Self-Supporting College,' I have found what I have been hoping for all my life. After raising three orphan children, I find myself alone and longing to do something useful. It is still my ambition to have a profession and I am willing to work for it."

### The Prior of St. Andrews

"The article in the May *Reader's Digest* has an especial appeal for us since St. Andrews is one of the pioneer schools who started the self-help system in 1905. Very few of our boys have money. Their

only hope of a college education is an opportunity to work their way. We now have one boy in particular who desires and needs such a chance."

### A Supervisor, U. S. Department of Agriculture

"I hope within the next month to visit Madison and talk with you about two young men in whom I am much interested. Both are high school graduates. I am anxious to work out some means by which they may continue their education."

### A Director of Education and Guidance

"I am particularly interested in Madison College because my work in a Boy's Club brings me in contact with many young men who, although they possess superior minds and have all the qualities that make for success in college, yet because of financial conditions, can never attain higher education. I wonder if, from time to time, you would consider for admission boys who meet all the requirements for entrance. I can assure you that many of our worthy and deserving young men would be grateful for the opportunity."

—S—

Dr. Philip Chen, Professor of Chemistry, Madison College, has contributed an article recently to two issues of *Journal of Chemical Education*.

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The biennial convention of three nursing organizations was held in Kansas City, Missouri, late in April. The representative of Madison's Health Department was Miss Gertrude Lingham, who went also as delegate of the Tennessee State Nurses Association. She reports a thoroughly profitable conference and the happy meeting there of a number of nurses from our various sanitariums and schools of nursing in North America.

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Dr. and Mrs. E. A. Sutherland made a two-thousand-mile business trip by auto the past week, going to southern Florida by the east coast and returning by Tamiami Trail, Tampa, and Atlanta.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 20

Madison College, Tennessee

May 25, 1938

## From a Few Among a Thousand

FEW experiences have caused a greater thrill than reading responses to Welton Melick's article in the *Reader's Digest*, May issue, entitled "Self-Supporting College." These have come from educators whose students' problems are their own; from high school graduates with aspirations for a college career; from parents whose courage has revived after seeing the younger members of their households almost lose heart as the possibilities of further education dwindled.

There have come splendid expressions of appreciation of the efforts of Madison to place a college education, through its industrial program, within the reach of young people who have not the financial resources to meet college expenses. Churchmen write of their ambition to see similar institutions established. In lands nearby and in lands far away hope has been kindled. If you have doubted the need for the Madison type of education, read for yourself.

### Religious Leaders Speak

#### FACING PROBLEMS OF SELF-SUPPORT

THE Minister of Religious Education, Methodist Episcopal Church, in an eastern city says:

The article concerning your school has interested me a great deal. It appeared just at the time when similar ideas were forming in my own mind, and I am thinking definitely in terms of engaging in such an educational experiment. I think you are doing the thing that needs to

be done by making education possible for young people who could never afford it otherwise, and at the same time training them vocationally, not only in theory but in practice.

Increasingly our endowed college is going to find itself financially embarrassed by decreasing income from its endowment and by the inability to get more gifts of any size for endowment. While the co-operative type of col-

lege, such as Antioch, solves part of the problem, I think you have gone the whole way to combining practical experience and education.

#### YOUNG PARISHIONERS NEED HELP

THE Pastor of a Presbyterian church in Arkansas, says: "I know of no school in America that is doing such a wonderful work for the boys and girls. We have some fine young people in the county I am serving. They are anxious for an education, but for lack of money few are able to continue beyond the high school."

A Presbyterian minister in Virginia faces similar conditions. He says: "In this Cumberland Mountain section we have some fine country boys and girls who each year complete high school, but

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#### A MADISON PRINCIPLE, ALSO

ONE of the chief dangers a college can face is that of isolation from the everyday world. . . . Since Antioch is a college its main business is by definition education; but it feels that education gains enormously by contact with the touchstone of everyday life.

—*Antioch Notes*, May 1, 1938

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they have no means with which to enter college. I have two young women in mind at this moment. Both made an excellent record in high school. Is there any chance of their earning their way through Madison College?"

A Seventh-day Adventist minister writes: "The article in *Reader's Digest* is a fitting capsheaf to a hard-fought victory. It is a vindication of this system of education."

#### Viewpoint of Educators

THE Chairman of the Directors of National Self-Government Committee, Inc., Dr. Richard Welling, of New York City, writes: "As an old trustee of the George Junior Republic, I am deeply interested in the report of your Institute in the current *Reader's Digest*. If there is any more practical and detailed description of the early steps needed to get upon your admirable self-supporting basis, I crave any information you may be able to send."

The National Self-Government Committee has as its motto: "Teaching Responsibility by Giving Responsibility. Making Boys and Girls Public Minded." The George Junior Republic, as you may know, was founded in 1895 by William R. George, near Freeville, New York. It was established for the benefit of delinquent boys and girls, but the idea has broadened and modified until it now accepts children and youth from all classes of society.

The Republic is organized as a miniature village on exactly the plan of any village in the country with similar social, civic, and economic conditions. Citizens reach voting age at sixteen. Young people can learn a trade and prepare for college. The idea has extended until George Junior Republics exist in seven other states.

Mr. Welling is on the Advisory Board of the periodical, *Student Leader*, published in Washington, D.C., the official organ of several national associations that foster student government. Madison appreciates a word from Dr. Welling.

#### NEED EARNING CAPACITY FOR STUDENTS

THE President of Florida Normal and Industrial Institute, after reading the article, "Self-Supporting College," asks for "methods of organization, installation and general conduct," saying: "The majority of our students have no funds and no means of obtaining assistance. We have no endowment. We have had to depend upon contributions from the public, so can attempt to care for only a limited number.

"General solicitation of funds for such purposes is futile now, and the matter of carrying on has become a daily problem. We would like to study your methods for we think we have wonderful potentialities here. We have a thousand acres of land, but we have not been able to get far with the industries because of the great cost."

#### A DREAM REALIZED

THE Principal of Boys' Trade School, says: "I have been reading with great interest about your worth-while school. You have the idea of which I have dreamed really in action. If the opportunity ever presented, I should be most happy in such an undertaking."

#### THE UNIVERSITY OF VIRGINIA

WE are much interested here at the University in a recent article concerning your unusual school. I will pass literature on to many of my friends who are interested in men and women who have done and are doing great things. In the administration of things experimental, surely Dr. Sutherland takes his place by the side of the noble Dr. Meiklejohn, one-time professor at Amherst College."

#### FROM AN ENGLISH SCHOOL

ONE of our staff members here who was graduated from our junior college course in 1937 and has been in charge of the engineering department during the intervening year, desires to continue his education in one of our colleges in America. He is especially interested in science and industrial management. I think work in your institution will be most beneficial."

## DEVELOPING STUDENT SUPPORT

SOME efforts are on foot in the agricultural school of Southwestern Louisiana Institute to make it possible for boys to work their way through this school, and our local Board is making every effort to develop a school that will be instrumental in more nearly providing students with the means of making a livelihood in our own community. Since I am an architect I am particularly interested in the roofing tiles which are manufactured on your grounds."

## SPEAKING FROM EXPERIENCE

A SECRETARY of the American Institute of Electrical Engineers, writes: "I am a graduate of the University of Iowa, one who had to work his way through school by means of outside employment. I recognize the difficulties of this situation. I was, therefore, very much interested when I read in *Reader's Digest* of your institution's self-supporting principles.

"I have a deserving and ambitious young friend whose family has faced financial set-backs which make a college education impossible. I am interested in seeing this lad continue his education. He put himself through the last two years of high school. I will appreciate it if you will send him full information."

## HOLDS A SCHOLARSHIP IN THE UNIVERSITY

THE recent article in *Reader's Digest* about your school gave me a pleasurable surprise. The information there, however scant, suggests to me the sort of school I have been projecting in my mind for some years. It was gratifying to be given some idea of what substantial progress has already been made along these lines.

"My interest in your school is two-fold. I want to learn its nature more exactly, and to determine my possible usefulness to it. My interest in seeing collegiate training made more useful and effective is deep. I should like to see it made cultural in a far deeper sense than as commonly banded about so glibly by self-important 'educators.'

"You seem to be seeking to weld knowledge and skill. I am not opposed to the concept of the liberal education, but I do hold that lasting and progressive betterment of individual and society must be implemented by more than a hasty veneer of academic notions.

"From what I grasp of your approach to the problem, it seems to me you are fundamentally right."

## Through the Eyes of Business

## A COFFEE GROWER IN GUATEMALA

I have had the pleasure of reading the article by Weldon Melick, giving a very interesting and comprehensive idea of your Institute. I appreciate the article exceedingly, as I worked my way through the University of California Farm, at Davies.

With present world conditions, the growing of coffee, which is the business I am now in, is barely able to pay expenses and we are forced to see if we can in some way increase our income by lateral activities. We have a good clay for making tile which we use for roofs.

It is interesting to see how many inquire about the red tile that tops Demonstration Building and Science Hall. The friend of Guatemala continues: "Furthermore, I am interested in the soybeans that your Institute cultivates for human consumption. I should like a sample of the seed to try growing them here."

The message of student support while in college is broadcast from a dozen angles. The products of Madison Foods tell the tale. Cement blocks and roof tile preach louder than words. The mere fact that students are active in worth-while projects, demonstrating day by day the value of the instruction they are receiving, makes a personal appeal.

## A MEDICAL MAN'S IDEA

I WANT all the information you can give. What the article in the *Reader's Digest* says meets an idea I have had for many years as being the practical way to educate both rich and poor boys and girls. I believe in an educational system that prepares them to make a living for themselves. From long experience and observation I know the importance of having schools like yours. I wish our section of the country had such an institution."

## As Viewed by Students

THESE quotations from letters in general are but a sampling of the opinion of professional men, business men, and others, when the question of education is touched in these times that in many ways are trying men's hearts. Forces on all sides seem to converge to make the subject of education for the youth of today a most vital topic. What do the young men and women have to say for themselves?

Today a young man, twenty-five years of age, clerk in a bank, high school graduate five years ago, finding that he needs more education and having striven for several years to accumulate enough to warrant beginning a college course, came in for a personal interview. His home is in an industrial center of the North.

"Unusual," was his remark after going about the plant. "I like the set-up."

When the simple manner of life was explained, cottage rooms for students, a non-flesh diet, rural location with only occasional trips to the city; close attention to work; a full program for one who has a large portion of his expenses to earn; the use of tobacco taboo; attendance at chapel and religious services as regular as class attendance—when this was outlined, the reply was, "I understand it. It is a training camp for Christian soldiers."

## A LAD FROM THE FARM

I AM 21 years of age, a high school graduate with an ambition to continue my education. I live with my parents on a farm. We are managing very well to make a living. Through the Farm Security Administration Act we have been able to rent land, and purchase livestock and equipment.

"I've tried to get placed in different colleges but due to financial conditions I have not been successful. The article in *Reader's Digest* gave me hope and courage to try again. May I hear from you."

## A CITY BOY'S PLEA

IN the article 'Self-Supporting College' I saw the possibility of realizing my ambition for a higher education. I am a young man, 18, a high school graduate from one of Philadelphia's public schools. I was most interested in physics, algebra and geometry. I am keenly interested in mechanics, but as yet have had no opportunity to prove whether or not that interest is genuine.

"I love agricultural work or any other work that keeps my hands busy.

"After graduation I had several jobs. I spent six months in the CCC. I thought I would at least make enough to carry me through one year of college, but I was bitterly disappointed. The money I have earned was needed to help the family. With conditions as they are I am lucky to find employment at six or seven dollars a week. I can never accumulate enough to help me through an educational institution.

"The next five or ten years are the most important years of my life. Whether or not I make a success depends upon the way I use these years. I am not afraid of work; I love it. Therefore, sir, I am asking if you can possibly give me a chance. Some way or other I will get the deposit money and be down there before you can say Jack Robinson, if you will only say the word."

## More and More

STORIES of those who call for a chance monopolize the space this week. No man can doubt that the time has come for somebody somewhere to provide a solution. This is the duty, not of one but of many.

We think you will agree with one of the editors of *Reader's Digest* who wrote:

"Needless to say, we are glad to learn that the reaction to our story of Madison College has been so encouraging. It made a grand piece for our purposes and we expect it to rank very high in reader interest."

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 21

Madison College, Tennessee

June 1, 1938

## Viewing the Situation From Different Angles

THERE was a time when the student who carried a work program while in college was somewhat looked down upon, or considered a bit unfortunate. Times have changed. At least it seems so from the letters that pour into Madison as the result of the article in *May Reader's Digest*, by Weldon Melick, entitled "Self-Supporting College."

From a mid-west metropolis comes this distinctly interested response:

"Ever since I was introduced to Madison College by — [a well-known college executive is named], I have followed the information you have sent me with great pleasure and interest. Before long I hope to send down some young Catholics whom I have interested in your project. It seems to me a very reasonable and almost unique one. I hope you will be able to show these young people through your affiliated institutions, how the work is begun and how it progresses. . . .

"It seems incredible that only in the South has this remarkable kind of education been started. Nearly forty years ago I saw Tuskegee for the first time and was greatly impressed by it. I remember telling Booker Washington that every child in the United States should have that kind of education. I feel more and

more the importance of the work you are doing.

"I like very much the emphasis on religion, for although I am a Catholic convert, I am genuinely interested in all Christian experiences and admire what I read about the Christian work at Madison . . . ."

### Want Religious Training

TO inquirers as to the requirements for admission to Madison College the information is proffered that Madison is a training center for Christian workers, operated by Seventh-day Adventists, and that

it gives Christian education on the college level at a minimum outlay of cash. Its industries afford students an earning capacity.

This response from a young man in Minnesota is quite typical. He says, "I am very much interested because of the religious training offered."

A young man in an Eastern city writes: "My chief desire in life is to alleviate mental and physical suffering. I feel that Madison is the place for me."

Another, and this time a young woman, says: "I have been a teacher for years and such a program as you have put into practice meets my idea of the best way to get an honest-to-goodness education."

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### FOR THE TRAINING OF YOUTH

THE standard of education must be lifted higher and still higher, far above where it now stands. The study of textbooks alone cannot afford the discipline needed, nor can it impart true wisdom.

—White

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Kindred feeling is expressed by this letter: "I teach in a school of the Society of Friends. Therefore I am in a position to appreciate the fine work of your institution. My nephew, for whom I make inquiry, is tremendously interested in the Y.M.C.A."

A New England mother writes: "We do want our sons to receive their college education under Christian influence."

"Since we are vegetarians," writes a New England woman, "we have used Madison foods extensively, but I had never before realized there is a Madison College. Although I am not a Seventh-day Adventist, I do feel sympathetic toward many of your practices, and consequently I should find kindred spirits at Madison."

"I am particularly interested in such an outstanding religious environment," says another young man.

A father, mother and son from a neighboring state spent the day as guests on the campus recently. The simple life of a Madison student in Cabin Court, a non-flesh diet, everyday work program, trips to the city at rare intervals, required attendance at religious services—these were set forth with some vividness. Then came the question, How do you feel when you think of these things? The lad answered, "I am very, very much interested."

All these are such hopeful signs coming from young men and women who ask just for a chance.

A father and son stop on their way West, discuss conditions, face the situation fairly,—rural life, hard work, no tobacco, simple diet, restrictions as to social and economic conduct—then tell you frankly that this is what they are looking for.

IT is strange how rapidly news travels around the world and how close we all are together, after all. A friend in Poona, India, writes. Letters have come from Belgium, London, Paris, Norway, Bermuda, Cuba, and other equally distant parts.

What a challenge this is to all our schools to prove true to fundamental principles of Christian education!

Keeness of insight and appreciation beyond that of the casual thinker is in-

dicated by the words of a department head in a large state university, who writes:

"Pestalozzi, Fellenberg, Francke, and Booker Washington have had me enthused for years to attempt what you have done. I was always afraid to forfeit the salary. Now it may be too late, but at least I want to say a word of thanks to you who had the courage, the executive ability, and the common sense."

—S—

## Health Conference

**B**EGINNING June 13, closing July 1, there will be held at Madison an intensive course in Medical Evangelism. The popular "Learn-How-To-Be-Well" lectures will be presented by their author, Julius Gilbert White. There is offered, also, a course in Nutrition and the standard Red Cross Course in First Aid.

The expense for the three weeks will approximate \$20 per individual. Books contributing to the subject matter of the courses will be available.

Never in recent years has there been such general interest in health and temperance topics. Many Christians are standing in defense of these principles. We need a zeal and a knowledge proportionate to the importance of the truths we are handling. This conference affords opportunity for effective study.

Reservations should be made at once. Address Madison College, Madison College, Tennessee.

—S—

## Their First Experience as Church School Teachers

**O**NCE a Madisonite, always a Madisonite," has been the saying for over a quarter of a century. Family ties grow strong as students live and work together on the campus, imbibing gradually the principles upon which the institution is built.

Five years ago Stanley Harris of Plainfield, New Jersey, entered as a college freshman. He received his bachelor's degree in the summer of 1937. A few weeks later he and Miss Vaughtie Chapman, of Greenville, Tennessee, a fellow student at Madison, were married and

early in September began their teaching experience in Savannah, Georgia, under the direction of the Southern Union Conference. From a recent letter we quote:

I feel ashamed not to have written sooner. Vaughtie and I think of you often. We are completing our first year as teachers and the experience has been a most valuable one. Madison ideals have been put into practice in many ways with excellent results.

We have had a ten-grade school—a pretty big job for two inexperienced young people to start with. But we have never felt altogether inexperienced, thanks to the efficient training received at Madison.

We will have charge of the young people's division at campmeeting next month and from there we go to Georgia to assist in an effort. It does my heart good to read the *Crier* and the *Survey* and to see how Madison is developing. What an elephant we seemed to have on our hands when the *Crier* was first started, but it has proved well worth the effort, don't you think? . . . .

Others who have been in the teaching field this year also write of successes, and we are pleased to have requests coming early for other Madison teachers for next year. Already several are located.

—s—

### Visitors From Nashville

IN THE course of the year many people visit the college campus. Some, such as members of garden clubs, are drawn here by the beauties of the shrubbery, for Madison has an arboretum of approximately 1,200 varieties of trees, shrubs, and other plants. Dr. Floyd Bralliar, head of the Biology Department, and Richard Walker, who has had charge of the landscaping for twenty years, are chiefly responsible for this phase of the institution's beauty.

From time to time teachers bring classes out for study. That custom dates back a quarter of a century, when Dr. Tate, then head of the Rural Education Department of Peabody College, used to bring his classes out for a breath of the country and for a study of fundamental principles of rural education.

This past week President A. B. Mackay of Trevecca College, Nashville, was out with approximately twenty-five students to study first hand the economic and educational set-up of the institution.

Piloted by a member of the faculty, the various departments, including the

sanitarium and hospital, were visited. The close coordination of three outstanding features of the educational program—intellectual classwork, industries that provide remunerative work, and the medical institution—is unusual in the experience of most teachers. In this case the guests expressed deep interest in the workings of the college. They returned to the Trevecca campus with samples of soybean foods and other products of Madison Foods.

—s—

### Campus News

C. J. Foster was on his way from Panama to his home in Mountain View, California, and stopped to see Madison. Thirty years ago, when Madison was in its infancy, he and his wife were students here. He remembered the school as a three-year-old, and found its growth almost unbelievable. Mr. Foster has been a self-supporting missionary in Chili, Cuba and elsewhere for a good many years, receiving a small salary for his conference work and supplementing with mechanical work, specializing in the erection of large buildings, in this way giving his children a college and professional education. We are glad to find this old friend who has spent so many years in foreign lands keenly appreciative of the system of education at Madison.

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The third district of the Tennessee State Nurses Association entertained this week with a special program the senior students in the various schools of nursing in Nashville and vicinity. Members of Madison College Nursing Class of 1938 were among the group. There was presented to them an overview of the work of the local, state, and national nursing organizations of which they become a part upon graduation and registration.

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Mrs. C. M. Caldwell, of Toledo, Ohio, spent the week-end with her brother, Julius Paskan, a college senior.

\* \* \* \* \*

Arthur M. Steck and Mrs. Steck, of St. Helena Sanitarium, California, called on friends, stopping for a few hours on their way West. Two years have passed since they were last here.

A check for \$100 came this week from the Southern Union Conference headquarters at Atlanta, generous donation to the Chair Fund for Assembly Hall auditorium. This was an agreeable surprise and a very acceptable gift. All through the years Madison friends have helped carry the burdens of enlargement as the student body has increased.

\* \* \* \* \*

Dr. D. S. Teters, of Bryan, Ohio, and Mrs. Teters, spent a few hours on the campus this week. They had been traveling through the South. This was their first visit in a number of years, and like others, they expressed surprise at the growth of the institution.

\* \* \* \* \*

R. E. Griffin, pastor of Raleigh, North Carolina, Seventh-day Adventist Church, Mrs. Griffin, and their two little daughters, were guests last week-end. At the Friday evening vesper service the four sang to a very appreciative audience, the beautiful hymn, "It Was for Me," the voices of the two little ladies ringing clear and distinct and supported by mother and father.

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H. J. Welch, pastor of Madison College Church, head of the college department of religious education, gave the commencement address at Asheville Agricultural School, Fletcher, North Carolina, on the twenty-second. Fletcher is an A-grade high school, operating on the campus with Mountain Sanitarium. It affords young men and women the privilege of coordinating work and study, in a wholesome rural environment. Several members of the Madison student body, members of Fletcher High School Alumni Association, attended the closing exercises and the alumni banquet.

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There has come to the SURVEY desk the June-July issue of an 8-page periodical, *China Calls*, published at Memphis by the Chinese Students' Association of the South. It indicates that Shubert Liao, Madison graduate, class of '37, is chair-

man of the Association's Committee on Academic Studies, and is on the editorial staff of the paper. Other Madison students appearing in the columns are Mark Ma of Peiping, China, a chemistry major; Cecil Lee, native of Kwangtung, a student of agriculture and biology, whose earlier education was secured at San Yok Middle School, Canton, and China Training Institute, at Nanking, China; and Harry Wong of Kauai, Hawaii, a pre-medical student.

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M. E. Cady, of Takoma Park, Washington, D. C., who visits the campus frequently, addressed the students at the chapel hour Tuesday on his favorite topic of vocal expression. Professor Cady is author of "The Education That Educates," Revell Publishing Co., whose Book Editor says, "Here is a book that gives a decisive and constructive solution" of a serious problem before the churches concerning character development as the goal of all education.

—S—

## Student Opportunities

*Treatment Room Work:* A special class in hydrotherapy and massage, not for nurses but for others such as teachers-in-the-making, general college students, or others, who know that ability to care for the sick is an asset in any woman's life. Ten (10) young women, meeting the standard may begin this short course June 10. They will have practical experience during the following three months.

Let those who want this chance write at once.

*Concrete and Construction Work:* The building program of the summer is heavy and continuous. College men who want summer work with fall registration in view can do well on the campus at this time. Fifteen men of the right caliber can have steady work.

From whom shall we hear on this matter?

*With the Heating Plant:* Madison operates three boilers when working to capacity. It manufactures its own electricity. Three or four young men of the right type, may find a place, college students wanting to earn their way and a valuable experience as well.

Who responds to this?

Address Madison College, Madison College, Tennessee.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 22

Madison College, Tennessee

June 8, 1938

## Rural Life and Agricultural Education

IN THE philosophy of Christian education agriculture is an important factor. One writer calls it the ABC of education, the very beginning, a fundamental factor. But if that view is accepted it must be admitted that many institutions of learning, many systems of schools, are endeavoring to fulfil their mission without the essential environment, and without taking the initial step.

Through the years when the pressure of the city on youth has been strong from every side, Madison has clung to the predic-

tion—  
The usefulness learned on the school farm is the very education that is most essential for those who go out as missionaries to many foreign fields. If this training is given with the glory of God in view, great results will be seen. No work will be more effectual than that done by those who, having obtained an education in practical life, go forth to mission fields with the message of truth, prepared to instruct as they have been instructed. The knowledge they have obtained in the tilling of the soil, and other lines of manual work, and which they carry with them to their fields of labor, will make them a blessing.

Practically every center operated in the Southland by young people trained at Madison has its rural base. It is rooted in the soil. If a school, it brings youth to the country, educating them to a wholesome life of self-support; if it is a medi-

cal center, it is offering medical care to the sick in a rural environment, an atmosphere most conducive to health of mind and body.

BUT Madison and its related Units are not alone in the belief that agriculture is a part of the mission of the Christian church. To illustrate:

The Mennonite Board of Foreign Missions operates Boys' Boarding School, at Birra, India. The Rev. John Thiessen, a leader in that institution, tells his experience in building the industries. We give

a few facts from his report which appeared in *Christian Education*, First Quarter, 1937, organ of the Council of Christian Education, M. E. Church, India and Burma.

*A philosophy:* "Christians as well as non-Christians [in India] generally believe that education and physical work do not go together. Rural people are consigned to physical work, hence their minds need not be trained. So the thinking goes. However, the Christian church believes that heart and hand and head must be trained simultaneously. According to this belief the Christian church must work."

*Putting the theory in operation:* "We

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KNOWLEDGE and wisdom, far from being one  
Have oftimes no connection. Knowledge dwells  
In heads replete with thoughts of other men;  
Wisdom in minds attentive to their own.  
Knowledge is proud that it has learned so much;  
Wisdom is humble that he knows no more.  
—Cowper

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The fear of the Lord is the beginning of wisdom.—Bible

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asked a young weaver, not a school-trained man, to show the boys how to weave cloth. . . . We asked a carpenter who knew his trade well to teach the boys how to use tools. . . . Before long we opened a sewing class.

"In 1934 the weaving department turned out over a thousand yards of cloth. Most of this cloth went to the sewing room where other boys sewed it into garments. The aim is that each boy sews his own garments, and a middle school boy helps a primary school boy with his.

"The carpentry shop was able to turn out stools, benches, desks, chairs, and other small articles. In 1935 we added simple smithy work and basket-making. String- and rope-making was begun because we grow our own hemp on the school farm.

"There is only one sewing machine, so before any boy uses that he must be able to cut models and sew an entire outfit for himself by hand. As a future rural householder he may not have the means to buy a sewing machine, yet he must be able to sew for his entire household.

"We have fifteen acres of garden and farmland under cultivation. The soil is very poor; therefore, very good for educational purposes because students learn how to enrich poor soil by proper fertilizers and cultivation. The boys do all the ordinary work, such as planting and harvesting."

THIS is condensed from an inspiring report which gives other interesting facts concerning this pioneer work of practical education in the land of India. Early members of the Madison group, and some working in the Units, will say, How like our own experiences!

The Southland offers an excellent background for training future workers with a bravery like that of Mr. Thiesson. An experience in self-maintenance from the soil and related industries of shop and industrial projects will give them standing room when they are called to these more distant fields.

The writer quoted states that when the depression hit them in 1932, the question was raised whether or not they should

close down. "A letter was circulated to all mission stations belonging to our organization. The unanimous reply was that by no means should the work close."

Let those who are struggling to produce a living for themselves and a group of students from some rocky mountain farm note Mr. Thiesson's statement concerning the value of wrestling with rocks and shallow soil.

—S—

## Types One Likes to Meet

CONTACT with prospective students and their parents and friends, by letter, often results in most interesting experiences. So great is the difference in individuals that letters become a study in psychology, not only of the young people but of their home conditions.

From a home in Canada comes this:

As to Bill's application for entrance to Madison, I was much impressed by the article in *The Reader's Digest* and encouraged him to investigate. But his parents' interest is not the main drive. He is taking a very active interest himself.

He takes his work seriously and conscientiously. He has had neither time nor money for pool halls, has never taken liquor or tobacco, and is by no means dance crazy. He seems to have the faculty of making a few fast friends among the more serious-minded boys, and I think he would understand his responsibilities as to discipline at Madison if privileged to register there.

As to the missionary outlook his parents regard any worthy vocation as a mission. Our attitude—his environment—has been toward a broad scientific outlook. We believe in training mind and hand together. We believe you would find Bill a reasoning and reasonable type. We think he has a steady persistence and an analytical mind that eventually will find him a place of considerable responsibility and usefulness, and if you care to try him in your college we should be glad to cooperate as far as possible.

Not all parents can view the situation concerning their young folks in such a generous, and we think, sane manner. There is an appeal on the face of it to any body of instructors who love youth and are accustomed to work with and for them. One is interested to see what son has to say for himself. As added information on his application are these words:

I have no desire to use tobacco or intoxicants. I have been accustomed to eating meat, but I am willing to conform to the customs and disciplines of the school or get out.

A wholesome statement, right to the point, indicative of the attitude that any self-respecting student should assume.

#### A College Woman's View

FROM another quarter comes a glimpse of the hopes and aspirations of an ambitious young woman. Someone else may find this a reflection of his own experience.

When I was graduated from high school in 1931, I felt like a prophet when I wrote in my diary, 'Some day colleges will be as free as high schools.' The first month I was in New York I learned that since 1929 four colleges have been a part of this city's school system.

Further I wrote in my diary: 'I never want to tell my children, as I have been told, that I did not go to college because I did not have the opportunity. If I do not get the opportunities I want, I shall make them.'

My boasting days are over. Since 1931 I have been working toward my goal of a college education. In those seven years I have only a little over two full years of college credits to show. But the point is that today I am not in college. For the past nine months I have been employed and have been building my *third* college fund.

My second college year gave me a taste of New College, Teachers College, Columbia University. I spent the summer of 1936 in New College Community, Canton, North Carolina. . . . I spent the best part of 1937 recovering from my disappointment at not being able to continue at New College.

Your self-supporting college sounds even better than New York City colleges. Not that it sounds less expensive than the city colleges, but city colleges and their professors do not give enough consideration to the student who *works and studies*. I am sure I would feel very much at home at Madison.

#### The Testimony of a Student

A MAN and his wife, parents of five young people who have each been given a university education, visited the campus with a young friend who, they feel, should have the privileges of a college education. He must earn the greater part of his way if he attains his goal. They were introduced to a student who completed his academic work at Madison and who is now nearing the completion of the premedical course.

The visitors asked the student's experience in meeting his expenses and was told that he had paid his entire way during his four years here. With a rising inflection in his voice, the man of business said, "You must think a great deal of this place."

"Yes," said the young man, "I love it."

MADISON has been well recommended by newly acquired Adventist friends, and after studying your catalog, I know this is the school for me. I have had several years' experience as a teacher in the public schools, but I need additional training to teach in an Adventist school.

Aside from Bible, I am definitely interested in agriculture, such as fruit growing, gardening and canning. I want practical knowledge of First Aid and home nursing. Music has a strong appeal, too. My voice is considered a good contralto and I love to sing hymns. One of my pet ambitions is to learn to play them well. I did not know that colleges of your type were in existence till this year; otherwise I would have been with you sooner.

Evidently the offerings of Madison College have been pondered with care. Such a student enters with a definite purpose. It is a pleasure to help such people attain their goal.

—S—

#### A Man of Ireland Speaks

WRITING the last of April, a friend living in New York but born in Ireland, speaks of the need of his native land. Referring first to Madison's offer of a college education to the young man willing to earn his way, this gentleman says:

"Your thoughts for the under-dog deserve the highest commendation. They most certainly have mine. Only too well do I realize the disadvantages of not having a college education. In my young days before I left Ireland, I tried hard to get one.

"Only too well do I realize that a college such as you have in Tennessee is badly needed in Ireland; a college in which the sons and daughters of those who are not able to pay may secure a higher education. Well do I realize, too, what a boon a college like yours would be to the farmer over there, a farmer who knows nothing more about farming than how to drive a spade in the ground.

"He knows nothing about the use of the silo, allows his apple trees to be covered with moss, permits the liquid manure to run off in the drain, knows little or nothing about sub-soiling, and permits the best part of his farm produce to rot.

"In a country such as Ireland whose total population is dependent on agriculture and in which farming is the only

industry, this story would seem fantastic, but nevertheless it is true. I have deplored the condition since I was old enough to appreciate it, but I could do nothing about it. I feel that it is my mission to do something. The only college in my state is too expensive. Please tell me more about your college."

—S—

## My God and I

*A Latvian Spiritual*

My God and I go in the fields together;  
We walk and talk as good friends  
should and do;

We clasp our hands, our voices ring with  
laughter;

My God and I walk through the meadow's  
hue.

He tells me of the years that went before  
me,

When heavenly places were made for  
me to be;

When all was but a dream of dim concep-  
tion,

To come to life, earth's verdant glory  
see.

My God and I will go for aye together,  
We'll walk and talk and think as good  
friends do.

This earth will pass, and with it common  
trifles;

But God and I will go unendingly.

This Etude, sung by the choir at the Friday evening vesper service, is monophonic in nature, the chorus supplying the accompaniment to solo voices. At times the lower voices of a four-part composition are brought out over the sopranos, thus featuring the undertone in a most effective manner. The Etude is from a Russian folk song, set to religious text by an unknown author among the Latvian Baptists in Kurland. Hearing it, one does not wonder that it has met with unusual success.

It is the custom once each month for the Music Department to present a program of sacred music, vocal and instrumental. At this time the Hammond organ and the trombone supplemented the choir.

## Madison Sanitarium Items

THE May issue of the *Bulletin* of the Tennessee State Nurses' Association, published in Nashville, contained the following news from Madison Sanitarium and Hospital:

On April first the sanitarium entertained at luncheon about forty-five members of the Women's Auxiliary of the Davidson County Medical Society. Dr. Frances Dittes, head of the Home Economics Department, gave a talk on the use of the soybean as an inexpensive article of diet—an alkalizer, promoter of growth and nutrition, as a diabetic food; as milk, as cheese, as coffee, as a substitute for meat, and as flour in bread. Some of the nurses and student dietitians served the luncheon which featured soy coffee, soy muffins, sandwiches of soy bread with a soy spread, and soy ice cream. Mrs. Oscar Nelson, president of the auxiliary, is a returned missionary from China, and Mr. Bert Deng, of Shanghai, a student in the college and instructor in the Department of Visual Education, showed a number of his exquisitely colored slides depicting the Art of China.

Another visitor whose lecture the nurses enjoyed was Miss Kathryn Jensen, author of the nurses' textbook, *Fundamentals in Massage*. Miss Jensen's visit to Europe's leading institutions of physical therapy has given her firsthand knowledge of this branch of therapeutics, the value of which is being more and more appreciated.

About fifty of the College Freshmen have registered for the Preliminary College Year required for entrance to the basic nursing curriculum. A good percentage of these are young men.

—S—

## Construction Workers

THE building program on the college campus looms larger as the season progresses. Remodeling at the sanitarium keeps several men busy. Enlarged quarters for women students affords work for ten men, preferably those who have had some construction experience.

Three months' work before the opening of the fall quarter, October 3, gives time for men of the right stamp and with experience as carpenters, cement workers, painters, or electricians, to accumulate labor credit.

Every day counts. Write for particulars. Save time by telling in your first letter what you are qualified to do. Address, Madison College, Madison College, Tennessee.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.



# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 23

Madison College, Tennessee

June 15, 1938

## Kneel at His Feet and Look Up

ONE of the first sights to greet the eyes of a guest entering Johns Hopkins Hospital, Baltimore, is a beautiful white marble statue of Jesus Christ. It is said to be the most beautiful statue of the Master that has ever been made. Lines in the marble features indicate the sympathy of His great heart. His hands are raised to bless. Many come to the institution just to see that statue.

One day, so the story goes, an infidel came, looking for the charm of which others had told him with such enthusiasm. He looked

at the marble figure first on one side, then another. With a look of disappointment on his face he was about to leave the building when a child's hand was slipped into his, and a voice said, "Don't leave with that look on your face. You haven't yet seen Him from the right angle."

Leading the visitor to the foot of the statue she said, "If you want to see Him best, get down on your knees here, and look up into His face."

So it is in life. If you want to know the Master, kneel at His feet and look up.

This story was told to the students at their Sabbath evening chapel hour by R. H. Libby, newcomer into this section,

who was seeing Madison and its cosmopolitan family for the first time. He has recently come from New York to fill the position of Educational Secretary of the Kentucky-Tennessee Conference.

He expressed his pleasure at meeting young people with a purpose, men and women with a determination to secure a college education that will fit them for greater service in the cause of Christ. One expects here to meet a serious-minded group. They are carrying burdens, which, the prophet Jeremiah tells

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### MASTERY

TO BE serene amid a losing fight,  
To meet with equal courage dark  
or light,  
To hate all sham, and with persistent  
might  
To do brave deeds as in a master's  
sight—  
This is to learn life's lesson, reach  
the height.

—Selected

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us, is good for youth.

DURING the Master's life on earth He mingled with people of all classes. The Jewish feast brought to Jerusalem men from all parts of the world. Among others there came a group of Greeks. They said, "Sir, we would see Jesus."

They addressed Philip, one of the disciples, and it became his privilege to introduce the strangers to the Master. He was what we call the contact man, such men as the world needs now.

A desire to see Jesus is one of the most enviable attitudes man can have. That upward look, that outward reach to touch him in the crowded thoroughfare, brings its reward. His own words as recorded

by John are, "I, if I be lifted up, will draw all unto Me."

The moment that longing takes possession of the soul, the way to realize the desire is made clear. Some say in their hearts that they want to see Jesus *sometime*, not now, but *sometime*.

Peter, loving the Master ardently, boasted of his devotion and that nothing

could separate Him from the Teacher. But a few hours later when the crisis had to be met, Peter "followed afar off."

It was a quiet, impressive hour for young and old, a lesson that called forth a resolution to come closer, to give one's best to the Master; to sit at His feet and look into His face for direction in the daily walk on earth.

## All in a Day

WHAT is so rare as a day in June?"

So sang the New England poet and so say we who live in Middle Tennessee. The college campus is a place of beauty. Stretches of green lawn, beautiful trees and shrubs, heavy with foliage washed clean by the showers of the night, sparkle with the hold-over of water drops as the sun rises in the morning. On the first day of the month the abelia seemed fairly to burst into bloom, clusters of tiny bells with their delicate fragrance lending beauty to other shrubs growing at vantage spots about the buildings. And they will continue a delight to the nature lover until frost time.

For an hour following daylight the air is filled with bird songs. The campus is a bird sanctuary. Mockingbirds, intoxicated with love, delight the ear. They and their relative, the thrasher, the cardinals, catbirds, robins, tanagers, orioles, warblers too numerous to mention, wrens and various others make their homes in the trees and raise their young under our very eyes.

The little grey squirrels are at home on the lawns. They beg food from the patients, they seek their own supplies of nuts and buds, they frolic like kittens, and seem to invite a chase with the dogs.

A close-up study of small animal life and a wealth of representatives of the flower world is possible on all sides, inviting the interest of the sick as well as of the youth in college.

AMONG early visitors were Miss Agnes Brady, teacher of home economics in Southwestern Louisiana Institute, on her way North for research work in Columbia University this summer, and a young man, of Daytona Beach, Florida, who is interested in Madison from the student viewpoint.

Mrs. Frank Lillie of Chicago is leaving for home after two days with the Madison family. As a resident on the campus of Chicago University, acquainted for many years with university problems and conditions in a large city, she tells of her philosophy of education which lays emphasis on rational methods of assisting the poor to help themselves, the care of the sick and afflicted, and religion as a definite factor in education.

She speaks with regret of the fact that religion seems to be banished from the educational systems of the country, and that in its place comes the reign of emotion, largely the sex emotion. The Madison set-up, its agricultural activities, food work, sanitarium in a rural environment, and the possibilities here for student employment along with education for Christian service received her approval.

Mrs. Lillie was accompanied to Madison by her friend, Mrs. Marjorie Hill Allee, wife of Dr. Warder C. Allee, zoologist on the Chicago University staff, who herself is known as the writer of numerous books.

A NEW student is registered in. He comes from a mountain section of East Kentucky, and was persuaded to enter college by a former high school companion who has spent the past year at Madison. A second young man, this one a rural lad from East Tennessee, comes to look over the situation, having been advised to do so by friends in one of the state normal schools. He is preparing to teach in the rural districts of the State. Three young people have driven in from Colorado, and are making their first acquaintance with this section of the South and the problems of a self-supporting school center.

Dr. and Mrs. J. S. Fulton, of McGill University, Montreal, Canada, have attended commencement exercises at Vanderbilt University, in Nashville, and take this opportunity to see an institution of another type in the environs of this "Athens of the South." They have read of Madison and express interest in the practical features of student life and the opportunities young people have here for college education in a religious atmosphere.

Principal L. B. Losey, of Spicer College Bangalore Heights, South India, is in the United States and spent some time on the campus, going carefully over the plans and methods of the institution. To him, as to many others who visit the institution the development here of the soy bean is a surprise, and the favorable acceptance of soy bean products is a point of special interest.

E. M. Bisalski, sales manager of Madison Foods, was in for a few hours to arrange for enlarged facilities for the demonstration of the food products of Madison in the North this summer. Instead of one group of men visiting cities and campmeetings, two companies are needed to meet the appointments, and a new station wagon was purchased. Speaking of soyburgers, the recently popularized food, he quoted a large food merchant in Florida who reports that one third of the sales over his meat counter during the month of May were soyburgers. And they are not flesh food at all, but they are equal in nutritive value to meat.

SIX HUNDRED graduates received degrees and diplomas from the various colleges of Vanderbilt University on the eighth. Among those on whom was conferred the master's degree, two were 1937 graduates of Madison College, John Jones, who has been qualifying to teach chemistry, and Ralph Moore, whose major field is physics.

We were pleased to have a visit from Attorney George Palda, Mrs. Palda, and their friends of Cleveland, Ohio, who were making their first acquaintance with an institution which closely coordinates agriculture, food preparation, daily class-

work, a medical institution, and other related activities.

—S—

## Campus News

THE Bible teacher, Professor H. J. Welch, who is also the pastor of Madison Seventh-day Adventist church, led the song service at the Friday evening vesper meeting. He has a way of making the singing dynamic. This gathering at the close of each week, work laid aside, in spirit ready for the calmness of a Sabbath in an ideal environment, is a strong factor in the education of college students. Often young people, returning after an absence of years, tell of the lasting impression of these meetings.

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Choir practice follows the vesper service, Professor Leland Straw, head of the Music Department, having charge. Others attend the Bible seminar, or possibly some other study service for an hour.

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William Sandborn, Madison College graduate of 1936, was back from convocation at Peabody College, Nashville, where he received his M.A. degree. He is majoring in history and has been assisting in the teaching on the campus.

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The smaller schools—grade schools and academies—are out, and a number of those who have been teaching returned to their homes at Madison or were visiting here over the week-end. Hazel King, from Pine Forest Academy, Chunky, Mississippi, and her sister, Audrey King, from Asheville Agricultural School and Mountain Sanitarium, daughters of Mr. and Mrs. R. B. King, have had their home on the campus the greater part of their lives. Dorothy Mathews joins her parents after a profitable year in a small church school at Dickson, Tennessee. Betty Nicholson came in from her school in Knoxville. Mildred Davidson is in the group, although she returned for college work at the close of her school at Carrie, Kentucky. Frances Paullin, student of several years ago, whose home is in Hinsdale, Illinois, was here from California.

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THE crowning event of the week-end, May 27 to 31, was the home-coming of members of the nurses' class of 1935. At graduation they pledged themselves that, God willing, they would meet on, or near, the first of June, 1938. They came with the teddy bear mascot that accompanied their expeditions during the years of their training. Flying from the radiator of one auto was the red bandana on which were inscribed the names of the class members. They attended a vesper service, church services on the Sabbath, met the faculty in the afternoon, and had a good time together in Shelby Park the next day. How pleased everybody was to meet Charles Pierre and his wife (Hazel Teague), Marvin Faudi and his wife (Hazel McConnell), Miss Stella Peterson and Mrs. Harry Sorenson (ne ...)

'36, all from Hinsdale, Illinois; the Misses Dorothy Munn and Grace Jones from Long Island, New York; Shirley LeMaster and his wife (Beatrice Davis) and their baby, from Bakersville, California; Mildred Gleason Johnson, from Nashville; Virginia May, from Cincinnati; and Mr. and Mrs. James Ziegler of Akron, Ohio, members now of Madison Sanitarium staff.

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Mrs. Violette Wille, matron of Lawrenceburg Sanitarium, who was superintendent of nurses during the training period of this class, was up from the southern part of Tennessee.

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Mr. and Mrs. J. Jennings of Washington paid Madison a visit during the week. Mr. Jennings is a member of the staff of the United States Indian Service. He went carefully into several features of the Madison program with apparent interest and expressed approval of the efforts to place a practical program of education within the reach of young people.

—S—

### The Madison Dairy

AGRICULTURAL education at Madison is not theory divorced from practice. On the contrary, students are living in the center of an 800-acre farm. Its forty acres of garden stretch from the edge of the campus to the low land on the Cumberland River banks known as the "string."

No section of the Agricultural Department deserves any more credit than the dairy. Its herd of 84 registered Jerseys is well known in the county and has long been in competition with two other outstanding herds—the Holsteins of Knapp Farm, George Peabody College for Teachers, and the fine Jersey herd on the Dr. Reufus Fort farm.

The College herd has held membership in the American Jersey Cattle Club for fifteen years, or longer. There are at present 43 mature cows, 38 giving milk now, two fine male animals and 39 head of young stock, some of which is being groomed for the county and possibly the state fair.

The college holds membership also in Davidson County Herd Improvement Association, which is a division of the federal Department of Agriculture in

Washington, and the herd qualifies for the tests given by this department.

For over a year the institution has pasteurized its milk and this year all milk is homogenized. This is in keeping with the best practice in production and sale of milk. The dairy operates a campus route, serving the sanitarium, the student cafeteria, the store, and approximately thirty private families.

The herd has had three tests for Bang's disease by the federal authorities and declared 100 per cent free, not losing a single animal from its registered stock. For twelve or fifteen years it has carried a record as T. B. free.

Other departments of agricultural division produce the feed and grain for the cattle, careful records are kept of the history of each milch cow, and taking it all in all young men who belong to the dairy force receive an all-round experience in the dairy business.

Six young men have had the care of the cows this season, earning all, or approximately all, of their expenses. Frank Judson, of California, was in the lead, assisted by Clayton Hodges, from the mountains of North Carolina, Sam Jamison, of South Carolina, Moses Batchelor, of New Hampshire, Clifford Melendy, from California, and Donald Welch, from Nebraska. Still another group have charge of the separating, pasteurizing, homogenizing, and bottling of 125 to 130 gallons of milk a day.

Changes in the present personnel will give opportunity for other ambitious young men to enter this department the coming year for the experience and coordination of theory and practice. It is well, if interested, to make arrangements early. The demands upon the Agricultural Departments are increasing, much to the gratification of the management. With its background of rural interests, Madison is pleased to accept students who love the farm and work with the soil. Here is an opening for students who can qualify to have remunerative work and a college education.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 24

Madison College, Tennessee

June 22, 1938

## Summer With the Music Department

By LELAND STRAW

MUSIC has always played an important role in the history of peoples and movements. How important, no one can say, because its results do not lend themselves to tabulation.

Music is of the spirit. Through music, oppressed people of all nations have found relief, and enlightened people have had a means of expression transcending speech. "All nations," said Carlyle, "that can listen to the mandates of nature, have prized music as their highest vehicle for worship, for prophecy, and for whatsoever in them was divine."

In Israel of old, by the command of God, music was given an outstanding place in the sanctuary service. It was carried on by an especially selected group in the ministry. Those who were talented were set apart to train others, and to prepare music for the services and for special occasions of prayer and praise.

The great movements of the sixteenth century Reformation had their musical accompaniment.

THE natural man craves musical expression. Music is in the make-up of every soul, but as man becomes more

Head of Madison College Music Department

civilized—what present standards term civilized—he takes on a thousand inhibitions and cramps both soul and body. He is afraid to express himself according to his natural inclinations, leaving every-

thing outside his small round of duties to some trained specialist.

For example, he gets his exercise by watching others play the ball game; he allows his spirit to expand and express itself by listening to someone else produce music, when the real benefit would be achieved by limbering up his tone-

less muscles, or by getting the first-hand thrill of musical or artistic achievement regardless of the simplicity of the effort.

The fact that most parents crave for their children not only a literary but some sort of musical education, is ample proof of the universal feeling and searching after musical satisfaction.

In any group of people there are always a surprising number who at some time in their life have made some study of music. Why, then, do so few seem to appreciate good music? The probable answer is that the music taught is not adapted to the great majority of people. For instance,

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### THE SONG OF A KING

THE Lord is my shepherd; I shall not want.  
He maketh me to lie down in green pastures;  
He leadeth me beside the still waters. . . .  
Though I walk through the valley of the shadow of death,  
I will fear no evil; for Thou art with me;  
Thy rod and thy staff they comfort me."

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The twenty-third Psalm is as potent today as when it was composed and first sung, nearly three thousand years ago.

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we provide the average person with the same type of training that is used to produce the professional musician—the stereotyped lessons on a piano, or other musical instrument, whereby the student is expected to train stubborn fingers to do difficult technical exercises.

IT IS coming to be recognized that the average person will gain the most musical value from group performances, or from listening to the performance of others. The average person is not adapted to public performance, and he should not be made to feel that it is the goal toward which he should aim. Why not, therefore, train for that which is within the reach of the individual?

For the summer quarter at Madison a class, "Fundamentals in Musicianship," has been designed to meet this need. It will meet four hours each week and give four college hours' credit. It will have as an objective the training of all-round musicians rather than the production of pianistic automatons. Emphasis will be placed on music rather than technique.

The correct relation is music first, always.

All music students will take this class and no private lessons in piano will be given this summer. Two hours each week will be spent in learning about music: theory, appreciation, and such practical things as simple conducting, sight-singing, and the study of the mechanism of the piano and the elements of the tempered scale.

Two hours a week will be spent in smaller groups, graded as to advancement, in which actual playing will be done. It is the plan to teach *how* to practice in order that students may learn as soon as possible to produce music. Ensemble playing will be combined with artistic interpretation. Thirty minutes practice per day will be required. It is hoped that by this plan students will reach the end of the term with a better understanding of music.

There is the regular tuition fee, a charge of \$1.00 for piano rent, provided a school instrument is used for practice, and \$1.00 for music used.

## Some Principles in the Study of Music

By JOHN ROBERT

A NOTED lawyer of the East, George Elliott, has said that as a mind-trainer music heads the list. Music has always held a place of importance in the lives of men in times of peace, war, joy, and sorrow. One of the finest examples of emotional outlet through music is found in the Psalms.

More and more attention is given to the value of music in the treatment of the sick. One of the Eastern cities boasts a hospital which depends largely on the use of music in the treatment of patients.

The physiological effects of music have been set forth at various times. Two hundred years ago, Drs. Bruckland and Hufeland reported cases of St. Vitus dance cured by music, says *Etude*, July, 1933. From the same source comes the statement that in 1889, Dr. Herbert Dixon found that lively music is suited to patients of slow circulation and lowered

vitality, whereas slow music of soft and soothing nature is an aid against night terrors and delirium.

An article in *Reader's Digest*, May, 1937, reports that music was instrumental in restoring sight to a man who was blind due to hysteria, and that it is used to diminish the habitual cough of tuberculosis victims, providing brief but valuable intervals of rest.

In our own sanitarium, the public address system is hooked up primarily to serve those who can be soothed and comforted by music of the better type.

WITH strong evidence in favor of the salutary effects of music, it is felt that the school child should be taught to know and play music of the highest type. This is not to be interpreted as meaning a lesson each week on the piano or some other instrument. We refer to hearing and learning music all the time from the primary grades through high school.

The rapid development of musical taste in the adolescent child is surprising. Within a few months a boy or girl may

Mr. Robert meets his expenses as a Madison College student by assisting Mrs. Alice Straw, teacher of piano in the College Music Department.

change his attitude from that of indifference or even ridicule to one of real pleasure. Music should never be forced upon a child, but there is not a child that does not like something about music. Participation in musical activities, folk songs, marching, or making musical figures can scarcely fail to awaken a pleasant sensation.

Methods in teaching piano have changed greatly in the last few years. Instead of the hard, slow grind with one hand, then two, the problems of time and rhythm are often taught away from the keyboard. Then the student is introduced to playing as a whole. From the beginning there is the balance of right and left hand and the use of both clefs, thus making the music sound complete from the first.

—S—

### Interesting Items From Correspondence

"Congratulations on your work. It is real education," writes a friend in Maine.

*Ready To Help.* "We have heard something of your college through Chinese students who had their education at Madison. I am a graduate of the medical department of Michigan University, class of 1920, and for fifteen years have been practicing in Tientsin Women's Hospital. I will be responsible for the transportation expenses of two students and their partial support at your college provided you have two vacancies. We have many deserving youth, and I value American education." —*M. J. Ting, M.D.*

*Wanting Christian Education:* "We were more than pleased to learn that yours is a Christian college. We are not Seventh-day Adventists but we observe the seventh-day sabbath; we do not eat unclean meats; we do not drink tea or coffee or intoxicants, nor do we dance or smoke. You can imagine our joy in learning of your institution. . . . Our time has been devoted largely to a rural missionary work; our goal is to go to Africa in a few years," says an inquirer in the Northwest.

*Looking for the Practical:* "Present day cut-and-dried methods of colleges in general is anything but satisfying. It has been a constant plea of mine for an educational curriculum that will fit our

youth for the practical side of life. Your course seems to meet that ideal. It really sounds good. Is it possible for our son to matriculate? Since you have school the year-round, possibly he could enter this summer." —*A Father in the Midwest*

*For the Young People of the Church:* "It strikes me you are doing a magnificent piece of work in the field of education. There are young men and women in our church who are interested in a college less expensive than the ordinary institutions. Is Madison co-educational? If so, what employment will girls have to help them with their education?" —*A Presbyterian minister*

*A Prospective Medical Missionary:* "I am taking pre-medical work in preparation for Christian service in foreign fields. I have completed one year of college. To continue under present circumstances means the borrowing of large sums of money. I am sincerely interested in your plan of education."

*Will visit Madison:* "We are interested in your project. It seems to answer a problem which we in our church have failed to use. We want to know your staff, live with your students, and if possible, get the spirit, in order that we may write and talk it," writes an editor and a college teacher.

"I am particularly interested in your religious environment," says a college student.

*Student Self-Help Needed:* "I am sure your plan which enables a student to earn his education is much needed today. Most of our schools and colleges are turning out armies of officers and but few privates. Everyone knows that it is the privates who do the fighting and win the battles."

*Sons of Foreign Missionary:* "For thirteen years I have been in missionary work in Ethiopia. I now expect to go to the Sudan until the way opens to return to my former field. I work under the Board of Foreign Missions of the United Presbyterian Church. Primarily my work has been in the field of medicine. I am interested first of all to know if it is possible for my sons to enter your college this fall."

*For Community Development:* A sec-

retary of Regional Plan Association says: "Your remarkable project of providing worthy students an opportunity to work for their education is a subject in which I am greatly interested from the standpoint of education and community development, and also from the standpoint of directing students who otherwise would not be able to obtain a higher education to your institution."

*A Logical Combination:* "I am not interested so much in the economy of the plan as in the idea of combining sane work with the studies," writes a father concerning prospects for his son.

—S—

### Campus News

**A**FTER five years at Madison, Shubert Liao, graduate in the class of 1937, is entering the Agricultural and Mechanical College of Texas, where he will work for a master's degree in horticulture and agronomy. He says: "I appreciate the Madison work-study program. I have observed the work here and in the various associated organizations and units in the Southland, and I realize the great need China has for this type of school."

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During the week Superintendent Harry Williamson of Tennessee Industrial School, Nashville, and the Assistant Principal, E. B. Schreiber, visited the campus. They are concerned with improving the industrial situation of their school for orphans and underprivileged children of the State and increasing the number of activities available for these youth. It was Mr. Williamson's first contact with Madison but Mr. Schreiber has been keeping pace with our institution through reading the *Survey*.

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Mr. and Mrs. Elmer Dunlap and their young friend, Melvin Behrman, of Columbus, Indiana, and Mr. and Mrs. James Tillman and their son, James Tillman, Jr., of Evansville, Indiana, were on the campus recently, interested in the education of their respective young people.

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Orville Rush, member of the college family, home in Canada, who has been in ministerial work at Selina, Tennessee, returns frequently. While here recently he told of the medical work of Dr. John O. Ewert, community physician in the hill country about Selina, and of the confidence and respect he commands. These two men in their cooperation remind one of the association of Luke, the physician, and Paul, the Apostle.

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Among visitors from a distance who are attending the Health Conference conducted by Julius Gilbert White and others, are Mr. and

Mrs. George B. Magie, of Orlando, Florida, who are here for the first time; Mr. and Mrs. O. S. Harrell, Welch, West Virginia, George E. Missbaugh, Logan, West Virginia, and E. G. Belcher, Beckley, West Virginia.

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Mrs. L. M. Crowder, of Cocoa, Florida, visited her son, Henderson Crowder and many friends among campus dwellers. Ten years have passed since she was last here and she notes many changes in the general upbuilding of the institution.

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Dr. A. C. Burrows and Mrs. Burrows of Glendale, California, spent several days with friends. They have been interested in the growth of the place for many years.

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On the eighth of June, Bayard Goodge received the M.A. degree from the University of Tennessee, majoring in chemistry. Since completing his baccalaureate work in Madison he has been a member of the Madison college faculty and has taken his graduate work at the University during the summer sessions.

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On the evening of June 11, Miss Yvonne Rumley gave her junior piano recital to a pleased and appreciative audience. The previous Thursday evening the students of Mrs. Alice Straw and Mr. John Robert gave a piano recital, twelve young women participating.

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Among recent guests at the sanitarium were Mr. B. Hasden, business man of Chattanooga, who was in for check-up. Mrs. Alice Bassett, of Washington, D.C., is field worker for the American Red Cross. Mrs. W. W. Hubbard, wife of a Nashville physician, was out for a few days rest. Dr. and Mrs. Coppedge, of Rosedale, Mississippi, have spent years in Africa and Mexico as missionaries under the auspices of the Presbyterian Board of Missions. Dr. Coppedge addressed the family at the vesper hour Friday evening, telling of his work in Africa.

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Among recent over-night visitors to the campus have been Mr. and Mrs. W. W. Buckman of Trenton, New Jersey; Mr. and Mrs. E. J. Beardsley, of Pewee Valley Sanitarium Unit, in Kentucky; Mrs. R. M. Waldon, of Newbury, Indiana; Mrs. George L. Moore, of New Orleans; Dr. and Mrs. F. S. Hewitt, of Lake Village, Arkansas; M. E. Cady, of Takoma Park, Washington, D.C.; Mr. and Mrs. Clarence W. Rosenthal, Rochester, Minnesota; Miss Virginia Shepler, Rockland, Wisconsin, Madison graduate nurse, class of 1936, now a member of Lawrenceburg Sanitarium staff; Mr. and Mrs. M. L. Davenport, of Atlanta; Mrs. Lucille Gibson, Norris, Tennessee; A. C. Gaylord, New Castle, Indiana; Charles O. Franz, Atlanta, Georgia; Mrs. F. Arnoff and Mr. and Mrs. A. Ackin of Highland Park, Illinois; Mr. and Mrs. I. C. Pound, Little Rock, Arkansas.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.



# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 25

Madison College, Tennessee

July 6, 1938

## An Educational Plant Rooted in the Soil

A RECENT visitor on the campus stated that she came for instruction in health principles and for the beauty of the place. She had known of Madison for years through its weekly bulletin, THE MADISON SURVEY.

In leaving, she said, "I found what I came for. Some day I hope to return as a bona fide student. You have no maximum age limit, have you?"

Broad acres, stretching from the uplands toward the Cumberland River bottom; wooded lots, grassy pastures, forty acres of highly cultivated vegetable gardens with fine succulent root crops

—carrots, beets, parsnips; splendid prospects for tomatoes; wheat and barley harvest just over with 1400 bushels of grain in the bins; a second cutting of alfalfa hay ready, a ton to the acre; livestock doing well—two new mare colts and sleek milch cows—why all this as an environment for college students?

June of 1938 was a favorable month for all kinds of crops. Rainfall was sufficient to keep everything looking fresh. There was heat enough to encourage rapid growth. It seemed that you could almost see length added to stalk and branch. And yet there was not excessive heat as

the month sometimes has. A neighbor who has watched developments on the college farm over a period of time remarked lately that he had not seen the place looking so well in a number of years.

Not all the students by any means have an actual part in raising the crops, but all are partakers of the benefits of the rural surroundings, the peace and quiet, the absence of city confusion, noise, dirt, and nerve strain. Daily contact with these conditions cannot but affect the character of students. Almost imperceptibly they are being molded and

transformed. "Beholding, we become changed," said Paul, the philosopher.

THE farm was chosen as the site of the college not by accident but as the result of deep-seated conviction on the part of the founders that the sanest location for an educational institution is on the land amidst the beauties of nature.

Something stronger than words is affecting the lives of young people as they follow the walks on the campus with long vistas of greensward as far as eye can reach, trees of a hundred varieties clapping their hands, as the poet-prophet seemed to hear them doing, birds of many

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### THE MOST HONORABLE MAN

THE man who cherishes the most of Christ's love in the soul, who reflects the Savior's image most perfectly, is in the sight of God the truest, most noble, most honorable man upon the earth.

—An Appeal to the Church

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hues and varieties frequenting the groves, nesting, and rearing their young almost within reach of one's hands—these are familiar sights.

But Madison students must think of other things than the purely aesthetic. Many students are here by virtue of the fact that there are acres to cultivate, shops that furnish manual labor, and that kitchens, treatment rooms, food cannery, and other adjuncts of the farm are making their education possible. Labor is honorable. Labor is educational. Labor is a distinct factor in the development of character. Labor is remunerative. And in this work-study combination of student life at Madison, the farm plays a most important role.

The rotogravure section of the *Buffalo Times*, June 19, 1938, under the caption, "Learning to Live," gave the story in the following brief paragraphs:

Unique among colleges is Madison College, on an 800-acre farm near Nashville, Tennessee, where students till the soil, cook, serve food, and run 27 industries through which the institution is supported—all while completing a four-year course of study.

The students have cut logs, hewed out stone, and built their own buildings, installed plumbing, a steam plant and electrical equipment. They build their furniture, paint pictures for the walls, grow and prepare their own food. By going to

school a full year, without summer vacation, they are able to finish their academic studies in four years.

—S—

### Put Youth in the Country

PARENTS flock with their families to the cities, because they fancy it easier to obtain a livelihood there than in the country. The children, having nothing to do when not in school, obtain a street education. From evil associates, they acquire habits of vice and dissipation.

The parents see all this, but it will require a sacrifice to correct their error, and they stay where they are.

Better sacrifice any and every worldly consideration than to imperil the precious souls committed to your care. They will be assailed by temptations, and should be taught to meet them; but it is your duty to cut off every influence, to break up every habit, to sunder every tie, that keeps you from the most free, open, and hearty committal of yourselves and your family to God.

Instead of the crowded city, seek some retired situation where your children will be, so far as possible, shielded from temptation, and there train and educate them for usefulness.—*White, Vol. 1, 235.*

## Looking for the Practical in Education

By W. E. WILKERSON

WHILE talking business matters recently, Judge W. E. Wilkerson, of Chattanooga, made some statements concerning educators that interested me. Looking at teachers from the standpoint of the legal profession, the Judge attributes some of the difficulties experienced in dealing with members of the teaching profession to their tendency to deal largely with theory, to the neglect of a practical application of what is presented in the schoolroom. His ideas were so vibrant that I asked him to put them in writing.

—E. A. SUTHERLAND

FOR many years THE MADISON SURVEY has come to me without cost. Each issue is read with pleasure and profit. This little paper has much to say about student activities. Work, study and recreation seem to alternate in precisely the right proportion for the well-rounded development of the student.

It has been my observation that when students have finished their course at

Madison and leave the portals of the institution, they have been prepared both in theory and practice for good citizenship. A good citizen is one who can carry his own weight and who has a reserve from which the less fortunate can draw when help is needed.

It has been my observation that Madison students have two kinds of teachers—nature and professionals. I have long been interested in both classes. For all practical purposes, nature is "the same yesterday, today and forever." But this does not always hold true with professional teachers. I have noticed that after teaching ten years, or more, many become impractical and suffer from the malady known as introversion—the ingrowing ego.

This experience can be avoided if teachers insist on making their work practical;

if they lead their students to do the things taught them, insisting that a thing is not learned until it can be demonstrated in some life situation. Teachers who for a decade or more fail to make this practical application are apt to find themselves separated from the realities of life. It is possible for the teacher to become marked for life and never to return to the normal. This may be due largely to the usual long tenure of the teacher's position, and to the fact that he is dealing with child minds.

The child looks up to his teacher as a pattern of perfection. Knowing this, the teacher comes to accept the pupil-pattern concept as a reality, and the malady aforesaid develops, evidenced by symptoms of egotism, mental ankylosis, and the tendency to pout if infallibility is questioned. My experience as a teacher, and with teachers, leads me to this conclusion.

During the last five or six years I attended school, I "taught my way through." That is, I taught one term and then attended school a term. Twice I was elected superintendent of schools in Smith County, Tennessee. Being "looked up to" by the pupils when I was a teacher, and by teachers when I was a superintendent of schools, the virus of the ingrowing ego began pouring into my blood stream.

But when I came to Chattanooga to enter the practice of law, an antidote was administered. I shall never forget the shock I received when adversary counsel, in the trial of a case, fired a sawed-off shotgun point-blank into my face. It was a rude disillusioning, utterly devoid of that obeisance shown by a pupil to his "professor," or by a teacher to the school superintendent. Later, when I served as commissioner of education for Chattanooga, I learned still more about teachers.

Normality and nature go hand in hand. Development of soul is closely allied with the soil. Man was made of the soil and for the soil.

Educational work at Madison, as I see it, is not run-of-mine in character. Students learn to do by doing. They aid and abet nature in the field, garden, orchard, kitchen, hospital, and shop. They test theories found in books with the actualities of real life, under the guidance of

trained teachers who, under the methods and motives of Madison, are immune from the deleterious effects of long-tenure teaching of the conventional type.

The Madison College plan helps teachers to differentiate between cardinal facts and principles, and the ephemeral aspects. They are demonstrating that truth is a rock upon which an educational system can be erected, that will withstand the tempests of life and which will develop a character in harmony with the eternal purposes of the Creator.

—S—

### A Suggestion

A FRIEND writes that her son gave her as a Christmas present a copy of the cookbook "Food For Life," by Dr. Frances Dittes, Madison College food specialist and sanitarium dietitian, published on the college campus by the Rural Press (\$2.50), and that she has found this of such practical value in her home that she has decided to introduce it and Madison Foods to her neighbors. "I do enjoy your food products. I have a car, and perhaps I can do some good and start a regular business."

—S—

### Madison Health Messenger

THE spring issue of this new periodical, representative of Madison Foods, is brimming with information concerning diet and foods, meanwhile setting forth in attractive style the various products of the Food Department of Madison College.

A few paragraphs will introduce to you some of the reasons back of the manufacture of foods to replace flesh on the family table:

Dr. McCollum, of Johns Hopkins, has stated: "We could entirely dispense with meats without suffering any ill effects whatever."

Dr. Sherman, of Columbia University, puts it this way: "To speak of nuts as 'meat substitutes' reflects the prominence which has been given to meat, and the casual way in which nuts have been regarded for generations. It might be more logical to speak of meat as 'nut substitute' instead."

George Arliss, the famous actor, says: "There is, I believe, no valid argument

against a vegetarian diet. If the scheme of Nature were such that men and women and children languished and died when meat was withheld from them, or even if we were unable to arrive at the full vigor of what is known as "manhood" without being fed with animal food—if such were the case we might have to say, with a sigh, 'it seems cruel, but evidently it is God's will,' and continue to take the lives of other living creatures that we might live. But it obviously isn't God's will, because there is not the slightest doubt that we can live just as well, and become just as strong, without eating meat at all."

—S—

### A Father's Opinion

A HARVARD UNIVERSITY graduate has a son, a high school graduate this spring, valedictorian of the class, an extremely able boy, whose taste runs to chemistry and physics. This father writes that his son has been admitted to their State University, and that the lad passed the examinations for entrance to Bowdoin without an hour of preparation and with high rank.

The next problem for the father is that of choosing an institution for his son's higher education. The young man is anxious to enter the State University from which his two brothers have been graduated with honors, but who, the father says, "left college to meet the depression and both are having hard-sledding. Both might have done much better if they had enjoyed such training as Madison gives in the realities of life."

Referring again to the youngest son, the father continues: "I am afraid to have him enter the university so young, but most of all, I am afraid of the tendencies of our ordinary college life. His only training in earning money has been the weekly sale of a magazine for five years and some typewriting jobs the last two years. He has done no hard manual labor except in a large garden and the sale of vegetables. He has accompanied me the last two years on my archaeological

explorations and has proved himself a hound for discovery, and equally consistent in digging afterwards. Could Madison accept him this coming year?"

THIS is one of hundreds of examples of the perplexities of parents who realize keenly the situation in the world today, and the need of preparing their young people during their college years for the actual problems they must face when college days are over.

Madison stresses the value of practical application of the daily lessons; of life on the farm; of daily toil by which to earn one's living and education; the necessity of clear-cut religious convictions and the devotion of the best of one's capacities and energies to Christian service. With these objectives held always to the forefront, it offers a college education in a distinctly religious atmosphere at a minimum outlay of cash.

Each applicant for a place in the student body is required to place himself on record in regard to these matters and to declare his purpose in life. Acceptance of the privileges of the institution is the student's guarantee that his objectives are in harmony with the objectives of the college, and that if he finds himself unable to meet the conditions, he will withdraw.

—S—

### Campus News

Robert Kemp, of St. Louis, reached Madison the last of May. He was accompanied by his aunt, Mrs. Harry Kemp, who remained over the week-end.

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The men's bathroom has been remodeled and much improved. After Dr. Frances Dittes moved into her new home on the main road, the Florence Dittes Cottage was remodeled for the use of patients. It makes a valuable annex to the sanitarium.

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The solarium at the sanitarium has been repaired, the rooms redecored, and it is now an attractive center of treatment.

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Stanley Harris and his wife, who taught at Savannah, Georgia, last year, looked in on friends this week. After a summer in gospel work in Georgia, Mr. Harris, 1937 graduate of Madison College, plans to begin graduate work at Peabody College in the fall.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 26

Madison College, Tennessee

July 13, 1938

## Training Youth in the Principles of Democracy

THE world struggle to maintain the principles of democracy is placing upon educational institutions a responsibility greater possibly than they have ever before faced. School men are coming to realize that a large share of the responsibility rests upon them. A wave of agitation is started from the educational headquarters of the nation, the Office of Education at Washington. The idea is put to teachers-in-training: It is your business to educate the rising generation for good citizenship.

The curriculum of the elementary school is revamped to emphasize the idea. New methods of teaching in schools of all grades look to the development of initiative, judgment, self-maintenance. These are all elements in a program to make the world capable of maintaining government for and by the people; that government for which thousands gave their lives; that form of government which today is gradually being replaced by autocracy, dictatorship.

MADISON'S system of student self-support necessitates the development of that equally vital feature of education—student participation in government. It is a long and tortuous road for many be-

fore the goal is reached. It took centuries for nations to throw off the shackles of autocracy. It takes years of steady striving to bring young people, reared in homes in which parental authority dominated, to a realization of the virtues of

self-government. They are unaccustomed to exercise the right of choice. They have never learned to make independent decisions in matters pertaining to their everyday affairs. To carry responsibilities in an institution is to many of them a new thought.

Recently a mother brought her two daughters to the college to discuss their future educational program. Mother scarcely allowed the young people to express a desire, to suggest a policy, or to decide a matter of intimate concern to themselves. She admitted that she had always been mind for the girls, deciding problems for them rather than with them. Yet these young women are ready for college entrance. Their case is typical of the home environment of many youth of today. It is the environment against which youth rebels when the first opportunity presents itself. It is not the environment that makes for strength and success in life.

Our instruction has been that in early

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### LIFE IS DISCIPLINARY

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THE Christian will meet with adverse influences. There will be provocations to test the temper; and it is by meeting these in a right spirit that the Christian graces are developed. If injuries and insults are meekly borne, if insulting words are responded to by gentle answers, and oppressive acts by kindness, this is evidence that the Spirit of Christ dwells in the heart.

—White, Vol. V, page 344

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life parents and children should cooperate in burden-bearing, should counsel concerning the duties and responsibilities centering about the home, and that by such cooperation the youth should be prepared to face life situations when the time comes to leave the home roof.

AN interesting presentation of student development of citizenship characteristics is made by L. L. Lorbeer, of Pasumalai Training Schools, in India, under the title "Training For Citizenship in Rural Schools," which appeared in *The South Indian Teacher*. As a fundamental principle he states that good citizens "are grown, not made." According to him the three main factors in growing citizenship traits are the home, the church, and the school. His experience leads him to the conclusion that in his field of activity, "few parents are equipped to give this training; "the church reaches only a portion of the population and its efforts are limited; so the conclusion is that unless the schools do the job, it remains undone.

Out of his wide experience as a missionary and minister of the gospel, Mr. Lorbeer formulates good citizenship under the following ten theses:

1. The good citizen learns to make thoughtful independent decisions.
2. The good citizen guards the health of the community.
3. The good citizen helps to settle quarrels.
4. The good citizen takes responsibility for the smooth running of the community life.
5. The good citizen joins in training those who are less advanced.
6. The good citizen abides by majority decisions arrived at after open discussion.
7. The good citizen rejoices in the privilege of making the world more beautiful.
8. The good citizen produces something useful.
9. The good citizen uses his leisure time for recreation and growth.
10. The good citizen relates himself in love to God and fellow men.

These sentences describe good citizenship on Madison College campus as well as in rural school communities in India. If, in our situation, we should evaluate this list of character traits, there is not one that we would eliminate.

One illustration of the spirit and method of this advocate of "education for democracy" must suffice, although in his article Mr. Lorbeer gives a number of

most interesting experiences. While they relate experiences of school children in the Far East, yet in principle they are the same as Madison students are meeting day by day in their training for citizenship.

Elaborating on item six, given above, "*The good citizen abides by majority decisions arrived at after open discussion,*" Dr. Lorbeer says:

If we want democratic method in community and country, we must begin in our schools. Can we train our eight, ten, and twelve year-old to talk over a problem thoroughly and then abide loyally by majority vote unless and until, by fair discussion, they can persuade the majority to change its vote? No, not at once; but beginnings are made in the village schools.

In one school a class may meet as a Village *Panchayat* to decide whether to build a road or a well; or a class may meet as a Municipal Council to discuss and vote on making education compulsory for all boys; or a class may meet as a District Educational Council to decide whether in a certain village the three schools for boys, girls, and Adi-Dravidas shall be combined into one. The problems should be real and then the voting will be serious.

These seem pretty big problems for school boys, but the writer without doubt is right when he says that education lies in presenting real-life problems which call for study and mature judgment. This makes voting a serious matter and youth responds. We see it in our own solutions at Madison. Youth rises to the standards set for it.

Mr. Lorbeer learned these lessons when he himself was a lad. Here is one experience related by him:

As a twelve-year-old boy I well remember that a leader in the temperance movement planned a public meeting in which five of us village boys acted as a Village *Panchayat* and discussed whether we should close the toddy shops. I still remember my speech for liberty to eat, drink, and do what one pleases. But when another *Panchayatar* convinced me that my liberty should not interfere with the welfare of others, I changed my vote. Whether our arguments convinced the other villagers or not, I do not know. But certainly the training in methods of deliberation and democratic voting helped much those five village boys.

"Only if India through her school children learns the method and justice of free and full discussion and obedience to majority vote, can India have home-rule, not caste-rule or sword-rule or money-rule, but real self-rule," says Dr Lorbeer.

With equal force we may say that if

our own beloved land is to have democracy, its principles must be taught in theory and practice in the schools of the land.

In Madison two principles vital to the success of the nation and of the church stand side by side in importance. And those two are self-support and self-government.

A gigantic struggle is on to so order the energies of this institution that four hundred college students may in large part earn their college expenses. Along side of that effort is the twin principle of student government, battling for its rights against the traditions of the past and the inertia resulting from conventional school methods.

—S—

### Medical Exangelistic Conference

A TWO-WEEKS' short course for the study of health principles and the "Learn-How-To-Be-Well" lectures ended on the thirtieth of June, and was pronounced a pleasant and profitable occasion. It was attended by a number of students and a number of older people who came in from a distance.

The lectures were presented by Julius Gilbert White, special emphasis being placed on the alcohol and tobacco health-education topics, which have proved very successful in the field as they have been presented to thousands of children and youth in schools.

Profitable daily discussions were held on the technique of giving the lectures and the problem of making this work self-sustaining. There were also discussion classes in nutrition and food preparation, conducted by Dr. Frances Dittes of Madison College faculty. First Aid instruction, which later carries a Red Cross Standard Certificate, was given by Mr. J. G. Rimmer.

It is hoped that next year a two-weeks' course can be timed to fill the vacation period between the Spring and Summer quarters of the college.

Those interested in the two-years' Medical Exangelistic Course, offered in the regular college curriculum, may have details for the asking.

### Gleanings from the Correspondence

*A need in Canada.* Former Secretary-Treasurer of Chosen Christian College and of the Severance Union Medical College in Seoul, Korea, Dr. Herbert T. Owens, of Toronto, Canada, after an introduction to Madison, wrote:

"In the Province of Ontario there is no college of your type. I only know of one in Canada and that is conducted by a Catholic Priest in Saskatchewan and I do not think it combines the features which have contributed to the success of your institution. . . .

"We have about three and one half million people in the Province of Ontario and free education in our universities is available only to those who win scholarships, of which there are a fairly considerable number. An undergraduate told me a few evenings ago that it is instilled into the students by some professors that education is for the classes and not for the masses, and if that is so, it is a false ideal, according to my opinion. . . .

"There is a group with whom I am associated who are thinking of the possibility of establishing an institution along lines similar to yours in this province. It may be that a small deputation will visit Madison to get a visual impression of your work. The history of your work is certainly inspiring and I congratulate you upon the outstanding contribution you have made to the education in your country."

*A Mother's Hope for Her Son.* Writing from conservative New England, a mother says:

"Having a son in high school, my thoughts turn toward his further education, as well as to the present day business problems which he will have to confront on finishing his schooling. Were he to attend any one of the universities of his relatives, Harvard, Yale, Princeton, Oxford, I should feel quite satisfied, appreciating the value of a social background. However, I realize there is a far more important factor to consider—that of being equipped with an actual working knowledge of the profession my son chooses to enter. This with his diploma should take him out of the bond salesman

class and give him an opportunity to succeed in his business life. Madison seems to be the answer I have been seeking. . ."

*No work to be found.* A physician writes: "I am deeply interested in your system of education and the opportunities it gives the youth of today to gain an education and at the same time learn the value of work and money. I have a son who has completed the first year of a pre-dental course and is home on vacation. Time hangs heavy on his hands as he can find no work. He realizes what a drain his financial expenses are on me and is ambitious to earn his way, at least in part. His is the restless, anxious spirit of present day youth, and it seems to me your system is the answer to his problem."

*A Student's View:* "The idea of a self-supporting college seemed to me like a single star in a dark night. I was bitterly disappointed when my father lost his teaching position and was unable to help me with my education. Fortunately work has been part of my home training and I would be glad for a chance to earn my way through college."

A member of the staff of *Practical Psychology*, says: "Our readers would be interested to learn about the unique educational methods which you have developed."

—S—

## Campus Happenings

On the evening of the twenty-second of June, a three-reel motion picture, made in China, was presented by Rev. O. G. Goulter, United Christian Missionary Society of Hofei, China. He gave a vivid running explanation of scenes connected with the terrible conflict raging in that country, and then showed the work of the United Christian Missionary Society in connection with the Government in teaching better agricultural methods as a part of their religious training. There were views of native Christian teachers, supported by American workers, carrying on schools in most primitive conditions for

China's needy millions. He showed some of the great American-Chinese universities, and gave glimpses of the modernizing work fostered by the Chinese government. With the war scenes came a strong appeal for funds for the Red Cross, which is endeavoring to raise \$1,000,000 for Chinese sufferers.

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Dr. Lowell H. Coate, of Los Angeles, with Mrs. Coate and their three children, reached Madison by auto in time for the opening of the Summer quarter. Dr. Coate will teach during the first term of the summer session.

\* \* \* \* \*

The vesper service on the last Friday evening in June was a sacred music program presented by Professor Gebhart, head of the Music Department of Peabody College, Mrs. Gebhart, their daughter, Mrs. Betsy Turner, and Miss Margaret Gooch, of Madison, in connection with members of the Madison College Department of Music. Among the selections given were "We Praise Thee, O God," by Barnes, and some selections from the works of Dudley, Bach, and others.

\* \* \* \* \*

A group of instructors who are attending the summer session at George Peabody College for Teachers, were shown about the campus on the third of June by Professor Welch. Among these were C. E. Pittman, Southeast Louisiana College, Hammond; Superintendent of Schools, F. C. Bauer, of Drew Mississippi; President J. M. Ewing, Copiah Lincoln Junior College, Wesson, Mississippi; and President L. O. Todd, East Central Junior College, Decatur, Mississippi. These men who are dealing directly with youth in the Southland, expressed especial interest in the student activities on the campus.

\* \* \* \* \*

Dr. A. H. Reiswig, of Wahpeton, North Dakota, Mrs. Reiswig and their two small children, stopped to see Madison on their way home from Boston, where the Doctor has been taking post-graduate work. They brought with them Miss Martha Mahler, who enters as a college student.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 27

Madison College, Tennessee

July 20, 1938

## Train for Diversified Activities

THE 4-H Club has popularized the idea of an all-round education for boys and girls. Other agencies are at work to emphasize the importance of co-ordinating manual, mental and spiritual growth throughout the period of education. Without this coordination, education is lopsided. It has been ascertained that without due training of the hand, full development of the brain cannot be attained, so important is the muscle coordination to the full development of the functions of the nervous system and the intellect.

Situated on a large tract of land; placing emphasis on agricultural pursuits; operating in the midst of industrial activity; faced daily by a well-rounded curriculum of college work, and permeating and controlling all, a profound faith in the guidance of the divine Spirit, Madison College is striving to fit young men and women for lives of genuine service.

Its philosophy of education is expressed in the following familiar words:

True education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service

in this world, and for the higher joy of wider service in the world to come.

ONE of the objectives of Madison College is to train young men and women to meet life situations. What conditions will be in the near future is a question. We live in a time of stupendous changes. Almost overnight we pass from the era of horse-and- buggy travel to the sixty-mile-per-hour moderate speed of the automobile. Within a period of ten years travel by air has become a popular method of transportation.

In almost all avenues of life similar startling transitions have been made. The education of a quarter century ago will not do for today. This illustrates the necessity for changed methods of instruction and for the enriched program which everywhere is sounded in the ears of instructors. Life demands a broader outlook than it did fifty years ago. Only the man who is growing and expanding can keep the pace.

We have been passing through a period of specialization. The specialist has done marvels for the world, but there is another side to the picture. Specialization makes deep ruts but it may not make for breadth of experience. There is a turning toward another phase of education.

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### A FUNDAMENTAL PRINCIPLE

THE greatest opportunity each of you has today is to master yourself; to stop killing yourself by minutes and hours as you do when you waste a minute or an hour. For those who have mastered themselves, the world is ever a willing slave. For those who have not, the world becomes a cruel taskmaster.

—Walter B. Pitkin

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Dr. Walter Pitkin explains the situation in these words:

"You enter a world in the throes of reconstruction. An old order has passed, but the new order has not yet taken shape. Nobody knows what the final shape will be. Nobody knows the next great move toward that shape. . . .

"In a muddled world of rapid changes, you must become as versatile and as quick-witted as possible. No matter which career you prefer, play safe and learn the skill of half a dozen other careers while you are seeking your favorite opportunity. Start learning these side lines now."

A survey of the life of students who at Madison are earning a large part of their expenses through college reveals an astonishingly wide range of experiences that come to these young people. A visitor on the campus was comparing the range of dynamic activities contributing to the education of young men here with the program of young men in a college where the rising hour is from seven to ten o'clock in the forenoon, nights are devoted to feasting and carousing, study is a matter of secondary importance, money is freely spent because it is earned by someone else, and many of the finer things of life seem to be almost lacking in the thoughts and actions.

THE value of a varied experience was impressed on the minds of the youth of the nation by Dr. Pitkin, one of three speakers on the First National School Assembly Program, which last May was sponsored by the Office of Education, Washington, and the National Broadcasting Company. A few of his thoughts:

"Every hour you lose in making yourself versatile is an hour lost out of your life."

"Master widely different skills. The further apart the skills, the greater your chance of finding a good job."

With our outlook we say, the wider the range of skills, the more valuable will you be in a self-supporting unit where very many things must be done by a few people.

"Don't expect a career in stenography or bookkeeping," says Dr. Pitkin. "Except for special cases and places, the field

is crowded. . . . And yet I urge thousands of you to master stenography and book-keeping as side lines.

"Don't enter the profession of law. Thousands of young lawyers are on relief rolls today. . . . Yet I urge thousands of you to study law as a side line. It is of enormous value to you if you go into business. . . . I know of no more useful side line.

"Don't seek a job as a newspaper reporter on leaving high school. Most newspaper jobs lead nowhere. And yet I urge thousands of you to study journalism as a side line. It gives you a new view of the world as a whole. It teaches you how to dig up important facts. It enables you to meet important people and to converse with them agreeably."

And the Doctor continues with other skills. He is arguing for mastery of many lines. He illustrates by the needs of the modern farmer. Perhaps you had not thought of it as he presents it. He says:

The modern farm has created the toughest of all merger jobs. A man has no chance in farming today unless he has merged in himself the skills of the old-fashioned farmer with the skills of a salesman and a mechanic and a soil chemist and a drainage engineer.

The Doctor tells youth that by the time he is twenty he can as well as not be master of five or six side lines. Here are his words:

"You can accomplish all this in the time which so many young people waste over silly games and parties and loafing contests. I know it calls for self-discipline and for rare skill in studying and in practice.

"I cannot hand discipline to you on a silver platter. Discipline must come from you or it will never come. Without it, you will drift down the stream of time, like a dead log afloat in a lazy river. Without it, you will amount to nothing; and your name will be written in the waters of oblivion."

SELF-CONTROL, self-mastery, self-maintenance—these are character traits that Madison is endeavoring to cultivate in its students. These are the by-products of a college education obtained in an environment that stresses the essentials, the practical application of what is taught

in the classroom, and seeks to preserve in the midst of many diverting influences, a distinctly religious atmosphere of faith and courage and hope in the promises of the Master Teacher.

Call them by-products, if you choose, but they are the lasting elements of education, the outstanding objectives of Christian education.

—S—

### Communion With Christ

WHEN the early disciples heard the words of Christ, they felt their need of Him. They sought, they found, they followed Him. They were with Him in the house, at the table, in the closet, in the field. They were with Him as pupils with a teacher, daily receiving from His lips lessons of holy truth. They served Him cheerfully, gladly. They followed Him as soldiers following their commander, fighting the good fight of faith.

“Communion with Christ—how unspeakably precious!”

—White

—S—

### Training the Hand

IT HAS been said that Germany's progress in securing international trade before the World War was due largely to the thorough and extensive training of German youth in skilled art and mechanical trades.

Economic conditions in the world today are bringing about a decided change in the attitude of educators in our country toward the practical arts and crafts. The successful leader of science is finding that he must make use of the shop. The teacher of manual arts is dependent upon the sciences.

There has always been a feeling of antagonism between the teacher of so-called cultural subjects and teachers of the practical arts. Speaking of the manual arts, Woodward tells us that “the traditions are heavily against us, but the traditions of the fathers must yield to the new dispensation. As is to be expected, the strongest prejudices against this reform exist in old educational centers. The idea of giving heed to the demands of skilled labor; of preparing for lives of activity and usefulness; the idea of earn-

ing one's daily bread and of supporting one's family, scarcely enters their heads.”

One can understand how, with this background, these educators feel that the material world is gross and unrefined; that soiled hands are a reproach; and that the garb of a mechanic is symbolic of sordid tastes and low desires.

There may be some justification of the criticism of the manual arts in education due oftentimes to the absence of analysis in the field of the practical. There has been a tendency to learn to do things without thinking through to determine the reasons for the process and the principles that are being employed. To correct this weakness, endeavor to teach someone else what you yourself have learned in the field of manual arts and skills.

The fact that thousands of college educated men are searching unsuccessfully for positions is bringing to the attention of men in all walks of life the value of a training to meet the problems of practical, everyday life and self-maintenance.

*From a paper prepared by Russell Herman in the “Principles of Secondary Education” class.*

—S—

### A Modern School of the Prophets

WE ARE constantly hearing excellent reports of the progress of Madison's work for the youth of the church and of the country at large. In a remarkable way your work seems to fit perfectly into the system of education and training in the schools of the prophets. Yours is a real school of the prophets.

“The numerous industrial schools, sanitariums, hospitals, and other activity centers affiliated with Madison, cause one to exclaim, ‘What hath God wrought.’ It is impossible to measure the influence for good of these institutions in the Southland, and in our Northern states, as well.”

So writes a physician who has watched the growth of this work from its infancy. He continues:

“One feature of your work which your friends find it difficult to explain is your ability to attract hundreds of young people to a program that calls for hard work as they toil for an education. More than

once when I have recommended some young man or woman to one of your schools in the South, parents have met my suggestion with the statement that they would pay the way of son or daughter even if it involved them in debt rather than see the young people work for their education.

"Only a few days ago a father told me that he preferred to send his son to a school where he would not have to work so hard as young men do at Madison, even though he knew it would throw him, as a father, in debt."

If our Doctor friend could read some of the hundreds of letters received from college graduates, university professors, professional men, philanthropists, and others who are facing the realities of the world today, who say, "Give my son a chance to earn his education; you have something at Madison that was lacking in the college, the university, I attended;—if he could do this, he would find that some men are awake to the times. And the happy response of young men and women themselves who knock at our doors, enter, and make good, is a challenge to any group of teachers to give the best that can be produced in a school of the prophets.

—S—

### Some Surprises

**DO YOU** mean to tell me that your student government will deal with fellow students who have disobeyed such a regulation as that forbidding the use of tobacco to the point that they will recommend their withdrawal from the institution?"

The question was put to an administrator on the campus by a representative of another educational institution. When given concrete evidence of such procedure, the visitor said that in his institution there is a certain form of student government, but that he had never before seen such development of the democratic spirit as he found here.

Able-bodied youth, putting forth their best efforts for an education, earning their way to a large degree, are able to deal

with themselves and their fellows in a manner that surprises others.

**MADISON** students represent a wide variety of homes. They come from many sections of the country and often they have been subject to influences much different from those on the campus. But they have come here for education, for a change in character, for the development of faith and the Christian virtues.

Often the customs of the conventional school crowd in upon us. It is only by constant presentation of high standards, by Christian fortitude, by giving "line upon line, here a little, there a little," that certain fundamental principles of the institution can be maintained. To many, games and sports make a strong appeal. Madison knows that "when the games come in, the industries go out." It was therefore something of a surprise when a guest speaker at a recent chapel service gave the assembly his evaluation of games and sports in college.

"I came here," he said, "to see a curriculum designed to mold character. One of the big things that impress me about this institution is the way the recreation question is handled. I do not see anyone out throwing balls, or pushing balls over the fields. Your young men get their recreation from creative activity. To me there is nothing so silly as an adult pushing a ball around a field. There is nothing educational in it. Athletics bring nothing helpful into a college. The students that are brought in for athletic purposes are, generally speaking, of low scholastic standing and their presence tends to lower the scholastic attainments of the institution. Education and athletics do not mix."

**HERE** is one of the surprises that come to us. Young people, prospective students, when first introduced to the institution, are told that the seventh-day Sabbath is a part of the program; that the family is served a non-flesh diet; that the use of tobacco in all forms and intoxicating drinks are taboo. Many young people respond: "Such a program will cause me no unhappiness whatever."

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 28

Madison College, Tennessee

July 27, 1938

## Summering on Madison College Campus

SUMMER is an interesting time to be at Madison. The residents represent a diversified group. There are a hundred, or more, guests at Madison Rural Sanitarium for rest and recuperation. One sees them everywhere about the place, for they have the run of the grounds. They are on cots or in easy chairs under the trees, or in some secluded court where they can enjoy close contact with the rich tribute of Nature in lawn and shrub and flower.

There are, teachers and department heads that number approximately another one hundred, whose duties keep them in the classroom, or in the shops or bakery, or central heating plant, or on the land somewhere over a stretch of 800 acres, or in some building group that is constructing or repairing or remodeling, or in the food factory where products of various kinds are in preparation for the market. Or they may belong to the printing crew, which is a busy group.

In the offices—accounting, medical record, physicians' examining rooms, clinical laboratory, X-ray and physiotherapy, operating rooms, stenographic headquarters—whatsoever the type of work called for is demanding the best effort of a small army

of student-teacher workers.

The third, and possibly the most important group, is the student body of 350. They represent the greatest amount of latent power, the potential force of the next few years. Forty or more new students entered at the beginning of the summer quarter. Some registered for classwork; others are carrying an all-day work program for the next few months as a financial asset.

### The President Instructs

OUT of a wealth of experience Dr. E. A. Sutherland, one of

the founders of the institution and the recognized moving spirit in the system of education in vogue at Madison, gave the young people a series of lessons at the opening of the term.

Often on meeting Madison for the first time, wonder is expressed at the strength of purpose in evidence everywhere. This is largely the result of well-defined objectives, a grasp of fundamental principles of education. It is these fundamentals that Dr. Sutherland endeavors to place before students from time to time.

Why are we in the country on broad acres? Why is so much said of the value of work in a college program?

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### THE SIGNAL TO ADVANCE

THERE are to be no idlers in the Lord's vineyard. His servants are constantly to enlarge the circle of their efforts. Constantly they are to do more, *never less*. The Lord's work is to widen and broaden until it encircles the world.

—An Ever-Widening Work

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Why do we build low, keeping patients on the ground floor, and students in cottages?

Why, with the general set-up of a liberal arts college, is such emphasis placed on the industries and a practical application of what is taught?

Why encourage students to care for themselves, control their own conduct, cooperate with their teachers and elders, rather than to be subject to autocratic rule? In other words, why give such liberty to develop self-maintenance and self-government?

THESE are some of the questions propounded by President Sutherland, who is also medical superintendent of the sanitarium. His characteristic method of instruction is to ask questions, to propose problems. He expects students to know the whys of the curriculum, of the government of which they are a part, of the general order of education, the benefits of which they are partakers. In the language of Scripture, they are expected "to be ready always to give an answer to every man that asketh a reason" for the methods and activities of the place.

There is a philosophical reason for the general set-up of the institution. It has developed according to well-established principles of Christian education that, again using the language of the Bible, "may be known and read of all men." There are points of diversion from traditional methods, but behind this diversion there is a conviction that the step is vital, and it has been taken in faith.

To enter fully into the benefits of the educational program, one must needs be open-minded. Oftentimes it calls for genuine conversion—a forsaking of life-long habits and beliefs, and an attachment to new ideals. But what is education but a change to better ways of doing and thinking? True education calls for genuine conversion all along the way.

A TEACHER from a well-known Eastern institution of higher learning spent a few days in contact with students, studying them as an open book; with instructors, looking into their philosophy of life that makes possible the self-sacrifice evident on all sides; with the material

side of the college, its procedures, and its outgrowth in other rural centers. He wrote back:

My stay at Madison has spoiled me for my present job. I pray that somehow the Lord will make it possible for us either to change our college to conform to your pattern, or better, start a similar project in North Carolina or Tennessee. You can hardly imagine how inspiring it was to learn about your work. It was a revelation for which I am most grateful.

TO GIVE one's self to education, as education is revealed in the Word of God, and as it is the privilege of Christians to work it out, calls for whole-hearted conversion.

This is, in part, what is going on at Madison in the summer time. When many other institutions are closed for a protracted vacation, when students are striving to get away from heat and work and to repair nerve wear, the campus at Madison is as much alive as at any season of the year. Someone, in the vernacular of the mountains, has said that "Madison is the workinest place" he ever saw.

And the redeeming feature of it is, that we love to have it so.

THERE is greater danger than that of pride and security lying in wait for our great universities and our mass production high schools, and that danger is the unnatural living of teachers and students. Psychological and materialistic ideals have taken the place of religion; and soft living has displaced deep living.

No more can we hope to develop strong character in cities than strong plants in hothouses. The oak needs deep soil to weather the storms of a hundred years, just as a character like Abraham Lincoln needed the solitudes of the forest and the vastness of the plains to still his soul."

—Edward Mathews, in "The Homestead Guild Schools"

—S—

## Response From Foreign Lands

FROM an official in a large oil company in Venezuela came the following letter, one indicating the widespread interest in a college such as Madison. It reads:

I would be grateful for any information concerning your institution. It may offer a solution for the problem confronting a young friend of mine, an American boy who has just finished high school in the United States. He lacks resources to start a medical course to which he

aspires, and has come back to Venezuela to be with his parents in the oil fields.

This boy has fine qualities and will probably succeed somewhere, somehow; but like most youngsters, he doesn't know how best to go about it.

If there is any possibility of his being enrolled with you this year, or next, I'd like to tell him about it. I enclose \$1.00, which will pay for a reply for Edwin, and perhaps for some other boy or girl who needs a hand up.

—S—

## Madison's Life-Saving Instructors

LAST year at a Kentucky camp three Madison students, Ralph Martin, Albert McCorkle, and John Robert, took the Senior Life-Saving Course under the direction of the American Red Cross. This summer the same young men pursued the activity still further as the Red Cross offered a course called the "Instructors," which fits those so trained not only to teach the life-saving material, but also to examine those who have completed the course.

The ten men and women taking this course at Centennial Park Pool were all either graduate or undergraduate college men. This made a congenial group with which to work. It was interesting to note that the three non-smokers of Madison plus one non-smoker from Peabody College, met the requirements demanding "wind" and energy with considerably greater ease than the others, and this in spite of the fact that Messrs. Martin, McCorkle, and Robert had had little opportunity to do any water work since last year's training.

Heretofore Madison has had no such trained men within its borders. In fact, there are but few in our denominational schools as a whole. Friday, Mr. McCorkle and Mr. Robert will begin a class for Senior Life Savers at Old Hickory swimming pool, which in the next four weeks should qualify sixteen Senior Life Savers for this section.

—S—

## The Summer Music Class Reports

THE class organized by the Music Department for the summer quarter, as described a few weeks ago, is progressing very satisfactorily. The enrolment

is fifty-one. Teachers in the department are especially interested in the wide range of students to whom the method of the summer appeals. Students in the classes range from seventh and eighth grade children to people in middle life. Several members of the faculty are regular attendants.

Mrs. Goodge reports fine interest in her vocal classes and now wonders how she ever taught by any other method. Piano teachers are equally enthusiastic over the results of even three weeks' experience. A striking feature is the number of vocal students who are attending the piano classes as well.

The first two piano recitals, the one presented by John Robert, the other by Mrs. Alice Straw, were well received by an appreciative audience. The character of these programs is illustrated by the following:

Choral Prelude .....	Bach-Busoni
Sonata, Allegro, Andante, Finale .....	Haydn
Valse Lucille .....	Friml
Song Without Words (duet) .....	Mendelssohn
Pastoral Variations .....	Mozart
Good Night from Venetian Suite .....	Nevin
(Organ)	
Choral, A Mighty Fortress Is Our God, Luther	
(Organ)	
Nocturno .....	Grieg
Silver Springs .....	Mason
Blue Danube Walses (2 pianos) Strauss-Chasins	

It is gratifying to find that these recitals are attended by many besides members of the classes. One object in presenting these Tuesday evening after-chapel programs is to acquaint students in general with good music and cultivate an appreciation of it.

—S—

## Campus News

Eight college seniors, with Dr. Bral-liar as chaperon, made a tour of schools and unit centers, consuming the greater portion of a week. Among the institutions visited and whose hospitality was enjoyed were Lawrenceburg Sanitarium and Hospital, Lawrenceburg, Tennessee; El Reposo Sanitarium, Neil Martin in charge, Florence, Alabama; Pine Hill Rest Home, near Birmingham, Alabama; The Berry Schools, Rome, Georgia; Southern Junior

College, Collegedale, Tennessee; Pisgah Industrial Institute and Sanitarium, near Asheville, North Carolina; Asheville Agricultural School and Mountain Sanitarium and Hospital, Fletcher, North Carolina; Banner's Elk, on the mountain top, some thirty miles from Asheville; Berea College, Berea, Kentucky; Pewee Valley Sanitarium and Hospital, near Louisville, Kentucky; and Fountain Head Industrial School and Sanitarium, Fountain Head, Tennessee. It was considered a very worthwhile effort on the part of these young people who look forward to entering this type of work in the near future.

\* \* \* \* \*

Professor I. W. Rupel, head of the Dairy Department of the University of Wisconsin, with his family, visited Madison last week. Of especial appeal to him were the industrial and food manufacturing activities. He visited the sanitarium, the shops, the various college buildings and laboratories. He inspected the growing crops on the farm, such as the one-and-three-fourths-mile-long field of beautiful growing corn on the bottom land of the Cumberland River, which winds its tortuous way through this part of Tennessee.

\* \* \* \* \*

People meeting Madison for the first time frequently ask if we accept out-of-state students. The distribution of fifty young people recently added to the campus family indicates, to a degree at least, the cosmopolitan character of the student body.

*Alabama:* Paul Hudgens, Theodore

*Canada:* Dorothy McIntyre, Oshawa, Ontario

*China:* S. H. Chiao, returned from a visit in Chicago

*Colorado:* Mr. and Mrs. Kenneth Perry, Palisades; Marie McCall, returned from a three months' visit with friends and relatives

*Connecticut:* Frederick Bauer, Southington

*Florida:* Hallie Thomas, Okeechobee; Bette Cove, Tampa; Gordon Cross, Miami; Aubrey Mae Shelby, Pensacola

*Georgia:* Mary Lee Rackley, Morganton; Elsie Hill Smith, Albany

*Iowa:* Mildred Mitchell, Sioux City; Faye Hand, Union City

*Kansas:* Carrie Vanderbilt, Richmond

*Kentucky:* Orville Howard; Dewey Lester, Belcher; Margaret Harper, Pewee Valley; Burton Bentley, Regina

*Louisiana:* Doyle Martin, Monroe; Henry Norred, Hodge; Kathleen Perkins, Hammond

*Massachusetts:* Elfa Lillie, Pittsfield; Harry Tarlin, Dorchester

*Minnesota:* Mary Elizabeth Curran, Red Wing

*Missouri:* Robert Kemp, St. Louis; Ruth E. Williams, Mansfield

*Nebraska:* Mr. and Mrs. Richard Frederick, Lincoln

*New Jersey:* John Bray, Leonia; Walter Beneville, Grantwood; Hope Hoelzer, Plainfield

*New York:* Jack Conklin, New York City

*North Carolina:* Edith Brackett, Asheville

*North Dakota:* Gertrude Roosevelt, Leyden; Leta Gill, Grand Junction; Mr. and Mrs. Gideon Hochstetter, Beach; Martha Mahler, Fairmont

*Ohio:* Charles Van Blaricum, Cincinnati; Elsie Szonnell, Dayton

*Oklahoma:* Carolyn Dumler, Canton

*South Carolina:* Charles Shuman, Furman; Nell Wilson, Ridgeway

*Tennessee:* Bette Tom Marshall, Memphis; Naomi Brewer, Big Sandy; Mabel East, Graysville

*Texas:* Raymond Coolidge, Austin Sprague, and Rupert Graves

*Washington:* Lindsay Winkler, Colville

*Wyoming:* Aletha Jacobsen, Powell

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Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol XX Number 29

Madison College, Tennessee

August 3, 1938

## Daily Papers Educate for Food Consciousness

IGNORANCE of food values—what to eat and when and how—is inexcusable these days when technical journals are replete with instruction, and when even the periodicals that come to us day by day are guiding in matters of diet. To illustrate: *The Noble News*, four-page daily issued in Noble, Illinois, a town with a population of a few thousands, in its issue of July 14, 1938, ran a half-column article of which this is part:

*Ford's Prophecy Coming True:* "Back in 1934, Henry Ford predicted, 'The day is coming when the cow and the hog will be scrapped. Many will think this prediction absurd, just as they did when I said, years ago, that the horse was doomed as a means of transportation. Ways will be found to produce a drink superior to milk, cheaper and more easily handled. And foods will be developed superior to pork. The present is primitive compared with the future.'

"Mr. Ford's prediction is rapidly being fulfilled. A health food company in Tennessee has developed a food that, in appearance, taste, consistency, and flavor, resembles meat, but is much superior and is less expensive. Being entirely vegetable

in composition it does not carry the diseases and toxins so objectionable in meats. It contains one of the best proteins available in any food and is chemically alkaline, while meats are acid in reaction to

the body. This superior food is manufactured basically from the humble soybean, made famous by Mr. Ford. A delicious milk is made from the soybean, which will sour like cow's milk and may be made into cheese. Another alkaline beverage, Soy-Koff, resembling coffee, is produced from the soybean.

"These products are to be stocked by one of our Noble grocers, and will be available to everyone."

One must admit that this is a distinctly readable and informative article, educational in its influence on the public at large. The products referred to are produced by Madison Foods on the college campus.

THIS public education of the masses is not confined to any single periodical. The last of June, for instance, *Grand River Westward*, a daily newspaper covering, as its name indicates, a portion of the city of Detroit, Michigan, carried an

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### THOUGHTS CHANGE THE COUNTENANCE

NEVER talk doubt or discouragement.

"By dwelling upon the love of God, By contemplating the perfection of the divine character,

And claiming the righteousness of Christ as ours by faith,

We are to be transformed into the same image."

---

article entitled, "Proper Diet Is Synonymous With Health." This, too, is a bit of adult education on matters of diet, at the same time introducing that modern, day-in, day-out, educator of the public, the Health Food Store.

*Grand River Westward* says:

"We have been asked time and again by our readers, What is a Health Food Store?"

"It is a store set apart for those who believe that proper diet is synonymous with good health; a store where you find sympathetic understanding and many helpful suggestions, and food products impossible to duplicate in the average food stores.

"It is well known that many grown-ups, and children, also, do not eat the proper foods. Medical science has become food conscious. You hear much today about vitamins and minerals and other elements necessary to body building.

"All these food products find their way into a health food store because through this source and this source alone do you receive intelligent information honestly directed by one qualified through long practical experience.

"Here in your neighborhood, snow white inside and out, spotless to the nth degree, is a store where, gathered from far and near are foods that are most intriguing, zestful, appetizing, and yet so helpful to good health that you will, like the writer, want to know more about them.

"This, folks, is our answer to 'What is a Health Food Store?'"

OUR sales manager, E. M. Bisalski, tells us that he finds Detroit, as a city, quite food conscious. Various factors enter into the education of the public. In the center of the shopping section Madison Foods, together with many other healthful foods, may be obtained at Hudson's. This is one of the largest department stores in the United States. It devotes an entire section on the main floor to health foods, with trained dietitians in charge, to instruct those whose special diets are a problem.

Across the street from Hudson's, Mr. Neumann operates a high-grade grocery

with a large health food department. In the large downtown city market Mr. Pocook has a branch health food store on Gratiot Avenue for those who do not frequent the downtown shopping section. The Cafe Old Madrid, with Spanish interior appointments, offers a special health food menu to its patrons.

Harwith's Health Food Store, on Joy Road, finds a host of interested people in West Detroit who are seeking information that will assist them in preparing more healthful foods and teach them to prepare food that will provide the body with its daily requirements.

We are not advertising Detroit health food stores, but what Detroit has to offer in this line is comparable to what is to be found in many cities. The public is thinking of health and is learning to place a correct value on foods as a contributing factor.

—S—

### A Crime Against Nature

WITH food problems in evidence on all sides, Madison students are in a position to imbibe a wide knowledge of food values and to develop a food consciousness beyond the ordinary. By precept and example they are taught temperance, the value of plain diet, the use of native-grown foods, the importance of a balanced ration.

Not only to students in the department of diet and nutrition but to others, the discovery of vitamin B, as told in *Time*, issue of July 11, 1938, and its place in a diet for health, should be familiar. In part this article reads:

"In a steaming bamboo hut near Manila, a lean, bronzed young U. S. chemist sat with a small native child on his knees. The child lay rigid, its face, arms, and legs swollen, the rest of its body wasted. The child whimpered at the burning pain in his heart and intestines. He was dying of beriberi, ancient Oriental disease.

"The chemist thrust a few drops of an extract from rice hulls between the child's lips. Almost instantly the boy revived, and young Chemist Robert Runnels Williams, India-born son of U. S. mission-

aries, knew that he had saved a life by means of a strange, almost unheard-of ingredient of food, a substance which in its impure state came to be called vitamin B (for beriberi).

"Now, 28 years later, Dr. Williams, chemical director of the Bell Telephone laboratories, has succeeded in synthesizing the curative substance, which is now called vitamin B. . . ."

The effects of a diet deficient in vitamin B are listed as "degeneration of the nervous system, enlargement of the heart, atrophy of the muscles, loss of appetite, atony of the colon, stomach ulcers, loss of weight, failure to grow."

The article in *Time* continues concerning vitamin B:

"It is found most abundantly in the germs of ripe grain. Millers discard such 'hearts of wheat' to make white flour, causing Dr. Williams to cry: 'Man commits a crime against nature when he eats the starch from the seed and throws away the mechanism necessary for the metabolism of that starch.'"

Let us go back to whole wheat bread and whole-grain products.

—S—

### A Common Interest

THE Supervisor of the Country Branches of The Children's Aid Society, John H. Dreasen, New York City, writes:

I was much interested in the pictures of Madison College in a recent edition of *New York Times*, and in reading of its development.

The Children's Aid Society for a number of years has been sponsoring a training program in practical farming for boys between the ages of 18 and 21. We take about 50 boys and, following a six months' course, place them on farms at wages. I am wondering if you have available literature describing the progress of Madison College since there are things we might learn and use in our work. Possibly we may have some promising boys who may want to apply for admission to your college. I hope to be able to visit Madison some time in September and to have the privilege of seeing this splendid work.

—S—

### Evidence of School Spirit

STUDENTS at Madison are facing principles of vital importance in their own lives and that are of great import in

the life of a nation. Loyalty to those principles reveals itself in various ways and often after a long period of time. It is something other than the conventional college "Rah! Rah!"

A letter came recently from Homer Chen, one of the earlier Oriental students on the campus. He was interested in acquiring all the agricultural information and skill possible that he might carry this back to his native home. He writes from Bangkok, Siam:

I was glad to receive a college calendar and to see pictures of new buildings on the campus. I shall never forget my experience in coming to Madison. I am glad to hear that you have a group of Chinese students there training for Christian service. Madison's system of education should be carried to the corners of China. My cousin is sending his application. I hope you will admit him. He wishes to be on his way as soon as possible. I have a son now seven years old. In time my wife and I hope to take him to Madison as a student.

Bert Deng, the artist, painter of Oriental scenes, who has taken premedical work at Madison, writes from Chicago, where he is finishing some of the pictures he did not have time for while in college:

I had an interesting interview with the pictorial editors of *The Chicago Tribune*, who promise to print a number of my paintings in the near future. Mr. Chiao and I were fortunate in being able to represent Madison College at the Mid-West summer conference of the Chinese Student Christian Association, held on the University of Chicago campus. We attended most of the meetings and discussion periods. More than sixty students from various colleges throughout the United States were in attendance.

—S—

### Introducing Madison Foods

A READER of the *Denver Post* put this question to the paper:

"What is the name of the Southern school that makes breakfast foods and other products from soybeans?"

The *Denver Post* replied in these words:

The Nashville Agricultural Normal Institute at Madison, Tennessee, has experimented with soybeans in its laboratories and has produced breakfast foods, coffee substitute, condensed milk and meat substitute. These products are widely sold under the name of Madison Foods.

Among the products which Madison is putting on the market as a result of its

experimentation with the soybean are Soy-Koff, Kreme O'Soy Crisps, Kreme O'Soy Milk, both plain and chocolate, Vigorost, Soyburger Loaf, Soy Cheese, Soys canned with Tomato, Kreme O'Soys, a special variety of soybeans canned plain. Among the breads are Thin Things, a wafer, Date Sticks and Fruit Sticks. Kreme O'Soy Bread and Butter Muffins are sold on the Nashville market but are not shipped to a distance.

—S—

### From Distant Readers

NOT to the homeland only but to far distant countries THE MADISON SURVEY carries its message. A minister of the gospel in China, representative of a strong mission board, reading week after week, writes of the education of his children who have reached the age when they must enter some institution in the United States.

The manager of an extensive agricultural project in India sees the little paper on the desk of the president of the institution. He writes for information concerning soybeans as they are handled at Madison.

A Seventh-day Adventist missionary in the Punjab, India, writes Julius Gilbert White:

I keep track of your campaign trips through reports in THE MADISON SURVEY. I am glad for the success which has been yours through the blessing of the Lord in the presentation of the health message. I wish I might have spent a little time at Madison before coming East this time, to freshen my mind a bit. You are doing a fine job and my heart is with you.

Here is word from another quarter. A young man writes:

"I am a Czechoslovakian who has finished high school. I have read about your work and am enthusiastic about it. I would like to enter college."

Writing from a summer resort in the East, a friend says: "We keep the little paper in sight for our guests to read. By

this means we hope to interest some in your work in the South."

—S—

### Items of Interest

A snapshot sent by Professor E. C. Waller shows a commodious building in process of erection on the attractive campus of Pisgah Institute, near Asheville, North Carolina. This will provide rooming quarters for the young women and dining facilities for the entire school family. Professor Waller writes that Pisgah Sanitarium, located on the same campus, has had good patronage this summer, and that their quota of students is lined up for the coming school year.

\* \* \* \* \*

The Board of Education of Toledo, Ohio, is sending 840 pounds of used school books, freight prepaid. These are a gift to the hill schools and units, and will be appropriated by them at the annual meeting of Southern Self-Supporting Workers in October. Miss May Foster, secretary of the Toledo Board, is a cousin to Mrs. Lida Scott of the Madison family. Miss Foster writes that they expect to send books each year hereafter, and says, "All the men have been so interested and helpful. The principal of the Ottawa Hill School telephoned that he had 20 arithmetics he would bring over. I will hold them, hoping you will be up this summer and can take them back with you."

\* \* \* \* \*

Mountain Sanitarium and Hospital, operated on the campus with Asheville Agricultural School, near Fletcher, North Carolina, about fifteen miles from the city of Asheville, is the first of the rural units to conduct a School of Nursing. Its announcement shows a teaching staff of fourteen, including two physicians, six graduate nurses, and other well-qualified instructors and technicians. This School of Nursing has Grade A rating with the North Carolina State Board of Nurse Examiners and its graduates are eligible to state registration. We congratulate this institution for its development and high standards. The announcement shows the fine new hospital building and the exceptionally attractive chapel and school building.

Each year adds to the number of young physicians locating in small towns and rural sections of the South. It is the country that suffers for the medical aid, and the country doctor has a wide field for usefulness. The latest arrival in this section of the South is Dr. Reuben Johnson, who recently purchased the equipment of Dr. L. A. Absher of Portland, Tennessee, and has opened offices. He is within five miles of Fountain Head Sanitarium and will serve as medical director of this thriving little center.

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THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 30

Madison College, Tennessee

August 10, 1938

## An Appeal for Help in Housing Students

FOR a number of years the problem of providing adequate room for students has been before us. This season it is more acute than ever. Dr. Bralliar has been raising money for an addition to Gotzian Home, which will provide for forty young women. He has received help from friends for a new men's bath, a concrete block building, which adds greatly to the welfare of the students.

But to accommodate incoming students this fall there is need of cottage room for another forty to fifty young people. The estimated cost of building and furnishing these rooms is \$10,000.

Madison's policy has been always to expand only so fast as there is money in sight. When the institution was founded a no-debt policy was solemnly adopted. The faculty has been held responsible to earn the operating expenses through the industries. It can go no farther than it can earn its way.

Friends of the institution, those silent partners of the faculty, have donated funds for buildings and equipment. Very generous have they been in doing this. They have known that whatever they gave would be permanently invested to increase

the earning capacity of the institution and to give students enlarged opportunities for remunerative work. It would not be used for paying teachers' wages nor for other operating expenses.

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### TEN THOUSAND DOLLARS

**W**ILL provide rooming facilities for fifty more students to carry college work while earning in large part the expense of their education.

Madison has discovered that when it has a need, it is wise to make it known.

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A confidence has thus been established. Men and women have made an investment in college property which was guarded by State charter. That investment brought privileges to students seeking Christian training. They considered this a more valuable investment than stocks and bonds.

**S**UCH investment brings an income in the form of trained workers. It has been a steady income, increasing with the years. It does not diminish in lean years; it was not altered by the depression.

Young people who are the beneficiaries of these gifts, after earning their education in large part in campus industries, are devoting their lives to service. They can be found today operating schools and medical centers that are a blessing to their communities and a savor of life to the needy. They are to be found in the homeland and in far-flung corners of the world.

Should Madison establish a hall of fame it would contain the names of those

who purchased the original tract of land, the foundation for the industrial features of the institution and the ABC of its educational scheme. There would be the name of a Western ranch owner who built the dairy barn; of donors whose gifts took form in cottages for students, in buildings and equipment for the sanitarium which has grown section by section as the demands increased. There would be the donor of Assembly Hall, of the New Library, and other buildings in the senior college group.

Turn where you will, one faces evidences of the faith of Madison's friends, a faith not so much in individuals as in the policy

that what is invested in the institution will be used to extend facilities, to broaden the possibilities for students to earn their education.

Today \$10,000 is needed to house new students. The campus family—students and teachers—is praying earnestly that this need will appeal to some charitable persons. It is praying that somebody's heart will be touched.

We hope to hear from men like the noble centurion whose gift of a building appealed to the Savior. We make bold to ask assistance because the investment will bring rich returns, far richer returns than \$10,000 spent in many other ways.

## Some Determining Factors in the Institution's Growth

### A Philosophy

MADISON COLLEGE cannot measure its success either by the size of its buildings or the number of students enrolled. Its argument is always in favor of the small college which makes possible close association of students with teachers and administrators.

However, that alone is not the controlling factor. Madison was established for the purpose of placing Christian education within the reach of worthy young men and women at a minimum outlay of cash. It was born to exalt the idea of work and the principle that man is benefited by labor.

Its development, therefore, is a business proposition. How large a campus population can the college provide with remunerative work? A definite ratio between the earnings of the institution and the expense of maintaining a student body must be established and adhered to. Madison dare not operate at a loss, for it has no organization to subsidize it or liquidate its debts.

Experience demonstrated in the past that Madison could carry a student load of approximately 300. With expansion in the sanitarium and other earning departments, as it faces the school year 1938-39, it is raising that quota by 50. In other words, it is opening its doors to 350 students this fall, giving them an oppor-

tunity to earn their college expenses in large part in the campus industries.

This summer over a thousand dollars a month was paid to help hired from the outside, money that should have been earned by students and applied on their college expenses.

Make room for fifty more in the college group. That is the basis for the request for \$10,000 for cottage room.

### Another Side of the Picture

BY furnishing remunerative work, Madison has placed education within the reach of thousands who otherwise would have been deprived of those privileges. The result? Hundreds of men and women, loyal to these principles of self-maintenance, Christian training, service to mankind, are operating other institutions of like character. The fruit of the effort is seen in these "units," these affiliated educational and medical centers.

The field of opportunity for workers so qualified has not been exhausted. Therefore, Madison cannot relinquish its efforts. It is today reaping the results of a third of a century of effort, begun in obscurity, operated for years largely unobserved. Like a plant of slow growth, deep rooted, the fruit of its maturity is now being called for in a widening area.

Not less work in the future, but increased output is the program if we rightly interpret circumstances and providences.

### The Kernel Grew

MADISON itself was scarcely on its feet when the first outposts were established by ambitious, forward-looking students. And through the years new units have been put into operation. Thousands of dollars that might have been expended on the campus to enlarge Madison's facilities have been directed to other centers, making possible such institutions as Asheville Agricultural School and Mountain Sanitarium, Pewee Valley Sanitarium, Fountain Head Sanitarium and School, Pisgah, Lawrenceburg, and others.

Probably as much has been invested to assist such enterprises in their early struggles as has gone into the upbuilding of the parent institution; possibly it has been more. But giving, sharing, has brought blessings, and the policy still persists.

That, too, has been a determining factor in Madison's growth. These are all factors to be considered in planning for the future of Madison College.

Having decided that of the hundreds who are knocking at the door, only enough to bring the maximum to 350 or 400 can be accepted—an addition of 50 to the present family—housing facilities for that 50 is the question of the hour.

### How

CAMPUS buildings are practically all the work of student labor guided by the institution's master mechanic. No large dormitories are provided for the students. With its wide expanse of territory, a campus of forty acres or more, there is no want for building room. It is not necessary, as in crowded city centers, either to build high into the air or to go below the surface.

Simple buildings, simply furnished, have been the homes of Madison students. It is a type of building that they can easily duplicate when they begin their own rural centers, a type that lends itself well to people of limited means who build no faster than they have the money in hand.

### An Eye for the Hidden Chance

SOME men are endowed with skill of hand and can best contribute to the world's industries. Some are "apt to teach" and find their field of activity in the class room or with the sick and afflicted.

Still others are God's appointed stewards of money.

It takes them all to make the world. It takes them all to make our little plant at Madison function successfully.

There are some men of means who are looking for ways to invest their capital to the best advantage. They are listening for a suggestion as to the place where their money will bring the most substantial returns. It has been reputed that Madison can make a dollar go farther, accomplish more, than ten dollars under ordinary circumstances.

Just now its teachers, its industrial heads, and its medical men need, for the sake of their students, the help of a man, or two or three men, who are willing to match their money with the talents and abilities of others on the campus.

It is a frank statement that we are passing on to you. An equally frank reply will be welcome from some of you.

—S—

## Two College Lads

A YOUNG man of good mind, keen, active, son of college-educated parents, one day announced that he wanted no more of the conventional education to which he had been exposed. He was disgusted with unapplied theories and tired of the classics. Against the protest of his parents, he dropped his school program. He opened a garage and corner filling station where he could use his hands. He loved machinery. He would support himself and do it in his own way.

By chance, perhaps and possibly otherwise, father and son visited Madison. Father was impressed by the program of students-at-work. Son listened to the story of a work-study program. He saw young people applying the principles of physics and mathematics in the shops. He saw the application of the chemistry of foods and of soils vitalizing the work on the farm and in the diet kitchens and the food manufacturing department of the college.

His countenance lighted up. Education assumed a new aspect. He visualized a program that makes a man a master instead of a slave of labor.

He spent several days on the campus in work clothes, associating with students, at actual work with the mechanics. Physically he added five pounds to his weight, but of greater significance was his awakening to the possibilities of a college education under these conditions.

His outlook on life was changed, he set his feet on another road; his mind opened to the value of hand work coordinated with mental and spiritual development.

A second lad was one of twelve children whose father is a tenant farmer in Alabama. The family income is the cotton crop from eight

acres of land. But the keen mind of this young man raises him above the circumscribed life he has inherited. The magazine article gave him an inspiration before undreamed-of.

He wants an education that will make him a useful man in his community. He is willing to work for it. He loves the farm, the growing crops, and the animals. Will Madison give him a chance? His case and those of fifty others depend upon the solution of our student housing problem.

He who educates a young man to fill a place of responsibility lives on long after his own life work is ended.

—S—

### A Case That Illustrates the Plan

A YOUNG woman, by a death in the family, fell heir to the care of four younger brothers and a sister. Living on the red clay hills of Alabama, the outlook for their education seemed small.

Those were the days when Madison accepted students for the grades as well as more mature students. Through the kindness of a member of the faculty, that young woman was given a chance to bring her charges to Madison. They filled a cottage.

The young woman trained as a nurse, and her earnings, together with the work of the lads on the campus, raised and educated that family of boys. Finishing the premedical course at Madison, two of the boys entered the College of Medical Evangelists, were graduated, took their intern work in Southern hospitals, and are now practicing physicians in Tennessee.

That older sister, Miss Ruth Johnson, was called by the General Conference to medical missionary work in West Africa. For six years she stood by her post there. Last year she spent her furlough with the brothers, Dr. David at Madison, Dr. Reuben, now at Portland, and Adolph, the farmer of the group. Some pressure was brought to hold her in the homeland, but the love of her work for the poor and needy in Angola was overpowering and she returned.

Madison, by its work-study program, made possible the education of this group. Hundreds of others testify to the value of this type of education and bless the institution that made it possible.

Ten thousand dollars will open the way for another fifty to have a place at Madison. And that ten thousand will continue to house students, in the natural order of things, for years to come.

—S—

### The Time Is Ripe

WHEN the fullness of the time was come," the classic expression used in connection with the birth of the Savior, indicates that events in history are timed. Some men know

their times; some walk in darkness and are taken unawares.

We are told that the "essence of all right faith is to do the right thing at the right time."

Success depends largely on interpreting providential openings and acting quickly.

We are making history fast these days. Radio commentators tell us night after night that no one knows what a day, an hour, may bring forth among nations. The firing of a shot started the World War; another shot may bring similar results.

It is a time when quick action is necessary. Before the culmination of events the principles of Christian education must belt the world. It is apparent from many sources that men in foreign lands as well as in the homeland are looking for something that will prepare the rising generation to meet the impending crisis.

It is a significant fact when a single magazine article bearing the title "Self-Supporting College" will bring responses from several thousand youth who, by the economic condition in which they live, are forced to have more education, and as the result of those same economic conditions are unable to attain it. Young men and women grasp at a straw; they beg for a chance as though life itself depended upon upon it.

But the responses to that magazine article have not all come from college applicants. There have been others just as significant—responses from business men, from professors in colleges and universities, from judicial officers and rulers of provinces, from physicians in foreign lands, from missionaries representing the interests of many denominations.

From all these sources comes the echo of discontent with present conditions and a desire to see something in the way of education that will better prepare the coming generation for the conditions it must meet.

A university professor writes that for years he has hoped to see something similar to the Madison system put in operation, had hoped himself to have some part in such a movement.

Another writes: "You can hardly imagine how inspiring it was to learn about your work. It was a revelation for which I am most grateful."

A government official in the Far East, after reading that same article, wrote:

"Madison's scheme admirably tackles problems that face educationalists in our own country. Costs are minimized; educational facilities are maximized. We will be grateful for further information regarding the workings of your institution, that we may establish one on similar lines."

Such are the challenges to all who espouse the principles of Christian education. These, to us, seem providential leadings. The hour has arrived for a more decided advancement.

Such circumstances give Madison boldness to solicit help in meeting some of its problems. The imminent one at this time is the housing of students.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 31

Madison College, Tennessee

August 17, 1938

## A Solution of Modern Economic Problems

AT NO OTHER TIME in the history of the United States have economic conditions assumed such proportions, called forth so much study, aroused such a multitude of proposals for solution, and cost the nation so many billions. One set of philosophers upsets the theories of another while the war for work and wages goes on.

Someone has made the statement that a study of the Scriptures, the Old and the New Testaments, will reveal a solution of the social situation that today is wrecking lives and throwing thousands into conflict.

God led a nation of slaves out of Egypt, placing them on the land in Palestine, every man a landowner, every family in perpetual possession of a homestead to which his children became heirs. That was the greatest back-to-the-land movement the world ever witnessed. Something like three million people were involved. In that movement also were involved principles of national existence that would eliminate poverty; that would make charity, in the modern acceptance of the term, unnecessary; that would develop an independence and self-containing community life; that would minimize crime and exalt honesty of living, respect for others,

From a chapel talk by Dr. E. A. Sutherland

cooperation in social interests, and general welfare.

THE SUBJECT is discussed with great freedom in "Ministry of Healing" by White, and from this work I shall quote:

In God's plan for Israel every family had a home on the land, with sufficient ground for tilling. Thus were provided both the means and the incentive for a useful, industrious, and self-supporting life. No devising of men has ever improved upon that plan.

At times modern prophets have arisen who taught this same plan to the people of their generation. For instance, one of the greatest industrial magnates of the United States, Henry

Ford, is quoted as saying:

The farm movement is the only thing that can solve the unemployment problem. Everyone should have a garden or a farm. That would get them in the habit of working. As the farm movement progresses, industry automatically will improve.

The Bible describes at some length the plan of life laid out for Israel, and that story is told that our generation may profit by it. "Obedience to God's commandments would surely result in prosperity."

IT is in harmony with this system of living that Madison is located on a large tract of land, making agriculture the foundation, the alphabet of its educa-

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### MAN'S HOME ON THE LAND

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WITHIN the vast boundaries of nature there is still room for the suffering and needy to find a home. Within her bosom there are resources sufficient to provide them with food. Hidden in the depths are blessings for all who have courage and will and perseverance to gather her treasures.

—*Ministry of Healing*

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tional scheme. The step was taken in faith, with confidence that as the correctness of these principles are demonstrated, the Spirit of God will impress the minds of seekers after truth. Through an educational system built on this foundation, it is possible to touch the lives of thousands. It is a practical way of cooperating with God in this time of extreme perplexity.

The old world is breaking up. Civilization is being strained to the limit and is in danger of a collapse. But according to the Scriptures, out of all this will come forth a remnant, professing Christianity, that will stand before the world as a great light, revealing the gospel in this practical way.

Every member of this remnant will be demonstrating the gospel in a practical way. They will adopt the divine plan for a home on the land. They will follow the principles of God in matters of health, in eating, drinking, and dressing.

The gathering together of this remnant for the great gospel movement will depend upon the loyalty of Christians to these principles. Teaching these principles in the classroom and from the pulpit has its place, but of far greater import is the life of the congregation as it gives a living demonstration of these teachings.

**T**HERE IS no lack of room for this demonstration. Finding the location is not the problem; the difficulty lies in developing a mental attitude to do what Christians are instructed to do. It is almost unexplainable why people will remain in crowded city centers, facing poverty and distress, when a way of relief is at hand. They are like the wife of Lot in the city of Sodom. They are anesthetized, their senses are dulled by long contact with the artificial. Faith, courage, the dare of the pioneer is lacking.

There is a distinct type of missionary work for those who heed the call to the land. "Christian farmers can do a real missionary work in helping the poor to find homes on the land, and in teaching them how to till the soil and make it productive."

There are movements on foot to exalt the cultivation of the land as a means of regenerating men's lives. To illustrate: Dr. Frank W. Price, head of the

Department of the Rural Church, Nanking Theological Seminary, speaks of the "human-divine significance of the rural vocation," adding:

We work for God! We work with God! A Christian farmer can say that . . . . "We are fellow-workers with God." Where is that more evident and true than agriculture and in the various occupations of rural life . . . .

In our machine age we are in danger of losing our faith as we work. We release powers and begin to think that we are all-powerful. We carry on our little round of duties and fail to see their cosmic relationships and meaning. Especially are those living in cities engrossed with things and machines. The rural vocation can keep alive in us the realization of our dependence on a wisdom and a power greater than our own.—*The Christian Rural Fellowship Bulletin, June, 1938.*

Dr. Price says, "I like to think of Jesus as a farmer as well as a carpenter. From his parables, from his love of the outdoors, from his appreciation of the beautiful in nature, I am sure that he plowed as well as made plows."

From such mental attitudes toward the land and life in the country, there springs a movement to return the crowds to the land, to teach them to earn their living from the soil, to more nearly equalize wealth in a normal and permanent way by making impossible the extreme poverty that is the outgrowth of present-day conditions.

**T**HE POSSIBLE fate of many cities is demonstrated in these days of air-bombing in Spain and the Orient. The denser the population, the greater the danger and the more terrible the effects of the attack. Life is not safe in any quarter. For many years the Church has known the imminence of these conditions and yet little has been done to effect a radical cure. When the woes come, as come they will, those who suffer will ask you, "If you knew these things, why did you never tell us?"

This is our opportunity to make our homes and surroundings attractive. Industry, cleanliness, taste and refinement should take the place of idleness, disease, coarseness, and disorder. By surrounding students with the delights of a rural home, beautiful to look upon, Madison is striving to instill in a constant, quiet way, a love of the beautiful, of industry, simplicity, genuineness, and Christian character.

As Jesus sought to correct the world's false standard so by our lives and practices we are to exalt right methods of home life, correct standards of education. We are to teach the value of life on the land, and on this earth, "make a little heaven to go to heaven in."

Precious is the promise that "He who taught Adam and Eve in Eden how to tend the garden, desires to instruct men today. There is wisdom for him who drives the plow and sows the seed . . . . He will guide His people, and give skill and understanding in the work they are called to do. He will give wisdom to those who strive to do their duty conscientiously and intelligently. He who owns the world is rich in resources, and will bless everyone who is seeking to bless others."

—S—

### Let No Man Despise Thy Youth

A SEVENTEEN-YEAR-OLD girl, in the British West Indies, wanted to act as salesman of Madison Foods, but was rather discouraged by managers because of her youth. Her grasp of the situation and her argument in her own behalf are worth considering. She writes:

"Your letter was rather encouraging with the exception of one feature: that is my youth, which you claim unfits me for sole agency. It is true I am seventeen, but that will not impede my working capability in handling health products.

"Please, sir, I am well developed physically. My weight is 149 pounds; height, 5 ft. 9 in. Wherever I go people take me for twenty-three, at least. Remember, God chose David, a youth, to do a mighty work. We are told that God is depending upon the youth of today to finish His work. Daniel was but eighteen when brought into a heathen court for service to the King of Babylon. Also, many other youth have been chosen to bear heavy responsibility.

"Please do not reject me. Give me an opportunity. I am interested in health work. My chief reason for wanting the business is to aid me in obtaining my objective—a dietetic career, if possible, in one of our sanitariums.

"I have a plan with God's help to bring

this work to all the Island if you will give me an opportunity and your cooperation. The plan I will not disclose until a fair chance is given me. Who knows but this may be the means of bringing many to a knowledge of our great work? You may expect a recommendation and an order for food products in a few days. I trust your opinion will be changed."

The heart of the sales manager was touched.

—S—

### Improving the Madison Farm

WHEN THE nucleus of the Madison farm was purchased, approximately 400 acres on the banks of the Cumberland River, the land was in many places badly eroded, often down to the clay subsoil and the rock. By years of proper cultivation, the rotation of crops and other methods of rejuvenation, the farm has gradually become an entirely different proposition than it at first presented.

A number of men of practical experience are cooperating in the production of farm and garden crops. Three years ago J. G. Rimmer, member of the college faculty, made a survey of the cultivated soils of the college property in the preparation of a master's thesis. A chemical analysis revealed the need of extensive treatment to counteract the acid condition of the soil.

During the past year some very valuable experiments have been made with excellent results, by reducing to dust the limestone rock taken from the farm and applying this to sweeten the soil. The difference between the crops growing on soil that has been limed and on land that has not been so treated is very marked.

An abundance of rain at proper intervals has also aided the farmers and gardeners in producing abundant crops this season.

—S—

### Changes in College Methods

THERE IS a growing consciousness of the needs of fitting education more and more to changing social conditions and of making it possible for youth of limited finances to have their share of college life.

The *Nashville Banner*, August 8, 1938, contained the following:

A cooperative plan of education under which "almost any young man with intelligence and ambition" can go to college will be inaugurated at Birmingham-Southern College this fall.

Dr. Russell S. Poor, director of the cooperative plan and head of Southern's extension department, said the system was begun thirty-three years ago at the University of Cincinnati, but has not been attempted at an Alabama school. The Georgia Institute of Technology uses a similar "coop" plan.

For over thirty years Madison has operated a similar plan, which is referred to here as the work-study system. Madison's advantage over some other institutions is that its industries are operated on the campus and under the management of the college, while most other institutions send their students into industrial concerns at a distance. Birmingham-Southern pairs the students. "One attends college for a semester while the other works. At the end of the semester the two exchange places. One student always is in the classroom, the other on the job."

—S—

## Campus News

The third of the semi-monthly music concerts was given on Tuesday, July 26, following the evening chapel hour, by John Robert, with Mrs. Alice Straw at the second piano. The program consisted of selections from Liszt, Schubert-Liszt, Wagner-Liszt, Chopin, and Bach-d'Albert. The family is appreciative of these entertainments.

Among recent visitors are Mr. Milo Hastings, of McFadden Publications, New York City, interested in foods and the general health program of Madison, who spent several hours on the campus acquainting himself with the principles and operations of the institution. Professor Richard Deverall, editor of *The Christian Front*, and a member of the faculty of Villanova College, near Philadelphia, spent several days here. He desired to familiarize himself with the students and teachers and to study the work-study program of the institution.

Mrs. Nis Hansen of Corcoran, California, is spending several weeks with Professor and Mrs. Nis Hansen, Jr., who are members of Madison College faculty. Mrs. Jennie Hansen-Andross, a sister, stopped for a few days the middle of July. While in the States she had attended the marriage of her daughter to Mr. Stanley Faulkenberg. The young couple went to their mission field in Havana, Cuba, and Mrs. Andross returned to Jamaica where she and her husband have been active mission workers for over a dozen

years. Mrs. Andross was a student of Madison in its early days and it is a real pleasure to have her return from time to time.

Julius Gilbert White gives the following items about his recent health conference and those who attended. The attendance was not large but in the group were men from Arkansas, Arizona, California, Florida, Iowa, Japan, Kentucky, Michigan, New York, Palestine, Tennessee, Virginia, and West Virginia. One of these was a man of 63, for many years a dentist, who had smoked for forty years. He had tried at various times to break the habit. Last winter he secured the text of the Learn-How-To-Be-Well lectures and after reading the one on tobacco, stopped smoking at once. He took home with him 100 slides on tobacco with which to begin work for others.

A truck load of handsome tomatoes, sent in payment of a sanitarium patient's bill, was delivered at the cannery this week. Home-grown tomatoes are the finest in years and are going into cans at a rapid rate. So also are peaches which come from Georgia, as the peach crop in this section is a failure due to untimely frosts.

Mrs. Marguerite Jasperson, Principal of Asheville Agricultural School, located on the campus with Mountain Sanitarium, Fletcher, North Carolina, returning from a visit with friends and relatives in Wisconsin, was met at Louisville, Kentucky, by her son Robert, a Madison College student, and spent a few hours with friends on the campus this week.

A new dental office has been equipped in connection with the sanitarium. For six years or more Dr. C. Wilbur Graves, of Nashville, has had office hours at Madison one day each week. July 1, Dr. James Trivett, graduate of Southern Dental College, Atlanta, previously a Madison student, was added to the Madison group of workers, and opened his offices here.

Miss Kate Macey, pioneer in the field of nursing among Seventh-day Adventists, who has been connected with Oshawa Junior College, Oshawa, Ontario, is back on familiar ground in the Southland. She stopped to see friends at Madison, then continued her journey to Glen Alpine Rest Home, near Morganton, North Carolina. There she has a cottage which she calls home and there she is helping a group of self-supporting workers.

Among recent visitors on the campus have been Dr. R. W. Babcock and Mrs. Babcock, of Great Neck, New York; John Blair Jackson, of Columbia, Tennessee; Miss Harriett Buell, Manchester, Tennessee; and George P. Missbaugh and E. G. Belcher, Beckley, West Virginia, who came for the Health Conference. Miss Buell said she came for the lectures and for the beauty of the place and that she got both.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 32

Madison College, Tennessee

August 24, 1938

## Where Shall I Get My College Education?

MANY young men, young women, the country over are pondering the problem of their future education. Rose Wilder Lane, in an enlightening article in August issue of *Woman's Day*, says to parents, "Don't send your son to college."

As a mother she watched the unfolding of character in a son as he spent ten years climbing through the grades to high school graduation. During his senior year she told him repeatedly, "If you go to college, you must go," meaning that he must make his own way, earn his own college education. High school had not prepared him to meet that situation. She writes:

I tried to make him realize that a man must get what he wants by his own efforts. But the fact of his life was that he could do nothing about it. He was as helpless in the school routine as a grain of wheat in an elevator is helpless to change the endless belts. He was graduated, and I said, "All right, now go to college if you can."

Mrs. Lane is by no means averse to a college education for the youth; far from it, but she insists that the youth themselves should take the initiative and pay their own way as they go.

For thirty-three years Madison has been making education possible for young men and women who have the grit and

determination, and the earning ability to carry a work-study program.

ECONOMIC conditions today are doing for youth what most parents endeavor to shield them from. Stepping from high school, thousands face the situation that to find employment they must have more education, and that to get a college education, they must meet their own expenses. Father and mother have gone as far as they can in bearing the financial burden. Like Mrs. Lane, they say, "If you go to college, you must go."

Meeting this situation as Madison does in its correspondence with hundreds of young men and women, it is refreshing to receive a letter that reads thus:

"In my search for the useful life, and in my endeavor to broaden my intellectual, religious, and social horizon, the necessity of extolling the principles of Christian service has become more and more apparent. Your institution affords me the opportunity of training with men of high ideals who intend to devote themselves to missionary work, which is the field I expect to enter.

"Five years ago I was graduated from high school. A college education was denied me because of financial difficulties.

### THE CRUCIAL TEST

IT IS the degree of moral power pervading a school that is a test of its prosperity. It is the virtue, intelligence, and piety of the people composing our schools, not their numbers, that should be a source of joy and thankfulness. . . . A living faith like a thread of gold should run through the daily experience."

By intense study and self-support I had the good fortune to secure a position as teacher of English to the foreign born. I was fortunate in receiving a high rating on an examination for which the prerequisite was a college diploma. For two years I have worked in the capacity of a teacher receiving a small salary which enabled me to support myself.

"Never forgetting my hope of some day achieving a good formal education, when I heard of Madison and the opportunities it affords, I saved by dint of frugal living enough money for the entrance fee and to care for any exigencies.

"Teaching was not my only venture in self-support. Wishing to advance in manual skills, I served as an apprentice for both a printer and a carpenter. For the last three summers, combining my desire for a vacation, for fresh air and the good earth, and the physical need for hard manual labor, I spent the summer months on a large farm. Little did I foresee in what good stead this experience would stand should my application to you be accepted. . . . How anxiously I await news of my acceptance."

**A**N INTELLECT capable of hard study and mastery of difficulties; a spirit to serve the Master, giving Him the best of one's time and ability; experience in self-maintenance and a willingness to earn a college education if that opportunity is afforded—those are qualifications for admittance to Madison College.

But there is a limit to what one small institution can do in providing remunerative work, and a limit to the number who can be housed. That limitation was presented in the SURVEY of August 10, which asked the assistance of friends in securing \$10,000 for cottage room.

The paper was scarcely off the press when a friend living temporarily on the campus responded with a check for \$100. That was the first. We take it as an index of the attitude of many friends of youth and Madison, who will unite with the faculty in making education for Christian service possible to still other young men and women.

Ten thousand dollars will provide living

quarters for fifty more students than can now be accommodated. And it has been determined by the faculty that these fifty more can have work to meet in large part the expense of their education. We are investing in human lives and ask your cooperation.

—S—

### Student Activities Are An Attraction

**T**HE necessity of "adjusting the curriculum to meet the needs of a changing world" is an expression used so often within the past ten years that it has become almost trite. But never in any decade has there been such radical changes as are at present taking place. Methods of transportation have speeded up marvelously. Modifications in educational standards and ideals have been made with equally amazing rapidity. Where a few years ago an institution was almost ridiculed for suggesting that the industries should hold place beside the traditional subjects in the school curriculum, economic changes through which society has passed have brought practical education to the front.

In order to maintain their prestige colleges are revamping courses to meet present demands. Witness Birmingham-Southern introducing what it calls the "coop" scheme of work and study this fall.

Dr. H. W. Nisonger, professor of adult education in Ohio State University and Professor Starbuck, graduate of the same university, who is to head the agricultural department of Rio Grande College, visited Madison. They are in search of ideas and suggestions for modifying the curriculum of a small Baptist institution which has operated for the last fifty years on traditional lines in the southeastern part of their state.

Rio Grande College has purchased a 300-acre farm and plans to introduce the industries. It is located in an agricultural and mining section directly influencing seventeen counties in the hill section. Its management, working under direction of the University, desire to change its pattern until it more nearly meets the community needs. President Lewis of Rio Grande, and Mrs. Lewis also, spent

a few hours on the campus.

It is the variety of student activities that interest these educators. The work on the farm, in the gardens, shops, printing department, and food factory appeal to them. The making of soy milk and other soy products has a deep concern for many who visit the college campus these days.

AN army officer asked to be shown about the institution. He was just up from the maneuvers in the Mississippi Valley in which 20,000 troops, playing the part of foreign invaders, attempted to take a rich section of the South, and an army of half that size was attempting to hold the invaders at bay. That army officer was Lieutenant Colonel C. H. Hale of Miami, Florida.

Dr. Hale is a member of the Board of the city schools of Miami, and his Board asked him to visit Madison to see what is going on here. His Board is interested in increasing the trades work in the city schools. Their representative looks critically into various activities in operation here.

#### News From Abroad

THIS interest in things practical in the realm of education is not confined to the United States. The wee bit of reflection that we catch in our corner of the earth indicates that much agitation is given to the subject in other countries as well.

A marked copy of Mahatma Gandhi's official organ, *Harijan*, issue of July 2, 1938, was sent directly from Poona, India. It contained a reprint of Weldon Melick's article, "Self-Supporting College," from the May issue of *The Reader's Digest*. The article elicited letters of inquiry from various sources. One reads:

The congress leader, Babu Rajendra Prasad, is very much interested in your institution and will be glad to receive literature concerning your college, its history, organization, and curriculum. . . .

A friend recently home from Europe writes:

I was greatly pleased to see the fine write-up of your school in the May issue of *Reader's Digest*. Before leaving Europe I noted that the article had been quoted by several of the papers in England.

The Institutional adviser, National

Board, Y. W. C. A., Miss Alice Zabriskie, of New York City, writes:

I am eager to know more about your college. In courses of Institutional Management at Columbia University, I have lectured periodically on student labor, a subject in which I am particularly interested. I anticipate publishing a pamphlet, or book, on the subject in the near future in which I hope to have a few good photographs and interesting details concerning student labor, its advantages, educational value, and so forth. I am gradually gathering valuable material. The photographs which appeared in the rotogravure section of the *New York Times* are most interesting.

The astonishing fact is that a single article by a magazine writer telling of student activities in a small college in Tennessee should arouse such a volume of responses, is indicative of a deep interest in a new type of education, and yet not a new type, but a revival of an ancient type, made famous by educators whose work is commemorated by the Bible record and which has come to light at times through the ages.

—S—

#### Agricultural Training for Foreign Mission Work

WITH Madison, rural life is a fundamental factor. Agriculture is considered the A, B, and C of Christian education. In the early days of the institution these principles were enunciated for the founders in the following language:

God bids us establish schools away from the cities where, without let or hindrance, we can carry on the work of education upon plans that are in harmony with the solemn message that is committed to us for the world. Such an education can best be worked out where there is land to cultivate, and where the physical exercise taken by the students can act a valuable part in their character building, and fit them for usefulness in the fields to which they shall go. . . .

The usefulness learned on the school farm is the very education that is most essential for those who go out as missionaries to many foreign fields. . . . The knowledge they have obtained in the tilling of the soil and other lines of manual work, and which they carry with them to their field of labor, will make them a blessing even in heathen lands.

It is gratifying to see the fulfillment of these prophecies. Perhaps no students as a group are more interested in agriculture than those who apply to Madison from the Orient. The East is looking

to the West for advanced methods. Several Madison students already have carried their knowledge of agriculture and rural life problems from the campus to their homeland.

One of the 1938 graduates, Shubert Liao, is now enrolled in Texas Agricultural and Mechanical College for his master's degree, preparatory to returning to China.

About one year ago it may be remembered, Richard Caulker, of Bauebo, Shenge, Sierra Leone, who had just received his master's degree in Oberlin, spent several weeks in the Food Department of Madison learning the production of soybean milk and other products of which the soybean is a base before returning to his people in West Africa. In his land the poor people lack protein food and cannot depend upon dairy products. The soybean offers the solution of nutritional problems among the people of whom his father was a chief.

Madison has developed slowly and in an inconspicuous way along lines that today are attracting world-wide attention. For several years Dr. John H. Reisner, Executive Secretary of Agricultural Missions Foundation, of New York City, has had the institution on the list of schools to which he directs missionaries home on furlough, those missionaries who desire to benefit by an itinerary.

Recently the farm manager of a school in one of the South American countries, desiring to spend a year in the study of agriculture in the United States, appealed to Dr. Reisner for advice, "knowing," as he said, "that Mr. Reisner is in touch with agricultural education throughout North America and a word from him would be of particular value."

Dr. Reisner tells us that after explaining the use of the funds of the Foundation, he gave the inquirer the following advice:

I have a definite suggestion to make with reference to a year in the U. S. A. for the farm manager to get technical training in one of our agricultural colleges. Without knowing

his previous academic training, my immediate suggestion would be for him to spend a year at Madison College, Tennessee, one of your great Adventist institutions, and one of the really great educational enterprises in the United States.

I have known the President for a number of years, and have the pleasure of knowing a number of members of the faculty. Indeed, I never get in the vicinity of Nashville but I pay my respects to Dr. Sutherland by a personal visit. They have an extraordinarily fine herd of cattle on the college farm and of course provide classwork in this subject.

Madison would have another advantage for a farm manager in that he would be able to get first-hand experience in one of the finest self-help organizations that I know of anywhere. Moreover, if necessary, the gentleman could probably earn a good share of his college expenses. . . .

Madison appreciates the confidence this letter represents and will gladly welcome to its campus anyone whom Dr. Reisner directs here.

—S—

## Ten Thousand for Student Cottages

IN SOLICITING ten thousand dollars for added student lodging quarters on the campus, Madison faculty is offering its generous-hearted, far-seeing friends an opportunity to cooperate in an investment they are making in human lives.

If Madison can furnish remunerative work for college students, the teaching force, the laboratory facilities, and otherwise meet the operating expenses of an institution for Christian young people who could not otherwise have a college education, it has confidence that some of you will make gifts to house these students.

The problem faced just now is to furnish room for fifty students. Students themselves will build these cottages and be paid for the work. The money so invested will bring the donor a yearly income, steady, worthwhile, counted, not in coupons but in the satisfaction of lives made better and more useful.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 33

Madison College, Tennessee

August 31, 1938

## With an Apostle to the Mountain People

ON THE Cumberland Plateau, near Pleasant Hill, Tennessee, about midway between Nashville and Knoxville, Dr. May C. Wharton and her associates are operating Uplands Sanitarium, a splendid institution that cares for the sick and educates the community in principles of right living, a genuine godsend to this section of the Southland. Dr. Wharton came here as a young physician. On horseback in earlier days, she visited the scattered homes of the mountaineers, giving them the advantages of her medical skill, while her husband, so long as he lived, taught the children in the Academy.

With the help of friends, land was secured and simple buildings erected in order to handle the sick in a more effective way than is possible in their own homes. Dr. Wharton has gathered about her a group of devoted associates. Frequently she has had with her one or more Madison-trained nurses.

One must visit the sanitarium to appreciate the surroundings, the newer buildings faced with native stone, the earlier ones of hand-hewn logs. There are beautiful walks down the mountain side to lower levels with small stone buildings and

seats where sanitarium patients rest and drink in the beauty of that splendid mountain scenery amid life-giving pines.

There are two phases to the sanitarium work: one for general and surgical cases, and away from the main building is the other, devoted to the care of tuberculous patients for which there is urgent need. Tuberculosis seems on the increase again almost everywhere, and in these mountains are many sad cases in which, had the sufferers received instruction in time, the disease might have been avoided.

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### WHY NOT KNOW HIM?

THE PAGES of the New Testament will give you Christ Himself, talking, healing, dying, rising—the whole Christ in a word; they will give Him to you in an intimacy so close that He would be less visible to you if He stood before your eyes.—*Erasmus, Translator of the New Testament about 1512.*

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The sanitarium is an educational center as well as a medical institution. Dr. Wharton and her associates are doing all they can by means of community meetings and by individual instruction to change the lives of the people. Typical of this was the community gathering in the spacious Community House on the evening of the eighteenth for a lecture illustrated with lantern slides on health and alcohol, given by Professor J. G. Rimmer of the Madison College faculty.

By request of Dr. Wharton, Mr. Rimmer first presented the importance to the health of the mountain people of a balanced diet rich in vitamins and mineral salts. Then followed the lecture on alcohol.

Reporting the happy evening spent at Uplands, Mr. Rimmer says:

I found Dr. Wharton faithfully promoting the use of whole-grain breads, cereals, and other biologically correct methods of living, such as a liberal amount of fruits and vegetables in the diet, and exercise with plenty of fresh air and sunshine.

She and her co-workers are doing a noble work by encouraging the people of the mountains to grow and eat an abundance of garden vegetables and to be as nearly self-supporting as possible, and in every way to practice the great principles of healthful living.

Having spent twenty years at Madison where I have listened to such a wealth of instruction in regard to the establishment of small units for health work, it was a happy experience for me to see this instruction translated into tangible work, one we can see and hear, so to speak.

I have seen many units established by Madison students and faculty, but here is another cooperating in spirit and purpose, founded and maintained by faithful workers whose lives are devoted to the people of the Tennessee mountains. As may be expected, the Lord showers His blessing on such work done in His name.

At the lecture I met also Dr. Lillian Johnson who is conducting a medical work at Ravenscroft, near Pleasant Hill, this summer, and two fourth-year medical students from Cornell University who are interested in Southern medical work. One of these has spent four summer vacations working as a physician in the mountains and plans following her internship to locate in the Southland.

—S—

## Vesper Services

FRIDAY evening vesper services, closing the activities of the week and welcoming in the Sabbath, vividly reflect the spirit of Madison. Bible lessons that make a direct appeal to the heart often remain in the memory over long periods of years. Frequently we hear it said, "Outstanding in my mind is the recollection of the vesper services I attended when a student."

On the twelfth, J. E. Shultz, editor of *Watchman Magazine*, Nashville, gave the lesson, basing the study on the experience of Moses, as in the wilderness God was preparing him to lead the Israelites out of Egypt.

The Lord said to Moses, "What is that in thine hand?"

Moses answered, "A rod."

At the command of the Lord, the rod

was cast on the ground and became a serpent from which Moses fled in terror. Then he was told to turn and grasp the snake by the tail. Fearful yet obedient, he snatched the serpent and it again became a rod in his hand.

The question put to Moses was not, What is in thine head. He was a university graduate, learned in all the wisdom of the Egyptians, but it was not by that wisdom that his life work was to be accomplished. The time had come when men must *do* things.

Often the schools of today train the head without giving wisdom to utilize what is learned. Moses was taught that to please God, he must know how to use his hands.

Then the speaker gave the young people a glimpse of the worth of their education for service. The world is full of opportunities for those who are not afraid of self-support. "He who is afraid of self-support is not worthy of support." Periods of depression develop genius, for "genius is the child of adversity," not of abundance. "Dare to do things that are hard," we are told. "To youth comes the challenge. At Madison you have opportunity to shine. What use can you make of your hands?"

A SIMILAR thought ran through the lesson given by President J. K. Jones, of the Southern Union Conference of Seventh-day Adventists, who spoke on the seventh. "It requires toil and sacrifice to make real men in this generation. Whatever is worthwhile in life must be worked for. Madison, established on the basis of self-support, is putting something into its students that will be of value to them throughout their lives."

The last week-end service in July was conducted by the Music Department and consisted of sacred song and instrumental selections.

THE SIZE of the student body is increasing so the congregation on the nineteenth was divided. One section led by Julius Gilbert White, studied the need of prayer, the lesson being responded to by many of the young people who realize

the importance of communion with the Master as a part of the daily program.

I pray that your love may abound yet more and more in knowledge and in all judgment; that ye may approve things that are excellent; that ye may be sincere and without offense till the day of Christ.

This, from the first chapter of Philip-pians, was the scripture basis for the lesson by Professor Howard Welch. The meaning of sincerity was his leading thought. The root meaning is "without wax," un glossed, true to native value.

He illustrated the meaning of sincerity in a striking way. A young plumber finished his job on a new house and the inspector was called. Apparently sus-picioning something, the inspector called for a blow torch. Applying the heat to a joint, a little stream of wax ran down the side of the pipe. It was a telltale. Calling for a hammer the inspector gave one heavy blow to the joint, smashing it to pieces. "Now," said he to the young mechanic, "do your work as you should."

Sincerity the world wants. The Master workman expects us to be sincere, true, un glossed, giving full value.

—S—

## The Gift of Song

by JOHN ROBERT

WEDNESDAY evening chapel hour this week was turned into a concert hour since the campus was honored with the visit of Madame Cecile Stevenson, of Downer's Grove, near Chicago. Mr. and Mrs. Stevenson and four children had come to leave the two oldest, David, Jr. and Louise, for college work.

The spontaneity of the applause was ample proof of her genius and appreciation. College students are likely to be wary of lyric sopranos but when Madame Stevenson began her program with the charming, fleeting French number, "Le Bonheur," of Saint-Saens, every listener recognized the pure floating tones which demonstrated unusual flexibility. Mrs. Stevenson's stage work, both songs and interesting comments on the compositions, may be described as being full of grace and ease.

"O shone Zeit, O sel'ge Zeit" (O Happy Day) from the pen of the German composer, Goetze, and the Wood composition, "A Brown Bird Singing," presented a well-balanced group. Her second group was done with organ accompaniment and offered three semi-sacred pieces; "O Sanctissima" (Gumbert), "The Virgin's Slumber Song" (Reger), and "L'Anneau D'Argent" (Chaminade).

Mr. Robert played the accompaniment for Mrs. Stevenson.

"I usually like to turn to lighter, gayer things in my last group," she told her audience, and so sang Haydn's "Die Seejungfer" (The Mermaid), and "Ouvrez!" by Dessauer. To leave the listener in a pensive mood she sang the well-known Irish air, "Robin Adair." In response to numerous requests she used as en-core Carrie Jacobs-Bond's "The End of a Perfect Day."

Madame Stevenson has done signal work in developing music appreciation in schools in and around Chicago. She maintains that the kindergarten and prekindergarten child is the one who needs the training for music appreciation most. When this phase of development is left until more mature years, then the natural love for good tones and music is either perverted or almost lost.

—S—

## Gleanings From the Correspondence

A STRONG BOND of sympathy is expressed in the words of Dr. Howard E. Mather of Genoa, New York, representative of the Christian Agrarian Society, motto, "For the Christian Rural Revival in America," who says:

I am greatly interested in your college and its workings. For twenty years I have planned such a college for the training of men and women for the rural ministry in pastorate and educational work. I hold the charter for Union Theological College, and the Hartford Missions Group is making the first settlement of two farms here at Genoa this fall to cooperate in the launching of the college.

The idea of Union College is to provide a self-help college for worthy young men and women who desire to enter the Christian ministry, telescoping college and seminary in one four-year course, with the degree of Bachelor of Theology, and also Bachelor of Religious Education, with special emphasis upon the rural church.

Our proximity to Cornell University, and the assured cooperation of the College of Agriculture there, is a considerable factor in our plans.

A CALL for help comes from Director George A. Bellamy of Hiram House, a Social Settlement in the city of Cleveland, Ohio, who writes:

For some years, particularly since the depression, I have been feeling that our agencies in this city should have a department which purposes to give boys and girls originality and initiative in helping them to support themselves.

I would like to start something like that on a small scale this fall or winter and would appreciate suggestions from you of any young man or woman who you think could handle our young men and women and who has the ability to begin such a program. Many of the business men in Cleveland would appreciate the growth and development of such a project. I

am wondering if you have any unusual personality who has come up through your training, habit-formation and ideals, who would be able to carry over some of the things that you have so successfully done at Madison.

**R**ETURNING to Miami, Florida, Dr. C. H. Hale made a written report to the Board of Education of Dade County, for which he is a research worker, which he entitled, "I Saw Madison." After describing the general set-up of the institution, its various industries, and their connection with the college program, Dr. Hale closed his report with these paragraphs:

While it is recognized that many of the activities and, of course, the denominational emphasis, would not be applicable to inclusion in our public school system, it is certain that the emphasis on education with practical application, definitely fitting our school graduates to enter upon economic independence, is a goal assiduously to be sought; and unquestionably the methods employed by Madison amply illustrate the technique possible in building up in Dade County a practical school system which might reasonably contribute an entirely new emphasis to public education in the United States.

The interest in this program is evidenced by the fact that since the publication of the article in *Reader's Digest*, and as a direct consequence of it, more than 4,500 replies have been sent to inquirers in all parts of the United States and in several foreign countries, both by persons seeking to secure entrance to the school by their children, and by educators seeking to establish a similar system in connection with educational institutions in which they are interested.

Apparently the need for shaping our curriculae more toward the practical is a serious concern for a large part of our population, both lay and professional, and may Dade lead the way.

—S—

### Visitors on the Campus

**M**ANY pleasant contacts are made with people from near and far who spend from a few hours to several days with the college family.

On the twenty-third Dr. John Lake, a native of the South, who is in this country temporarily, paid a short visit to the campus, accompanied by G. G. Grabar of Franklin, Kentucky. The Doctor is known the world over as "John Lake of Hong-

kong," founder of Taikam Leper Hospital, located on an island off the coast of China near Hongkong. He was especially interested in meeting the Oriental students. His pleasing personality will long be remembered by all who had the good fortune to meet him.

W. A. Chio and M. N. Sie, two young men from China who are working on their Doctor of Philosophy degree in Cornell University, came on recommendation of Dr. Williamson, one of their instructors. To them the soybean developments made a special appeal and also the general work-study set-up of the institution. They say that an institution of the Madison type would prove a great blessing to China.

Professor William Ratje and Mrs. Ratje of Central Wesleyan College and Orphanage, Warrenton, Missouri, spent some time looking over the place on the fourth. Theirs is a junior college supported by the Methodist Conference and Professor Ratje has charge of the Orphanage farm. With a group of youth to educate, these friends found themselves deeply interested in the industrial program of Madison.

F. C. Gilbert of Washington, D. C., Associate Secretary of the General Conference of S.D.A., paid Madison friends a brief visit on August 22. He is on his way to the Pacific Coast whence he is booked to sail for India and the Orient.

Dr. Grace Hull of Loveland, Colorado, and company, looked in on Madison as they were on their way to Takoma Hospital, Greenville, Tennessee.

### Soliciting \$10,000

**W**ITH THE increasing pressure upon our facilities by youth knocking at the doors, we feel to remind you again of the urgent need of cottage room for 50 students. The cost will be \$10,000. We are helping young men and women to help themselves and we need your assistance.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 34

Madison College, Tennessee

September 7, 1938

## Friends Are Thinking of Madison's Needs

FACING a more pressing situation this summer than ever before in the problem of rooming students, on the tenth of August, through the SURVEY, Madison presented to its friends and supporters the need of \$10,000 for building cottage rooms.

Almost immediately there came from a nearby friend a check for \$100, a token, so considered, of the response that will come from others who have a sympathetic regard for young people willing to earn their education in college. These are young men and women of ability who look forward to lives of Christian service, and who are pleased to accept of Madison's plan of cooperation in earning an education.

Another friend of these young people pinned a \$25 check to the front page of the August 10 SURVEY, wrote a little headline note of good cheer, and mailed it to the college.

From various sources donations have arrived until today the \$10,000 fund has received \$350.

### A Helping Hand

FRIENDS from Chicago asked for a supply of the August 10 SURVEY to use in presenting the need of added student rooms to some of their friends who

have means and are known to be interested in helping young people in a substantial way.

Another friend living a thousand miles away, head of a family, who admires the grit of young people willing to labor for an education, also a father whose son will be ready for college in another year and for whom he is on the hunt for the best place for an all-round education, came to see for himself. Commenting favorably on the college equipment such as public buildings, laboratories, shops and other industrial equipment, this visitor said, "To be frank with you, your greatest need as I see it is added rooming facilities for students."

"True," we said. "You do not recognize that need any more than we do ourselves. But money for such improvements has been lacking. That situation prompted the request for \$10,000 to supply cottage room for fifty."

This gentleman told of business men of his acquaintance, large-hearted men who, if they but knew the situation and Madison's plan for helping worthy young people, would cooperate by giving of their means. He went home to speak a good word for the college and to present the need of larger student living quarters.

### MADISON COLLEGE CALENDAR

THE summer session closes with Commencement, September 16-18. Friday evening, the sixteenth, a Consecration Service is the customary program. Sabbath forenoon service is the Baccalaureate Sermon. Sunday is the Commencement Address followed by the presentation of diplomas and degrees.

The fall quarter opens September 27. Students do well to be here a few days in advance.

These are a few of the evidences that people are thinking of Madison and its self-help plan for students.

Often if young people lack funds for an education their elders advise them to go work awhile until they can earn the money. Instead of telling them to go earn, Madison follows the policy of placing remunerative work within their reach. It invites youth within its borders, furnishes the industries, operates a work-study program, and the young people earn and learn at the same time.

THIS is the feature of Madison College that made Dr. Taylor speak of it as "unique." Probably the reason the plan is not more common among educational institutions is because it is possible only if and when the faculty is willing to place the school ahead of their own interests. It is a program of self-sacrifice, a life of loving service.

Madison Sanitarium is the largest source of income for the promotion of the educational program. Like every other industry on the campus, it serves the student body. Instead of holding its income for self-development, all through the years the proceeds of the medical department have contributed to the education of young people. It furnishes work for students-in-training; its income helps pay the teachers, keep up the equipment, and operate the college.

If Madison were operated by a group with any other spirit, its plan of operation would be impossible. An outstanding educator, one internationally known, once told a group of school administrators that if he had teachers possessed of this spirit he could revolutionize the school system of the United States.

With a history of this sort covering a third of a century, with hundreds of young people turned into useful channels as teachers, medical workers, agricultural workers, and others, Madison makes bold to ask its friends at this time to help it meet the need of the hour. That need is \$10,000 minus the \$350 already received.

—S—

### The Fragrance of a Life of Service

PURE, sanctified love, such love as was expressed in Christ's life-work, is as

a sacred perfume. Like Mary's broken box of ointment, it fills the whole house with fragrance.

"Eloquence, knowledge of truth, rare talents, mingled with love, are all precious endowments. But ability alone, the choicest of talents alone, cannot take the place of love. This love must be manifested by God's workers."

—S—

### Character Building Supreme Objective in Education

THIS statement will arouse no controversy. Educators of all classes and all philosophies will say, Surely, that is our theory. But the crux of the question lies in the method by which character is to be formed. That is the problem that concerns the army of teachers and school administrators.

We are fairly well united in the standards of citizenship that our schools should produce. But there is some question as to living up to the standards we inwardly accept. And how to put into youth the ability to live up to the standards of Christian citizenship is a stupendous question.

There has grown up a strong urge to make things easy, to provide for leisure, pleasure, a spend-as-you-go program. Machines have taken the tug out of the warfare for a living. Relaxation has supplanted the tense nerve of our forefathers. The spirit of the pioneer has largely disappeared.

Rose Wilder Lane, author, magazine writer, mother, describes typical boys who go through high school willing merely "to get by." She puts it this way:

"Nothing they did was well done. In their home tasks there was always an element of the slipshod, of careless irresponsibility, of 'Oh well, that's good enough.' They never had the deep satisfaction of doing a distasteful job thoroughly, of conquering themselves and their work."

What department head at Madison, or any other institution that has to deal with students and endeavors to maintain standards, is unacquainted with this problem? For one thing, then, character development will change that mental attitude and that type of practice. How?

Consider Mrs. Lane's answer to that proposition. She says:

"I think that youth today has all the character that we had; let them use it, make them use it, and necessity may make them more unconquerable than we were."

She is calling for a different type of school for children and adolescents, a school system that will compel them to use their ability, use it, mind you, not merely store the mind with unrelated, unusable knowledge. Her philosophy is:

"We must go forward against stupendous obstacles, or slide back. . . . I know now that the best of my life was its hardships."

It was with a background of hard work, vigorous study, battling against odds, that this mother faced a son who, as he was being graduated from high school, said he wanted to be an engineer, and that to be an engineer he must have a university education; that if mother could not send him to college, he could not go, and that in such a case he could not be an engineer.

It was out of that home situation that Rose Wilder Lane evolved the philosophy that her son needed something more than he had received in high school. So she told him that she could not send him through college; that if he went, he must make his own way. To parents she says regarding their sons:

"Help them if they'll work to get there—but don't send them."

This is Madison's philosophy of education, backed by the time-honored schools of the prophets, those classic institutions of the days of Samuel, David, Solomon, and Elijah, which were the unbending force that preserved the nation of Israel through crises otherwise overwhelming.

Those schools exalted the industries. They educated the youth to care for themselves, raise their food, prepare their meals, build their own domiciles and school rooms. Students were leaders in the industries. They and the teachers worked side by side in the field as well as in the classroom. Life problems were the daily problems of the school. When these students assumed their responsibilities in the nation they were equipped for self-support and for self-maintenance. They had a character development that

made them masters, leaders, lenders rather than borrowers, molders of circumstances, strong to meet difficulties, indomitable in the struggles they must face.

Madison's aim is to be in reality a modern School of the Prophets.

—S—

## What Do They Think?

By MILDRED DAVIDSON

I WONDER if some folks I know  
See faith in tiny flakes of snow,  
Or do they care?  
Or do they ever feel their hearts  
Will burst into a million parts—  
Too full for prayer?

I wonder if my neighbors see  
Pure beauty in that twisted tree  
Upon the hill?  
Or, if my mother ever thinks  
Of shimmering dewdrops when  
she drinks—  
Or ever will?

Do my friends realize that God  
Walks soft across the whispering sod  
In sheets of rain?  
And, do they see with what cool trust  
The calm trees wait—as if they  
must—  
For Him again!

—S—

## Medical Evangelism

WITH the rapid approach of a new year of study, students are in a position to decide upon the course of study to pursue in college. One of the earliest descriptions of Madison contained these words:

"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 missionary fields.

"To this has been added a knowledge of how to treat the sick and care for the injured. This training for medical missionary work is one of the grandest objects for which any school can be established. There are many suffering from disease and injury, who when relieved

of pain will be prepared to listen to the truth. Our Saviour was a mighty Healer."

A two-year course is offered. Some who have already a training, may profitably take additional work. Others need to begin with fundamentals. Madison is prepared to meet the needs of both groups. The offering included in the first year are:

Anatomy and Physiology, (two quarters), Principles of Education, English, (three quarters), Bible (four quarters), Bacteriology, Chemistry, (two quarters), Personal and Community Hygiene.

For the second year the subjects are the following with modifications to meet individual needs:

Agriculture, Hydrotherapy and Massage, Health Lectures and Seminar, Dietetics and Meal Preparation, Nutrition, Home Hygiene and Home Nursing, Bible, Rural Sociology, Bible (three quarters), Lecture Presentation by Julius Gilbert White.

—S—

### Campus Visitors and Other News

Professor Paul E. Drost, head of the social science department of Norris Schools, Norris, Tennessee, one of the T. V. A. enterprises, has been attending the conference of Southern educators held at Peabody College and Vanderbilt University, Nashville. He spent some time in the cannery and soybean dairy. Interested as he is in bringing education to the farmers, he stated that he considers one of the biggest things he can do for the people of his community is to teach them how to can the food they raise. The soybean projects of Madison also made a strong appeal to him.

\* \* \* \*

Two South Carolina vocational teachers, Lindsey Boozer, Jr., of Greenville, and J. S. Carpenter of Union High School, Union, South Carolina, came to inspect the industrial program. One of these teachers has 100 boys working in three shops, and between 500 and 600 other boys who spend an hour each day with

him in shop work. Contact with these men makes one realize how deep is the interest in practical education for the youth of today. There is a great awakening all along the line. The conservative and the skeptical may find it difficult to keep the pace, but there is an onward march in which it is good to have a part.

\* \* \* \*

Dr. and Mrs. C. A. Boatman spent several days with friends on the campus. Dr. Boatman is a dentist in Waterloo, Iowa. They visited several of the smaller units and their interest mounted as they became acquainted with the work in these centers.

\* \* \* \*

Superintendent W. R. Ooley, of the Public Schools of Wynne, Arkansas, who was attending the summer session at Peabody College, Nashville, and Mrs. Ooley visited Madison in the interest of a young woman student. They are interested, like many others, in the cooperative program of work and college education.

\* \* \* \*

Four young men who have taken the premedical course at Madison withdrew from the campus family during the past few days in order to register at the College of Medical Evangelists, Loma Linda and Los Angeles, California, early in September. They are Julius Paskan, of Ohio, graduate nurse of Madison, class of '37; Henderson Crowder, of Cocoa, Florida; Roy Bowes, of Hawarden, Iowa; John Karmy, born in Palestine, educated in part in Ecuador, who spent the past two years at Madison. Mr. Karmy plans definitely to return to his homeland when he completes the medical course. We hope to see the other young men in the Southland, for they have been inoculated with the self-supporting school and rural medical work idea of the South during their preparatory years. It is from such as these that the South has received a score or more of young physicians during the last six years, physicians doing an outstanding work.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 35

Madison College, Tennessee

September 14, 1938

## Learning to Work Together

THE power of cooperative work is expressed by the Scripture statement, "One shall chase a thousand, and two put ten thousand to flight." Group work not only doubles a man's capacity; it multiplies it by ten.

The Savior illustrates His method of cooperative work by sending His disciples out two by two, in harmony with this same principle. However, to have this increase of power in action there must be more than numbers. Strength depends upon oneness of purpose, on mental agreement.

The load must be shared, the workers must pull together; they must both go forward. For if one forges ahead and the other is dragging behind, or pulling in the opposite direction, the effort of each is neutralized. The result is a standstill, or, worse yet, it may be retrogression.

It is a divine plan for families to work in unison. Father and mother of one mind and purpose are rewarded by cooperation on the part of the children. But the world is full of divided families. Indifference on the part of one, or open division, creates a disastrous atmosphere in which to rear a family.

It is astounding how many college students come from these disrupted homes

bearing indelible marks in the character of distrust, lack of wholesome, clear-hearted service, spirits dwarfed, minds dulled. That spirit of disunion prevails in the business world; it is the prevailing relationship among nations.

IF there is one mission above another for Madison College it is to mend these broken threads, clear these troubled lives, teach the beauty and strength that lies in cooperation. Students need to learn the art of cooperating with one another; they must learn to cooperate with their elders and overseers

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### MEETING EMERGENCIES

GOD has provided divine assistance for all the emergencies to which our human resources are unequal. He gives the Holy Spirit to help in every strait, to strengthen our hope and assurance, to illuminate our minds and purify our hearts.

—Call to Service

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and directors.

It is believed that the Madison set-up is conducive to this spirit of unity, this cooperative relationship. The institution was founded on the basis of sacrifice for the benefit of worthy young men and women. It invites into the inner circle those who desire to share in its burdens and its blessings.

AS to location, it has the advantages of a quiet country site, its atmosphere entirely different from the turmoil of the city. Cities are typical of confusion. Madison students are living in the center of a large tract of land, with woods nearby, with wide stretches of greensward, with vision bounded by the

hills, with the view of sunset and sunrise unrestricted by tall buildings or smoking stacks. Many come for its quiet, and peace, its rest and freedom from worry.

In this is found the first requisite for a spirit of cooperation.

But Madison is a very busy place. The wheels of industry are running day and night. Each man, each woman, has assigned duties, and upon each one rests a share of the responsibility for the smooth-running of the whole. The comfort and welfare of all depends upon the faithful performance of each individual.

HERE, then, is a second factor in the program of cooperation. Wholesome productive activity is the great healer of strife and confusion. The menace of the nations today is the unemployed masses. Madison is teaching students to earn their own way in the world, to keep off the dole, to spurn assistance where their own efforts will solve the difficulty.

The spirit of cooperation it is that forms the central thought in Student Government, that personal responsibility for good citizenship on the campus. Often the skill with which problems of discipline for students are handled by their fellow students, is a lesson to their elders.

Cooperation in government, in work, in the problems of rooming and classroom activities are all features in the scheme to develop on the campus a strong spirit of harmony and ability to get along with others.

In the weekly bulletin of the Life and Casualty Insurance Company, put out by our friend, President A. M. Burton, "The Art of Getting Along" is well put. These principles apply as well on the Madison campus as in the business world. In condensed form, the advice is this:

Sooner or later a man, if he is wise, discovers that business life is a mixture of good days and bad, victory and defeat, give and take.

He learns that it doesn't pay to be a sensitive soul . . . that he should let some things go over his head like water off a duck's back.

He learns—

That he who loses his temper usually loses out.  
That one should not take the other's grouch too seriously.

That carrying a chip on the shoulder is the easiest way to get into a fight.

That the quickest way to become unpopular is to carry tales and gossip about others.

That it doesn't do any harm to smile and say, "Good morning," even if it is raining.

That hard work is the secret of success.

That it is only through cooperative effort that we move on to better things.

That bosses are not monsters trying to get the last ounce of work out of him, but that usually they are fine men who have succeeded through hard work.

That getting along depends about 98 per cent on his own behavior.

—Quoted from "Washington Review"

—S—

## Grit and Growth

AGAIN our friend, Attorney W. E. Wilkerson, of Chattanooga, gives the young people and SURVEY family some good advice. He writes:

When a mere lad, I heard the president of a college make a speech, urging the importance of education. I do not now remember a thing he said, except the following:

"If with knowledge your head you'd fill  
Then go to work with faith and will;  
At your sad lot don't whine and fret,  
Stir up your wits, get up and get."

The implication is, there is no primrose path to knowledge and worth and usefulness.

Grit is essential to permanent and worthwhile growth—mental, moral, and monetary. Growth without grit is tumorous. Grit shapes and polishes and shapes the facets of life, enabling it to reflect the beauty of its author.

There are two kinds of people—those who can take punishment and those who cannot. The former dare and do, the latter doubt and are damned. The former have grit, the latter have not.

Man is born rough-hewn. It takes grinding, sand-blasts and chastening to shape him into usefulness to himself, to his family, and to society. This process is called "getting an education." Mollicoddles and mushrooms are not thus processed. The world casts not pearls before them.

Grit symbolizes firmness of mind, invincible spirit, unyielding courage, fortitude.

Growth with grit means development of hands that work, heads that think, and hearts that love.

—S—

## Experiences of a New Student

DURING the summer months a number of students carried an all-day work program. One of these relates some of her early experiences as a member of the campus family for the September 7 issue of the student publication, *The Peppinist Crier*:

It has been said, "There is an unseen battlefield in every human breast." To work my way through college, preparing for a degree in medicine in order to enter medical missionary

work, had for several years seemed to me an impossibility.

Being regularly a reader of *The Reader's Digest* and interested in educational work, I found in the May issue an article concerning a most wonderful college. Although I realized the chance I had of being accepted at Madison was small, I wrote for further information. "The Lord helps him who helps himself," I found to be a true and exact statement, and a few weeks later I traveled almost a thousand miles to enroll as a premedical student on my "unseen battlefield."

Obviously there are two educations: one should teach us how to make a living; the other "how to live." These may both be obtained at Madison since one must practice both in his daily routine. We not only accomplish finished, visible ends, but we receive happiness in doing our work. Dishwashing, mangling, typing, working in the serving room, carrying trays to patients, are some of the jobs from which I have already benefited. Classwork is also both benefiting and interesting.

Three months ago I knew only the name Seventh-day Adventist. It had not been my good fortune to learn sooner of this religion, but now I desire to be as ardent a Christian as are my friends and colleagues at Madison. At Madison I have found what I have always hoped for—"God's living children."

All seem to know that we are here not to play, or drift, or dream. We are expected to realize that we have hard work to do and struggles to face. I thank my Master many times each day for sending me here to live. My hope now is that I may be a real true Christian self-supporting missionary.

HOPE HOELZER

—S—

### In Dogwood Valley

SEVERAL weeks ago Elder J. E. Schultz, editor of the *Watchman Magazine*, Southern Publishing Association, Nashville, told the students at Madison of a little unit work with which he was acquainted. Every effort of this character makes a strong appeal to Mrs. Lida Scott, secretary of The Layman Foundation, whose interest for the last fifteen years has been centered on this rural work. To her we are indebted for some facts concerning this Alabama project. She says:

Some three years ago, Miss Mildred Snyder and a married sister who had taken First Aid, Hydrotherapy and Bible in Washington Sanitarium, and their brother became interested in an Alabama community. They purchased 80 acres of timber land near Heffin, and their little unit, called Dogwood Valley, is supported from the farm and a small sawmill.

They are giving treatments to the neighbors when there is sickness; they help in the neighborhood Sunday school, conduct a small day

school, and have taken three children as the beginning of an orphanage.

They were getting along very well until their mule died last year. They had hoped to buy a mule from the sale of their pine trees but the lumber business is poor and timber brings only a small price. Neighbors kindly loaned a mule until their own work became too pressing. So the unit was desperately in need of a horse. They were asking to borrow \$100 for a year, confident they could pay off the note by the sale of shingles from the sawmill.

But the shingles sold faster than they anticipated and they have the horse. There is an independence and a bravery about these pioneers that is appealing. May their efforts prosper.

—S—

### Another Physician Enters the Rural Work

A FEW days ago a group of Madison residents, Mrs. Lida Scott, the Misses Florence Fellemente, Tahlena Elza and Florence Hartsock, and Mrs. Violet Goodge, drove to the little town of Calvert City, Kentucky, 160 miles to the northwest, to extend a welcome to Dr. Norval Green and family who are locating in a rural section of the Southland.

Dr. Green, College of Medical Evangelists, class of '37, finished his intern work at Washington D. C. Sanitarium, and, true to the principles of Madison College where he took his premedical training, returns to the South, happy to be useful in a field where doctors are few and difficult to procure.

Calvert City is but a tiny town but it is only four miles from the \$112,000,000 TVA project at Gilbertsville where the lower Tennessee River flows into the Ohio. Here on the thirtieth of July was celebrated the beginning of the construction of one of the largest of the TVA dams. Dr. Green was invited to inoculate for typhoid the 400 men already on the place.

The dam and reservoir project is expected to employ 6,000 men when the work is at its peak and for a period of five or six years. This project naturally will give great impetus to business in this rural section.

Dr. Green takes his surgical cases to the William Mason Memorial Hospital at Murray, Kentucky, thirty miles to the south of Calvert City, whose superintendent is Dr. William Mason, another friend of the self-supporting work centering at Madison.

Dr. Arthur E. Hertzler, author of "The Horse and Buggy Doctor," is making the reading public conscious of the power for good of the physician who ministers to the sick in the far-off places of the world. We are seeing demonstrated in our own Southland the opportunities for growth and Christian service as our young men enter this field.

—s—

### About the Campus and Elsewhere

DR. F. J. Brown, Professor of Education in New York University, accompanied by Mrs. Brown and their two sons, stopped to visit Madison on the last leg of a 12,000-mile tour of the United States. They expressed deep interest in the facilities provided for student activities, and appreciation of the need of such methods as Madison advocates in the education of young men and women.

Early in August, Arthur A. Jasperson of Asheville Agricultural School and Mountain Sanitarium, Fletcher, North Carolina, wrote: "We are having a busy summer. This is the peak of the season. This morning we had 57 patients, all we can possibly care for, and others are waiting. We have sent a few patients up to Banner's Elk. Mrs. Weagle has done well in getting the farm house ready for patients. They have added to their facilities a two-room cottage. We are calling the place Laurel Crag Sanitarium and will advertise it as a branch of Mountain Sanitarium. I have carried a heavy burden on my heart for the place and it makes me very happy to see it succeed." This is another illustration of the generous spirit of the workers in the self-supporting centers to divide their blessings and facilities with other needy places.

Professor Julius Spiro, student in Columbia University and teacher of the social sciences in one of the Brooklyn, New York, high schools, spent a week on the campus with Dr. Irving Blaustein, an intern at Madison Sanitarium. Dr. Spiro is interested especially in agricultural activities

and the practical education of the young men and women of the college.

Mrs. Marie Sidebottom and Miss Louise Gerding of Nashville brought two of their friends, Miss Willa Claire Cox and Mrs. W. H. Cos of Edmond, Oklahoma, to see Madison, as they are interested in the opportunities afforded students to do remunerative work while securing a college education.

Dr. B. O. Ochsner of Courtland, New York, learning of Madison through the article of Weldon Melick in the May issue of *The Reader's Digest*, is interested in behalf of a son. He visited the campus industries in company with his wife, his son and a friend, Mr. Crocker, who is a Cornell University student.

Mrs. A. J. Skeoch, and company, of Anderson, Indiana, stopped for a glimpse of friends as they were returning from a vacation trip.

According to *The Medical Evangelist*, September 1, Dr. Lee Stagg, formerly of Nashville, graduate of the College of Medical Evangelists, Los Angeles, Class of '38, is locating for medical work near Juneau, Alaska. Dr. Stagg took his pre-medical work at Madison.

—s—

### Cottage Room for Students

A COLLEGE administrator writes, "I am greatly impressed with the helpful contribution Madison is making in the preparation of our youth."

With a check for \$100, an Ohio friend writes:

I am much interested in your Madison plan of education. I have always felt that educational physical industries would be far better than athletics. "He that will not work, neither shall he eat."

Room for fifty students is the need; \$10,000, the cost.

Four out of the fifty have been subscribed for.

The SURVEY of August 10, told the story. We solicit your assistance in the education of young men and women for Christian service.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 36

Madison College, Tennessee

September 21, 1938

## A Christian's Ambition

THE text from which I will draw the lesson of the hour is a portion of the Apostle Paul's words to his brethren in the church of Philippi: "That I may know Him, and the power of His resurrection, and the fellowship of His sufferings."

Paul was addressing the first Christian church established on the continent of Europe. When Paul reached Philippi the Christian message was distinctly on its way to you and me. It was leaving the oriental background of Asia and assuming the setting of the West.

I can't find any reason why Paul wrote this letter to the Philippians except that he wanted to write them. Some of his letters were inspired by difficulties among the believers and he wrote to guide and advise them, or to express an opinion on some argumentative subject. But in the letter to the Philippians there is nothing controversial. He had no ax to grind.

Paul seems merely to have poured out his heart to his friends in Europe. Read the letter, all of it. It is short, but you will find in it more familiar quotations than in almost any other portion of the Bible.

Abstract of the Commencement address of Dr. John L. Hill, at Madison College, September 18, 1938.

PAUL was nearing the end of his busy career. He had spent the last two years waiting for an opportunity to go to Rome. Now he was on the way, personally conducted by Roman officers, the expenses of his travel paid by the government.

Paul could preach in chains as effectively as in freedom. But in his bondage I imagine that he got lonesome, hungry for converse with his friends; and so he wrote this letter to the friends at Philippi. He wrote them in the

intimacy of his inner feelings. To them he stated his great ambition: "That I might know Him, and the power of His resurrection, and the fellowship of His sufferings."

Haven't you known Him? Sometimes we think we have tasted of His sufferings. I think Paul knew Christ, and surely he knew what it meant to suffer loss of freedom and many hardships for the cause of Jesus Christ. But with all our experiences here on earth, all our lessons, I think the chief assignment in eternity will be to know Him.

I wonder how many of us are willing to make Paul's ambition our own? It is a most worthy ambition. But to be honest with ourselves, personal in our study, can I make his ambition mine? Is it a

### LOVE'S INCENSE

DAILY our lives would show weakness  
made strong,  
Toilsome and gloomy ways brightened  
with song.  
Some deeds of kindness done, some souls  
by patience won  
Dear Lord, to Thee.

—E. P. Parker

legitimate ambition for me? I want you to go with me as we analyze his words.

#### To Know Him

THE first item in the ambition of Paul is to *know Him*. It was the supreme ambition of this most brilliant man of the times.

Everybody wants to know the history of Jesus Christ. Every educated man must have that knowledge of Him—a mastery of the four gospels. But what does that mean? I have been teaching for thirty-eight years, but still the thing that frequently embarrasses me is the discovery of something in that history of Christ that I have not known before. It is a history that defies exhaustion. It is none the less history because it is a portion of the Bible. There is the basis of the historic knowledge of Christ.

The second important step is for the individual to have a personal knowledge of Christ. Some people never know Him in this way, for we never really know Jesus Christ until we know the power of His personal salvation.

In the third place, we must know the spiritual Christ who is ready to direct us in all the affairs of daily life. A noted man of affairs, a congressman for twenty years, an outstanding lawyer, speaking of international tangles, said recently that we will never iron out these national differences or adjust the confusion among nations until we discover the will of God to us individually.

The Christian should remember that Christ has not resigned. God is still on His throne. While men may crash conditions here, God has not lost His interest in the world.

I am with Paul in that great ambition to know Christ, and I am happy to think that you are all wanting to know Him.

#### The Power of His Resurrection

PAUL says further that he wanted to know the power of His resurrection. No one denies the historic fact of the resurrection of Jesus Christ, but Paul wanted more than a historic knowledge. He wanted to know the *power* of His resurrection.

The travesty of the Christian world today is the powerlessness of the Christian life with all the power of the universe at

its command. Paul wanted to know the *power of the resurrection*.

Have you thought of the *power* in the resurrection? I remember years ago in my daily walk to school noticing a little bump in the cement pavement. Week after week I watched it rise higher. Finally there was a crack in the cement and a little sprig of green appeared above the pavement. *Life was demanding light*. The power of life had forced its way through the concrete.

That is but a small illustration of the power of life. Paul was thinking of the great power on earth that could break the hold of death, the tomb, and come out victorious. The one who grasps that power is victor over doubt, defeat, death. I want that power over defeat, the common experience of all; over doubt, which few escape; over death, the common fate of all.

Paul says, I long to know the power of His resurrection. What care I what happens if only He lives? And I go with Paul in that ambition. I want to know the power of His resurrection.

#### Fellowship of Suffering

I CAN go with Paul in these two phases of his ambition, but when we approach the third, I begin to falter. Paul said he wanted to know the fellowship of Christ's suffering.

How many times do you pray for that knowledge? My natural heart asks that from the suffering, I be excused. I am not craving to suffer, but Paul was. He wanted the greatest of human experiences, the joy of companionship even in suffering.

That friend is dearest who has been with you in suffering. There are only one or two, perhaps, whom you want notified when you are in deep distress or sorrow or trouble. Fellowship in suffering—is not that the way we become friends? So is the fellowship with the Master in His sufferings. There is a give and take, a close feeling of friendliness when we share in suffering. It was that experience that Paul longed for. And I pray that I may reach the place where my ambition is that supreme one of fellowship with Him in suffering.

I THINK of a friend of mine in Indiana, father of three fine boys of whose achieve-

ments he was justly proud. Then there was a little fellow in the family, the darling of that father's heart, for whom he had the same high ambitions. There came to that home a terrific tragedy. The little fellow, riding his bicycle on the street became entangled with a truck. They carried his mangled body to the hospital. After consultation physicians agreed that to save the life of the child it was necessary to amputate one arm at the shoulder and one leg at the hip.

At the conference I gave the lesson of the prodigal son. I do not call it the prodigal son, but the story of "The Father Heart." That is the appeal that bit of scripture has for me, and so I presented it.

After the service that friend called me to one side. "I can't thank you enough for that lesson. After turning that mangled little body of my son in the hospital bed day after day, the Master's words have come to me with new meaning. 'Like as a father pitieth his children, so the Lord pitieth them that fear Him.' I can preach on that text now."

He had learned the fellowship of Christ in suffering.

I can do no better than leave with you this message: Learn Paul's great objective—"That I may know Him, and the power of His resurrection, and the fellowship of His suffering."

—S—

### Commencement at Madison

FOR those who have completed the prescribed course for the training of nurses and for those about to receive the baccalaureate degree the climax of the year was reached the week-end of September sixteen to eighteen.

Friday evening a consecration service was conducted by Dr. Will Mason, Medical Superintendent of William Mason Memorial Hospital, Murray, Kentucky, who has been acquainted with Madison from its incipency and has watched its growth with a sympathetic interest.

His appeal to the graduates was to consecrate their lives to the Master's service. His thoughts were based on the experience of the children of Israel when, in the days of Solomon, the people offered willingly of their abundance for the building of the temple. God wants only

willing service. You cannot do His will with one hand on the world. Paul expressed it in these words: "God forbid that I should glory, save in the cross of our Lord Jesus Christ."

The graduates responded, giving a glimpse of their individual relationship to the principles of the institution in which they received their training and of the work to which they are directing their energies.

THE baccalaureate sermon on the seventeenth was given by H. K. Christman, teacher, minister, and at present member of the staff of Southern Publishing Association, who set forth the ideals of the Christian life, and the importance to youth of a clear vision in following their guiding Star.

It was a distinct pleasure to have for the commencement address, Dr. John L. Hill, of Nashville, member of the Baptist Sunday School Board and one of the most widely-known Bible teachers of the South, and member of the staff in Peabody's Department of Religious Education. Hundreds of radio listeners to his Sunday morning Bible Study will recognize in his advice to the graduates the spirit that always permeates his lessons.

Tender words, as of a father to his children, were spoken by President E. A. Sutherland to the graduates in the charge he gave them at their consecration meeting, and again as he conferred on them their degrees and presented certificates of attainment to the graduating nurses.

"The greatest thing this institution can do for its students," said Dr. Sutherland, "is to fit them to meet hardships courageously; to make of them good soldiers for Christ Jesus.

"If you have learned to put your mind in harmony with Him, and are able to hear the still small voice saying, 'This is the way, walk ye in it,' there is no limit to the good you may accomplish. I pray God that you may be true to your sacred calling."

Of the seventeen college graduates, eight are connected with educational institutions: Mary Brown continues in the dietetic department of Madison Sanitarium; Homer Barrett is teacher in the Kalamazoo, Michigan, church school;

Esther Sanford-Davis is dietitian in Peewee Valley Sanitarium; Ralph Martin is superintendent of Fountain Head School and Sanitarium; Lewis J. Larson is principal of Nashville church school; Byron Steele continues as laboratory technician at Madison Sanitarium; Earline Thomas has accepted a position as teacher in Fountain Head School; Frank E. Judson remains with the Dairy Department of the Agricultural Division of Madison College; William Mizukami has set for himself a program of post-work before returning to Japan. Shubert Liao is enrolled as student in agronomy in Texas A. and M. College. John Bralliar and Kenneth Sheriff are third-year medical students, the first in the University of Tennessee, and the second in the College of Medical Evangelists, and Julius Paskan is entering upon his medical course at Loma Linda.

**H**AD I the money to pay my way through college, or were a friend to meet my expenses for me, I would choose a college like Madison—one in which social life and sororities and fraternities are not a chief aim of the college career. I prefer a college in which I am prepared to live a courageous, useful life and where I would be close to life's deep realities.

I want to feel that I am being prepared to do something to help the world solve some of its muddled problems; to be one of a group whose serious aim it is to prepare to make the world better for having lived in it.

E. N.

—S—

### On and About the Campus

**D**R. Percy Christian, head of the History Department, Walla Walla College, Walla Walla, Washington, and his wife have been visiting Mrs. Christian's parents on the campus, Mr. and Mrs. Grant Conser. They were joined here by Mrs. Conser's second daughter, Mrs. Earl Warner, Fennville, Michigan. Dr. Christian conducted the vesper service on the ninth, basing his study on the meaning in the life of Christ of his Mount

of Olive experiences. It was from that height he could view the world around; it was here that He sought seclusion and communion with His Father; it was there He found His viewpoint for His work in the world. Each one of us needs his Mount of Olives from which to secure his viewpoint, his perspective of life.

\* \* \* \*

Captain H. W. Barrick, his wife and sons, of Fort Huachuca, Arizona, were on the campus during the week. Captain Barrick is an R.O.T.C. instructor in the Army and has recently been transferred from Hawaii. He is interested in a college that places emphasis on practical activities as he has two sons approaching the college age.

\* \* \* \*

It was a distinct pleasure during this week to have three business men from Tuskegee Institute, one of the best-known institutions for the education of Negro students in the United States, go into the workings of the work-study program of Madison College. These were President F. D. Patterson, the Institute's treasurer, Lloyd Isaacs, and the comptroller, E. H. Burke. The stupendous task undertaken by Booker Washington, founder of Tuskegee, and the history of that institution as carried forward by his successors are of national concern. The group found themselves interested in the whole set-up of Madison College, its dealings with students, the emphasis laid on productive activities, and the production of health foods. Dr. Patterson's expression was, "Practically every problem you are wrestling with here are problems that we are dealing with at Tuskegee."

### The Cottage Fund

**A**S students come crowding in for the fall opening we ask that you will remember the need, at Madison of enlarged housing quarters. We are asking friends who have the means to help us solve this problem. The \$10,000 asked for has been reduced by \$500. It is an opportunity to help young people help themselves.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 37

Madison College, Tennessee

October 5, 1938

## The Commencement Challenge

By H. K. CHRISTMAN

PARTICIPATION in Commencement week is a happy occasion for us all. With us at Madison it is a landmark in the history of an institution founded on great principles a third of a century ago.

We have come to the parting of the way. The idea in commencement is that a small minority in a larger educational group is attaining a great goal and is about to enter upon the wider endeavors of the world beyond the walls of their alma mater. Those who are being graduated are facing the realization of ideals they have long cherished in their hearts.

Graduates of today, like all the rest of us, are facing momentous events. Drastic changes are just ahead of us. We are nearing the grand finale which will usher in another kingdom, that kingdom in which Christ will reign.

### Remove Not the Landmarks

THE Scripture foundation for my remarks is found in Proverbs 22, verse 26: "Remove not the ancient landmarks which thy fathers have set."

These words, uttered 3,000 years ago, find a very definite application today.

The baccalaureate sermon, delivered in Madison College Auditorium, September 17, 1938.

A thousand years before the birth of Christ the wise man gave utterance to this marvelous bit of philosophy. His words were addressed primarily to the rising generation. They were spoken to young men of the nation who were destined to shape the course of events in the following years.

There seem always to be two classes of youth whose experiences are in marked contrast. One includes those who live a life of abandon to selfish idealism. The other represents the small minority of every generation who choose to ally themselves with the cause of Christ,

and in the spirit of simple devotion, dedicate their all to the advancement of His cause. We may classify these two groups on a five-point contrast.

In the first place, the minority possess an ever-expanding vision; for the majority it is a blighted inspiration.

For the minority there is a limitless horizon, an endless prospect of growth and advancement; but the majority face a lost horizon.

Again, the minority face a challenging prospect; the majority, a fatalistic philosophy. Or, we may say that the minority approach a program of great adventure,

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### TO THE GRADUATES

WE NEVER may guess when we part  
below

How soon till the journey ends;  
But it helps a lot for us each to know  
When we part, that we part as friends.  
And though the path of duty lies  
Through many a changeful fate,  
We'll hope to meet 'neath fairer skies  
At heaven's beautiful gate!

—Selected

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while the majority envision a hopeless future.

As a fifth item in the contrast, the minority find the setting of their stage in a glorious heroism, while the majority of the youth of the world champion a lost cause.

#### Some of This Country's Landmarks

YOUTH of today may well spend a little time in retrospection. Throughout this land of ours in every direction, landmarks have been established, designed to memorialize heroic adventures of some of our ancestors. Old Liberty Bell, in its glass enclosure within the sacred confines of old Liberty Hall, presents to young Americans a tangible reminder of the earnestness of the founding fathers of this great republic. Those were days that tried the hearts of men who were willing to sacrifice all in order to guarantee to us the enjoyment of civil and religious liberty.

If you visit the ruins of old Fort Ticonderoga, you will find there a bronze tablet on which are inscribed the names of some of America's heroes. And across the bottom of that tablet, one reads the words: "You who tread here, remember their glory." Here is a marvelous challenge to the children of those men of fame.

Among the beautiful mountains of old New England you find another landmark of the early adventures of a group of young Americans of yesterday—young men who dedicated their lives to the realization of a great vision—the founding of a world-wide mission movement that would carry the gospel to the ends of the earth in this generation.

COMING closer to our own organization of which this institution is a part, I am reminded of a statement made by one of the founders of Madison. That statement reads: "We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history."

TO THE youth who are being graduated from this institution, and to others who may follow the trail of their educational aspirations, there is presented a challenge to prove true and loyal to the fundamental principles of Madison. It is interesting to recall that there has

been presented to these young people a four-point program of life.

First, *an educational philosophy*, expressed in the words of a great writer whose inspiring counsel has directed the course of this institution for over thirty years: "True education is the harmonious development of the physical, mental and spiritual faculties. . . . It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come."

Secondly, there has been presented to the youth of the rising generation *a system of character-building* which involves the whole man, creating a *culture* program, qualifying youth for heroic adventure in his plans for after years.

Thirdly, it inspires youth with the ambition to follow a *heaven-appointed career*. This implies the directing of all life's plans in channels of usefulness, service and championship of the Master of this world.

Lastly, it helps youth to *envision the eternal mysteries* of the Kingdom of God beyond the boundaries of this mortal life.

OUR illustrious graduates are about to pass through the open door into fields of new endeavor. This is an hour of opportunity and challenge in which all of life's capabilities will be called into play. There must of necessity have been a qualifying background to assure ultimate success.

Contemplating this, I am reminded of a lesson I received on a recent visit to the home of one of America's greatest artists. His work is done in a little chalet in the rugged foothills of the great Rocky Mountains. I stood enraptured by a picture on the walls of his cottage, my back to the scenes of the mountains. It was a picture for which the painter had been offered a fabulous price, one of his masterpieces, a detailed reproduction of the mountains, peak on peak, as seen from his own west window.

In the intensity of my emotion and admiration, I asked him, "What makes men great?" His answer was simple: "A flame on the altar of a devoted heart; and a star on the horizon of a great vision."

YOU who are about to receive your laurels will be called upon to re-create standards in a world that largely has lost its concept of truly great moral and spiritual ideals. To you it is given to maintain a wholesome *physical supremacy*. You must champion the cause of *Christian morality* at a time when morality is at a low ebb. You must continue to enlarge your *educational idealism*. It remains for you to shape your life in the mold of an *evangelical conquest*.

Your career should not follow mercenary channels, nor should your time be devoted to the accumulation of wealth. Your education indicates that you should find your greatest enjoyment when you are emulating the methods of Him who said, "I came not to be ministered unto, but to minister."

To this class in particular I present a three-point program by which its members are to maintain their supremacy and acquit themselves heroically in after years.

First comes *consecration*. Have your hands filled with service for the Master.

Then there is *culture*, the building of character befitting sons of God. Direct your youthful energy in a cultural program that will enhance every talent, every capability for the honor of the Master.

The third point is *conquest*. Determine that all of life shall find its major setting in a program of mighty conquest for God.

"There's a place where the trail of men divides,

Through the mist of earth-born days;  
Where the infinite mind of God decides,  
And directs who goes, who stays.

Somewhere we meet, in this earthly span,

For a purpose that Heaven knows;  
And then again in Heaven's plan  
One stays and another goes."

—S—

### Training as Nurses at Madison

Two questions were put to a group of young people who contemplate training for the profession of nursing: (1) What is your reason for training as a nurse? (2) Why do you take that training in Madison College?

The Nurse-Training Course at Madison is open to both men and women, so replies

reflect the attitude of both. Among the answers submitted are the following:

A young man writes, "I plan to take nursing because it will enable me to be a greater service to others, and is a means by which I may spread the Gospel. I plan to train at Madison because I believe in self-supporting work as taught by this institution."

Another young man puts it this way: "I see a large field of usefulness for the trained nurse. Men are needed in the world today with a knowledge of health principles and how to prevent and cure disease. I believe the Lord has a place for me in the nursing field. I have chosen Madison because of the high standards of the college; because of the practical experience afforded by Madison Sanitarium; because of the wide opportunities offered by the Southern fields; and because of the opportunity Madison College offers in the way of student self-support."

A YOUNG WOMAN gives her answer in these words: "I enjoy working for others. I love to care for the sick and the afflicted. I have dedicated myself to the Master and I think that as a Christian nurse I will be able to win souls for Him. I applied for training in Madison College because I want to prepare in a Christian institution."

"I can secure at Madison the training for self-supporting work which I hope to enter on completion of my course," says another young woman. "My plan in life is to be a medical missionary."

"If war should come, I would be prepared to render service to the suffering. Otherwise, I plan to be a self-supporting nurse where the need is greatest. It was these ideals that brought me to Madison," writes a fifth.

"I had a very unhappy childhood and a school nurse came nearer to understanding my need than anyone else. Her profession became my ideal. I plan to work in a foreign field when I finish. Madison and its units afford opportunities to meet problems such as I would meet there," writes a Western girl.

### Goings and Comings of Campus Residents

Professor W. E. Straw, of Emmanuel Missionary College, Berrien Springs,

Michigan, Mrs. Straw and their son Ronald, visited Professor Leland Straw and family and other friends on the campus late in August. They were on their way home from a vacation trip to Waccama Farms near Benton, in North Carolina.

Among Commencement week visitors were Anol Grundset, Home Missionary Secretary, and Mrs. Grundset of Mount Vernon, Ohio. They brought a student for the college year and visited friends with whom they were associated in Battle Creek College.

At the close of the summer quarter there was a scattering of faculty members and their families for a few days vacation before the opening of the fall term, September 27. J. G. Rimmer and family went vacationing in Florida; William Sandborn and wife were with relatives in Lansing, and also visited other points in Michigan. They were accompanied by Mr. and Mrs. Leland Straw.

Among early arrivals were Professor Winton Beaven and Mrs. Beaven of South Lancaster, Massachusetts, who reached Madison on the tenth of September. Professor Beaven is a member of the college teaching staff in the Department of History, and Mrs. Beaven will be a senior in college. They are a welcome addition to the family.

Dr. Frances Dittes, head of the Department of Nutrition, Madison College, was called to Beardsley, Minnesota, by the serious illness of her sister, Mrs. C. A. Wright, who passed away on September twenty-five.

It was a pleasure on the first Sabbath in October to have with us again Dr. Howard Hyde Russell, of Westerville, Ohio, who spoke at the morning service. Dr. Russell was collaborer in the temperance movement with Dr. Isaac Funk, of Funk and Wagnalls, New York, and later founded the Anti-Saloon League. Refreshingly active still at fourscore-and-four, Dr. Russell spends much of his time in lecture work in the cause of temperance and in the organization of the

unique method of presenting the horrors of intemperance known as "Booze on Trial," which is participated in by influential business and professional men in many cities before large audiences. Dr. Russell was accompanied to Madison by his daughter, Mrs. Julia Reed.

Early in September H. K. Christman, of Southern Publishing Association staff, Nashville, and his family consisting of his wife, son Donald, and daughter Ruth, took up residence on the college campus. They have a suite of rooms in Mother D. Lodge, which is the guest home of the campus and Mrs. Christman succeeds Mrs. Gorich as matron of the Lodge. The faculty and family are especially pleased to have this addition to the campus group.

### \$10,000 for Cottage Rooms

LET not your right hand know what the left hand doeth," wrote one friend as he sent a donation for the cottage fund, with the request that his name be not mentioned.

"I am enclosing \$5.00 for the cottage fund. I wish it were \$500 (and so do you!)."

Some day it will all be in—the \$10,000. We have the naive faith to believe just that. We are following various leads, hints that come from various sources. One friend passes the word along to others. Someone who can do but little suggests the need to someone else who has a wider range of finances, and so the stream is swelling.

We will get along with present quarters, crowded as we are, this fall. We will have to do so. But we and all the students look forward to better rooming facilities later.

This has been the spirit of Madison for thirty-four years. It has grown little by little, slowly, steadily, one item of equipment after another. When it seemed we could not go any longer without that addition, then it would come.

We do not feel dismayed because we do not receive \$10,000 in one lump sum. One donor is not to have all the joy of accomplishment in this project. Nor are we who live on the campus suddenly to be relieved of all responsibility of thinking, planning, and doing our utmost. For gifts come to him who gives.

Gotzian Home addition is just now nearing completion. It would have been impossible for Mr. Gorich, the construction man and his crew of student carpenters to have done more than they have this past six weeks. But we do hope to enlarge student housing quarters between this and the opening of the winter quarters.

We would like to have *you* help us.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 38

Madison College, Tennessee

October 12, 1938

## Another College Year Opens at Madison

FRESHMAN WEEK, beginning September 27, was an introduction of all new students to the ways and principles of Madison College. All summer young people had joined the campus family, so it was not strictly freshmen who had a part in the exercises of the initial week of the fall quarter.

Helen Funk Auditorium was decorated with banners and each student sat in the section assigned to him geographically. It was pleasing to note that the 1938-39 student body grouped itself under the standards of 44 states and 7 foreign countries. It is a cosmopolitan group, indeed. One of the surprising features was the large delegation from some more distant sections of the United States. Colorado, the Dakotas, and California were well represented.

President Sutherland had the chapel hour on that evening. As one of the founders of the institution with continuous service through the third of a century that Madison has been growing, and with the background of teacher and physician, Dr. Sutherland has a rich fund from which to draw in his contact with students.

On this occasion he reviewed some of the outstanding features in the develop-

ment of the college, the principles of Christian education for which the institution stands, its fundamental objectives to prepare young men and women for lives of service especially in the great Southland and then in more distant fields.

He had seen the eagerness on the part of many in the group as they pressed their claims for a place in the college this year, an opportunity for a college education made possible by the combined work-study program.

Only a small fraction of those who have appealed to the institution for an education

can be accommodated. Those on whom the choice of acceptance has fallen are expected to be Christian young people who desire definitely to fit themselves for service in harmony with the objectives of the college. Dr. Sutherland challenged them to accept the responsibilities placed before them, and by hearty cooperation among themselves and with the faculty, to make this the strongest, most profitable year in their young lives and the best period in the history of Madison.

### Introducing Courses and Teaching Staff

AT CONVOCATION time the second day, members of the teaching staff presented the work of their individual

### THE SAVING GRACE

OUR civilization cannot survive materially unless it is redeemed spiritually. It can be saved only by becoming permeated with the spirit of Christ and being made free and happy by the practices which spring out of that spirit. Only thus can discontent be driven out and all the shadows lifted from the road ahead.—Woodrow Wilson, in "Atlantic Monthly," 1923

departments, outlining objectives, describing briefly the equipment for serving students, and the opportunities for thorough study and research. The keynote in these presentations was distinctly that of Christian service. It was noticeable also in all the presentations that Madison has been growing not only in a material way but in the richness of its scholastic offerings.

Five or six hours on Thursday, faculty members, heads of departments, were available to the students for counsel. New students were invited to report to the Dean's office where guides met them and piloted them about the campus and to the headquarters of the various teaching departments. Approximately a hundred freshmen availed themselves of this opportunity while older students of the college volunteered as guides.

In the meantime the work of the institution went forward, for Madison campus is a place of constant activity. It was sorghum-making time on the farm; the food factory program of manufacturing and shipping is a continuous one; the care of a house full of sanitarium guests and invalids keeps a force of workers busy all day, every day, and often far into the night. It is many sides of life that students meet on the Madison College campus. A fundamental principle of the Madison system of education is to make school a real-life problem.

At the Thursday evening chapel hour students were seated under the standard of their college year. Especially conspicuous was the large group of freshmen. The student government officers had charge of the service and occupied the rostrum. A number of student organizations were represented on the program, including the Student Board of Directors, the Missionary Volunteer Society, the Student Evangelists Seminar, the Youth's Temperance Council, the Peptimist Club, The *Peptimist Crier* staff, and the Dieta Club. The college orchestra gave a program of music and a "Professor Quiz" plied questions intended to test students' knowledge of the institution and its system of government.

#### The Week-End

THE first vesper service of a new year is always a memorable occasion.

Gathering at the set of sun to usher in the Sabbath, the large group of young people were led in study by Professor Welch, head of the Department of Religious Education and pastor of the College Church.

His study was based on the story of conquest over the enemy found in 1 Samuel 7: 3—13. College life should be a period of victory, growth, mastery of difficulties. It is a time to discard some of the habits that have hampered. It is the privilege of youth to sense the personal leadings of the Lord and like the children of Israel to have landmarks that indicate "Hitherto hath the Lord helped us." The beginning of this school year should be a milestone, back of which none of us desire to go.

More than a hundred students responded in a brief social service. A deep note of thankfulness prevailed for opportunities offered and a determination to make advancement in proportion to the privileges afforded.

Saturday evening the faculty entertained the students. Introductions were followed with a program of music and brief addresses. Again Dr. Sutherland appealed to the young people to be loyal to principles of Christian life and education, to courageous meeting of their college program and faithfulness in carrying out their assignments.

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### From Storm-Torn New England

WRITING the last of September from his new home in South Lancaster, Massachusetts, Dr. Philip Chen, for several years a resident with his family on the Madison College campus and head of the college department of chemistry, says:

"Lest friends at Madison worry over us we hasten to let you know that we are safe and that the only material damage we personally and Atlantic Union College suffered was some broken windows and doors. That the damage was so slight is really a miracle as we were quite in the center of the hurricane.

"The main thoroughfare from South Lancaster to North Lancaster was a tangled mass of wreckage, huge trees, and telephone poles, which it took hours to

clear with the combined efforts of the firemen, policemen, PWA workers, and students. Four days after the storm there are no lights in the nearby towns. People crowd the stores in search of oil lamps which cannot be obtained anywhere in the state. We are fortunate to have electricity from the college plant which escaped injury.

"Thank you for your letters and for the SURVEY which is read at one sitting and appreciated as never before.

"School has begun with about 250 college students, 100 academic students, and about the same number in the lower grades. I have five classes in chemistry. We are glad to read encouraging reports of Madison. I trust you will have a prosperous year and that the blessing of the Lord will attend you and your associates."

Madison is missing Dr. Chen and his family. Mrs. Chen is a graduate of Madison College, 1936. Dr. and Mrs. Chen and their three small children were a leading element in the Oriental group on the campus.

—S—

## Gleanings From the Correspondence

### Blossoming Time

A FRIEND, a professional man who has watched the developments of Madison from the day of its birth and who speaks from an intimate knowledge of its struggles, writes:

"Not until today did I find time to read the copy of Lieutenant-Colonel Hale's report of Madison which he made to the Dade County School Board. I am delighted to note his recognition of the contribution Madison has made toward education which he appreciates, hoping to get the same ideas in operation in Dade County. If he does this I shall take great pleasure in seeing the progress of the work there.

"Your experience is a beautiful illustration of the expression, 'All things work together for good. . . .' You had the courage to follow your own leadings, and in spite of all obstacles you have achieved a degree of success for which I congratulate you.

"The bud which you have been fostering all these years has come to the blos-

soming time, and the beautiful flower which is unfolding will receive the admiration of the educational world wherever it becomes known."

### Watching for Changes in Education

A New England woman, graduate of a State Teachers College in the South, a mother, a teacher, and a leader in the Parent-Teachers Association, writes:

"The article, 'Self-Supporting College' has just come to my attention. My first reaction was the return of an emotional feeling which I have scarcely known since early childhood. That feeling used to come when the end of the rainbow seemed just over the little hill in our very own field! A dream come true already for many students and graduates of your college.

"My first reaction was followed by one of chagrin. Here is an experiment that has really worked for thirty-four years. Where have I been? . . . For years we have cried for a change in our educational system which would tie up academic learning with life—and no one ever has mentioned Madison. Why haven't we been pointing to Madison all these years? There has never been anything that has moved me so deeply as Madison. I may be selfishly motivated for I have a son. . . ."

Three weeks later the writer continued:

Writing to Madison is just like writing to home folks. Your catalog and pamphlets came to us the day after the hurricane and it was a saving grace in those two or three awful days when ordinarily morale would be pretty low. It gave us something definitely interesting to talk about and to think of as we went about to clean up after the storm.

"Son is enthusiastic about entering for the summer term. He puts it this way: 'Instead of working here, why couldn't I work there all summer and build up a fund to start with?' He is fond of gardening and is able to do the work of a man.

"We must make plans far in advance for it will mean asking for his father's vacation in June instead of August. We would visit relatives on the way South and then on to Madison. We are pleased with your objectives and methods. The

situation seems like a dream come true. . . . Thank you for the SURVEY and the sanitarium folder. They help us to understand the situation."

The secretary of the Chamber of Commerce in an eastern city writes:

"May I thank you for the MADISON SURVEY. It proves more and more that Madison College, with its cooperative background and its helpful attitudes, is the kind of college I want for my son."

—S—

### An Educator Visits the Campus

AFTER an interval of fifteen years, Dr. C. E. Crosland, teacher and business man, formerly of Nashville, where he was Dean of Ward-Belmont College for Girls, and now of Lakeland, Florida, spent a week or ten days at Madison for a physical checkup at the sanitarium and to renew acquaintance with friends.

There seems to be no activity about the place but interests this school man. Young people interest him, and likewise all that they do at Madison. He believes, too, that a man should keep well by proper living and periodic consultation with a physician, rather than wait till disease demands treatment. And he so advises his friends, telling them to come out to Madison for a thorough going-over before they think they really need medical attention.

The doctor spoke at the chapel hour appealing to everybody by his characteristic and interesting manner of approach and quickness of response. He contrasted two great characters, Napoleon and Pasteur. He pictured them both as students, freshmen in college, where each had his scholastic difficulties.

Napoleon rose to great heights. He held the destiny of men in his hands, but selfishness was his chief motive. It has been said that he never was known to do an unselfish act.

Pasteur, on the other hand, rose to fame, an exalted place in his nation and a blessing to the world at large. He was a blessing through his efforts to con-

quer disease. Of him it has been said that he was never known to do a selfish act.

### Interest in Madison Foods

DURING the past year there has grown up a scheme whereby Madison Foods, the organization on Madison College campus that manufactures and distributes health foods, and the church schools have cooperated to their mutual good. Concerning one such project let Madison Foods speak:

Last year the Sabbath School Department of the Illinois Conference set out to enlist the Investment Secretaries of the conference in active service. Their efforts were crowned with success for they cleared over \$6,000 during 1937. Various articles were sold including hundreds of cases of Madison Foods which played an important part in raising the \$6,000.

Many churches have caught the spirit of the health food movement which is now progressing rapidly even in the food stores throughout the nation. Sabbath school Investment Secretaries, Dorcas Society leaders, Young People's Society leaders, P.T.A. leaders, church building fund leaders, and others are selling Madison Foods and utilizing the profits to increase their cash reserves. The profits help to support the activities of the church including the church school.

An active Educational secretary in one of the Atlantic Coast states recently wrote:

As I have traveled through my field in the interest of the church schools, I have found many of the teachers and other members of the church interested in starting a health food unit, as a means of earning money for needed equipment. Two years ago one of the church schools sold \$100 worth of Madison food products to help in the purchase of their new heating plant.

#### From Budapest, Hungary

A CONSULTING CHEMIST in far-off Hungary learned of Madison through an article in the May issue of *Reader's Digest* and writes:

I see you have done research work in food chemistry, especially with products of the soybean, such as, milk, bread, coffee and even meat substitutes. Such preparations are really a blessing to mankind, especially to the poor in Hungary, a country that has been deprived of three-fourths of her territory, including much of her pasture land, which accounts for the scarcity of milk.

Such foods as yours should be introduced here just as the potato was introduced into Europe from America. Soybean growing has been quite a success in Hungary, but here the bean is used only for feeding the stock. I would, therefore, most earnestly appeal to you for help.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.



# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 39

Madison College, Tennessee

October 19, 1938

## Some of the Outstanding Features of Madison

VISITORS on the Madison campus see the institution from various angles. Often the situation that most impresses the observer lies in the plans of his everyday thinking. The business man is looking for methods that concern his way of life; medical men look for the methods used in dealing with sanitarium patients; teachers inspect more closely the classroom procedures.

Milo Hastings, of New York, was here last summer and the breadth of his vision is reflected in an article, "A College That Feeds Itself," in November *Physical Culture* magazine, in the new section of that periodical of which he is director, known as the "Physical Culture Nutrition Department."

### Feeding the Family

DEALING with foods and nutrition problems as he is, Mr. Hastings, about the middle of his contribution, gives the story of the soybean industry at Madison, a portion of which reads:

"The address, Madison College, Tennessee, has become familiar to patrons of health foods stores as the place of origin of a distinctive line of products made from soybeans. The reasons for that grew out of the following interesting combination of circumstances.

"First: the idea upon which the college was founded as a place where the students should by their own labor produce as nearly as possible all their own food supply for a completely nourishing diet.

"Second: Madison College and Sanitarium are strictly vegetarian, and the vegetarianism has been worked out as part

of the school dietary as well as the sanitarium dietary. To students and patients alike the importance of proper food for the body is emphasized.

"Third: One phase of the work at Madison College has to do with the training of medical missionaries. That has not only brought to the teaching staff people who have had experience in the Orient, but has also brought students from these countries.

"Out of these circumstances came the

development of a new line of foods which we may call the Americanization of the second most important food material in the Eastern world and the greatest of all vegetarian sources of protein—the soybean."

PASSING Mr. Hastings' interesting description of Madison's victory over numerous difficulties in the way of producing from the soybean food products that appeal to the appetite of the public,

### MAN BELONGS ON THE SOIL

NATIONS rise and fall, civilizations pass one after the other across the stage of history, and their coming and going can be interpreted in terms of their treatment of the soil. . . . Every nation's destiny is the story of its soil; the use of land is the index of civilization.—*Dr. Mark Dawber, Rural Secretary, Home Mission Board, Methodist Episcopal Church, North.*

we pick up his story near the end of his article, since here he is stressing educational features of the enterprise. He says:

"Thus the new food products developed from soybeans, along of course with other vegetarian dishes, were worked out and tried out in the students' dining hall and in the Madison Sanitarium. . . .

"This, in turn, provided another campus industry for the work-your-way college, giving occupation for the students in which they could take an especial interest and pride, since the business grew out of the research work of the college and was closely tied in with both their agricultural and their health work.

"I know of no happier combination of education, practical work and training in healthful living, and of no greater contribution to the wider solution of problems of food and health. This institution, unique of its kind, certainly deserves to thrive and grow and to be emulated. . . ."

#### Madison's System of Education

IN THE opening paragraphs of his article Mr. Hastings gives the physical set-up of the college and sanitarium, located as it is on a large tract of land, and in a section of the United States that is peculiarly fitted by climatic conditions, and otherwise, to produce a wide range of foods. He enumerates many of the products of farm, dairy, orchard, and gardens that contribute to the feeding of the college family of approximately five hundred people. Then, referring to fundamental principles of the institution, he says:

"The idea, as I get it, and I wholeheartedly endorse it, is not to *give* an education to anyone, but to provide students who really *want* an education with a chance to *earn* it—whereby it immediately becomes a better education. Anyone who has had much experience in employing new college graduates will understand that without further elaboration.

"In the business of educating any young person to the realities of life, food is a good thing with which to begin. It is the basis of physical life and the most basic reality of economic existence. He who has learned how to produce food for himself and others becomes an anchor man

in any civilization. All others are dependent upon him. . . ."

#### Buildings and Equipment

AFTER touching upon the early history and founding of Madison, Mr. Hastings gives the policy of the institution in these words:

"All the contributed funds have been used for permanent improvements and not for running expenses. Students and teachers alike are dependent for their livelihood upon their labor and the returns from the campus industries.

"All this means that student work must be practical and actually pay its way. This is facilitated by an especial arrangement of the curriculum. School is conducted the year round and divided into four quarters. Classwork is arranged so a student can drop it for a quarter. These vacations from classwork enable a student to devote full time to paid work and so get ahead enough financially to ease his labor time during terms of classwork. The arrangement also facilitates the operation of college enterprises that must run the full year. . . .

"For a small college, Madison students come from a remarkably wide range of territory, including forty of the forty-eight states and a half dozen foreign countries. Only 22 per cent of the enrollment is from the local state of Tennessee.

"There is nothing soft and nothing Utopian about Madison College. It is no place for back-to-nature dreamers of breadfruit trees, nor gullible city readers of Sunday paper agricultural tales of 432,000 pounds of tomatoes per acre growing in tanks of fertilized water. At this college that feeds itself there is no manna from heaven on the bill of fare.

"Madison students are selected from an ever-widening list of applicants upon evidence of sincerity of purpose and ability to work as well as to study. There is an absolute no-debt policy. The institution does not go into debt for building or equipment and student accounts are watched closely so they do not run behind and become discouraged. There is no occasion for student loans because the opportunity to work is ever present. . . .

"The present-day world, in this country at least, is badly overstocked with colleges turning out lawyers and bondsalesmen all trying to make a living by talking each other out of the money somebody else made. We need a few more Madison Colleges which would feed themselves and in so doing make contributions to the better feeding of us all."

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### Campus Activities

M. V. Tucker, recently installed as manager of Southern Publishing Association, Nashville, spent several hours on the campus a week ago in company with Elder H. K. Christman. It was Mr. Tucker's first visit in sixteen years, for he is just home from South America where he has lived for that length of time, connected with the publishing work of the Seventh-day Adventist institutions in Brazil and Argentina.

\* \* \* \* \*

Mrs. Lucy Hirst-Schultz, a Madison student before her marriage, was back for Commencement, accompanied by her husband and son. Formerly from Massachusetts, they are now living at Washington, D.C. Returning students say it is like coming back home. It is a joy to them and to the faculty, also.

\* \* \* \* \*

M. A. Hollister and Mrs. Hollister, of Washington, D. C., former residents in the Southland, stopped to greet friends on the campus as they returned to Washington following a tour through the West. Eighteen years since their last visit has made many changes in Madison.

\* \* \* \* \*

The Madison College herd of Jersey cattle stands well in the Davidson County Association of registered animals. This year much enthusiasm was shown among the dairy workers as they groomed some of their fine calves and heifers for the State fair. There they were in competition with herds of national fame, but in spite of all they captured prizes enough to compensate the students for their efforts.

\* \* \* \* \*

An unusual amount of activity is reported from the occupational therapy department, superintended by Mrs. George Droll, who is an ardent believer in the efficacy of hand work for certain classes

of patients. They have had an artistic display of tapestry, hand bags, work bags, paintings and decorated household articles for sale.

\* \* \* \* \*

Charles Franz, of Atlanta, Auditor, Institutions of Southern Union Conference S. D. A., spent several days at Madison at intervals recently, auditing the books of the institution. His long experience with educational institutions and his sympathetic understanding of Madison College problems make his services especially helpful.

\* \* \* \* \*

The widespread interest in health foods is indicated by a letter from a member of the House of Representatives, Washington, D.C., who writes:

I am informed that your institution is using soybeans in the production of milk. This interests me very much. I shall appreciate any information you may be in a position to give as to the methods used, machinery, and so forth.

\* \* \* \* \*

From the sanitarium comes the report that the regular staff meeting of physicians was held last Wednesday with a full attendance and a profitable discussion of medical problems.

During the past thirty days eighteen tonsillectomies were performed on children for the Blue Ribbon Health program of Davidson County. This is one way Madison Sanitarium has of cooperating with the local health departments.

Among recent guests of the sanitarium was Dr. D. S. Henry, Paris, Kentucky, who was in for a brief stay and physical check-up.

Miss Willie Harris, and her friend, Mrs. Jessie H. Mastin, were up from Huntsville, Alabama, for a rest and examinations.

Mr. S. G. Button, a retired business man of Lynn, Massachusetts, who was on his way to Florida, stopped for examination and recuperation from surgical work.

Miss Ida Ross, member of a well-known Knoxville family, is spending a little time at Madison.

*Slides for Rental:* A limited number of the "Learn-How-To-Be-Well" slides may now be rented. This includes both alcohol and tobacco lectures. For information, address, Associated Lecturers, Inc., Madison College, Tennessee.

## Gives Standing Room

FROM time to time demonstrations come to us of the fact that a practical education of the student gives him standing room in home and foreign mission work. Dr. Frank W. Price, head of the Department of the Rural Church, Nanking Theological Seminary, gave a talk at a Fellowship Meeting, Rural Missions Conference, Cornell University, last February, reported in the June, 1938, issue of *The Christian Fellowship Bulletin*, from which we quote, as one such demonstration. Dr. Price says:

A young Chinese minister from the city was visiting the minister of a rural parish. He walked with his friend to a village where some Christian farmers were making mud bricks for a little chapel and evening school. He saw the country minister work along with the farmers and help them in the building of their village house of worship and service. Finally he, too, took off his long robe and began to carry mud bricks.

One young farmer watched him intently for a while and then said, "Pastor Chiang, you are a scholar and a guest. If we were building this house for ourselves, we would not let you soil your hands by working with us. But since this is a house for God, we are glad for you to have a share in the labor."

The city minister told me that the few hours with those farmers, toiling with his hands for God, and having a part in making the little church, marked a high spiritual experience in his life. He had not realized so clearly before that labor and sweat and earth may be holy. The dedication of that mud-walled, straw-roofed, village chapel-in-the-making was as real and beautiful as the dedication of a great and completed cathedral because the village builders were conscious of working with God.

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## The Madison Appeal

FROM a Presbyterian minister, member of the American Mission in Punjab, India, came these words:

"After reading and re-reading the account of your college, my wife and I

have come to the conclusion that your institution is the one in which we would like to have our son get his college training. Our reasons for selecting your institution are these: We have been missionaries of the United Presbyterian Church in India since 1920, receive a missionary's salary and have no other source of income.

"Since the depression our modest salary has been cut three times so we find it impossible to do more than provide for living expenses. We have other children to educate. The generosity of relatives as well as a special scholarship have made possible our son's schooling this year, but so far as we can see his only hope of a college education depends upon his being able to earn his own expenses. We do not complain about this. In fact, we would not have it otherwise as we hope he may develop self-reliance and the ability to make his way in the world.

"Another thing that attracts us to your college is that the varied list of industries and activities will offer him a good opportunity to find his particular skill or talent and will help him to choose his life-work. The program of physical work appeals to us also. He has had no experience in farm work or strenuous labor of any kind, and I feel that any boy who has been deprived of that is greatly handicapped in attaining an all-round development both physical and mental."

A MOTHER, writing from Mississippi, shows that she is considering the educational problem of her daughter from various angles. She writes:

"I am pleased to find that yours is a church college. I believe that in a small college such as yours, besides being able to earn her way, my daughter will get much that is missing in a larger institution."

### CONVENTION

THE Annual Convention of Self-Supporting Workers of the South will be held at Madison College beginning the evening of Thursday, November 3, and closing the afternoon of Sunday, the sixth. A cordial invitation is extended to workers and friends. To insure lodging accommodations, please make arrangements in advance.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 40

Madison College, Tennessee

October 26, 1938

## Activities of The Layman Foundation

AT INTERVALS throughout the year The Layman Foundation, an organization affiliated with Madison College and having headquarters on the college campus, brings before the students various features of the work it is sponsoring in the Southland. Its initial program of the present college year was introduced by Mrs. Lida Scott, the Executive Secretary. Miss Telena Elza, one of Mrs. Scott's assistants, briefly outlined the purpose of the organization.

### The Layman Foundation

THE Layman Foundation was organized and chartered under the General Welfare Act of the State of Tennessee in the year 1924 for the purpose of sponsoring institutions similar to Madison College and Madison Rural Sanitarium, institutions that are developing in other parts of the rural South. Since the early days of Madison, and especially since 1924, these smaller centers have increased until now about thirty are carrying forward systematic work.

The Layman Foundation acts as custodian of gifts and annuities which are intended to help in the promotion of enterprises similar to Madison College, one of the immediate aims of which is

to train workers for these out-stations.

A few years ago The Layman Foundation secured several farms, leasing them for a nominal sum to companies of workers in order to demonstrate whether or not the plan of operation at Madison is work-

able in these smaller units. We are now beyond the experimental stage. The Madison plan, if consistently carried out, has proved a success. It presents a scheme of operation that is fair to any worker who desires to devote his talents to this type of work. It affords opportunity to present the power and beauty of Christianity in practice and service,

and at the same time it furnishes a living to those who exercise economy and who are willing to forego some of the indulgences and luxuries of these times.

We do not intend to give the impression that The Layman Foundation furnishes farms and equipment *ad libitum*, but it does encourage lay members of the church to establish centers of influence in rural communities and offers assistance in organizing for successful operation.

Not infrequently The Layman Foundation is offered the deed to property on condition it will duplicate the work being done at Madison. As illustration, re-

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### ANNUAL CONVENTION

THE twenty-seventh annual gathering of Southern Self-Supporting Workers of the South is appointed for Madison College campus, beginning 7 o'clock, Thursday evening, November 3, and closing Sunday afternoon, the sixth. Students are filling almost every available corner, so special arrangements must be made for accommodations. Write before coming. Sorry, but it is necessary to limit entertainment to delegates, adults only.

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cently such an offer included a clear deed to a commodious building, furnished and with attractive park-like surroundings, with the proviso that it be devoted to sanitarium and hospital purposes.

It may be surprising, but it is nevertheless true, that it is easier to secure property and equipment than it is to find consecrated qualified and trained laymen who are capable of doing effective, constructive work. Herein is a challenge to *real* men and women.

#### Pewee Valley Hospital

FOR fifteen years or more a group of workers, most of them former members of Madison family, have been developing a medical and educational work at Pewee Valley, near Louisville, Kentucky. Miss Gwendolyn Peters, a Madison College student and daughter of Dr. John Peters, Medical Superintendent of Pewee Valley Sanitarium and Hospital, reported the latest advancement of that institution.

The Sanitarium has long needed a more adequate water system and has had hope of securing the Confederate Home property which is no longer used for its original purpose. Early in October, J. T. Wheeler, general manager of the Pewee Valley institution, wrote that negotiations were finally completed for the transfer of the property for \$8,750, which adds about forty-four acres to their holdings and gives an abundant water supply.

A local paper, *The LaGrange Era*, October 7, gave an extended account of the Pewee Valley institution, from which quotations are made.

The institution was begun in 1925. Due to the splendid cooperation given by the citizens, rapid progress has been made in its development. It operates a 35-bed sanitarium and hospital which serves a wide field. Patients are received from all over Kentucky and from many surrounding states. It operates fully equipped X-ray, clinical laboratory, and surgical departments.

The growth of the institution has been phenomenal. Starting in a farm building, facilities have been added as needed. During the depression the need of added facilities was presented to the citizens of the county. Their response made possible rooms for seventeen more patients and administrative offices.

The Pewee Valley Sanitarium is more than a hospital and a school. It is a community composed largely of young people who are meeting the expenses of their education by work—an education not entirely along traditional lines

for these young people are trained to become useful citizens with a trade or profession that fits them for life service.

Some fifty students are enrolled in high school where industries provide a laboratory for putting into practice lessons of the classroom.

Mr. Wheeler writes that the school is well started for the year. "We are much pleased with Professor Kaylor [who went from Madison this fall]. We have a good teaching force. We made our own chemistry and biology tables, but still lack seats for the chapel. We are justly proud of the new school building. We have refinished the dining room with stucco and are now painting the other buildings."

This is a glimpse of one of the rural centers that The Layman Foundation has been pleased to help and whose growth has been watched with much satisfaction.

#### Donated School Books

OF RECENT gifts none has been more timely than the box of seven hundred books for school children sent by the Toledo, Ohio, school board. A relative of Mrs. Scott, who is secretary of the Board, learning of the work of the rural schools and the struggle the teachers often have to secure books for the children, put the matter to her Board with results reported by Mrs. Susan Ard.

The books were distributed among twenty schools in six states. Lists of the books were first sent to the out-schools, and as these were checked and returned, the books were shipped. Every letter from these schools was a note of thanks. The teachers in these schools give of themselves unsparingly, but remuneration is small and when parents cannot purchase books for their own children, the problem is a serious one.

One of the places to which these books "went to school" is down near Heflin, Alabama, where two young women, their brother and his bride began a community work on a small farm. They have cleared, planted, cultivated, built. In the little school house at the end of the trail through the woods four *real* desks have been given the place of honor at the front. Tables of odd sizes and varying heights serve the rest of the children. The floor is wide rough boards, but clean to the nth degree.

On a shelf at one side was the precious library composed of a dozen books, or

less. "When I saw them," said Mrs. Ard, "the children were bubbling with happiness for it was the day following the arrival of the sixty-six books we sent them. Three motherless little girls who have been taken into the home could scarcely go to bed the night the books came. 'That box of books,' said the little teacher, 'is one of the greatest blessings that has come our way.'"

In the mountains of eastern Kentucky a school has been started in the edge of a mining town. Due to labor troubles the mines closed two years ago, leaving the people practically helpless. You can imagine the appreciation of the teacher of that school for the box of fifty books sent there.

The teacher in another little school started this year in a Kentucky county in which there is no railroad, said that in all probability there would have been no books for his pupils had it not been for their share of the Toledo gift.

Nearly one hundred books went to a colored school in Alabama. We cannot tell all the people who were made happy by this donation. The three little books, "The Clothes We Wear," "The Food We Eat," and "The Houses We Live In," were so distributed that each school had a set for its library corner.

#### A Call From the Mountains

A GLIMPSE of the opportunities for work in rural sections of the South was given by Cecil Shrock, a student who has spent a number of years in the mountains of North Carolina and has a sympathetic appreciation of the situation. He read portions of a letter from C. B. Hamm, of Mission Center, Virginia, who writes:

"I am a mountain man who was raised on a farm near here. I became interested in the rural school work through reading 'Men of the Mountains,' by Spaulding. I have been told by the principal of one of our larger schools that a good many young people from this section of the state apply to his school but they are too poor to meet the expenses. I hope to see the time when we can establish an industrial school for these people. There is as fine timber among these young people as you will find anywhere. We need a school that will train them and at the

same time instill in them a love for this very country.

"Not far from us is a 250-acre farm, two-thirds cleared, with a good dwelling house, spring water piped into it from the hills, a small stream running through the farm, a roomy barn, a gravel road on one side that will soon be hard-surfaced as it is near the park boundary and only eight miles from Skyline Drive. The place has sold for \$10,000 but can be purchased now for \$4,000."

Here is another challenge to a group of laymen who desire to have some part in an intensely interesting rural work that brings rich returns to those who know the value of human souls and the joy of service for the Master.

It is a good thing for young men and women who have entered college from the four corners of the world to meet these situations which call for youth, strength, courage of conviction, stick-to-it-iveness, faith in the promises of the Lord.

—S—

## Kentucky-Tennessee Teacher Conference

By R. H. LIBBY

MADISON COLLEGE became the home of the Kentucky-Tennessee elementary church school teachers during their convention, October 12 to 15. Thirty-four teachers were present and this number was augmented by teachers, students, parents, and visitors from the college.

We were all especially pleased with the royal welcome given by Madison. Wednesday evening at chapel hour the group was welcomed by President E. A. Sutherland, founder of the institution, who recalled the early days of the elementary church school movement, and challenged us with the task before us in these strenuous days.

Elder C. V. Anderson welcomed the teachers in behalf of the conference. Professor C. A. Russell, Educational Secretary of the Southern Union Conference, added his happy words of welcome and the secretary of the local conference accepted the greetings in behalf of the incoming teachers.

Demonstration Building auditorium was headquarters for the convention. Wednesday evening Professor Russell laid

before the teachers the responsibility resting upon them as they face present alarming conditions to work zealously for the children committed to their care.

DEVOTIONAL service was conducted Thursday morning by President Anderson who stressed the teachers' own spiritual need. The following morning Professor Welch, Madison College Bible instructor, in a new and interesting way stressed the need of individual devotion to our salvation and that of others as the great objective of Christian teachers.

J. H. Goodrich lectured twice on "Art for the Teacher," giving helpful demonstrations. Mrs. Bertram, Madison College art instructor, had a fine display and gave helpful hints for the elementary art teacher.

To those who know Professor Russell, no teacher gathering is complete without him. He presented many helpful things in the teaching line. Southern Junior College sent its Normal Director, Mrs. Grace A. Green, who added an array of helpful teaching devices that will ease the way for the teachers.

Miss DeGraw of Madison College spoke on "The Professional Improvement of the Teacher." All were impressed with the great task committed to teachers as she outlined our God-given program for this field. Dr. Sutherland followed, pledging Madison College to the great work of supplying teachers to meet the growing needs of the South.

Miss Clyde Williams, representing Palmer Penmanship, gave a very helpful talk with demonstration of teaching methods in penmanship. Mrs. Clara Norton, former teacher in Junior Academy, Nashville, now from Washington, D. C., assisted in the primary field.

Dr. Floyd Bralliar, head of the Department of Biology, Madison College, stressed the importance of nature lessons with the children, illustrating with a "true locust" how, even in a grasshopper, one may find illustrated much of the greatness of God.

Especially helpful and entertaining was the elementary music demonstration by Mrs. Alice Straw, Madison College Music

Department, which made all the listeners long for the opportunity to teach music to the children.

Mrs. Florence Taylor, Principal of Madison Demonstration School, led in an Oral English demonstration, illustrating how children may be taught to think on their feet and before an audience.

A SERIES of helpful demonstrations were given: Miss Minnie Brown of Nashville, and Mrs. K. P. McDonald, of Madison, presented primary reading methods. George Cothren of Madison Demonstration School, taught a Socialized Civics class. Mrs. Lewis Larson of North Nashville Church School, illustrated "Teaching the Assignment," and Professor Larson assisted in the school health discussion.

Clarence Sauder of Covington, Kentucky, illustrated methods of teaching the Bible. Mrs. Susan Ard of Madison gave helpful ideas in the field of geography. Paul Haughey, of Louisville, pleased the group with his stamp map of the United States, illustrating that hobbies may well be made use of in the teaching field. W. F. Ray, of Fountain Head School, now a student in Madison College, gave a study on insects.

A book display, with free materials, added to the interest of the conference. The Friday evening vesper service and the Sabbath morning church service were conducted by leaders of the convention. The conference closed with a social evening which brought together the visiting delegates and members of the college family.

Dr. Sutherland invited the teachers to hold their conference at Madison next year, and the audience gave its approval by a solid vote in the affirmative. Kentucky-Tennessee teachers appreciated the splendid hospitality of Madison and will not be slow to accept the generous invitation to return.

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## PLEASE

Madison hopes to see you at convention. It should be a happy gathering. Please write before coming.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 41

Madison College, Tennessee

November 2, 1938

## Rural-Mindedness and its Result

TWO types of people exist in this world.

There are those who love the city and its ways, who think in terms of city conveniences and measure life values by city standards. They seem to thrive on the city atmosphere and to merge their identity with the masses, moving with the crowd and moved by the crowd. To think and act for themselves is beyond them for they have been born and reared to be dependent.

These city-minded folk are not confined to any locality. They are not always living in a crowded area, but they have the mind to be. They are happier when they are so surrounded. They may be found anywhere from the stone front on Fifth Avenue or Riverside Drive to the shanty of the poverty-stricken; from the exclusive society home to the crowded tenement, and all the way between.

They may represent any financial stratum, any social faction, any degree of education and culture, for theirs is an "attitude," "an enduring acquired predisposition to react in a characteristic way toward a situation."

Without any effort on their part, and indeed, in spite of any effort they may attempt, that city-mindedness controls

every act of life, affects their behavior and their influence over others.

THE second type of individual into which we have divided the human family is the rural-minded. Theirs is a mental attitude, also, rather than any

description of a dwelling place. It is a habitual way of relating one's self to the problems of life.

The rural-minded may be found living in many and varied places, and not always in the environment most conducive to their growth and best good, but the tendency, the inborn desire of these

rural-minded is to gravitate toward their ideals and so modify their surroundings to correspond to their ideals.

This fact may be illustrated by the experience of a rural-minded teacher who perforce is located in a city school. She is found to be continually striving to bring before her pupils the joys of nature, the beauty and silent influence of the great out-of-doors in contrast to the harshness of city pavements, the towering skyscrapers, the noise, bustle, incessant turmoil, the fear, dread, slavery to custom that characterizes city life. Over against these she places the green sward and growing trees, fruiting vineyards, the freedom of the woods, the typical agricul-

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### THE PATH TO SUCCESS

WORK in faith and leave results with God. Work and believe, putting into your efforts faith, hope, and courage. After doing what you can, wait for the Lord, declaring His faithfulness, and He will bring His word to pass. Wait, not in fretful anxiety, but in undaunted faith and unshaken trust.

—*Instruction to Workers*

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tural life with "its discipline of stern necessity that is intended to sharpen all the powers" of the lover of rural life.

The reading public is acquainted with the experience of a city man set free and restored to health as recorded by David Grayson in his "Adventures in Contentment," and "Adventures in Friendship."

THERE are men whose hearts burns the love of the country, such men as Liberty H. Bailey, author, teacher, who writes of the "Holy Earth," looking upon it as the Lord's great blessing to mankind which should lead the thoughts of mortals to their Creator.

Perhaps you are acquainted with Kenyon L. Butterfield, a man whom Theodore Roosevelt appointed member of the first Country Life Commission to study the problems of the American farm; to bring out the needs of the forgotten man upon whom, however, rests the great burden of feeding the world, mightiest problem allotted to man, a problem which links him with the divine, for is he not God's husbandman, God's workman?

It is of Butterfield that Ray Stanard Baker (the real David Grayson) writes: "How well I remember him in Paris after the Great War. He was in the common khaki uniform—a leader in the Army School at Beaune—but fighting as few soldiers ever fought for his old ideal of a better way of life upon the soil. He was dreaming of a world agricultural society—reaching to the ends of the earth."

Of Butterfield, the same author says further, and in so doing emphasizes the thought that some men *are* rural minded:

He knew well the country life and 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.

And that is the type of man Madison wants to grow. There is no question as to Butterfield's rural-mindedness. He lived and thought, worked and studied to bring that message to mankind. There are others. Dr. Claxton, former United States Commissioner of Education, is now president of the only rural-life training school for teachers in the Southland. His Normal School at Clarksville is operated

especially for the rural teachers of Tennessee, because he feels that the teacher of the rural school should have an attitude of mind altogether different from that of the traditionally trained teacher.

Our friend, Dr. John Reisner, Executive Secretary of Agricultural Missions Foundation, and some of his associates, are doing their best to educate rural-minded gospel workers and missionaries. It is Madison's ideal, the basis for its scheme of self-support and self-government. All this centers in the effort to train rural-minded workers for the Southland.

Contrasting the same two systems as they appeared in the ancient world, the author of the book, "Education," says:

God provided conditions most favorable for the development of character. The people who were under His direction still pursued the plan of life that He had appointed in the beginning. Those who departed from God built for themselves cities, and, congregated in them, gloried in the splendor, the luxury and the vice that make the cities of today the world's pride and its curse.

But the men who held fast God's principles of life dwelt among the fields and hills. They were tillers of the soil, and keepers of flocks and herds; and in this free, independent life, with its opportunities for labor and study and meditation, they learned of God, and taught their children of His works and ways.

Therein lies the philosophy of the Madison type of education with broad acres as a basis for a work-study program, its freedom from city conditions, and its religious environment in which youth may be trained for Christian service.

"Remember Lot's wife," said the Savior Himself. She thought rural schools not good enough for her growing family and moved to Sodom for the advantages of the city. Lot stayed there also, although "his righteous soul was vexed." He had a knowledge of something better; he had once given himself to a rural enterprise, but he had not the moral courage to resist the argument of wife and relatives who favored the city. He and his fate are typical of a decadence which it is possible for men today to avoid, if they so desire.

We are speaking of two manners of living—one tending toward and making possible freedom, growth, culture, both mental and spiritual; the other engrossed

with worldliness, intoxicated with the thought of material gain.

Each man has the right of choice. Each reaps according to his choice.

### Faculty Activities

THE Annual Meeting of the Tennessee State Nurses' Association and the Tennessee League of Nursing Education, held in Knoxville, the week of October 9, was attended by Miss Gertrude Lingham and Mrs. Marguerite Wallace. Miss Lingham, as Chairman of the League Committee on Mental Hygiene, reported for that committee. Mrs. Wallace, as editor of the State *Bulletin*, reported for the Public Information Committee. Mrs. Wallace, as president of the Nashville League of Nursing Education, is a member of the League Board of Directors.

The Madison College representatives to the conference report as the most important accomplishment of the convention the formation of the Tennessee State Organization for Public Health Nursing.

In view of the League's work of the past few years on the problem of adequate training for nurses in mental hygiene, another matter of interest was the presentation by Senator George H. Cate, Commissioner, Institutions and Public Welfare, of the important legislation providing for three hospital units of 100 beds each, to be built and equipped by the state, one at the University of Tennessee Medical Division, Memphis; one at Vanderbilt University, Nashville; and the third in Knoxville. All are to be manned by the universities. This provides more room and better care for the State's mental patients and also furnishes clinical experience in psychiatric nursing.

At the monthly meeting of Davidson County Parent-Teachers Association, Isaac Litton School, October 18, Miss DeGraw presented a phase of the subject of mental hygiene.

The Middle Section, Tennessee Education Association, held its Annual Meeting in Nashville, October 27-29. Dr. A. W. James, head of Modern Language Department, Madison College, appeared on the German Program, discussing the subject, "Ruckblicke und Ausblicke."

Dr. Floyd Bralliar, head of the College Department of Biology contributes an ar-

ticle weekly to the Memphis *Commercial Appeal*, under the caption, "The Garden Scrapbook"; to *The Atlanta Journal*, "Garden Topics," and similar columns to *The Nashville Tennessean* and *Knoxville Journal*.

—S—

### A Book You Will Want

IT IS a pleasure to introduce a new book in the field of health education, "Taking Care of the Family's Health," in two volumes, by Miss Elma Rood, well-known member of Kentucky State University staff, as Director of Nursing Education, and Miss Gertrude Lingham, Director of Nursing Education, Madison College (Rural Press, Madison College, Tennessee, \$6.50). Hearty indeed has been the reception accorded these volumes as the following unsolicited testimonials indicate.

From American Red Cross National Headquarters, Washington, D.C., Miss Eugenia L. Klinefelter, Assistant to Director of Nursing Service, writes:

These volumes are certainly filled with splendid material and in a form which will be easily adapted to group education and for quick and excellent information for the instructor. The material is beautifully set up throughout and the illustrations are fine.

These words are especially forceful coming as they do from a representative of The American Red Cross, the acknowledged starter and center of home hygiene and home nursing instruction, the field that the Rood-Lingham book covers.

The Associate Secretary of The American Public Health Association, Willimina Rayne Walsh, of New York, wrote the publishers of "Taking Care of the Family's Health";

Our bibliography of health books is in preparation this week (first of October), and will be ready for distribution at the Association's Annual Meeting in Kansas City, October 25-28. About 3,000 copies will be circulated there and the rest of the edition of 15,000 will be sent out in a few months in our regular mail. The Rood-Lingham book will be listed there. At Kansas City, the Association is sponsoring an exhibit on health books of all publishers. We shall be glad to have your publication on display.

—S—

### Madison's Protein Foods

IN THE Fall-Winter issue of *Madison Health Messenger*, a quarterly publication which goes to all who handle the

food products manufactured on the college campus, are these paragraphs concerning protein foods the institution is placing on the market:

No flesh food of any kind is served at Madison College, hence soy beans and nuts are used as the source of complete protein to take the place of meat. A fine soy loaf is made of soy beans, gluten, peanut meal, vegetable seasonings, and soy sauce. Several years ago the experimental laboratory of Madison Foods introduced this new soy loaf by serving it on the regular menu in the College dining room. It immediately became a favorite. Students asked for it when it was not on the menu and being easy to digest and easy to prepare, its popularity grew steadily. The research department having completed its studies, released it for production. It was named "Soyburger" and put up for general market distribution. Served as a steak, cutlet, or in salads, it takes the place of meat without the presence of uric acid which is found in all meats. It may be baked, braised, fried, etc., just like meat and there is a remarkable resemblance to the meat flavor.

Vigorost is one of Madison's soy bean and gluten protein foods that is used in the place of meat. Being a complete protein food, it supplies the body with the protein needed for growth and repair.

Nut-Meat also supplies complete protein. Made of number 1 Spanish whole peanut meal, it is much easier to digest than roasted peanuts or peanut butter. It also contains an abundance of peanut oil, which has been found to possess valuable nutritional properties in the treatment of various diseases.

—S—

## Campus News

Twenty members of Madison College Nurses' Course took the September State Board Examinations and received the R.N. These are the Misses Emily Brost, Dorothy Canaday, Gertrude Carleton, Alene Darrow, Audree Dierks, Irene Douglas, Augusta Ezelle, Bernice Hiner, Bernice Kinzer, Frances Lausten, Helen Leslie, Erma Long, Margaret Pouser, Margaret Rice, Louise Ritchie, Ila Williamson, Mrs. Ruby Colbert, Mrs. Mildred Gleason-Johnson, Phillip Faudi, and Quinto Miller.

\* \* \* \* \*

Yvonne Rumley, of the Music Department gave a recital at Asheville Agricultural School and Mountain Sanitarium, her former home, the evening of October 8, which pleased her audience. Several

members of the campus family made this an occasion to visit the work at Fletcher where school and sanitarium are reported doing an excellent work with full house both in the high school and the medical institution.

\* \* \* \* \*

Druillard Library recently received some fine donations. The publishers of *The Reader's Digest* sent a box of valuable books of education, science, and literature; and Mrs. Lida Scott, secretary of The Layman Foundation, added to the shelves a five-volume set of "The Life of George Washington," by John Marshall; "The Chronicles of America," 25 volumes, and a thirteen-volume set, "Pageant of America."

Fine gestures, these, of the interest and assistance of friends who are appreciative of Madison's contribution to the education of young men and women.

\* \* \* \* \*

J. G. Rimmer, teacher of Medical Evangelistic courses in Madison College, Mrs. Rimmer and their three children report a very agreeable and profitable ten-day vacation trip that took them as far south as Pensacola, Florida. Among points of interest they have described are Lawrenceburg Sanitarium in the south-central part of Tennessee, El Reposo Sanitarium, on the hill overlooking the city of Florence, Alabama, and the nearby Wilson Dam. At Pensacola they visited the navy yard, the great air station where large numbers of aviators are being trained for national defense, and the docks where huge vessels were being loaded with cargo and passengers for Rio de Janerio. On the way home they stopped at the great Libby prison at Montgomery, one of a few self-supporting institutions of the sort in the country, where 2,000 acres of land with all that goes with a well-ordered farm contribute work and food to the inmates.

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Mr. and Mrs. Wester Gettys, Noblesville, Indiana, who have long known of Madison activities, stopped for a few hours on their way to Pomona, California.

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# The Madison Survey

Published by  
Madison College  
(Nashville Agricultural Normal Institute)

Vol. XX No. 4142

Madison College, Tenn.

November 9, 1938

## Education and Living

S. C. Garrison

I WOULD RATHER meet with this group of people than any other that I know of. I appreciate the spirit of Madison; I appreciate the teachers out here, many of whom are good friends of mine. Some of them I have had in my classes; others I have known on Peabody campus and out here. I have learned to admire the qualities and characteristics of this people. You are engaged in a work which is closer to my heart and my life than anything else.

Sometimes I have a very deep longing to reverse the trends of my life, and get back very close to the people, very close to the soil, and very close to the great mass of people who work with their hands, and who are the backbone of civilization. I feel that you are much closer to them than I am. We try to keep Peabody just as close as possible to the people, but we are a step farther removed than you are.

Dr. Payne, who was president of Peabody for twenty-five years, and who was responsible for the present plant and organization, was born in North Carolina, in what is called Three County Corner. It was a very rural section. He grew up on a farm in that section. Having no money when he went to college, he had to work his way through.

The spirit of an institution depends upon the personality of its teachers. People are the most important things in the world. You are individually much more important than anything else in your community. The person sets the spirit of the

community and of the institution. That Peabody has always tried to put into its graduates the idea of helping people, is due largely to the fact that President Payne grew up in a rural district. He saw boys and girls in their homes; knew the poor, unwholesome food they ate and the lives they lived. He

saw the risks they took with regard to health and the little attention that was paid to life.

I feel that the one qualification I have for succeeding Dr. Payne is that the section of North Carolina from which I came was even farther back in the woods than his and that our farm was poorer than his. The thing that appeals to me today is the fact that you who are attending this convention are interested in the lives of people. You are doing things which will help boys and girls to live their lives on a higher level.

### Measured in Human Values

AS TIME progresses we are coming to pay more attention to people. We are

doing more now than has been done for a long time to help people build worthwhile lives. Once a little rural school I was teaching in North Carolina was near an immense tract of land owned by a wealthy man living at a distance. No one lived on that large tract. Yet there were hundreds of people living all about who were farming the hillsides.

I was young and realistic, and one day I said: "The value of land should be determined in the lives of the people who use it. Some way should be found for people to use that tract of unoccupied land." I still believe that principle to be true.

I am no preacher. I am simply an educator who came up from the common people and who has had a chance to see life all along the way. In whatever we do we should ask ourselves, What is the worth to the people? What are its humanistic values?

Wherever you live you will find two conflicting philosophies. One is egocentric. The man who holds that philosophy reasons that everything he can appropriate belongs to himself. Everything must revolve around him. I do not criticize such people, for they have been educated that way.

There are others with a different point of view. A man with this second philosophy asks, Is the thing I am doing in the long run the best for my fellows? Is it contributing to the lives of the people? Is it bettering civilization? Many people who have made very little substantial contribution to the welfare of their fellowmen are remembered by the world. Napoleon, Alexander, Caesar are among the world's best-known characters. But no one will say that the service they rendered to the world is in any way comparable to the service rendered by Pasteur.

Pasteur studied the maladies of the world that he might find how they could be prevented. Always he was reaching out beyond himself, not considering himself.

These men represent the two philosophies of life which in all of us are struggling for the mastery. Shall I spend my life thinking of myself, or shall my life be

spent thinking in the terms of others? The reason I am interested in Madison College is because I believe you are thinking in the terms of others in a par excellent way. Your institution represents this second philosophy. You are getting close to the people, showing them how to live in a worthwhile way.

There is nothing our Southland needs more than people in its communities who know something of agriculture; who know something about health; who know something about character-building and the personality of boys and girls; something about community leadership, and how to organize communities for the betterment of the people of the community.

### The South's Educational Problem

WE AT Peabody have been intimately tied up with public education. The institution was organized to train teachers for the public schools of the South. We have a glorious tradition, unrivaled anywhere in the world. George Peabody was a man on whose name there was no stigma, no blot. He was a great and generous man who, following the War between the States, gave his money for education in the South.

Peabody has devoted its energies to the training of teachers for the public schools, but it has been impossible to do some of the things necessary to a high state of living and civilization. Several factors such as salary and tenure loom large in the minds of most teachers. When I attend conventions in Virginia, or Memphis, or Texas, those two factors are always up for consideration.

What are the things we should be thinking about? We of the South have 2/8 of the people of the nation, but we have 3/8 of the children. That places upon us a responsibility greater than that of any other people. Any group that has more than its share of children and youth, is carrying the heaviest responsibility. In Massachusetts there are 369 children under eight years of age to 819 in the South. Therefore, our personal responsibility is more than twice that of Massachusetts.

Now what these young people get in our schools is going to determine largely

the life of the United States. This is a tremendous responsibility. It is well to examine the attitudes, the viewpoints, which make for character and for personality. The South is the cradle of America; what are our attitudes toward it?

Do we love our homes, our neighbors, the state in which we live? What is our attitude toward health and life in general? What is our attitude toward the soil, toward our trees, and toward our natural resources? We may teach college students, but we do not make much impression upon civilization unless these college students are going to keep in close touch with the common people.

A few months ago a young man was telling me that his salary is \$78 per month and that the upkeep of his car is \$40 per month—\$38 for living, board, room, clothes, incidentals, and \$40 for a car. I give that merely to drive home the point that civilization has changed so rapidly that our education has not kept up with it.

**WE ARE** not doing what we should in the way of thrift education. Thrift has to do with personal growth, intellectual growth, moral growth; it has little to do with what you may have in the bank. Thrift is dealing with what you already have, character, knowledge of the body, love of the beautiful. How much of that are we teaching in the Southland?

Following the war between the states it was imperative that our farmers get all they could out of the soil. The farmer had no money, so he extracted his living from the soil and the timber, taking everything he could and giving little back. The South has 19 per cent of the cultivated land of the states, and 67 per cent of the eroded land.

We developed the attitude of getting as much as we could and putting back as little as possible. The whole trend must be reversed, and I believe that you as a group are doing more than any other group to bring this about. These ideas and ideals are fundamental with your group of workers. Getting the most out of life does not mean grabbing all you can lay hold of. It means putting back all you can. That, I think, is what is meant by the good life.

There is not enough beauty in the South, beauty in living, beauty in our relationships with others, beauty with regard to flowers and shrubs, music, and other things that go to make up good living. Beauty in living, beauty, goodness, godliness—can we give our teachers, and can we give our boys and girls of the Southland such permanent interests that they will live more beautiful lives, healthier and more serviceable lives?

That is my concept of your education. I believe it is closer to your ideals than that of most other groups.

\* \* \* \* \*

## Welcoming Delegates and Friends

By Lew Wallace, M.D.

**ORIGINALLY** the conventions of Southern Self-Supporting Workers were sponsored by Madison College. Some time ago a change was made and they are now maintained by The Layman Extension League, a group organization representing all the schools and medical institutions operating on this basis in the Southland, and also such isolated workers in a similar service who desire to hold membership.

I am very glad to welcome you to this annual gathering, the twenty-ninth assembly of Southern Self-Supporting Workers. For those of you who have never attended these meetings, I will briefly review the early days to help you more clearly understand the object of having this convention.

Looking back more than a third of a century, we find an obscure and little-known institution, the Nashville Agricultural Normal Institute. It had been founded by a group of teachers who felt called to lead out in this type of work.

This year's chairman of the convention, Dr. Lew Wallace, is a resident staff member of Madison Rural Sanitarium. His parents entered the self-supporting work in the South when he was a lad, spending years in a hill-country school where he received his early education. His pre-medical work was taken at Madison College. Being graduated from the College of Medical Evangelists, he returned to his beloved Southland. . . .

The curriculum of that institution was unusual in that it offered a training for laymen interested in establishing rural schools and sanitariums in the South. Naturally the mature student was preferred, the entrance qualifications being physical fitness and sincerity of purpose. The very atmosphere was permeated with the spirit of democracy and the dignity of labor. Students found that a life of toil brought poise, health, and happiness. Every student worked. The skilled and the unskilled received alike for their wages. There were no freshmen and there were no seniors. They fostered rather the spirit of the Schools of the Prophets.

A quick training was emphasized. The nurses' course had its beginning and ending in the same year. Agriculture, known in those times as the "ABC" of education, was given great importance, as were also the advantages of rural life and the necessity of leaving the cities. Normal courses were given including cooking, dress-making, carpentry, gardening, horticulture, animal husbandry, and even shoe-cobbling. For those who could not take full instruction in these subjects, a three-weeks short course was given several times yearly. These courses were followed by exhibits. It gave to the student that all-round education. Specialization was not encouraged.

An eagerness born of these teachings impelled the students to reflect their training in the establishment of other schools. For the most part they were located in the uplands of the South and were self-supporting. They maintained their allegiance to the denomination always. These earnest pioneers were firm in the belief that "in unity there is strength." This impulse made possible the first annual convention. Its purpose was to better the rural schools and to promote a back-to-the-farm movement. Each school was represented in these gatherings and the delegates left for home better qualified as teachers and neighbors.

These little schools did good work. This is borne out by the fact that many of

the neighborhood children left the public schools to attend them. The comments of the parents were that their children accomplished more. Their influence was also felt in the community as progressive citizens in building roads, treating the sick, and endeavoring to teach them the ways of right living. Attempts were also made to improve agricultural conditions. Many powerful sermons are being lived day by day and year by year.

With the passing of the years changes have come. The auto, the good roads, and the radio have brought the remote places out of their seclusion. Educational standards have changed. Changes have also come to the rural schools and sanitariums. There has been a tendency for them to grow up. Having passed the acorn stage they now stand as an influence in their communities and have been recognized afar for their lofty principles of true education and are holding them out to the world.

In our convention this year let us be thankful that to each one God has given his work. May we be stimulated by the thought, "The harvest truly is great, but the laborers are few."

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### Speaking for the Students

**EXTENDING** a welcome to the visitors in behalf of the student body, Hans Gregorius said in part:

The Secretary of State, Cordell Hull, is quoted as saying, "Humanity desperately needs today a moral and spiritual rebirth, a revisitation of religion. There is no sure way to this supreme goal, save through adherence to the teachings of the Bible." Our school from which many of you have been graduated or have received your inspiration, has done this very thing. The teachings of the Bible are the cornerstone upon which the institution securely rests. . . .

The students want to cooperate with the divine purpose, imparting to humanity a knowledge of God and an education that will continue into the life beyond. It is our desire to become personally acquainted with you and the efforts you are making to carry out the principles of Madison, our Alma Mater. . . .

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 43

Madison College, Tennessee

November 16, 1938

## From the Annual Convention

THERE was a feeling of regret that not all whose hearts turned toward Madison at the call of the fall meeting of Southern Self-Supporting Workers, were able to attend.

That annual gathering is characterized by many as a "homecoming." Sometime in the past many of the workers were in training at Madison; or, perhaps, they have been members of the Madison faculty who were needed elsewhere as leaders. The convention becomes a medium of exchange, a time for cementing friendships, a means of unifying the elements in a work that calls for the deepest consecration and makes heavy demands on those who enter it. But it is a work that brings the surest and most abundant reward for the effort expended.

To fully appreciate the reports given by representatives from the various centers of activity one needs a personal acquaintance with the group membership and the traditions of the work. In this second hand way of passing on reports, it is impossible to more than glimpse this feature of the convention although it is the feature considered most interesting and the most profitable.

Men and women speak from their hearts. Pathos and humor alternate. Good will, courage, hard work, untiring zeal,

and with all a widening vision and increased capacity for work and growth is the impression given.

The burning of a section of El Reposo Sanitarium, Florence, Alabama, a few days before the date of the meeting brought expressions of sympathy and regret, but the fortitude of Mr. and Mrs. Neil Martin, of whose untiring efforts this center is the result, was good to see. There was evident a faith that rises above disaster. "There is something in this for us to learn," was Mr. Martin's response.

### A Rural Base at Knoxville

ALTHOUGH not able to be present, Dr. and Mrs. Paul DeLay, leaders in a company that is developing a rural work near Knoxville, write that during the past few months they have made decided improvements in their dairy barn to meet requirements of the City Health Department for the sale of whole milk. The spring on the place is being developed to provide the water supply for the dairy and also for a sanitarium toward which they are looking.

Referring to improvement, Dr. DeLay reports, "The self-sacrifice of the workers has been beautiful to see. Putting the spring in shape meant digging for nearly a quarter of a mile through mud, rock, and old road beds. But this work will

double our farm income, and bring nearer the realization of our hope of a little sanitarium."

#### Opening New Centers

WE ARE of good courage and enjoying this school year," writes Herbert Ferciot, of Waccamaw Institute, Bolton, North Carolina, an enterprise that is slowly developing on the Atlantic Seacoast. "We put up a shop and are using it temporarily for school. We hope by next year to have a school building."

Although Mr. and Mrs. J. Fortner were unable to attend the convention because of their recent arrival in the South from Decatur, Illinois, yet it was reported that they have taken possession of Hurlbutt Farm near Rome, Georgia, and their unit was accepted into the group.

From the hill country of Kentucky, near Hartford, came Vernon Schroader, representing a newly organized work, small and struggling, known as Rough River School.

#### The Altamont Pines

ON THE Cumberland Plateau, in the beautiful mountain section of Tennessee, elevation, 2,000 feet, on highway 56, is a comparatively new work known as "The Altamont Pines." Pioneer as are the conditions, this little place is caring for patients and seeing them restored to health. About a year ago Mr. and Mrs. Roy Edmister and their two sons, who owned a large tract of timberland, were joined by Mr. and Mrs. B. N. Mulford, whose long experience in rural work at Fountain Head fits them to go still further into the isolated regions of the Southern mountains.

The company has recently been joined by Professor and Mrs. Charles Sharp, formerly of Massachusetts, Mr. and Mrs. Charles Lillie and daughter, of Pittsfield, Massachusetts, and Mr. and Mrs. Clarence Rosenthal, of Rochester, Minnesota. "A virgin field," Mr. Mulford calls this. The nearest physician is twenty miles away; there is not a library in the county; home conditions in many cases are pitiful. A Home Improvement Club has been organized, the unit workers co-operating with state and county efforts. One hundred women, on a home-visiting

tour, visited their place one day, the director pointing out many things members of The Pines have made for themselves to lighten work and add to their comfort.

#### Fountain Head

DURING the year the personnel of the Fountain Head group changed very materially. Ralph Martin, formerly a member of Pewee Valley Sanitarium and School is now principal of the Fountain Head work. He and Mrs. Martin are both registered nurses who have gathered about them an active group of young workers. An eleven-grade school is in session with plans to make it a full 12-grade school in another year.

Limited as are their facilities, they have had an average of eight patients and are building to accommodate double that number. The farm of approximately 500 acres has produced well this year, and they have added to their equipment several hundred dollars worth of tools and machinery. Here, as in most of the units, there has been an active religious program with growth in church membership.

#### Fletcher, North Carolina

A TYPICAL report of the activity in a well-developed unit work is that of Asheville Agricultural School and Mountain Sanitarium as given by A. A. Jasperson, superintendent of that center, a digest of which follows.

The Lord has been very kind to the members of the Fletcher Unit, and we do enjoy our beautiful location on the slopes of the Blue Ridge Mountains. But it is not a matter of beauty alone that guided in the purchase of the property. Located in the heart of the resort section, the "land of the sky," between the thriving cities of Asheville and Hendersonville, no better situation could be found for developing the various activities that we have at Fletcher.

Beginning as a local community school and growing as our vision enlarged, we are able today not only to serve our community but to share with many from a distance.

As a large part of the original 450 acres of mountain land was suitable only for timber growing we have added an-

other 350 acres for agricultural purposes and are trying to secure rights for a gravity water system. It is interesting to note that before the institution developed this property it supported from ten to twenty persons. Now approximately 200 people live on the same area. Not only are those directly connected with the institution benefited by it, but a considerable number of people living in the community receive a portion or all of their support either through the employment we give them or the supplies we purchase from them.

THE development of an institution is often a painful experience but a pain that is associated with a great deal of satisfaction in well-doing. We have never bought anything or added to the equipment until the need became so acute that the move was forced upon us. Being equally interested in a growing medical institution and a full-fledged academy and a nurse-training school, we have not been able by any means to keep pace with our needs.

Since the medical work is our principal endowment we have endeavored to develop that feature of the institution in keeping with its needs. The erection of a new hospital unit has occupied most of the time for two years. Besides carrying the regular sanitarium work, our group is doing the larger part of the hospital work of the county.

Encouraged by a gift of \$13,000, we have built a modern addition that will have a value of over \$35,000. This is practically completed and furnished. It is a long step from the day when we had only a two-room cottage to the present, when, during the busy season, we average fifty patients a day, and when the aggregate of a month's work exceeds what we once did in a year.

Our medical horizon has been pushed out from the limits of our own neighborhood to include the entire county, and more, for we have patients from practically every city of importance in the state, as well as some from other states. I once asked a man in Asheville how he learned of our work. He replied that while visiting in New York City, friends told him of the advantages he could find at home and mentioned our institution.

Last year we had as a surgical patient an attorney for an eastern railroad, a man whose home is in Philadelphia. I asked him why he did not go to one of his nearby elaborately equipped institutions. I felt that he paid us a genuine compliment when he answered, "I feel safe with you people."

LOCATED as we are away from the city, it has been necessary to develop a number of industries and departments to care for our own needs and to make ourselves as nearly as possible self-sustaining. From the standpoint of economics, we have improved upon the high finance advocated by Bryan for we plan to use the dollar sixteen times before letting it go back into circulation.

We raise our own crops, and from raw materials make as many as possible of the finished products needed by the institution. We operate a saw mill with woodworking machinery that takes lumber from the trees and converts it into finished houses. We have our own laundry, dry-cleaning and shoe-cobbling. Our industries include baking, printing, all the activities that go with agriculture and a well-developed line of mechanics and shop work.

We sometimes say we are prepared to care for a person from the cradle to the grave. At least a great many babies are born on the place and frequently we are called upon to make coffins as well as to officiate at the grave.

WE ARE carrying what seems to us a heavy educational load, conducting an accredited academy which includes all grades from first to twelfth, and a training school for nurses. This makes it necessary for us to maintain a staff of college-trained teachers and gives us a strong educational atmosphere.

During the last twelve months we have furnished students with approximately \$18,000 worth of work, estimated at the ten-cents-per-hour basis. Our records show that the students have paid in cash about 10 per cent of their expenses. We are glad to make our contribution to the educational development of the South. Our workers would be disappointed if the time ever came when they would no longer be needed in this work.

We feel that it is a privilege and an opportunity because of our peculiar set-up to work out certain educational problems that may have a wider bearing than merely to meet our local needs.

We are sorry our whole staff of 55 workers could not attend the convention. They are happy in their activities. The greatest challenge we have comes through our enlarged vision. We are confident that the simple work developed in our Unit may be duplicated in many other sections of the world and particularly in the Southland.

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### From Dr. Reisner

THE keen appreciation of Dr. John Reisner, Executive Secretary of Agricultural Missions Foundation, for the work at Madison and in the various Units of the South, led his friends to look forward with pleasure to his anticipated visit at convention time. Late in October, he wrote:

It has just been definitely decided that Mrs. Reisner and I are to go to India. We will be leaving November 18. This makes it impossible for me to be with your group of rural workers on the fourth. I am very much disappointed. I hope you will convey to them my highest regards for the work they are doing and especially for the sound Christian philosophy of life and service that actuates them in all things.

I hope the conference will be successful in every way. I am sure that it cannot be otherwise when such a group as this comes together for mutual counsel and inspiration.

—S—

### Personal Items

BESIDES Unit workers from various sections of the Southland, there were a number of friends in attendance at the convention that opened on the evening of the third and continued until the afternoon of the sixth.

Among those on the program were Dr. Lynn Wood, Theological Seminary, Washington, D.C., who recently returned from Palestine where he had been engaged in archaeological work and who gave a most interesting interpretation of Biblical history and an illustrated lecture of Eastern countries and customs; President J. K. Jones, of Southern Union Con-

ference, S.D.A., and the Educational Secretary, C. A. Russell who were here from Atlanta; and Editor of *Watchman Magazine*, J. E. Shultz, who gave a stirring talk.

\* \* \* \* \*

H. K. Christman who lives on the campus, another representative of Southern Publishing Association, spoke on Medical Evangelism. Miss Aurelia Potts, professor of Nursing Education, Peabody College, and Miss Nina E. Wootton, Secretary State Board Nurses Examiners, Nashville, presented "Trends in Public Health Nursing," and "Problems in Nursing Practice." Dr. John J. Lentz, Director Davidson County Health Department, gave an hour's instruction to the delegates.

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Donald Stewart, Sydney, Australia, presented an interesting problem in nutrition. As an expert chemist, he is in the United States for further investigation of food problems and is especially interested in soybean developments at Madison.

\* \* \* \* \*

Mr. and Mrs. George B. Magie, of Florida, and Mr. and Mrs. C. H. Henry of Brighton, Iowa, were first-time visitors at the convention. So also were Mr. and Mrs. L. E. Jarrett, florists, of Asheville, North Carolina.

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Very attractive features of the convention were the programs of sacred music furnished by the College Orchestra and the Music Department, Professor Leland Straw as director.

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Dr. H. F. James and Mrs. James of Swarthmore, Pennsylvania, both retired teachers of the State University, interested in Madison as a result of *The Reader's Digest* article, "Self-Supporting College," and otherwise, paid a short visit to the institution as they were en route to their winter home in the Southwest. Dr. James, Professor of Geography, gave the family a most enlightening talk on the interrelationship of China and Japan.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 44

Madison College, Tennessee

November 23, 1938

## Young Physicians in the Southland

EACH year Madison College sees a number of its students accepted by the College of Medical Evangelists for their professional training. Madison offers the premedical course because it is deeply interested in seeing Christian physicians locate in the South to forward the work of educational and medical centers operating on a self-supporting basis.

During recent years it has been a source of real pleasure to have the number of practicing physicians in the South increased by the location in this section, either in connection with established rural centers or in private practice, a score of these young men.

It is the custom of Ira J. Woodman, Medical Extension Secretary of the College of Medical Evangelists, Loma Linda and Los Angeles, California, to visit the graduates of that institution from time to time. Writing for the November 1, issue of *The Medical Evangelist*, Mr. Woodman tells of the Alumni in the South. We quote portions of his article which pertain to Madison College, Madison Rural Sanitarium, and those physicians which are located in Southern territory east of the Mississippi, many of whom are former Madison College students.

### Located in Nashville

IF AN intern assisted with seventeen O.B.'s in thirty-six hours at the beginning of his service in that department, he certainly would be busy. That is the way I found John Solomon at the General

Hospital in Nashville, Tennessee. Here also I found Dr. Angus Treece, class of '38, who interned here last year and who has a residency in surgery this year, he being the first of our graduates who has interned there to secure this resi-

did one. Mrs. Treece is nursing at the Vanderbilt Hospital. They are expecting to locate in the Southland, possibly in Texas. More than three hundred patients pass through the clinic of the General Hospital each day, so it is indeed a busy place for interns and residents.

### At Madison

I SPENT a very pleasant day at Madison Sanitarium near Nashville, where the following College of Medical Evangelist men are on the staff: Drs. Lew E. Wallace, Class of '25; Cyrus E. Kendall, Class of '35; Joseph E. Sutherland, Class of '36; and David F. Johnson, Class of '37.

The visit to this beautiful spot took me back again in my memories to 1909 when Mrs. Woodman and I rode out for our first

### SING WHEN PERPLEXED

LET the workers in the South come up to the help of the Lord. When perplexities or hindrances present themselves, lift the soul to God in songs of thanksgiving. You will have to meet a doubting, objecting spirit, but this will give way before firm, consistent trust in God.

—Instruction to Workers

trip from the little station at Madison to the school, which at that time was only four years old. Our trip was in a covered milk wagon behind the slow movings of the school's faithful mule. I certainly was amazed at the growth and improvements that have been made at Madison since those early days. The college now enrolls 350 students. At that time they numbered less than 50 and the sanitarium was just getting started, with one or two nurses as I remember.

Today it has grown to a modern sanitarium and hospital and seems fully equipped for every kind of medical service, having one hundred beds and an average patient list of ninety-one. Plans are now being developed, I understand, for an addition that will accommodate forty more beds. Seventy nurses are in training at the institution and much work is furnished to the students that are going through the college.

The five hundred acres of land purchased to begin operations at Madison have been increased to nine hundred acres, and the school today reports a million-dollar investment. The institution has been self-supporting, yet the large church which has grown up as a result of it, sends in more than ten thousand dollars in tithes and offerings each year.

One of our young men who was graduated from Atlanta Dental College this year, Dr. J. C. Trivett, has connected with the sanitarium to practice dentistry and was already a very busy man. It was interesting to me to learn from him that from the five of our young men who were graduated in his class, four were on the honor list, and one, Dr. Ralph Halverson, was elected valedictorian of the class.

#### Nearby Rural Doctors

I was made very happy when Dr. Edward A. Sutherland, superintendent of the Madison Sanitarium, accompanied me for a day on a trip visiting our doctors in and around Madison. We traveled about fifty miles to the north where we saw Dr. Reuben L. Johnson, Class of '38, who has recently started in private practice in Portland, Tenn. From here we drove some thirty-five miles to Red Boiling Springs to see Dr. Gustave Ulloth, Class of '33. Since Dr. Ulloth began practice there four families have been organized into a Sabbath school and it is hoped that some day it will grow into a church.

At Celina, twenty-five miles east, we found Dr. John O. Ewert, Class of '24, who located

there about two years ago. This summer a tent effort was held there and a new church was organized. Dr. Ewert and his family were the first Adventists in the county.

At Memphis I visited Drs. Harold B. and Jean Stewart-Boyd, Classes of '32 and '31. Dr. Harold is connected with the Campbell Clinic, which is one of the largest orthopedic clinics in the South. It does service in orthopedics for the Methodist, Baptist, St. Joseph and City hospitals. The staff also acts as consulting physicians for the United States Marine Hospital, No. 12, with a bed capacity of two hundred. At the time of my visit, Dr. C. Cornell McReynolds, Class of '36, had recently arrived to begin a residency in orthopedics in connection with the clinic.

While at Nashville, I again visited the Riverside Sanitarium and Hospital. Harry E. Ford is superintendent and manager and Dr. Theodore R. M. Howard, Class of '36, who has offices in the Citizen's National Bank Building in Nashville, is attending physician and surgeon. Geraldine Oldham, Loma Linda School of Nursing, Class of '31, is superintendent of nurses. The sanitarium now has a thirty-bed capacity and there were seventeen patients there the day I visited it. This institution is a great help to our colored work and surely will prove a real blessing to it in the future.

RETURNING to the West by the southern route, Mr. Woodman did not have opportunity to visit the physicians in East Tennessee and the Carolinas: Dr. Paul DeLay at Knoxville; Drs. John Brownsberger and Forrest Bliss of Mountain Sanitarium, Fletcher, North Carolina; Dr. Ethel Brownsberger, Asheville; Drs. Paul Black, Bolton, N. C., John Kendall, Richmond, William Wolcott and Oliver Lindberg, Pisgah Sanitarium, near Asheville; and Dr. Murlin Nester, near Otto.

To the group should be added Dr. John Peters, medical superintendent of Pewee Valley Hospital, near Louisville, Kentucky, graduate of the University of Ohio; and Dr. Dale Putnam, alumnus of the College of Medical Evangelists, who is located at Westerville, Ohio.

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### Increasing Agricultural Activities

THE gathering of Southern Self-Supporting Workers, which recently held its annual session at Madison, carried as usual a strong rural atmosphere. The discussions of one half-day revolved around this phase of Unit work and the rural school. The "Rural Life Section," as it is now called, of The Layman's Extension League, which is fostering various

activities in the Southland, planned for extending its interests throughout the coming year.

An "Out-of-the-city" movement characterizes the work of the League. As conditions grow more and more tense in the cities of this country, and as calls come for aid from foreign lands where oppression increases, students of history see in present situations a repetition of the experiences of the Jewish people in the days of their Babylonian captivity.

The Book of Esther records the fate of thousands in the days of one of the mighty rulers of the Persian Empire when it was at its height as a universal power. Opportunity had been offered by the decree of Cyrus years previous to this, permitting the Jews to return from Babylon to their homesteads in Palestine. Cyrus had done more than permit their return; he had given financial aid and had opened the way for them to resume the government of their land. But only a small minority left the cities of the Empire.

Instead of freedom, the privileges of shaping the education of their children, the life on the farm as God had decreed for them, they preferred the slavery of the Persian government. A strange inertia, was this.

**S**IMILAR conditions prevail in our own land. Hundreds and thousands cling to the cities; they face untold hardships in the form of labor troubles; they find it necessary to depend upon government aid for their existence.

Facing these conditions and realizing their responsibility as a rural-minded people with limitless advantages in their own rural communities, the convention delegates voted that as self-supporting workers they arrange for godly farmers, teachers, and others qualified to do so, to assist those who desire to find homes on the land, to locate near some church that is imbued with the spirit of cooperation. And that they be given instruction in right living and in methods of self-support, and that provision be made for Christian education for their children.

Madison College graduates, the Alumni Association had signified its desire to become definitely useful in activities affiliating with the college. It was suggested

that they make this rural movement one of their special concerns.

**I**T IS an inspiration to find young men and women who are vitally interested in this movement. Madison is but one of a group of educators who are emphasizing the rural idea and the need just now of getting families out of the cities, and providing a rural environment for children and youth. The *New York Tribune*, October 13, 1938, contained an account of Henry Ford's recent effort in this direction. To quote in part—

Harvest time at Camp Legion, the first unit in a back-to-the-farm movement started by Henry Ford, finds the experiment so successful that several new camps are in prospect for next year.

The sixty-eight youths between the ages of seventeen and nineteen who started from scratch on a 400-acre tract last spring have done so well, it was learned tonight, that they will show a sizable profit. The exact amount is not yet known, but Mr. Ford is so pleased with their success that he has assured their future.

To drive home his reiterated theory that prosperity lies in the soil and the farm, the automobile manufacturer recruited the youths last April from worthy welfare families. Near his birthplace in Greenfield Township, he housed them in a dozen army squad tents, built a mess hall and gave them what they needed to farm the 400 acres.

Now they are harvesting eighty-six varieties of crops, from corn, soybeans and buckwheat to apples, pears and honey. The camp produced 3,500 bushels of soybeans which will be sold to the Ford Motor Company for use in making automobile parts. Truck garden produce is sold at a roadside market operated by the youths.

The boys are paid \$2 a day and receive free food and shelter. Money remaining after crops are sold and camp costs are deducted will be turned over to those enrolled.

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### By Their Works

**M**ADISON'S self-help college, where the only extra-curricular activity is work, has been quietly carrying out its important program for the better part of thirty-five years. Its growth has been steady and consistent, but not spectacular. For lack of necessary funds it delayed a program of expansion that would greatly increase its usefulness.

This was the situation when Eleanor Roosevelt, in Nashville for a lecture engagement, sought an interview with Dr. Floyd Bralliar, one of the institution's ablest and most stalwart figures. So im-

pressed was she with the story of this cooperative educational institution, that she made it the subject of one of her daily columns. She suggested that the modest needs of the college should appeal to many people.

And now it can be said that Madison has found its place in the sun. The idea of a college supported entirely by its own industry has captured the public imagination. It has been made the subject of newspaper stories in many states and it is the basis of a double-page spread in the Sunday rotogravure section of the *St. Louis Post-Dispatch*.

Those who have labored so unceasingly for the success of this new idea in educational endeavor have every reason to be gratified that due appreciation has come at last. Their present needs, it seems safe to say, will be met, and Madison College, still clinging to its ideals, will march on to greater things.—*Nashville Tennessean*, November 7, 1938.

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### Banners Elk

FOR a number of years there has been growing at Banners Elk, North Carolina, a small center, in which from the first our institution has been keenly interested. It started with the purchase of a tract of approximately 200 acres by The Layman Foundation of Madison, Tennessee, upon which was to be developed a health and educational unit on the model of other institutions fostered by the Foundation.

The work of launching the new institution has been slow and difficult. Mr. and Mrs. Edison Pound have been building slowly, but patiently and well. The house has been remodeled to meet the needs of those who come for rest and care. A water system provides running water in the rooms, and it has been wired for electricity. Two cottages have been built as homes for workers.

This summer for the first time the place was opened to guests. Mrs. Amy. F. Weagle, a nurse with many years of experience and a medal for bravery, was

in charge. Mrs. Weagle is able to create a sanitarium atmosphere in almost any place she enters. The little sanitarium cared for a number of guests during the summer, some of whom stayed a number of weeks. In September Miss Grace Francisco came from Madison College to teach the graded school.

Banners Elk is up among the tall peaks of North Carolina.—*Fletcher (N.C.) News Letter*, November, 1938.

—S—

Miss Phyllis Liu, graduate nurse from a hospital in China, a student at Madison, recently addressed the Young Woman's Christian Association of Nashville on the organization in China.

## A Word With SURVEY Readers NO. I

FOR twenty years the SURVEY has been mailed subscription-free to any one who asked for it. Often names have been entered on request of friends.

At present the weekly circulation approximates 15,000 which costs the college \$4,000 a year. This is more than the educational budget will allow. It is necessary to reduce expense.

A reader recently wrote: "I receive the SURVEY, and believe me, every article has been carefully read. I anxiously await its coming."

But we know that all do not feel that way. Therefore, beginning the first of January the mailing list is to be reduced.

You now have the privilege of indicating your wish. If you desire to receive this paper during 1939, please at once signify that fact by sending your name and correct address. We want all who wish it to have this message from the Southland. We anticipate your reply.

THE MADISON SURVEY,  
Madison College, Tennessee

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.



# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 45

Madison College, Tennessee

November 30, 1938

## Are We Meeting the World's Needs?

FOR over a third of a century Madison has been steadily building in harmony with a system of education called unique by some, because it differs in certain vital features from the traditional college. You who are here in convention are a part of this system. The work you are doing in your rural centers is a result of the inspiration, in many cases, of student life on the Madison campus. The purpose of this institution has been to so inspire young people, to so direct their energies and so encourage them to pioneer service, that they would dare to spend their time and their life forces in the development of similar institutions of learning and medical practice.

Since the meeting a year ago, some things have occurred to bring our work to public attention in a more definite and in a broader way than ever before. In the early days of the institution the founders were told that "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 as a people would be a spectacle to the world, to angels and to men. The message would be quickly carried to every country and souls now in darkness would be brought to the light."

In this forceful way is described the system of education which Madison is endeavoring to demonstrate—an education of such vitality that those who receive it have the spirit of daring to do things from which many naturally shrink. It is built upon the principle of self-sacrifice. It can prosper only as its promoters give unstintingly of themselves. It develops in the heart of youth a desire to undertake great things for the Master; to work as He worked when on earth; to minister, rather than ask to be ministered unto.

WITHOUT any effort on our part the name and methods of the college have been broadcast. The curtain has been raised and those on the stage have become a spectacle to the world. One naturally asks, What is it in the Madison plan of operation that attracts attention, that calls forth comments of educators, that causes men in authority to ask for details that they too may have the benefit of its principles among their people?

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### FEAR GIVES WAY TO FAITH

THE finest courage wears thin unless it is supported and fortified by that "something beyond courage" which is faith. When we win faith, fear is driven out of our hearts. When fear is dead, life begins. People who know how to use spiritual energy in daily life, attain serenity and self-stability, and build up an inner defense against the pressures and strains of life. —*Joseph Fort Newton.*

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Digest of Dr. E. A. Sutherland's address to the convention of Self-Supporting Workers of the South, Madison, November 3—6, 1938.

Here are some descriptive sentences that answer these questions:

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.

Perhaps, if you could read the letters received during the last six months from people in many parts of the world, you would be surprised, as we have been, to find so many expressing their desire for an education in the Bible. When told of the simplicity of life on the campus, of the fleshless diet, of the adherence to fundamental principles of rectitude and Christian character, often the answer has been, "I want an education in a Christian atmosphere." Or a young man will write, "I think I can conform to your life; if not, I will leave." Or, "I have long had a desire to give myself to the service of the Master."

#### Self-Support

RETURNING to the reasons for inquiry concerning Madison's plan, we have this further description:

Students "are learning to be self-supporting, and a training more important than this they could not receive."

We have witnessed the results of the depression on missionary enterprises. Missionaries in foreign fields write of their inability to educate their own children since their salary does not enable them to meet expenses in the ordinary college.

Fathers and mothers in the homeland, thousands of them, see their young people grappling with conditions in the world without the necessary education unless some institution provides facilities for students to earn their own education.

#### An All-Round Education

FURTHER, of Madison it has been said that to the training for self-support has been added "the 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 educational work at the school and the sanitarium can go forward hand-

in-hand. The instruction given at the school will benefit the patients, and the instruction given to the sanitarium patients will be a blessing to the school."

"Those who receive an all-round education will have great advantage wherever they are."

"The usefulness learned on the school farm is the very education that is most essential for those who go out as missionaries to many foreign fields. . . . The knowledge they have obtained in the tilling of the soil and other lines of manual work, and which they carry with them to their fields of labor, will make them a blessing even in heathen lands."

For over thirty years Madison and the Units have been steadily developing these great educational principles. Today, thousands of people are studying these principles of Christian education as revealed in the Madison School and other institutions of the same type. The hundreds of young men and women who desire to take advantage of this training present a tremendous problem.

It is evident to many thinking men and women that the system of education in vogue in the world is not producing the longed-for results. With one-third of the population unemployed and seeking government assistance, men are forced to the conclusion that the popular system of education is not turning out men and women able to cope with the situation, independent producers, proprietors, leaders—men capable of meeting present crises.

This is a serious breakdown in the established system of education, and honest-hearted people are casting about to find institutions that can produce the character needed in these trying times.

Whether or not we wish it, we are on the stage. Each one of you is playing a part in the great drama. How important the words, "Now as never before we need to understand the true science of education. If we fail to understand this, we shall never have a part in the kingdom of heaven."

In this time of unrest every Christian church should be so organized that each member has his place in the great plan

of education. Christ is the body of the Church. His spirit should direct every effort, so that minister, teacher, farmer, physician, nurse, mechanic, cook—*every* member will be working to his utmost in cooperation with every other member, presenting a spectacle on the stage that will win men's hearts for the truth.

I have the utmost faith in you who are in the Units. I believe there has been a most earnest effort on the part of each one to play his part well. But are we able to enlarge our borders, lengthen the cords and strengthen the stakes, and in every way be prepared to care for the situation in which we find ourselves?

—S—

### Lesson of the Prodigal Son\*

THE fifteenth chapter of Luke contains three remarkable parables: that of the lost sheep, the lost coin, and the lost boy. In each case there is no record of defeat or failure on the part of the one who was seeking for that which was lost.

There is little wonder that President Roosevelt once said that the story of the lost son is the most touching, the most beautiful story, he ever read. It is an appealing story for every young person today.

No one becomes a prodigal in a day. The young man in this story began to think seriously and intently of a far country. Where the mind dwells, there the body comes to be sooner or later. Home lost its attractions; he envied the ease and freedom which seemed to beckon him from a distance.

The elder brother in the family, according to Oriental custom, received two-thirds of the father's estate. One-third was due the younger man on the death of his father. But like many today, he was tired of what he considered undue restraint, tired of being directed, and he demanded his share of the money at once. An indulgent father granted the request against his own better judgment.

In imagination you see that young man with his possessions of camels and oxen and other livestock moving down the road and away from the parental influence. Self-confident, thrilled by the

thought of his possessions and the thought of victories ahead, he scarcely noticed the tears in the eyes of his parents.

On he goes, happiness apparently his lot for a time. Friends are abundant, for he has money to provide the entertainment and in the language of the day, he was a "good sport." Finally the money was spent and he began to look for employment. But work grew scarce. "There arose a mighty famine in that country, and he began to be in want."

Hunger became keen, and seeing a sign that a swine-herder was wanted, he joined himself to a citizen of that country who sent him into the field to feed the swine. The Greek word translated "joined" means "glued." The once free young man had sold himself as a slave. He was glued to the spot.

It was in this position that the record says "He came to himself." He had time to ponder and the thought of what he had left at home came to him with terrific force. Following the impulse of his saddened heart, he returned to his father, saying within himself that he would plead to be like one of his father's hired servants.

Pride and self-sufficiency were gone. He was ready to fall at his father's feet and beg forgiveness. But as he neared the home place, that father, who had never ceased to watch for his son, saw him in the distance, and running to him, embraced him, exchanged his rags for raiment befitting his station and restored him to his place in the family.

Such is God's love for prodigals today.

—S—

### The New Book on Health

SO FULL of good things for teachers and parents is the recently published Rood-Lingham book entitled, "Taking Care of the Family's Health," that we present some further recommendations.

The Executive Secretary of Health Section, World Federation of Education Associations, Sally Lucas Jean, wrote:

"Congratulations! The two volumes of 'Taking Care of the Family's Health' have come and I am thrilled. It is a pleasure

\*Abstract of the sermon by W. W. White of Nashville, November 19, 1938.

to send your publisher a brief comment on their special usefulness and value. You who know my high standard for book-making, will realize with what keen pleasure these books are received. The format, the type, the binding, are as they should be—really beautiful and thoroughly practical. . . .

"I am enormously gratified at your present success in describing in simple, concrete terms, the definite procedures which can be followed by even the least imaginative leader."

"'Taking Care of the Family's Health,' by Reed and Lingham," says Dr. C. E. Turner, Department of Biology and Public Health, Massachusetts Institute of Technology, "presents to high schools and adult classes an unusually direct, practical, and constructive plan for the consideration of health promotion as a means of improving rural life."

Rural Press, Madison College, Tennessee, is the publisher of these two volumes. The price of the durable paper covers is \$5.00; the flexible fabricoid cover edition is \$6.50.

—S—

## A Striking Thought

MODERN totalitarian war has finally reached the long-sought perfection of being capable of destroying civilization. The very brains and skills and tools that make modern civilization great, give civilization the power to destroy itself with ease."

This is *Life's* interpretation of a statement by Winston Churchill, issue October 17, 1938.

—S—

## Campus News

Dr. Emil Loeffler, past President, Battle Creek College, Michigan, stopped to see friends on the campus as he was on his way to Miami, Florida, where he will spend the winter with Dr. John H. Kellogg in Battle Creek-Miami Sanitarium.

President J. F. Wright of South African Union Conference of S. D. A., Mrs. Wright and their two daughters who are

on furlough after fourteen years in the dark continent, were guests of the College over the week-end. Elder Wright spoke several times on the educational work in Africa and the rapid advance of the gospel among natives who for years seemed almost irresponsible. The family was especially pleased with his lecture illustrated with lantern slides.

On the thirteenth of the month eighteen of the foreign students of Madison College attended the International Meeting held in War Memorial Auditorium, Nashville, which was addressed by Miss Teh-wei Liu and Dr. Ing Pao-Yu recently from China. They were delegates to the second World Youth Congress held in New York City. They are two of a group of four who were invited to tour the United States in the interest of good will and to solicit money for war sufferers in China. Of the Madison group there were six Chinese who served as ushers, four Japanese, two Russians, one Spanish representative, two from Mexico, and four from Canada.

## Revising the Mailing List

NOTICE No. 2

BECAUSE the expense of printing and mailing 15,000 copies of THE MADISON SURVEY weekly is exceeding the budget, the College finds it necessary to reduce this number.

Every one of that 15,000 receives the little sheet subscription-free. And every one who really wants the paper may have it. You are the ones to decide whose names shall be dropped and whose shall remain.

One request is made. If you desire to have the SURVEY continue, write us to that effect. We want you to have it.

January 1, 1939, the list is to be revised. Please let us hear at once. Address, THE MADISON SURVEY, Madison College, Tennessee.

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 46

Madison College, Tennessee

December 7, 1938

## Student Participation in Government

DEMOCRACY is on trial before the world. It is befitting then that institutions purporting to demonstrate the principles of Christian education should have a clear vision of fundamentals, for if democracy lives, it must become part of the very fiber of youth in our schools.

### Foundations Are Laid in the Home

THERE was a time when children grew up in the company of their parents. The present regime to a large degree separates members of the family, and even where this separation may not be apparent, there is often a failure on the part of parents to recognize their responsibility, God-given, in the training of their household for good citizenship. One wise writer on the subject puts the problems to us in these words:

One of the first lessons a child needs to learn is that of obedience. Before he is old enough to reason, he may be taught to obey. By gentle, persistent effort, the habit should be established.

That habit of obedience to law is one of the most valuable assets a child can receive from his home. It forms a bulwark against the conflicts that must inevitably come into his after life; it is the foundation of a life of usefulness in society.

Chapel study by President Sutherland.

The home should have its system of government. In some homes discipline is so loose and aimless that the child is a law unto himself. In other homes the parents are autocrats and the principle prevails that the child must be made to obey by bringing his will under the domination of his elders. But take note—

### STUDENT-TEACHER RELATIONSHIP

THOSE who weaken or destroy individuality assume a responsibility that can result only in evil. While under authority, the children may appear like well-drilled soldiers; but when the control ceases, the character will be found to lack strength and steadfastness.

—Education

The object of discipline is to train the child for self-government. He should be taught self-reliance and self-control. . . . His reason should be enlisted on the side of obedience. . . . Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering.

In every home, therefore, the children should receive definite lessons in self-government, self-reliance, self-control.

IN ORDER for parents to give this training in self-government, they themselves must be democratic in mind. They cannot operate on the principle that a child's will must be broken, that they are right, and there must be absolute bowing to their mandates. That method may carry in dealing with dumb animals, but it is not the way to deal with any human being. The world sees it today, and freedom-loving nations rebel against the idea. And yet too many homes are operating on this plan.

Fear is the basis of obedience in the home of the autocrat. That puts the child on the plane of the ox or the mule. Bred in such an atmosphere, the child fails to understand the value of obedience to law; he lacks ability to govern himself, to control his reactions; he lacks the power of initiative. He becomes an automaton.

To the superficial observer the child so trained may appear to have advantages, but in meeting the problems of life, he is lost. The will to do, the ability to carry out one's convictions, is one of the inherent rights of a man, and it should be recognized early in life, promoted and directed, not killed.

Morrison, in "The Practice of Teaching in the Secondary School" explains the problem presented to teachers and school administrators by children and youth who enter college from homes in which they have never developed the strength to stand on their own, to exercise their will-power in the direction of right. Parents think for their children, plan for them, direct them in minutia, and then wonder why, when the home restraint is lifted, their children lose out in the struggle. They have been sent into the world spineless, lacking in self-discipline, an essential to good behavior and law-abiding citizenship.

#### School Government

COOPERATION should begin in the home. Then it should continue in the schoolroom under the wise guidance of teachers who themselves are not autocrats in spirit but men and women who have self-mastery and ability to guide youth in the exercise of their wills and judgment.

Schools should teach democracy. Students and teachers should constitute a cooperative group that is putting into practice the principles of democracy. Youth like to be trusted. They respond favorably to trust; they rebel against suspicion. "The wise educator will seek to encourage confidence and to strengthen the sense of honor. Children and youth are benefited by being trusted."

In harmony with these vital principles, it is possible to carry out the further instruction to Christian teachers that "the rules governing the schoolroom should, so far as possible, represent the voice of the school." When youth help make the laws, they feel a responsibility to see that these

laws are obeyed. They are growing a spirit of obedience, of self-control and of responsibility for the good behavior of their neighbors as well as themselves.

MADISON advocates student participation in college activities, including the government. Its organization of a student government has its advantages, in that in matters of discipline it gives students the first opportunity to attack the problem.

The plan is similar to that of student-teacher relationships in classroom instruction. The mathematics teacher gives the class a problem. He does not attempt to solve that problem for the students. He expects them to make the first attack. He watches, stands ready to suggest, to point out errors in judgment or method, but still the solution must be the work of the student.

So with a cooperative government such as Madison operates. A matter comes up for consideration, for solution; the student Board of Control has first opportunity for the solution. That group is expected to put its solution of the problem before the entire school body in such a light that all receive the benefit of the problem, understand the principles involved and the pros and cons of the situation.

The justice of this student decision may be questioned. Any one has a right to question the decision rendered by the court, but he likewise has the right of appeal. And here is the point where the faculty with its broader experience, its teaching ability, is expected to assist. The faculty itself is then the final court of appeal.

Operated in this manner, problems of discipline become a basis for education in judgment, in self-control, in student initiative. Neither student nor teacher is free from responsibility. Neither holds in his hands an arbitrary power.

The students who come from homes in which the basis for democracy was laid, naturally take their place in a student-teacher governing body with ease. It is the college student who in his home training and early school life lacked this education that finds difficulty in his college life.

Madison has in its organization three fundamentals:

(1) It teaches that man's home should be on the land, and that from the land he should secure his living.

(2) It stands for self-reliance and self-support. Every student should leave college with the ability to care for himself. By its system of remunerative department work, it is giving the student practice while he is in training.

(3) It advocates by precept and example the principle of self-control—self-

government.

The college is equipped with laboratories for all these lines of training. Its organization of cooperative government is the laboratory for the development in the student of the fundamental principles of democracy which embraces individual self-government. The privileges of the college are open to students wanting this system of education. Young men and women with an opposing spirit should not presume to stay.

## A College Supported by Its Own Industries

WERE there any question as to the interest of parents and prospective students in an education that meshes with the problems of life, that question has been solved during the past six months. Madison College has been described from one angle and then from another and given a publicity the world around, and in every case emphasis has been placed upon the educational activities of the students.

People are pleased to find that somewhere young men and women have the privileges of an education at a minimum outlay of cash. Madison offers this privilege to Christian young people who desire to increase their ability for citizenship in a world that needs religion. They are preparing to take their place as citizens at a time when the question of support is uppermost in the minds of thousands.

That people in all walks of life are interested in such a system of training is attested by the thousands of letters that have come from youth, from parents, and from business and professional men. "It seems too good to be true," they write; or "I had given up hope of a college education until I read about Madison."

Late in October, *The St. Louis Post-Dispatch* sent a reporter and a photographer to visit the campus. The result was a double-page presentation of student activities in the rotogravure section of that paper on Sunday, November 6.

Here are some of the legends accompanying pictures illustrating educational features that make the appeal:

"Self-Sustained College—Like a wheel within a wheel, industries thrive at Madison College, supporting both students and

college. Above, Engineer Mike Wiley makes repairs in the power plant."

Beneath a scene in Central Heat is this: "Stoking their way through school. These Madison College 'athletes,' earn their keep and tuition instead of honorary letters. Their stadium is Central Heating Plant."

Concerning a group of builders it is written: "Carpenters and painters put finishing touches on an addition to one of the dormitories. Their wages are credited against college bills."

Farm boys at work are described thus: "The farm produces a large crop of soybeans, native to Japan. Here student hands are threshing the crop."

An archway glimpsing the Sanitarium has the words: "At one wing of the hospital, a student nurse wheels a patient past a premedical student delivering a dinner tray."

The mechanical ability of the head of the music department appealed to the reporter and a scene in the studio carries these words: "Music classes receive instruction not only on how to play instruments but on how to tune them, repair them, and make new parts."

The title to the descriptive paragraphs which we quote appears at the head of this article, with the subtitle, "Madison College, Tennessee—The Country's Most Unusual Educational Institution."

ONE of the most impressive things about the oddest college in the country is its campus. The rolling, wooded-green beauty of Madison College grounds near Nashville, Tennessee, is striking enough, but the uninformed visitor is almost startled by the monastic calm prevailing on the 700 acres where 350 students are literally earning and receiving an education

all in one spot. In hours unreserved for study or sleep, most of the students are employed in campus industries. The quiet of Madison College is unbroken by idle chatter or empty laughter. There is no athletic stadium because there are no athletics; there are no recreation halls because there are no student frivolities. The only extra-curricular activity at old Madison is work.

"Because there are but 24 hours in one day, student social life at Madison College, therefore, is restricted to hikes and such meetings as have the approval of rules and regulations and a student-faculty governing body. Young men and women are not permitted to leave school property without permission, the girls only in groups of three or more and chaperoned. Mixed groups of at least four persons, properly chaperoned, may hike together, but no strollers or loitering couples are permitted on campus, in buildings or anywhere else; students who attend theater, movies, circus or commercial sports are subject to discipline; those possessing cards, liquor or tobacco, to dismissal. The faculty is expected to set the example by abstaining from smoking, tea, coffee, coca-cola, alcoholic beverages, condiments, rich and unhealthful foods, and profanity."

"The acres of Madison College, its classrooms, farms, dairies, workshops and its hospital, are strung along the Cumberland River. Denominationally Seventh-day Adventist, it was founded in 1904. Since then, thousands otherwise unable to buy an education, have turned the pages of its books, and have labored in its factories or by other services balanced the bill for tuition, board and room. The fame of Madison College as a self-supporting institution for self-supporting students has spread until last year nearly 2000 applications were submitted.

"Meals are meatless. Chief articles of diet are vegetables—most grown by student farmers on college land, gathered by student laborers, preserved by student canners—and edible products manufactured at the college from soybeans, also grown on college farms. The beans and by-products are made into meat substitutes, cereals and "health foods" which not only are part of the student menu, but now are marketed commercially. Soy food manufacturing is one of the chief industries at Madison College, second only in importance to the 100-bed hospital which is a source of revenue to the college, provides pre-medical and nursing courses for students, and training for internes. The sanitarium and college dentist is a graduate who completed his professional studies elsewhere. The founder and president of the college, Dr. E. A. Sutherland, is a physician. He heads the hospital.

"Students are assigned to jobs appropriate to courses of study. Agricultural pupils are employed on the farm, in cattle barns. Milk is pasteurized and bottled at the college dairy, where other students work. Some grind their

way through the food manufacturing plants, including the soy milk dairy. Pre-medical students are employed at the sanitarium, functioning often as orderlies or maids. Others labor to obtain graduate nursing certificates. Is a new house built? Student carpenters and painters are on the scaffolding. Bread broken by student or hospital patient is from the college bakery. Madison undergraduates man the cannery, tailor and cleaning shop, broom factory, and heating plant. Thus is the college sustained on a co-operative basis. It is the theory of the institute, open to students of all faiths, that religious living, honest labor and cultural development are all strings of the same instrument. Both educational and work programs, therefore, aim at preparing graduates for economic competition, and for practical work in the public weal if they decide to enter less material fields.

"Most of the 75 faculty members are married, live on the campus. A 10-grade school is run for their children. Many of the students are preparing for teaching careers, aiming to return to rural communities and establish self-help schools patterned after the unique institution on the Cumberland where they obtained their own education."

## A Confidential Word

### NOTICE No. 3

THIS is the third time attention has been called to the necessity of revising the SURVEY mailing list. The cost of 48 copies per year, subscription-free, to approximately 15,000 homes, is more than Madison College budget will allow.

January 1 the list is to be cut. Whether or not the little paper comes to you in 1939 is for you to decide.

"It brings me joy and I would like to have it continue," writes one.

"Father and I stage a weekly race to the mail box to get the SURVEY," writes a Chicago man.

"It is received every Monday morning and read with interest, for unquestionably it broadens our viewpoint of the splendid work you are doing. Thanks for your courtesy," is a busy man's response to notice No. 1.

A man and his wife in the East write, "The SURVEY reaches here each week with its inspiration, and its glimpses of lives radiant with Christ-likeness. The Master walketh the earth still."

You may know how we like to have our little messenger go to such readers. We dislike to lose any of those on the present list. So if you still care for it, please at once give us your correct address. Write, THE MADISON SURVEY, Madison College, Tennessee.

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# The Madison Survey

Published by  
Madison College  
[Nashville Agricultural Normal Institute]

Vol. XX No. 47

Madison College, Tennessee

December 14, 1938

## Helping Young People Find Their Place

PEOPLE complain that the world is out of joint and one evidence advanced for the idea is that large numbers of young men and women, the product of our educational institutions, are unfitted to fill the job they want or the place in society that they should successfully fill. They are misfits, and too many misfits are a serious menace to civilization.

Various methods are being tried to adjust matters. *The Commentator*, December, 1938, gives the story of a work by Dr. Isador Warsaw, founder of Vocational Adoption, Inc. Beginning with orphan boys, "boys orphaned by social circumstances or parental inadequacy, as well as by death," the Doctor selected those who are intellectually outstanding, physically competent, and ambitious for advancement. By a series of tests he determines their ability and their vocational aptitude.

"With a mental digest of all this material at his tongue's end," says Marguerite Mooers Marshall whose article we are quoting, "Dr. Warsaw approaches some leading business or professional organization in the field for which the candidate seems best fitted. He picks his corporation as well as his boys."

The case is presented to the president of the corporation who is asked to become personally acquainted with the lad,

test his ability, assign him a good stiff amount of work, and watch personally his manner of meeting the situation. In other words the boy is vocationally adopted by the head of the firm. Dr. Warsaw is quoted as saying, "I have never had a

refusal. The business world is proving singularly receptive to a practical ideal honestly espoused."

The success of the undertaking is attested by the fact, as we are told, that "more than three hundred ninety boys have been placed with such organizations as General Electric, Dun and Bradstreet, Metropolitan Life, Western Union,

Chase National Bank, National Broadcasting Company," and in the majority of cases the boys make good.

Dr. Warsaw thinks of "the traditional constituents of the success formula as thrift, industry, perseverance, and self-help. And boys, rightly directed, make it work."

Madison has a scheme for developing these same traits of manhood and womanhood, of preparing youth for serious service to the world. Its program of cooperative study and work is for the purpose of bringing out the elements of character necessary to a successful career.

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### I MUST HAVE FAITH

A FAITH unmoved by all the fears  
and doubts  
That haunt and devastate the world  
about;  
That sees beyond life's parting, dark with  
gloom,  
The shining portal of an empty tomb;  
And knows that hate shall conquered be  
by love.  
That all is well because God reigns  
above.

—Bertha D. Martin

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### Stressing the Industries

AS DR. WARSAW puts boys and business men together for the solution of the boy's problem, so Henry Ford, a great leader in the industrial world, is likewise a powerful educator. "Championing teen-age boys, not building automobiles, is Henry Ford's greatest work today," writes Charles Marrow Wilson, in an article, "Your Boy and His Future," in October, 1938, *Woman's Day*. He quotes Henry Ford's philosophy as follows:

Hands are made to work with and to learn with. Handicrafts are more than trades. They are means for getting a better understanding of people and properties, a way of gaining interest and experience—life's most precious assets.

Whatever work he may finally choose, handicraft is your boy's surest answer to the needs of tomorrow. The private schools sponsored by Ford Motor Company are manual training schools. That doesn't mean all their graduates are mechanics or technicians in auto factories. Many have entered other fields—law, medicine, dentistry, storekeeping, ministry, and diplomacy. Most of them will tell you that learning to use their hands proved the best possible beginning of what is called an education.

The ability to carry responsibility and meet his own problems is made prominent in the Ford schools. Mr. Ford says, "Don't try to do too much for your boy. Your job is to help him help himself, not to help him shun responsibility."

The success of the system is indicated by an enrollment of six-thousand students. "These students are employed at useful and profitable work. Therefore the schools are very nearly self-supporting. So are the students, most of whom are poor boys."

One is inclined to believe with Mr. Ford, that the school of tomorrow is a school of work.

### Madison

THE wide interest in the problem of so educating students that they are prepared on leaving school to meet the exigencies of life, primarily self-support and other characteristics of good citizenship, is further evinced by the recent publication of the United States Department of the Interior, Office of Education, Bulletin 1938, No. 9, entitled "College Projects For Aiding Students."

Division IV of this pamphlet is devoted to "Self-Help Colleges." Listed under this heading are Berea College, Berry

College, Blackburn College, Park College, Lincoln Memorial University, Textile Industrial Institute, Seventh-day Adventist Colleges—Washington Missionary College and Southern Junior College—Nashville Agricultural Normal Institute, and two institutions for the education of Negro students—Hamptom Institute and Tuskegee Institute.

Under its charter name, Nashville Agricultural Normal Institute, the student self-help features of Madison College are given in the following words.

THIS institution is closely allied in religious interests and in objectives to the colleges under the control of the Seventh-day Adventist Church. It was, indeed, founded by a group of teachers of that denomination, whose purpose like that of the founders of the church colleges was to afford college education to self-supporting students, with the underlying motive of training them for Christian service.

The influence of the ideals and philosophies of the Seventh-day Adventists are apparent in the combined academic and labor programs of the college; in its democratic spirit; in its emphasis on the maintenance of health and on the dignity of labor; in its prohibition against smoking and drinking; and in its general seriousness of purpose.

Like the Seventh-day Adventist colleges, it has no endowment. It has grown to its present place in the educational world through the labor and devotion of its faculty and students, who cooperate in the management as well as in the work of the school. The teachers by cooperative sharing earn a good living. All profits of their labors are turned back into the institution for its further expansion. Together the students and the teachers do all the work of construction and maintenance of the physical plant and that created by the living needs of a community of four-hundred individuals. In addition they operate twenty-seven industries, through which the college derives its support and students and teachers are enabled to carry on their academic work.

Each student of the college divides the day between work in some industrial department and his classwork. The estimated total annual cost for students is three-hundred and eighteen dollars. Some students earn all of this, but most of them earn only a portion. No cash is given for their work, but labor credit is applied on their monthly accounts.

The industrial work is carried on along educational lines. It includes farming, dairying, orcharding, gardening, greenhouse work, viticulture, carpentry, wood and metal work, printing, plumbing and steam fitting, electrical work, weaving, sewing, cooking, and the manufacture of health foods. The health food department is one of particular interest and profit to the college. Under the name Madison Foods, it manufactures health foods for the market.

The college also owns and operates the Madison Rural Sanitarium, which serves as a laboratory for nurses in training, clinical laboratory technicians, and others.

—S—

### Addressing Club Women

FORTY members of the Old Hickory Study Club, married women of our neighboring city across the Cumberland River, report an enjoyable study of Madam Chiang Kai-Shek, given on the afternoon of the sixth, by Francis Woo, one of the premedical students of Madison College. The speaker became acquainted with Madam Chiang Kai-Shek when she was a patient in Shanghai Sanitarium. He described three phases of her life to her admirers in the club.

As a woman, Madam Chiang Kai-Shek is a good housewife, a leader in social circles, and a philanthropist. Educated in Wellesley College, she is an adept in the use of the English language, and she has a wide sympathy and clear understanding of national affairs.

As a leader in the government of China, Madam Chiang Kai-Shek shows the ability of a good soldier for she is brave, loyal, and obedient. She is general secretary of the Air Forces of China, is organizer, administrator, and builder up of this rapidly increasing phase of the government defense. At the same time she is private secretary to her husband, the generalissimo of the Chinese forces. Here her knowledge of the English tongue stands her in good play enabling her to act as interpreter and intermediary for General Chiang Kai-Shek and representatives from foreign courts and countries.

The Madam is censor of the news that appears in the Chinese newspapers and periodicals and is government leader in education, having established several schools for the refugees of the war and for the children of soldiers who have sacrificed their lives for the government.

As a Christian, Madam Chiang Kai-Shek has a wide influence. It was through her that the General became a Christian and this in turn has an immeasurable effect on affairs in the Orient. It is said that the Generalissimo and his wife, no matter what the program may be nor how pressing the business, begin each day with

an hour of Bible study and prayer. It is her custom to give generously to hospitals and other institutions for the care of the sick and afflicted.

—S—

### Make Yourself Wanted

LIKE your work—learn to like it, if necessary.

Take pride in the quality and quantity of your output.

Do not be afraid of doing more than you are paid to do.

Aim to accomplish 10 per cent more and 10 per cent better work than any of your associates.

Invite and undertake stiff assignments.

Cooperate with both your superiors and your coworkers.

Keep physically fit.

Have confidence in yourself and your ability.

Cultivate a will to win.

—*New York State Commissioner of Education, Frank P. Graves.*

—S—

### Week of Prayer

INTO my heart, into my heart,  
Come into my heart, Lord Jesus.  
Come in today,  
Come in to stay;  
Come into my heart, Lord Jesus."

Out on the clear air of the evening rolls the sound of this song. It is from the company of students and teachers in Assembly Hall, with President C. V. Anderson of Kentucky-Tennessee Conference, S.D.A., leader for the Week of Prayer.

Following the chapel hour the group divides into small prayer bands. It has been a season of spiritual refreshing.

—S—

### Campus News

Dr. Ada Crawford of Indianapolis visited the college last week after an absence of six years. She brought with her three young women who are interested from the student point of view.

\* \* \* \* \*

The annual meeting of the American Association of the Teachers of English, held in St. Louis over the Thanksgiving week-end, was attended by the Misses

Hartsock and DeGraw and Mrs. Bertram and Mrs. Taylor.

\* \* \* \* \*

Among recent student arrivals on the campus is Andre E. Kragstad, of Oslo, Norway, who is deeply interested in the health food work and plans to spend a year or more in this country preparing for that work in his homeland.

—S—

## Give Us a Lift

By FLOYD BRALLIAR

**M**OST of our readers are aware that Madison College has received an unusually large amount of unsolicited publicity within the past six months. As a result, we have received hundreds of applications from worthy young men and women who seek to enter the school as students on the basis that here they can earn a large part of their expenses.

When this publicity began every dormitory room in the institution was filled with students, but we did have classrooms sufficient to handle at least a hundred more students and a faculty adequate to teach a hundred more without additional expense. Best of all, we had enough profitable labor to permit a hundred more students to earn all or a large part of their expenses while in college. But we lacked facilities for rooming more. The faculty and board felt that God was clearly indicating that we should do something to provide room for this extra one hundred. To do this, it was necessary to enlarge the assembly, to build a new men's bathroom, and to add to the housing facilities.

Plans were immediately laid and work begun on a building sufficient to accommodate fifty of these students. I was asked to raise the money and materials necessary to do this work.

We have accepted this year about fifty more students than we had last year. The chapel and the bathroom are completed and the new building is so nearly completed that most of the rooms are now occupied. With a little more time and labor it will all be ready for occupancy.

But we do not have sufficient funds to complete this program.

If every reader of the SURVEY will send us a dollar between now and January 1, we would have enough money to complete this work. A dollar is not enough to cripple anyone financially. In fact, I think practically everyone who receives the SURVEY could send a dollar and within a few days would never miss it. Will you not make us a Christmas present of a dollar, as your part in making possible the education of young men and women for practical work in the Lord's vineyard?

If you send more than one dollar, it will be gladly received. It will make up for some who may not respond. Will you not help us get this work finished before the new year? Send your donation to Madison College, (Dormitory Fund), Madison College, Tennessee.

**F**ROM the many who have responded to the request to let us know whether or not their names should be dropped from the SURVEY mailing list, we choose a few.

"We do wish the SURVEY in 1939. We read it, then place it in the University Reading Room for the students. It is interesting to know what other schools are doing in the way of teaching students self-reliance," writes a librarian.

"Our entire family looks forward to its coming," says a Cleveland reader.

"The SURVEY does much to spread the ideas for which Madison stands. Many thanks for the inspiration," comes from a California college man.

With a one dollar bill for the publishing fund, a Doctor Friend writes, "I do not want it discontinued. 'Perish the thought.' Nor do I want you to run behind in the budget."

January 1 is fast approaching. Have you told us what to do for you?

THE MADISON SURVEY is published weekly except the last week of March, June, September, and December, with no subscription price, by Nashville Agricultural Normal Institute, Madison College, Tennessee. Entered as second-class matter, August 4, 1936, at the post office at Madison College, Tennessee, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Act of February 28, 1925, authorized August 14, 1936.

# The Madison Survey

Published by  
Madison College

[Nashville Agricultural Normal Institute]

Vol. XX No. 48

Madison College, Tennessee

December 21, 1938

## At the End of Another Year

THIRTY-FOUR YEARS ago last June the property was purchased and the first steps taken toward the establishment of Madison College. The administrator in an institution of higher learning who is himself struggling to revamp a curriculum to make it more practical for his students, visiting the campus recently, said, "How has all this been done in so short a time?"

Another educator having surveyed the activities of the campus, said, "Madison is much more than a school in the usually accepted meaning of the term. This is a life situation. I congratulate you."

Those who have had an intimate knowledge of the growth of the institution, who have seen the coming and going of young people many of whom have caught a vision here of their duty as Christian workers and later have found their place in some other center of activity, are all too conscious that this progress in the parent institution is directly attributable to the favoring providences of God.

This has been the basis of the favor the project has found in the eyes of friends who have with their means aided the resident workers to build and equip the institution. Young teachers have been in-

spired to give their strength and ability. The long-tenure policy of the college in dealing with its operators has encouraged the working out of ideas and ideals. A love of the principles of democracy have bound together men and women of widely diversified talents, promoting a spirit of co-operation.

A student body of sterling worth, composed of honest, ambitious young people who appreciate their educational opportunities, young people with a definite goal, has been the material with which these teachers have worked. These are some of the factors that have brought Madison to its

present degree of efficiency.

The plant has grown steadily, almost imperceptibly, like a tree approaching its fruiting time. Some of its educational principles make a distinct appeal. The Secretary of a western educational association writes, "Your type of institution is very worthwhile. I believe you will continue to be successful."

### Rural Life Appeal

MADISON is distinctly a rural life project. It holds before its students the ideals of a home on the land, rural community work, the value of being rur-

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IF THE pattern of life looks dark to you,  
And the threads seem twisted and queer,  
To the One who is planning the whole design,  
It's perfectly plain and clear;  
For the Master-Weaver knows best, you see,  
When He works in His threads of gray.  
And they'll only make brighter the rose and gold  
Of another happier day.

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—Selected

agreement. In illustration, note these paragraphs from the pen of a successful business administrator:

"The American family of which I am a member, although numbering business and professional men in its rank, has maintained for some ten generations a direct contact with the soil. It is natural then that very early I experienced the assurance that I could always get my living on a farm. I graduated from Lewis Institute of Technology and Yale University, and in time became an executive in an international business, but for the realization of a certain satisfaction in living and a sense of security, I have always found time to operate a home farm.

"It was this farm that helped my office and factory employees to maintain themselves and families at the beginning of the depression. We canned, cured, dried, preserved, smoked more than could be consumed. The Government relief program made loafers of my former hard-working employees and retarded my progress in my plan to integrate agriculture and industry.

"Recently I lost my mother who had devoted her life together with my father to education. I should like to turn our 1,500-acre farm into a school where our young people can help themselves by working under capable supervision. I wish that you could find time to help me a bit from your store of valuable experience for which I shall be very thankful."

**T**HE world is full of turmoil, unrest, but here and there are men of large heart and clear vision who aid in the solution of these tremendously important problems.

In many ways Madison is endeavoring to change the current of thought in youth. The quiet and beauty of a country home has an everyday effect on 350 students, many of whom before have lived in an entirely different environment.

These young people come from all parts of the United States and from a half dozen foreign countries. One of the latest arrivals is from Oslo, Norway, who is here for health food work. His country needs these foods and he came the distance to Madison in search of the desired instruction. Out of war-torn Czechoslovakia is expected soon another young man

in search of further training, for service for the Master.

Various religious affiliations are represented on the campus. They come because they want to continue their education in a religious atmosphere. Several have said recently that they were looking for something more satisfying in life and they find it here. One young man said recently, "I feel a broadening out that I have long wanted."

Together we are working out problems of life-long importance. In the close association rough corners are knocked off, culture, Christian courtesy, are cultivated. Not one but all profit by the contacts, the sharing of burdens, the intimate understanding that life in this college brings.

The year 1938 has been one of growth, advancement in material things, added facilities for training, and in a broadening of the outlook. The first quarter of the scholastic year 1938-1939 has come to a close. There is a stir of excitement as some prepare for a Holiday vacation at home or with friends. But at Madison the program cannot cease while students take a vacation. There is no cessation of activity in the sanitarium, in the factories, and shops. Classes recess for two weeks and approximately one third of the students have a mid-winter vacation. The others double up on the work program and look forward to their home going later in the year. The pleasing thing about it is that those who stay seem as happy as those who go.

The opening of the winter quarter on the third of January will bring them back again. From a waiting list that could not be accommodated in the autumn, a number of new students will be accepted, but only a few can find a place.

To friends near and far Madison sends greetings, wishing you as hopeful an outlook for the New Year as it enjoys.

—S—

### Still Standing

**B**ACK in 1923 the Archeology Department of the International Organization of Research Science Bureaus offered \$100 to any person who could prove a scientific error in the Bible.

More than 2,000 persons have endeavored to collect that \$100 bill.

It has not been collected. It still stands.

And that is because of the fact repeatedly emphasized in these columns that every scientific discovery which touches on the Bible agrees with what the Scriptures say. That is as true of the excavations at Ur of the Chaldees as it is of the archeological discoveries around the tombs of the Hyksos kings of Egypt.

No accepted archeological conclusion or discovery has thus far been made in our time which does not serve to demonstrate the greatest of care and the best sort of factual reporting in the creation of the Old Testament.

—The Binghamton Press

—S—

### Visitors from Iowa

RETURNING to their home in Iowa,

Mr. and Mrs. C.H. Henry and their son, Patrick, wrote: "It was an inspiration to be with you during the annual convention of Self-Supporting Workers. We had no idea of the work you are doing in the South. Madison seems like a haven for young people who desire to make something worthwhile of their lives. The situation is ideal for youth to be sheltered from the evil influences of the world while receiving their training.

"We were especially impressed by the friendly spirit and the Christian courtesy of all on the campus. As we questioned the young people we found them enthusiastic about their work. To an outsider, Madison seems a veritable ant hill of activity. To observe this bustle of activity gives one the urge to help in some way these people who are helping others while helping themselves. And yet no one was so busy that he could not be considerate of others. I was impressed with the spirit of contentment. There was an air of accomplishment, and behind it all a very definite aim that is stimulating to a man's soul."

—S—

### Popularizing the Soybean

MADISON is by no means alone in bringing to the public the value of the soybean as a human food. *The Washington Daily News*, November 7, 1938, contained an article by Harold Phillips,

entitled, "From Soy-Soup to Soy-Nuts," a portion of which we quote:

Over the week-end a group of pioneering hearts who are discovering a secret that was old to the Chinese thousands of years ago, sat down to a quite unusual banquet in the Gold Room of the Lee House. The menu contained no meat and was as follows:

Soybean soup  
Soy meat substitute with soy gravy  
Soy macaroni  
Vegetable salad      Soy cheese  
Soy coffee      Soy date sticks  
Soy Ice Cream

The banquet was given for the purpose of showing the palatability of soybeans as an article of diet. Probably the most prominent proponent of soybean diet in this country is Henry Ford. The Dionne quintuplets are fed soybean extracts in several forms to ward off bowel trouble. The Treasurer of the United States, W. A. Julian, I am told, has two farms in Ohio devoted to soybean culture.

Outside of some seventy more industrial uses such as manufacture of celluloid, varnish and linoleum, the bean as a human food product is being used in the form of milk, bread, butter, sauce, coffee, sausage, spaghetti, nut meats, cake, pie and soup.

Mr. Phillips gives something of the history of the soybean in the Orient, quoting from Department of Agriculture literature and elsewhere, concerning the low starch content of the soybean that makes of it a desirable diabetic food.

Soybeans contain ten times as much calcium as wheat flour, and twenty times as much as sirloin steak. A pound of whole soy flour is equal in protein and fat to two pounds of beef. Human organisms are able to store three times as much nitrogen from soybean food as from meat.

### Rich in Proteins

CONTINUING the extract from the United States Department of Agriculture Bulletin, Mr. Phillips's article says:

It (the soybean) is often preferable to cows milk in treatment of intestinal or stomach disorders. It is richest in proteins of all known except dried egg-white. Starch is almost entirely absent, truly a non-fattening food. It is twenty-four times as alkaline as eggs, twelve times as alkaline as wheat. It is so versatile that almost any flavor of flesh, fish, or fowl may be produced. It is a fine preserver of teeth and bones.

George A. Argus, secretary to U.S. Treasurer Julian, is quoted as saying:

"A bowl of soybeans is my daily breakfast, and I know how good they are in results."

THE sales manager of Madison Foods, E. M. Bisalski, wrote as he sent the clipping that the banquet referred to was fostered by Vita Health Food Company which operates three health food stores in Washington, D. C., and one in Philadelphia, and that we furnished for the banquet, Soy-Koff, Kreme O'Soy Milk (both plain and chocolate) Soyburger, and Soy Cheese. Mr. Bisalski says further:

"The heading of the article, 'From Soy-Soup to Soy-nuts,' is more than a jest. Soybean soup is available in the cafeteria at the Ford Engineering Company in Dearborn practically every day, and about two weeks ago while I was visiting Dr. Ruddiman, who heads the soybean research department at the Ford Engineering Laboratories, I found the chemists preparing soy nuts, which we found very tasty. While the flavor does not resemble peanuts, they are nevertheless remarkably good. A few days later I found a full window of soy nuts in Woolworth's store on State Street, Chicago, in the very heart of the Loop. I stepped inside to see how the soy nuts were selling and found many people both tasting and purchasing the curious nuts which are not nuts at all, but soybeans."

—S—

### Campus News

The young women are pleased with their new quarters in Gotzian Home. This building stands on the site occupied by Old Plantation House when the property was purchased thirty-four years ago. It was first used as a student hospital; later it became a student home. The new addition doubles the capacity, improves the appearance of the central area, and last fall helped materially in meeting the needs of incoming students.

\* \* \* \* \*

Among educators of experience it has been Madison's pleasure to have as recent Gary College, Gary, Indiana, who was here late in November; President E. J. Coltrane, Brevard College, Brevard, North Carolina; Vice President Albert Fertsch of Carolina; Dr. J. A. Chapman, president

of Ferrum Training School, Ferrum, Virginia; W. E. Carter, Director Trades School, and E. D. Heddon, head of the Industrial Arts Department, Hampton Institute, and their wives all of Hampton, Virginia. These teachers are interested in the development of the industries in their institutions and came to see what students are doing at Madison. The work-study interests them.

\* \* \* \* \*

Dr. Mary McReynolds, for some years the physician and a teacher in Pacific Union College, California, is spending her vacation with friends at Madison. Her interest in this institution is of long standing as she was a member of the college group at Berrien Springs, Michigan, in the early days of Emmanuel Missionary College, days when the Southland was being studied and plans developed out of which grew Madison. It is a pleasure to have her on the campus.

### Wanted

ASKED if they still want *The Survey* some people say:

"Want it? Yes, indeed. We want the little paper with a BIG message about a BIG work."

"It covers a field that no other publication does."

"It seems a part of our family."

"We always have time for *The Survey*."

"An interesting informer," is what an Ohio reader calls it.

"It keeps us in touch with one of the most wonderful educational projects in the world," says a Physician in California.

"Full of inspiring reading."

We give these sentences from recent letters to remind you for the last time this year, that a change will be made in the mailing list with the coming of 1939. If you want *The Survey*, tell us so, and do it quickly.

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