

The Madison Survey

Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. XXI No. 1

Madison College, Tennessee

January 4, 1939

Self-Help for College Students

BEFORE the turn of the century when Dr. E. A. Sutherland was president of Battle Creek (Michigan) College, in soliciting students, he found a goodly number who were denied a college education because they lacked the means of meeting the expense.

Hearing the pleas of earnest ambitious young men and women for a chance, he resolved that he would devote his life to developing a school that would give these worthy young people the chance they desired by providing industries for them.

The project was a complicated one but it has never been lost sight of. The first step in the fulfillment of that purpose was the purchase of a farm at the edge of the city on which young men were given employment. As a separate group, these "farm hands," considered rather unfortunate by the rest of the students, were deprived by their hours of work from participation in many of the college activities. They were a class to themselves.

A second step was the purchase of a larger tract of land near Berrien Springs, Michigan, and the location of the college on the farm. There manual work was

dignified to a place beside classroom activities. Teachers and students all took part in the double program of work and study. Buildings were erected, the land was cultivated, fruits were shipped to the city market, industries were established. That

was the beginning of Emmanuel Missionary College.

There followed the establishment of Nashville Agricultural Normal Institute, otherwise called Madison College, in Middle Tennessee. Here the farm was a basic industry. Broad acres provided the foundation for self-support. There was room for growth, an ideal situation for the development of an educational system, "unique"

as some have called it, but practical, as it has proved, from an educational as well as a financial standpoint.

Many changes have characterized the world since the planting of Madison, and one of the interesting features of the change is the educational outlook in the favor with which a work program for students has come to be viewed. This fact is made clear in an article in *School Life*, official organ of the Office of Edu-

WHEN it's Christmas, man is bigger and better in his part;
He is keener for the service that is promoted by the heart.
All the petty thoughts and narrow seem to vanish for a while.
And the true reward he's seeking is the glory of a smile.
Then for others he is toiling and somehow it seems to me
That at Christmas he is almost what God wanted him to be.

—Edgar A. Guest

What, then, should he be when the New Year comes in?

cation, Washington, D.C., issue of November 1938, page 43 entitled,

Self-Help at College

“NOT many years ago colleges paid but little attention to securing jobs for students. But as enrollments increased, bringing in many more students of low financial status, the need to provide more work opportunities became imperative. Colleges began to give consideration to the subject and to set up organized student employment services to look systematically after such needs.

“The effort to find jobs for many more self-supporting students during the depression years led institutions to try to discover other kinds of work than that of the customary type—waiting on tables, dishwashing, firing furnaces, and the like. . . .”

The Federal student aid program is discussed as it has operated with success in many institutions. Then follows this significant statement:

“So well have students performed these services, with benefits of an intellectual nature to themselves far exceeding the value of the wages, that educators have been led to regard work not simply as a financial aid but as an important element of education itself. Furthermore, some students who do not need to work are seeking jobs for the advantage of the training and experience they afford.

“The value of the job does not lie in the nature of the service as apprenticeships for vocations, for few of them have relationship to the contemplated future work of the student, but in the opportunities they offer for contact with real-life situations.”

Madison has been more fortunate than some self-help colleges in that much of the work in which students participate has direct relation to their life activities after school days are over. It is the purpose here to develop so far as possible a line of industries that will be a part of the life work of the student, a process that is facilitated by making the campus a real-life situation.

Vitally Educational

“INSTITUTED as a means of helping students who otherwise could not attend college,” continues the article in *School Life*, “the work programs of some higher educational institutions have come to be regarded as an important part of their educational offerings. In order to provide work for all, some colleges have

become practically self-sustaining. They operate with student labor not only the college, but their farms and dairies, and even small factories, which supply the institution and in some cases outside customers as well.”

The Value of Student Labor

TO the April 1938 issue of *School Life*, Ella B. Ratcliffe, Educational Assistant, Higher Education Division, of the United States Office of Education, discusses still further the educational benefit of student labor in self-help colleges. These are “located for the most part in the South, where a tradition of student labor has survived for over three-quarters of a century many early failures to put such a plan into operation.” She writes:

“Out of the experience of institutions which have operated under the student-labor program for some time there have come to be recognized certain values in the performance of the work itself. Observation has convinced college authorities that a period a day spent in doing some kind of useful work is wholesome for the student. It is a desirable substitute, they feel, for the time usually given by college students to sports and other forms of extracurricular activities, and contributes more to their physical, mental and spiritual welfare.

“It is, furthermore, a means of bringing the educational experience into closer relationship with the work that students will be called upon to do when they leave college, and it serves as a preparation for such work whether it be along the same or different lines.”

Mention in particular is made of Tuskegee Institute in Alabama, for Negroes, Berry College, at Mount Berry, Georgia, Berea College in Kentucky, and Southern Junior College, Collegedale, Tennessee, all of which offer a remunerative and an educational program of work for college students. Then concerning general principles, Miss Ratcliffe continues:

“Most of the self-help colleges have established on their campuses such industries as printing, weaving, broom and woodworking factories, and metal craft shops. They have set up their own laundries, bakeries and canning factories. Nearly all of them, being situated near or in open country, have their own farms on which their students produce the food for their dining halls. A number of colleges have thus become practically self-sustaining, an aim which all of them wish to achieve.”

Character Development

THE analysis of the self-help colleges is interesting also in the fact that the students are characterized as abstaining

from practices common to many educational institutions. "Democracy and simplicity are fostered," says the article. "There are usually prohibitions against drinking, smoking, secret societies, inter-collegiate games, and fancy dress."

Gaining Ground

IT is encouraging to read that the findings of this survey of self-help colleges by the Division of Higher Education, U. S. Office of Education, show that while the primary object of the self-help college has been to place higher education within the reach of those who otherwise would be deprived of it, yet "*the idea of work as a part of education itself is gaining ground.*"

"Evidences of this," says Miss Ratcliffe, "are the increasing number of self-help colleges, the cooperative plans of higher education and industry, par-

ticularly in the engineering field, and the character of the jobs which students are permitted to take in the administrative and educational work of the institutions.

"With regard to the latter, the director of personnel study in one of the large universities of the East, which has made generous provision for student employment, said that his office had 'even received from students of comfortable means applications for assignments to . . . work without stipend, because of the opportunities for personal development attached to many of the positions.' . . . Self-help colleges are, therefore, educationally as well as financially, distinctive."

Madison considers this high tribute to a system of education for which it was established and to which it is committing itself without reserve.

Mrs. Eleanor Roosevelt Writes of Madison

THE publicity given Madison College by such articles as "Self-Supporting College," by Weldon Melick, May 1938, *Reader's Digest*, which was widely quoted or reproduced by periodicals the world around, and the *Wide World Photo* pictures of student activities which appeared in *The New York Times* and its syndicated papers, brought to light thousands of young people who desire a college education, and are mentally equipped to enter college but lack the means of financing a college education.

All this put a pressure on Madison College to provide rooming facilities for as many students as its industrial program can accommodate—possibly 100 more than its previous enrollment.

Dr. Floyd Bralliar of Madison College had the privilege of discussing this situation with Secretary of State Cordell Hull, himself a Tennessean, a personal friend, and one who is sympathetic with the efforts to place education within the reach of worthwhile young people if they will work for it.

Secretary Hull in turn brought the institution and its method to the attention of Mrs. Roosevelt. Following is her

syndicated article, "My Day," of October 6, 1938, reprinted by permission of United Features Syndicate:

NEW YORK CITY, Thursday—In the brief time I spent in Nashville, Tenn., yesterday, one visit stands out in my mind. Secretary Hull had asked me to see Mr. Floyd Bralliar and when I met him I was immediately struck by the fine earnestness of his face. He came to tell me of an educational project in which he is deeply interested. Mr. Bralliar inspired confidence and anyone who knows Secretary Hull is predisposed to interest in whoever appeals to him. It took only a few words, however, to make me realize that here was no mere question of a personality, but something entirely new from the education point of view.

I was told of an educational institution, Madison College, which had received contributions for its original investment amounting to 430 acres of land outside the city of Nashville. Thereafter the college was run in a unique way. The faculty earned its own living while making teaching a full-time job. . . .

The students earn their living while making studying a full time job. The

buildings were put up with student labor, directed by the faculty. They built their own houses. No student receives a degree until he or she has aquired skill in a line which seems to fit their capacity. The college built a hospital and operates it for its own profit and it is in good standing with the medical profession and trains the college girls as nurses.

Madison College food products are selling in a moderate and healthy way. Sales are increasing gradually but not sensationally, because they cannot afford advertising on a national basis. Thirty-five similar institutions have started up in various places under the leadership of graduates.

Now they suddenly find themselves up against a new difficulty. A magazine contained an article about their work and they are flooded with applications for entrance. The hunger of young America for a chance to enter the field of life better equipped is apparent in these applications, for here is a chance for people who have no money to acquire a college degree.

Mr. Bralliar says they can probably use a hundred more students profitably in their industries, but they have not the buildings in which to house them. They have the labor, but materials must be paid for in cash. Fourteen thousand dollars would meet their needs, Mr Bralliar told me how much other educational institutions in Nashville helped them when they built their library and how cooperative they always were in giving Madison College all the help they could, but now, in the next few months, he must raise \$14,000 if he is to meet the demands already made by young people throughout the country.

He mentioned that two young North Dakota girls whose name is Roosevelt and who claim cousinship with Theodore Roosevelt, are among his students. He added that he had made a survey of 1,000 of his graduates and not one among them had been forced to accept help either from the Government or private agencies during these difficult years.

I wonder if this story will not make some people want to investigate and find out if here is a real answer to some of our youth problems which deserves our support.

E. R.

—S—

An Example

"I HAVE HEARD of Madison College and its self-help plan, and want to put in my application," writes a lad of 20 living in a northern state.

"I graduated in 1935 from high school and have been trying ever since to get money ahead to go to college but I cannot make any headway. There seems absolutely no work unless one has a higher education and some experience.

"If one applies for work he is told to come back in about a month. Then finally he is told that there is nothing to do. I tried to start farming but that takes capital and equipment. I could get a Federal loan if I were married, but what would I offer a brde? No money, education, trade, not even a place to live.

"Some one over the radio the other day was telling that America is the land of great opportunities, a place for work, employment, a future; but where? We work for a high school education only to find that there is no chance to use it. I have no relatives to back me in going to college, but I sincerely hope you can consider favorably my case."

The Survey

WITH this issue *The Survey* changes from a weekly to a bi-monthly. Readers will receive 24 instead of 48 numbers in the year. This plan has been adopted instead of the suggestion to cut from the list about one-half the names. We hope it will meet with the same cordial reception as has been voiced by the hundreds who have written in during the past few weeks.

To all is extended hearty good wishes that 1939 may be the very best year in all your life.

THE MADISON SURVEY is published semi-monthly, with no subscription price, by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Application for entry is pending.

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Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. 22 No. 2

Madison College, Tennessee

January 18, 1939

Self-Government for Children

ONE of the fundamental principles of student life at Madison College is that self-support should be taught by precept and practice, and that work is a most valuable factor in the educational system of the institution.

Another and equally important feature of the Madison educational system is student participation in government. It is difficult for some of the autocratic-minded to concede that college students are capable of self-government, and that if they are to participate in the next few years in the government of a democracy, they should have experience in democratic dealings in their college days.

But granting that *young men and women* are equal to self-government, and to participation in the actual business and administrative affairs of college, the conservatives cannot think that self-government in any way belongs to children. But there are schools in the United States, and elsewhere, that have demonstrated the ability of children under wise leadership to take an active part in the government of their school.

IN THE November 21, 1934, issue of *The Queen*, "A Magazine for Women and the Home" published in London, England, appeared an article by The

Countess Russell, entitled "Self-Government for Children" headed with a picture of the school council—a group of children, a nurse, and two teachers—seated on a grassy hill slope. The Countess announces that "the new ideals of education offer freedom and responsibility to the child."

She admits that many a parent will shudder to think that children are coming into their own; that they are to be recognized as having an individuality worth respecting, and "that children can be got to do better work under the new free conditions than under the old discipline."

Yet the growth of Child Guidance Clinics in England during the last five years is evidence that the old methods of handling children have been producing nervous and difficult and rebellious young people. . . . You expect a puppy to be greedy and untidy over his food and rampageous in play, and you know that if you dam up a stream it will either find a way round the corner or else burst your dam. So it is with human energy. You may argue. . . but personally, I think that most of the adults one meets who were reared under discipline are very immature people. They acquire a surface efficiency from doing what they are told, but underneath are the childish emotions of dependence or desire to rebel, which make for lack of initiative or unreliability.

DO YOU want a franker statement of the difference in effect on the child of freedom in self-government and the

THE NOBILITY OF SELF-CONTROL

IF WE possess the humility of our Master, we shall rise above the slights, the rebuffs, the annoyances to which we are daily exposed, and they will cease to cast a gloom over the spirit. The highest evidence of nobility in a Christian is self-control.

—*The Desire of Ages*

restraint under autocratic government? The Countess has given educators something to consider in this idea of the danger of autocratic discipline. Then she tells how the problem is handled in her school.

What we do in our school is simple in principle, but not so simple in achievement. We look at each child, and we notice what he talks about, how he acts toward others, what sort of work he chooses to do in a room or curriculum that offers him freedom of choice.

After describing the work for the very small children, she continues:

For the older children there are choices between workshop, laboratory, and library for academic and literary work. Each room has its appropriate teacher, and there are certain set times for classes, as well as for periods of choice.

Every child is given to understand that he must not interfere with others' work and happiness, and every child over five knows that he can play his part in making the school rules through the school council.

The Council

THIS council consists of every child over five and every adult on the premises. So far, therefore, from growing up without any inhibitions, or any sort of regard for others' rights, the children must learn from the start how to persevere in a piece of work chosen by themselves, and they must find out in practice just how much or how little government is necessary to make the community work harmoniously.

They cannot rely on the teacher's punishments to keep them "good" in class, for they will only be told that they need not be in the class unless they want to learn. Learning very soon becomes a privilege instead of a duty, and the peace and concentration of our older children's classwork has been the envy of many visitors who teach in conventional schools. . . .

Some surprising things emerge. For instance, the extent to which children of eight to ten years can comprehend biology and physiology; their quick grasp of history when it is built on the concrete facts of human life; the competence of three- and four-year-olds with tools when they are allowed to use them; the distaste for reading, writing, and arithmetic at the ages at which these are usually taught; with, on the other hand, a zest for learning anything by doing or by speech, and a rapidity in learning theoretical work once the desire is aroused.

THE method of dealing with children in this English school resembles in many respects the principle of education with which we are acquainted as outlined in the following words from the book

"Education," which stresses the power of choice, the value of self-control, and the benefit of learning by doing:

Every human being possessed of reason has the power to choose the right. . . . Every parent or teacher who by such instruction trains the child to self-control will be the most useful and permanently successful. To the superficial observer his work may not appear to the best advantage; it may not be valued so highly as that of the one who holds the mind and will of the child under absolute authority; but after-years will show the result of the better method of training. The wise educator, in dealing with his pupils, will seek to encourage confidence and to strengthen the sense of honor. Children and youth are benefited by being trusted.

IN THE following words The Countess Russell summarizes her philosophy of education which is based on personal choice, activity recognition of the rights of others, and self-control:

Very great numbers of people today suffer from strain and neurosis, a great part of which is due to the quantities of technical information that they must passively absorb when young, and the lack of opportunity then, and when they are older, for expressing emotions in life and in creative work or art. The child who begins by creating, and thinking, and managing his own life before he appropriates and absorbs passively, will be better adapted to the profession he chooses and to living peaceably with other human beings when he grows up.

Surface habits of work are not in themselves enough to produce a competent and happy person. There must be knowledge of one's self and one's goal and steady emotions behind. It is these inner things which are the object of the attention of teachers in such schools as ours.

A recognition of the principles of education underlying the operation of this English school may clear to some minds the course of Jesus, who refused to attend the formal schools of His day or to subject himself to their autocratic methods of discipline. Yet He knows no peer in methods of education.

—S—

Teaching Community Health

IT IS always a pleasure to have with us Miss Elma Rood, Director of Public Health Nursing, University of Kentucky. She is co-author with Miss Gertrude Lingham, Director of Nursing Education of Madison College, of the recently published book "Taking Care of the Family's

Health." She spent a few days with friends on the campus the last of December, speaking to several groups of her community workers near Lexington, Kentucky.

Illustrating the extension work in rural communities carried on by university students under her direction, she told in detail the story of a one-room school for colored children on a side road about eight miles out from the city. Her object is to so interweave health instruction with the lives of the children that it becomes a part of their everyday thinking and acting.

She is working with a teacher whose ingenuity and originality make her equal to the situation; a teacher who is well acquainted with the children and the environment of their homes, for she has taught in this community for sixteen years.

The health program carried on with these children is most practical. One may guess this as he approaches the school grounds, for he is greeted by a large yard, fenced, and the green grass is kept well mown by the children. There is a fish pond made by the children themselves by following the directions of a government bulletin.

On the porch beside the door is a row of overshoes, varying in size, neatly set, and beside them two stubby brooms for use in muddy weather. As he enters, no one misses the lavatory where small hands are washed without the danger that often resides in the common basin. The water is carried in pipes through the floor and away from the building. These pipes were soldered by the children and they do not leak.

This particular little school was chosen when looking for a demonstration center for the university students because of its equipment put to the best of service by a teacher of original thought. Health instruction is not confined to one presentation but each unit of work has a very definite health trend because of the desire to definitely influence the lives of the children.

For instance, in studying Holland, they emphasized the cleanliness of that country

by organizing a sanitation committee of the children for the care of the schoolroom. Ventilation was studied, window boards were made, and a thermometer purchased. By testing the lighting of the room they decided to change the seating. The children built a library for their research work from discarded orange crates.

A questionable taste in the drinking water called for a visit from the sanitation officer who explained to the children in simple terms the construction of a cistern and its filter and the tests he was making of the water. This gave them a knowledge of water supply beyond anything they had previously understood.

The teacher prepares for the annual health examinations by having all the mothers present, to each of whom the doctor interprets his findings. Following there are parents' meetings for the study of remedial work.

A unit in history was devoted to the study of the negro race in America, giving the children an appreciation of their own possibilities and an interest in the solution of their problems. During the study, one side of their schoolroom was converted into a miniature African jungle with huts for homes, undergrowth and wild animals.

The cause and prevention of yellow fever and malaria were studied with a zest, awakening a real interest in cleaning home premises and in personal hygiene. They studied leaders among the colored race and the contributions they have made to their own people and others.

The work varies from year to year. This year the little school is building a farm-life unit. Committees are studying the animals and products together with the farmer's friends and enemies in the plant and animal world. A school garden has been arranged for, plowed and fertilized ready for early spring planting by twenty-four small gardeners. The teacher-leader of this child group not only directs their winter school session but guides also their summer activities.

One may fear that in this program which places emphasis on health and current problems, the fundamental subjects

of reading, writing, and arithmetic are neglected, but they are not. The county supervisor finds these children ranking high when he tests them in the tool subjects. In such an environment and under such inspiration the fundamentals take on a real meaning. They are vitally necessary in order to accomplish what the children are interested in accomplishing. Children always learn most when the learning processes follow a line of their interest.

The teacher in this little school is keenly aware of the needs of her community and finds opportunity to impress on the adults the lessons of community health, personal hygiene and character building. She is preparing these children for better citizenship even though they may not go beyond the grade school.

Miss Rood is intimately acquainted with Madison and the work of its students and she impressed upon her hearers that the community leader must be in love with rural life and understand the solution of rural problems. They should go forth to preach and practice health—for practice is a silent teaching method. They need experience in preparing and presenting a health program. They should be able to sell the idea, for it is their business to win people from life-long personal habits and beliefs to a better all-round way of living. This is the leadership needed.

—Reported by MRS. SUSAN ARD

—S—

Messages from Friends

SUCH inspiring responses have been received from the SURVEY readers during the last few weeks when the question of budgeting for the coming year was under consideration, that we are impelled to share some of them with you.

"It keeps me in touch with an educational institution that really is different."

—L. P., Iowa

"I enjoy the mental stimulation from reading it," says a Tennessee business man.

"I loaned my paper to a friend who had confided to me that he wants to send

his son to college, but judging by the products of many colleges, he was hesitating. I said, 'Neighbor, I can recommend one to you where the things you fear are not to be found.'"—Reader, *New Jersey*

"It is my habit to read every issue, then file it for future reference. I have always been interested in what you are doing at Madison, and especially since I visited you two years ago to study your institutional industries with a view to putting the same principles into practice at our Bee Hwa Training Institute, Amoy, China, where already a beginning had been made in school industries."—*A missionary teacher in Hong Kong.*

"For almost six months I have been laid up with an injury, and the SURVEY has always been welcome. Its practical ideas and sensible, down-to-earth material has been a great help in these trying months."—C. R., *Wisconsin.*

"I helped Madison buy its first cow. I believe I have read the SURVEY from its first issue. I do not want to get along without it. I read and pass it on to others."—*From California.*

Have You Sent Your Dollar?

WE WISH to express our gratitude for the donations that have been received in response to the appeal we made in the SURVEY of December 14. We are certainly pleased that so many have responded. We had hoped that enough would come in to finish the new buildings before the first of the new year, but too many of our readers put off sending their dollar to enable us to do that.

Will you not send your dollar right away, that this may be finished? We are sure of enough SURVEY readers who are interested in our meeting the situation in which recently publicity places us, to help finish paying for the student dormitory and the new bathrooms.

A dollar from each reader who has not yet responded will finish paying for these buildings. May we not count on you? Please send your dollar now.

FLOYD BRALLIAR

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Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. 21 No. 3

Madison College, Tennessee

February 1, 1939

Student Government in Operation

IN A previous issue of the SURVEY, readers were introduced to a system of student participation in government in an English school which begins with the lower grades and continues through the secondary school level. The plan in that school has been commended for the degree of initiative it encourages and for the fact that it utilizes the natural activity of the child in a productive way.

This week we have an example of student participation in government nearer home. Lebanon, Tennessee, thirty miles, or a little more, from Madison College, across the Cumberland River, the home of Cumberland Law School, has also a progressive public school. *The Tennessee Teacher*, issue of January, 1939, gives the experiences of both teachers and students in their solution of government problems. The article is written by the City Superintendent of Schools, Gene H. Sloan, under the caption, "Student Government at Lebanon Functions." It is an interesting story, only a portion of which can be given.

Does Student Government Work?

IN OUR student body of over 530 the student government is a most potent factor. Last year at mid-term the student government decided to stop the cheating on examinations that was becoming prevalent. As a result, only one per-

son was caught seeking contraband information. This year the student government decided that there was too much talking during chapel programs. The honor board proposed to the senate and house that a law be passed providing that talkers should appear on the next chapel program. The day after this law became effective

we had a visiting minister from Texas as the principal speaker. When he concluded his address, he said, "I am so impressed by your alert attention that I am forced to say that it is the best I have ever had."

Superintendent Sloan tells how the plan originated at the suggestion of a visiting teacher who selected a half dozen students to visit Nashville and

Middle Tennessee schools where student government was in operation. They returned so full of the idea that student government was organized at Lebanon.

Some Difficulties

PRIOR to that time, as one student told me, "If you got caught by the faculty, it was too bad; but the sky was the limit if you could get by."

Mr. James cautioned me to exercise close supervision over the work, taking care that the transition from absolute faculty dictation to student participation should not be too abrupt. It was difficult work to build up an *esprit de corps* among the students that first year. Indeed, it was not until three years later that the real results of our work became apparent. As the older students, trained to regard the faculty with hostility, were graduated, and a

SELF-DISCIPLINE

MORE than any natural endowment, the habits established in early years decide whether a man will be victorious or vanquished in the battle of life. In childhood and youth the character is the most impressible. The power of self-control should then be acquired.

—*The Desire of Ages*

new group, trained to cooperate with each other and to regard the faculty as advisors, took their places, we began to see the results of our efforts.

Everyone who has attempted to launch a government in which students have an active participation, know the meaning of these difficulties. The old guard has to be graduated to get rid of the objectors; a new element has to be gradually trained in. And this applies not alone to the youth. Their elders, playing the role of faculty, find it equally hard to change their ways, so bound are we in the traditions of autocracy. Many an effort has been still-born because courage failed in the early days. Courage and persistence are the elements of success.

In Operation

THE machinery of the Lebanon School government is described. We pass that, for not all schools need follow the same pattern in every detail. One catches the spirit of the plan from the following paragraphs:

The law-making branch of the government takes care of all school legislation. It may originate school rules or affirm faculty suggestions. The faculty committee on student government reserves the power of absolute veto. This year the bill to provide a smoking room for the high school was suggested. Voted down by the faculty committee, the house and senate accepted the decision with good grace. As has been suggested, the same body passed the rule providing for chapel talker's punishment, which was duly ratified by the faculty committee.

The honor board conducts all student trials without the presence of any member of the faculty. The president of the student body acts as chairman of this judicial body. Any accused student is entitled to counsel of his own and is given a fair hearing. Recently a fight occurred among four upperclassmen. A member of the faculty felt that one boy was entirely blameless. The honor board, after hearing the evidence, held that both of the principals were equally guilty while two others were given less severe sentences. Thus a faculty recommendation was overruled, and the faculty-defended student told me that he was satisfied that justice had been done.

It Is Effective

NINETY per cent of our discipline problems are handled by the student government," says Professor Sloan, "and thus far this year not a single appeal has been made by a convicted student to the faculty committee. Not only are discipline problems handled with maximum efficiency but the whole setup has a salutary effect

on school morale, lessening the need for discipline since the student body feels that the school rules are their own, rather than arbitrary demands of an unsympathetic faculty."

One of the students himself explained the system to the new boys this year in this way:

You will soon find that we are not "stooges" of the administration, detectives set upon you to pry out your secrets. We are your friends and serve as a means through which you can make your complaints and desires known, at the same time acting as the guardians of your rights and property, exercising police power only when you allow your individual desires to conflict with that which is good for the group.

Madison itself has had some very interesting experiences in developing a system of student participation in government, so the efforts of others to develop a plan by which to train youth in the fundamentals of democracy strike here a sympathetic chord. Success depends much upon faculty attitude toward the scheme, for as Superintendent Sloan says, "The success or failure in any school will depend on subtle guidance by the faculty Student government can never rise higher than its leadership."

—S—

The Halo of Illusion

By W. E. WILKERSON

FROM time to time our friend, Judge Wilkerson, of Chattanooga, a reader of this little sheet, favors us with a bit of his philosophy. Here is his most recent contribution.—*Editor.*

A FLY, sitting on the axle-tree of a moving carriage, exclaimed, "What a dust do I raise!" In so doing the fly transgresses the eleventh commandment, which is, "Thou shalt not take thyself too seriously." The word "seriously" connotes *importantly*.

There are many incidents in life, few events. Incidents are passing sunshine and shadow; events are pivotal, such as birth, rebirth, marriage, death. As one passes down the meandering stream of life, the beauty of grass, flowers, bending willows, and fronded ferns, is seen; also, bogs and quagmires with their ignis fatuus are observed.

However, on this exploratory journey down the stream, one has about as much to do with the phenomena observed as did the fly with the fogging dust concerning which exclamation was made.

The crow of Tittlebat Titmouse was on a par with the boast of the fly. Each took himself too seriously, i.e., too importantly. It may be said that each possessed and exhibited vanity. Now vanity is not without its merits. The most paralyzing experience that could befall most of us would obtain, if

"Some power the giftie gie us
To see ourself as ithers see us."

The lens of vanity focuses on the ego of a well-rounded important personality, magnified many times; whereas but for the magic lens, the personality would appear as it is—dwarfed, unimportant, and impotent. The possessor could not bear up under the exposure of the ignoble reality. Under the law of compensation, the little soul is comforted by the illusion of vanity. He substitutes sound for sense, brass for brains, and assumption for ability. Let the little fellow strut—to him disillusion is dissolution.

The purpose of education is not disillusionment. Facts are always melancholy, and the purpose of education is to create illusions, making facts fascinating, charming. But if one takes himself too seriously, he beclouds the atmosphere of his life so that the fascinations and charm of realities are marred and blurred on the film of his soul. And then when these films are developed the charms of realities do not appear as having been "created in His image."

—S—

What Self-Supporting Work Demands

ONE might think that students in the College, under the influence of a system of training that is daily emphasizing the need of self-denial, economy, self-reliance and other factors that the world needs, would grasp the fundamental reasons for placing this training before them. But oftentimes they are dull of heart, slow to comprehend. It is possible to live at the very heart of a movement and yet fail fully to understand. This is well illustrated by one of the young men who has recently spent some time as a worker in a rural unit, one of the Madison type of community centers. He writes:

"Our stay here has taught us much. I thought I had a good general working

knowledge, as I had had practical connection with many of the departments in Madison College. But I now see that a person will never know enough to cope with all the situations that must be met in a work of this type. Hereafter I shall be more zealous to gather knowledge as to how to do things, for it requires a versatile person to be of much use in a unit of this kind."

Madison faculty members watch with warranted pride the effects in character development, stability, good judgment, ability to meet unusual problems, that develops as young men and women take their post-college educational work in a unit. They may be youth when they receive their credentials from the college; they are real men and women after a few years in managing a self-supporting center.

—S—

Needs Sewing Machine

UP ON Sand Mountain, in the upper edge of Alabama, is a little rural school that has been fostered for many years by a group of faithful workers. It has had a telling effect on the community.

"We are needing a sewing machine for our Dorcas Society," writes Mrs. Raynold Peterson. We are fixing a room in the basement of our new church as a workroom and we really need a sewing machine as we make over garments for needy children. Then, on the side we embroider scarfs, pillow slips, and other articles for sale. They bring us money for expenses. We will appreciate garments that can be remodeled for those who have need. We have a lovely school this year with Mr. and Mrs. Hendershot and Mrs. Sampson as teachers."

Somebody will have a machine to spare, we venture to guess. It has been so often. I well remember when this same little school made a call for a school bell, and in almost no time one was shipped in. The freight address is Trenton, Georgia, and the postoffice address is Long Island, Alabama.

—S—

Boosting

"Few papers that I read are so thought-provoking," writes a Michigan reader.

"I take extension work with the State University, and my professor of Education was interested to have several copies of the SURVEY. He asked for back numbers to pass out to students in extracurricular activities."

"Enclosed you will find a dollar bill, a small presentation toward such an undertaking as yours. The work of coordinating the functions of mind and hand can not but bring into the lives of students a solidarity of character which will resist the storms and cross currents of modern life," writes a physician.

"The value of such an institution as yours to our great democracy lies mainly in the stimulus for leadership which it provides. It is because of my belief in the kind of education promoted by Madison College, and because of my confidence in the capabilities of a young man friend of mine, that I write. . . . I am concerned about the lad's welfare," comes in a letter from New York.

At the close of the Fall quarter the children of the elementary grades who have their art work under Mrs. K. K. Bertram, had a very interesting display in the auditorium of Demonstration Building. Self-expression through drawing, painting and beating brass work is immensely enjoyed by the children and the result of their efforts brought expressions of commendations from all the visitors.

Last month Madison was favored with a visit from Miss Mary Hall, Regional Elementary School Inspector and Professor Clayton L. James, Regional High School Inspector, both teachers in Murfreesboro State Teachers College and of the Tennessee State Department of Education. This was their first contact with Madison College program and its program of work. They were pleased with this and the work being done in the grades. The day of their visit nurses-in-training were giving the children of the lower grades a physical checkup in preparation for their classroom work with the health classes.

Mrs. Mary B. Moores of Cincinnati, accompanied by her sister and her sister's husband, Mr. and Mrs. Coke, also of Cincinnati, made Madison an overnight visit. They had become interested in this institution through acquaintance with Dr. Floyd Bralliar of the Department of Biology in his lecture work.

Frank Judson, 1938 graduate of Madison College, has enrolled for work in horticulture at the Tennessee State University,

Knoxville. He stopped to see friends on the campus as he was returning from his home in California.

Mr. and Mrs. Charles Ashton of Austin, Minnesota, students of Madison in the early days of the institution, spent a few hours with friends. They will spend the winter with Mrs. Ashton's parents, Mr. and Mrs. A. N. Kinsman, in Miami, Florida.

A. C. Stebbins, of Loma Linda, California, visited Madison on his way to his new home at Waccamaw School, near Bolton, North Carolina, whither he had been recommended by Professor Sidney Smith of Southern California Junior College.

One appreciates this: A lad writes, "The sea-faring life is a hard life, and reading the SURVEY has done much to give me a more cheerful attitude toward life in general."

An agreement has been entered into between the Mason Memorial Hospital, Murray, Kentucky, and Dr. Cyrus Kendall, pathologist of Madison Rural Sanitarium, for Dr. Kendall to assist that hospital in its work. Twice each month he visits Murray.

Annual Meetings -- Notice

THE annual meeting of the Constituency of Rural Educational Association, the corporation that operates Madison College and its industries, is called for Thursday, February 16, 1939, ten o'clock in the forenoon, in the auditorium of Demonstration Building, on the college campus, near Madison, Tennessee.

The annual meeting of the Board of Directors of Rural Educational Association, lessee and operators of Madison College, will hold its meeting on the same day at 11:30 o'clock, and in the same place. These meetings will have a report of the year's operating and the financial report for the year ending December 31, 1938.

The Madison Survey

Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. 21 No. 4

Madison College, Tennessee

February 15, 1939

A Story of Faith and Courage

IT IS the custom at Madison for The Layman Foundation, foster parent of the Extension work of the institution, to direct the Friday evening service once each month. The programs are varied, and frequently they are conducted by representatives of some rural unit, as was the case at the February 10 vesper service.

Early in the history of Madison College, very early, in fact, two of the pioneers who assisted in the operating of the newly established institution, feeling the urge to start

rural work in the highland regions, withdrew from Madison and with their families, and relatives whom they had interested in the cause of self-supporting work, purchased property on what is known as the Highland Rim that borders the basin in which Nashville is situated.

The leaders in this move were Charles Alden, rural-life enthusiast, and Braden Mulford, who had been more recently inoculated with the rural-life movement. For the first year they united their forces near Goodlettsville, Tennessee. Then Mr. Mulford and company purchased a tract of land near Fountain Head and the foundation was laid for Fountain Head School and Sanitarium. The growth of that enterprise is familiar to those who have followed the self-supporting work of

the Southland. The influence of the little institution was felt for miles, changing community conditions and ideals.

Twice fire destroyed their buildings and equipment for medical work and financial struggles made it advisable to lay the

burden on younger shoulders. Ralph Martin, son of pioneer workers in the South, a graduate of Madison College, and now superintendent of the Fountain Head enterprise, gave some of the stirring experiences of his group during the past two

years. Here in part is the story he told.

TWO years ago I was asked to take charge of the work at Fountain Head. I thought that such a thing could never be. I had never done anything of the kind. I pleaded my ignorance and inability, but you know that when Dr. Sutherland gets behind a proposition, there is very little possibility of diverting him from his purpose.

As a basis for the thoughts I wish to present, let me read the familiar text, Romans 8:28:

"We know that all things work together for good to them that love God, to them who are the called according to His purpose."

We often consider the first part of this promise which applies to those that love God, but less often consider that the promise is also to "them who are the called according to His purpose." To you students in college who are preparing to work for the Master, let me advise that you look to it that you answer the call

that comes according to His purpose. This opens the way for blessings unnumbered.

The second day after we had located at Fountain Head a letter came from a lawyer, demanding payment of a note for \$1,100, and threatening procedures against the institution in case the money was not forthcoming. I felt as helpless as a baby. I knew nothing about the situation and had nothing with which to meet the note. The only thing I knew to do was to meet that lawyer. I talked with him frankly, telling him it was useless to institute procedures as there was no way of collecting. We had other obligations that must take precedence of this one, but that we were, like the debtor in the Bible, and that if he would give us time, we would pay it all.

"Will you do that?" he asked half credulously. And when I explained the purpose of our work and our plans for meeting the situation, he became interested and extended the time.

WE INHERITED other obligations, but it is our policy to meet each creditor face to face, talk our situation over frankly, and I am happy to say that in every case these men have become our best friends. We have adhered strictly to the policy of paying current bills, adding nothing to the debts of the concern, and gradually we have been reducing past obligations. But that was not enough. We were not doing our duty to the community so long as the foundation of the burned sanitarium remained a great gaping hole on the lawn. We must rebuild the sanitarium.

There was already on hand considerable material that had been donated. We began by turning a pile of tile up on end, building the wall to a new unit of the sanitarium. We went as far as we could until frames were needed for windows and doors. There was no money with which to buy, but one day a patient overheard the carpenter telling his workers that he did not know how to get the frames.

With our limited facilities we were caring for a few sick people, you see. This patient told us of building material on his own home place that had never been used, and that he would like to see it used in our sanitarium. Our truck brought down a load of lumber that met our needs to a T. And so the building process went on. But that was not the end.

The Layman Foundation had given us a building in Nashville. We had tried in every way to sell it but property was moving very slowly. One day a telephone call notified us that a purchaser had been found who would pay part of the price in cash and the rest on time. When we went after the first payment he told us that he had heard of our work, he knew how much we needed the money, and that he had arranged to pay it all.

As I look at the new building nearing completion on the Fountain Head campus, I wonder where it has come from. One man gave the sand and another the plaster for the walls. We shipped around a long time for flooring at

a price we could meet. Finally up in Kentucky we found oak flooring that the owner traded to us for cedar lumber we had on our place.

A friend visiting the grounds saw the need of bathroom fixtures and made it possible for us to secure these. Within the next six weeks one-half the building will be ready for patients. It is a building that at a reasonable estimate would cost \$15,000 and we have put scarcely \$2,000 cash into it plus our work. We know that "all things work together for good to those who are the called according to His purpose." We have every confidence that if we are in the place of His choosing, He will make it possible for us to carry on.

Money is not the greatest need in this work; it is not equipment that most puzzles us. The greatest need is for men and women who are willing to work and be happy in their work. Not long ago a business man asked, "Where do you find people who are willing to spend their lives in such an enterprise?" I told him that our workers would not change places with him for all his wealth.

THE world is full of hirelings; it is difficult to find leaders, men who will stay by a work until it is finished. I feel keenly that if you students do not learn that secret while in training here, you will never make a success in a unit. You must learn to do your best always, and to stay with what you have been called to undertake.

We at Fountain Head and in the other units need people who know how to do things. I invite you to visit us at Fountain Head. We do not have much money there, but we have a happy group of workers. We rest in the assurance that as sure as there is a place for each one in heaven, so there is a place for each one of you to work for the Master here on earth. Success comes to the man who has ten jobs and is ready to assume an eleventh responsibility. My advice to young college men and women is this: Keep your eyes on the fact that the world needs people who are able and willing to do.

—S—

Another Rural Center

QUIETLY the self-supporting work in the South expands. A few people, possessed of the spirit to help in needy places, unite their efforts, and we awake to the fact that a new plant has taken root and is growing.

President C. V. Anderson, Kentucky-Tennessee conference of S. D. A., writes of a new work in the mountains of eastern Kentucky:

Readers of the SURVEY will be interested to know of the progress the new hospital is making at Lockport, Kentucky. Dr. L. E. Elliott and

his coworkers are striving valiantly to make this enterprise a success. Dr. Elliott has the confidence of the countryside and is taking care of the ills of the people in a very acceptable manner.

Many of the neighbors have donated liberally to the hospital building fund, a large number contributing timber, others money, and still other materials so that the first unit of the hospital is up to the second floor. We consider this enterprise a worthy one, and any assistance anyone may feel to give will be thankfully received. I believe it will be used judiciously for the Lord's work at Lockport. The group is building only as money and material are on hand, for they do not intend to go into debt. I consider this a good recommendation, and I believe that anyone giving this enterprise assistance will be blessed of the Lord.

—S—

Cost of a College Education

WRITING for *Education Business*, January 1939, T. B. Woodmore, Business Manager, State Teachers College, Murfreesboro, Tennessee, calls attention to the fact that "decreasing legislative appropriation and shrinking endowment and interest income make it necessary to charge students a larger portion of the cost of education."

In other words, the cost of a college education is advancing due to economic conditions in the world.

Mr. Woodmore further states that according to statistics 75 per cent of all persons of college age at present are in the low income group of the nation. This means that "for most young people of college age within the three-fourths of the nation's population the college or university charging \$750 to \$1,000, or more, is out of the picture. Their education must be left largely to private colleges, the state and teachers colleges of the country."

The writer refers to aid now being given by the Federal Government through the N. Y. A. But this aid often calls for a reorganization of the colleges in order for them to provide useful work for students. "Only a few colleges are in a position to do this, either in a way that will have educational value to students who may engage in such work," says Mr. Woodmore, "or to make such undertakings fit into definitely defined college programs established by years of experience. The idea is at present at a very experimental

stage." He writes of Madison College as follows:

THERE probably is a real need for the industrial college in the system of higher education of the nation. The Nashville Agricultural Normal Institute at Madison seems to be mixing education, industry, commerce, construction, and service to society through their sanitarium, in an unusual and apparently highly successful way.

An almost unheard of conservatism in expansion of physical plant is practiced. That college builds only what it really needs and in the size which fits the need. They have no excess expenditures for maintenance, heating, lighting and cleaning unused space. . . .

The state college, the teachers college and the private college, more than any other agency, will determine the opportunities for college attendance provided for three-fourths of the population of college age. . . .

The more efficient and economical the management and the lower the college charges, the greater will be the number of young people from the seventy-five per cent of the youth population within the lower family income group who will find college attendance possible.

Years ago, when the economic condition was not such as to make the problem of education what it is today, Madison was advised that if it developed a system of education providing self-help for college students, it would become a spectacle to the world. It is gratifying to be able to assist, even though in a very limited way, in the educational problems of the great group of youth that constitutes 75 per cent of the nation's college-age population.

—S—

Investing in Students

AN AMERICAN father who has spent years as a missionary in Nigeria, Africa, writes:

I read an account of your Institute in May *Reader's Digest*. Our son, twenty years of age, has been in this country fourteen years of his life. When we were in Philadelphia on furlough, he attended public school to supplement the education he received out here.

We are very much interested, first, because of the financial situation, and then because your college gives more than an academic education. We feel that a course with you would be greatly to his advantage, and that it would further fit him to carry forward the missionary work he is doing at the present time. . . .

Who among you want to help provide the necessary rooming quarters for such students? What better way is there to utilize the means one has than to invest in the education of youth? To build a cot-

tage is a twenty-year investment, one that brings most satisfying returns. Consider, and take us into your counsels.

—S—

Health Conference

PLANS are already formulated for a two-weeks' health conference, June 16 to 30, to be held on Madison College campus. Stronger work is planned for this year than has ever been given before.

Among the courses offered will be one in First Aid, under experienced Red Cross instructors, which prepares for a standard certificate of proficiency; an intensive course in Nutrition is offered by Dr. Frances Dittes of Madison College Home Economics department; the Learn-How-To-Be-Well lectures will be given by Julius Gilbert White with methods of instructions for lecturers in the field of health.

The college library is available to all students; textbooks will be on sale for those who desire them although they are not required. Those interested in medical evangelistic work and the presentation of the gospel of health are invited to correspond.* Room and board are offered at student rates. Address communications to Madison College, Madison College, Tennessee.

—S—

Sheep, Sheep--and a Ram

IN the process of agricultural development Madison College farm has added some new registered Shropshire sheep. Now we are in need of a good Shropshire ram, a pedigreed animal.

Possibly some friend living in the sheep country will find it in his heart to donate a ram to the flock. That is one way to assist a student earn his schooling in college—one way, for everything that contributes to the income of the institution is used in the education of young people.

Such an animal as we need costs about \$50.00 here. If this meets with favorable consideration, let us know. We will pay the freight. The gift will be appre-

ciated and it will be a contribution to what we consider a good cause.

—S—

Another Agricultural Need

An 800-acre farm, and an orchard besides, provides an abundance of work for students who are interested in agricultural pursuits. Fencing, clearing land, and other projects for the farm boys have developed a need for extra teams. Several animals have been added recently. Now the need is for additional harness.

If by chance any friend has harness that he can spare, a gift will be very acceptable. Possibly two, three, or even four farmers, or retiring rural dwellers, have an interest in the program of labor for students on Madison College farm, and as a result we may receive the four sets of harness that the farm manager is now calling for.

With miles to travel the overseer must ride a horse, and he would like a saddle. Think of us when taking an inventory. Possibly somewhere among the SURVEY readers there is a saddle to spare.

Wanted-- a Tailor

During the fifteen years or more that Madison has operated a tailor shop on the campus a number of men have headed that industry. One came from the City of Mexico, one from the Northwest, a third from New England. Recently Mr. Arendt, the German tailor, was obliged to leave because of illness in the family, leaving an opening for another tailor. A well-equipped shop in a college and sanitarium community should be in operation. Anyone who may be interested is asked to correspond with Dr. E. A. Sutherland, Madison College, Tennessee.

* * * * *

Mrs. Lida Scott, secretary of The Layman Foundation, whose home is on the campus, is spending several weeks at Pensacola and other points in Florida. With her is a cousin, Mrs. Ella Anderson of Dayton, Ohio. Mrs. H. M. Walen and Dr. Mary McReynolds, resident physician and teacher in Pacific Union College, Angwin, California.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. 21 No. 5

Madison College, Tennessee

March 1, 1939

Regenerating Civilization Through Community Effort

MONDAY evening, the twentieth of February, Madison College family was addressed by Dr. Arthur E. Morgan, former president of Antioch College and Chairman of the Tennessee Valley Authority who had spent the day with Dr. Sutherland. It was a rare privilege to hear the philosophy of education and society uplift as developed in his wide experience with men and things.

His successful handling of mammoth engineering projects and land reclamation was the basis of his appointment to chairmanship of the T.V.A. by President Roosevelt, and his philosophy of education has been demonstrated in Antioch College, which is one of the outstanding institutions of the country in its cooperative scheme of self-help for young men students. In part, Dr. Morgan said:

I am often interested to see what happens behind the scenes of history-in-the-making. I heard a lecturer on the Holy Roman Empire tell about Charlemagne and the Pope. The report came to the world that the Pope had asked Charlemagne to take over some of his temporal

duties. Now whether this was transferred as readily as that, or whether Charlemagne held a club over the Pope to get the power, we do not know. The reports we get in history are not always true to what really happened.

As a boy I had great reverence for the King James translation of the Bible. In the day of that ruler many men were insisting that the Scriptures should be in the hands of the common people, Wycliffe among others. This was against the law and often possessors of Bibles were put to death. However, in time the Bible came to be so generally used that very graciously

IF you can't be a highway, then
just be a trail;
If you can't be a sun, be a
star.
It isn't by size that you win
or you fail.
Be the best of whatever you are.
—Selected

King James authorized a translation. Probably King James does not deserve as much credit for this as is usually given him.

OFTEN when a fine result has been achieved, if we had the power to look back to the origin of that result, we would find it in a different place than we thought. Some

years ago, for instance, I learned much of Lincoln's background that contrasts strongly with the common story of his crude backwoodsman boyhood. I got the impression that Lincoln's father, although a backwoodsman, was a real gentleman in the best sense of that term, a man of honesty, ambition and imagination. Lincoln did not come out of nothing. He was the natural product of a father who had in him the dignity of a self-respecting human being which every well-bred man has.

You seldom find fine qualities appearing suddenly. They almost always have

a background. The Christian religion was a thousand years, or more, in growing. In rural Palestine people had a vision of a great life; its prophets lived for it and died for that fine quality of refinement that was magnified to the world in the life of Jesus.

I HAVE employed many people in my lifetime. I have interviewed as high as 2,500 applicants for a single job. Naturally I have watched these people at their work. And I have observed that when a man was doing a fine piece of work, while superficially it might not seem so, yet as a rule the quality of life that made that job possible did not originate with him but was attributable to his home and his school. By contagion he had come to have the quality that originated before him. He had learned discrimination.

Civilization is not so much a matter of what is in the blood as of what is in the breeding. Some seventy-five years ago, the biologist Agassiz, coming over from Switzerland, brought with him a great teaching tradition. He had a good many pupils at Harvard, and of the well-qualified teachers of biology today, about three-fourths of them are his pupils. A very large part of the high quality of the teaching of biology is a passing down from the quality that the original teacher from Switzerland brought to this country. Again and again what we think is genius has merely been transmitted from someone else. If that tradition of quality should disappear, civilization would also disappear, and with it courtesy, goodwill, neighborliness, good manners. Only by the passing on from one to another have these qualities survived. If there were no men passing from one generation to another these fine qualities, what would happen?

WE can see these results in the changing relationships of parents and their children. The contact of the younger generation with the older is becoming less and less. Today it is the exceptional boy—possibly the one who lives on the farm—who works side by side with his father and catches that father's spirit. It is the same with the girl and her mother,

especially in well-to-do homes. Only too often she does not know how her mother runs the home.

Instead of getting its impressions from the home or from the community, the younger generation gets its impressions from the world at large, through reading, movies, from schoolmates and the radio. Children tend to be less like their parents and more like all manner of folk. This may be all right if our family is not very exceptional, but if they are people of high standards and ideals this loss of contact is tragic. These unseen changes make greater changes in civilization than many of the national events to which we attribute the changes.

What is to be the origin of good characters now that family relationships are being broken down? I have come to the conclusion that a great leader is merely giving expression to qualities that he got from someone else. Leadership does not by any means belong to the men whose names appear on the front pages. Leadership is the product of what is being done in families, neighborhoods, communities, and in schools where young people come close to fine quality and catch that spirit.

Dr. Morgan illustrated this thought by telling that in his search for a physicist for Antioch, he visited a renowned university in Holland, reputed to have trained more noted physicists than all the universities of the United States together. There he watched the procedure of the teachers. A professor works alongside a student, explaining quietly the need in that student's life for honesty, thoroughness, and accuracy. There was no scolding. If the student caught the idea on the first occasion, well and good; or even a second or a third time the professor would help him. But if not then, that student would awake to find that the professor passed him by and gave attention to someone else. Probably later, he would be advised that some other university might be better suited to his needs. Only through those students who really want to learn is the discipline and fine quality in the spirit of the original professors preserved. He continued—

WE CAN CHANGE civic conditions, but the best way to do this is to build the right kind of lives, characters, and communities so that people growing up in them will get self-restraint, thrift, public spirit, initiative, a healthy outlook and imagination. If we can have little groups possessed of this spirit, people

with initiative will catch it; they will be indoctrinated with it.

The great work ahead of us is not to be done by filling some spectacular office. It will be done by families and communities where people live fairly close together, where they are mutually helpful and public-spirited. A person of caliber who grows up in that kind of a community will become an excellent leader. It would be a great thing in this country if less emphasis were placed on becoming officials in big companies, government heads, and great orators.

It is a slow process to transform society by this method of community growth, but we need a movement away from organizations and great centers. We need people who will live in small communities for twenty-five years and get the young people around them to live right; who will regulate health, diet, education, recreation, art, music, all of which are necessary for a successful community organization.

This is a slow process and entails much sacrifice. It can be done in various ways such as going back to one's home community and building that up; by revolutionizing education and making it serve the needs of the youth in their life problems; by entering a community as a doctor; and by small groups cooperating in forming a new community.

IT was in his indescribably fine way that Dr. Morgan gave sanction to such activities in rural districts as Madison has long fostered, and to the spirit that actuates this institution as a whole. It is in harmony with this spirit that Dr. Morgan has secured a 1,200 acre tract of land in the mountains of North Carolina as a center for community development, and why he challenges Madison to assist him by producing workers from its student body who have the spirit of sacrifice, initiative, and those fine qualities of leadership.

—S—

Why Seek Student Participation

SELF GOVERNMENT is a tradition inherited from the fathers of the nation. Dr. Richard Welling, Chairman, National Self Government Committee, New York City, tells why students should be taught to play their part in a self-governing organization:

OUR National Self Government Committee which began the student government movement has been advocating and noting various practical experiments in student government for over a generation (34 years) so that we now have thousands of high schools practicing some form of self government.

Granting that it has become the fashion, we often wonder whether a real spirit of cooperation and responsibility has been achieved. We were merely following the teachings of the founders of our country five generations ago who blazed the trail for a perfectly new kind of public school:

Washington: "an enlightened opinion on self government"

Franklin: "for public service"

Adams: "for civic and moral duties"

Madison and Monroe: "for government"

Jefferson: "to know what is going on, and to make each his part go right."

They expected us to teach not only the machinery of government but the technique of politics and the part each citizen must take throughout the year in every step leading up to and including the final vote on election day; but as Dr. William McAndrew, the distinguished educator, has said, "The school teachers fell into the old rut of European scholarship standards, syntax, cube root, and other frills, and the democracy planned by the Fathers *has not even been tried.*"

DO we agree that the reason so many are slow to encourage government in the schoolroom is because they still adhere to the traditional methods of education bequeathed to us by Europe?

—S—

From Navy to College

OUT on the ocean on board a United States Steamer, but wanting to be in Madison College; that is the situation of a lad who writes:

I am deeply interested in Madison College. A number of men aboard ship have described Madison grounds. After listening to them I know Madison has something for me. I have been wanting a college education ever since I was graduated from high school, but my parents could not see me through.

I served as an embalmers apprentice but seemed to be getting nowhere financially. Entering the service has taught us something in finance and economy. By the end of four years service I would have had \$900, but time came that my parents needed financial assistance, so \$400 has gone to them. I hope to have enough so that with the work I can do I can complete a four-year course in teaching.

I am in dire need of good teachers who will stress physical education and the education of the mind for healthful living. I hope to be ready for college any time after the last of August.

And A Plea From The Shop

SINCE I was thirteen years old," writes another, "financial stress has forced me to work with my father in the filling station. The hours were from six in the morning to eleven at night, seven days in the week. The station was not far from school so I managed to spend a few hours in the morning in study. In high school I was not able to carry full work, due to the limited time for study, and I had to stop before graduation. By taking two years to complete what otherwise I would have finished in six months, I was graduated.

"Father is in poor health and unable to run the filling station without my help so I have studied as I could and have read a good deal. I am not a church member, but if I am favored with admittance to Madison, I will be only too glad to cooperate with the religious program on the campus and to conform to the standards of the institution. I have enough money to meet initial expenses, but I will be dependent upon my own work to meet other expenses. I am interested in the pre-medical course."

THESE letters are typical of hundreds from honest, ambitious young men who are the future hope of the nation and of the church. He who helps provide rooming facilities for students at Madison is investing in human lives and building for the future. We need \$10,000 for enlarged student quarters before the fall quarter of 1939.

Some who know of Madison's stupendous effort to help young men and women should assist. This is an investment in man power. Where are the helpers?

—S—

Nurses' Exercises

MANY enjoyed the impressive service at the recent cap-pinning exercises of nurses, marking the end of first-year nurses' preliminary experience in Madison Sanitarium and Hospital. Dean Bralliar gave a touching admonition to the new nurses-in-training challenging them to prove true to their calling.

The Kate Lindsay pléde, particularly appropriate for this group, was taken by the class. "I Thank Thee for the Healing Art," was sung by Miss Johanna Frank, one of the Senior nurses, and members of the Senior class assisted supervisors in

placing caps and chevron bars. Those taking part in this dedication service were the Misses Ruth Beardsley, DeLayne Bowen, Gertha Brost, Juanita Brubaker, Freda Berger, Ethel Finkle, Carmen Guglielmo, Charlotte Hunt, Doris Page, Stella Pajakowski, Carmen Ramirez, Jewell Ritchie, Laverna Teufert, Dorothy Wayne, Maydell Williams, Stella Williams, Mrs. Zelia Laurell; and the young men: Glenn Bowes; Otto Faudi, Robert Jacobson, Fay Littell, Leonard Parfitt.

—S—

Campus News

Two years ago George B. McClure, head of Rural Press on Madison College campus for a number of years, and Mrs. McClure, connected with the unit known as Pine Forest Academy, near Chunky, Mississippi. This is a new enterprise carried by only a few devoted workers and calling for real sacrifice. At the Sabbath afternoon Young People's service Mr. McClure described their problems and told of the need of equipment for their cottage sanitarium. A donation of \$30 from students and teachers made him feel that Madison is interested.

* * * * *

On Feb. 21, L. C. Harris, Manager of the Resident N.Y.A. project, Pickwick Dam, Tennessee, spent some time in the industrial departments of the college, having been advised to come by his superiors in the N.Y.A. work. It is the plan at Pickwick Dam to conduct a school for 400 young men, or more, giving them among other things the benefit of industrial training and experience in diversified occupations.

—S—

Several weeks ago, Elder E. E. Andross one of the S. D. A. General Conference Field Secretaries, and Mrs. Andross of Washington, D.C., made Madison their abiding place while attending a workers meeting in Nashville. Elder Andross has traveled extensively and in his talks to the students told many thrilling stories of the rapid spread of the gospel around the world.

The Madison Survey

Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. 21 No. 6

Madison College, Tennessee

March 15, 1939

Seeing Madison Through the Eyes of Some Correspondents

The Introduction Comes from China

I AM a grade teacher in the public schools of a town of 12,000 inhabitants in the state of Ohio. A cousin of mine, Dr. A.—S.—G., of Cheloo University, Tainan, China, referred me to your college as you have one of their Cheloo graduate nurses in your institution.

"I have read the article in May, 1938, *Reader's Digest*, about Madison. I have a daughter who does fairly well in her studies, loves music, and is active in church work. It will be necessary for her to help herself through college."

A Kindred Spirit in India

SOMEONE has been kind enough to send you our address so that for several months we have received THE MADISON SURVEY. We appreciate this immensely. It is in line with our work here in India. We get many pointers from you for which we are grateful. If at all possible I want to visit your institution when we are in America on furlough next year."

So writes Principal John Thiessen, of Christian Rural School, operated by the Mennonites as a part of their mission in Mauhadih, C.P., India. Among the industries taught in this school are agricul-

ture, gardening, animal husbandry, weaving, carpentry, sewing, and shopwork.

Operating a school of industries among the natives of India presents problems difficult to surmount, but Mr. Thiessen says:

"When we began the school work for the boys of our Christian communities in India we set for ourselves a three-fold standard: (1) the school should be Christ-centric; (2) it should be educationally worthy; and (3) the dignity of productive labor should be taught."

All this and much more that he gives sounds very familiar to teachers in the rural schools in our own Southland.

Young People Make Good Students

THE Business Manager of a sister institution who has studied the economic system in vogue at Madison, writes:

"I had the privilege of visiting your campus when one of the stone buildings was in process of construction. At noon I had lunch with the students in their cafeteria and enjoyed it very much. I am glad the work you have done has received so much recognition of late. I believe it is fully merited. We have had several students from your institution and without exception, I believe, they have

AS ONE succeeds in raising his standard of conduct toward others, their conduct toward him undergoes a similar change and their mutual relations become established in peace and harmony. As a result, efficiency is increased, production is quickened, and added compensation follows.

—Christian Business

made us good students. I plan to visit the college campus again before long to see the improvements that have been made."

A High School Boy Plans for College

LEARNING of the pictures featured in *The St. Louis Post-Dispatch*, I sent for that section of the paper. We had wished for more pictures in your college catalog, and so the *Dispatch* filled just that need for us.

"In one issue of the *SURVEY* mention was made of Dr. Chen in South Lancaster. We wrote asking when we might see him to learn more of Madison. He answered promptly and so cordially, stating a day. It was a beautiful drive and such a satisfactory visit. Mrs. Chen is very well and so is little George David at the age of one month. They have a lovely family and just radiate genuine hospitality. Dr. Chen's invitation was most characteristic when he said, 'Come down, and we will have a nice time *to-gether!*' There is something in the word itself that thrills me.

"We are more enthusiastic than ever about Madison and plan to file son's application soon. He still wants to enter in July so he can help with the farm program this summer.

"We do so enjoy reading the *SURVEY*. 'Believe it or not,' dishes wait in the sink and the cleaner stands idle, or the washing waits; when the *SURVEY* arrives everything just waits while it is read. The two older children come in from high school at 1:30, and even their lunches wait. I have one five-year-old who started to kindergarten this fall. Already she is saying, 'Bob, when you come home from Madison, I'll be in the fifth grade.' Let's hope it all works out as well as she plans."

Then follow a few words concerning the busy life of this interesting and interested mother who is planning with and for her children. She is conducting discussion classes and radio round table discussions in connection with a state college for the benefit of parents and especially for those living in rural districts. The letter closes with, "We are looking forward to a visit with you in July."

The Value of the Labor Program

AFATHER who is an attorney in a Southern city writes: "Personally I

think the labor required of students is one of the most attractive features of Madison College, and possibly one of your best requirements. A young man whose labor has enabled him to go through college has developed an interest and has gained an experience and appreciation that otherwise he might not have. I think it is well for our son to earn as much as he can without interfering with his studies."

An Answered Prayer

TIMES are hard in our state. We are trying to pay for a small farm in the hills and college for our daughter seemed out of the question. When we heard of Madison it seemed an answer to my prayers," writes a mother in an Atlantic Coast State.

"I have often wondered why some plan such as yours could not be made available to the children of poor parents. It hardly seems right that only those of means can have an education when there are many of the middle classes who have the intellectual ability for a college education but lack the means of financing an education. What would it have meant to me had I known of such a place when I was a young woman!"

A Sympathetic Understanding

AT A recent meeting of the Board of Directors who listened to the report of the year's activities and plans for the coming year, one member of the Board, President J. K. Jones of the Southern Union Conference of S. D. A. among other things said:

"The reports we have been listening to are refreshing. As we drove on to the campus this morning, I said to those in the car, 'Madison is a plant of considerable size; it is a growing institution.' Madison has been making a steady growth for years. I consider this an evidence of God's approval. Concerning this work I am led to say, 'What hath God wrought.' You have here an extensive work, a very comprehensive and going concern.

"Madison reminds me of one of the Savior's parables. A man going into the market place found many standing idle. To them he said, 'Go work today in my vineyard,' and he bargained with them for a wage. Time passed, some of the

fruit in the vineyard was going to waste, and again he said to those who were standing by, 'Go, work,' but this time he stipulated no wage.

"There are among us some who receive a wage, but it was found in the denomination that many interests were not being touched. And so about thirty-five years ago, a group of men and women were selected to do what others should have been doing, but were not. They were told, 'Go work, and I will pay you what is right.'

"God respects the work done on a self-supporting basis as well as the work of the paid laborers. In this time of peril Madison's safety is in close adherence to the word of God. With growth, there must be the greater humility. I pray that what has begun at Madison may continue to a still greater degree of success. The work has been built on faith. Its success will be proportional to the strong individual experience of its workers. If those who are here can find contentment, happiness, a feeling of satisfaction with their lot, this will be one of the best means of demonstrating that you are working on right principles."

—S—

I Go to Fletcher

By JOHN ROBERT

I HAD HEARD much of Fletcher—Asheville Agricultural School and Mountain Sanitarium—but I had never been particularly impressed. This I find was due to my ignorance. I had said to myself, "Just another one of the rural schools." But a few days ago my conception underwent a swift and tremendous change.

The occasion was a week-end visit to Fletcher. A half-dozen young men of the college piled into an automobile and started on an all-night drive to the mountains of North Carolina. By seven the next morning we had crossed the several ranges to the East and were well settled in the highlands of Asheville, "Land of the Sky." As we drove the last fifteen miles out to Fletcher we entered a winding passage leading to a hillside that faces a long mountain called the "Couch."

I was not particularly impressed by the first sight of a few hospital and sanitarium

buildings, but as we drove on to the other end of the campus, a half mile farther on, I opened my eyes in amazement.

Covering the hillside and nestling among cool pines and scattered holly are buildings of rustic beauty, all of them in fine condition and fitting artistically into the surroundings. The steep incline of the hill has been taken advantage of in many instances so that a modest church building, for instance, assumes larger proportions when seen from the side or the rear.

A visit to the sanitarium increased my interest for here are floor coverings of battleship linoleum and large panelled oak doors of rare beauty. Everywhere the strength of the mountains seems reflected in the architectural designs of the various school and sanitarium buildings.

By mealtime we were anxious to acquaint ourselves with the dining room. We found it filled with tables-for-four, dressed with fresh white covers and a host-hostess service. The food served from the deck offered a well-balanced and satisfying meal.

Back of the boy's parlor are several quaint log houses in which the boys live. The interiors are neatly painted in light colors and afford a real pioneer atmosphere.

Observation of the religious services, social programs, and student conduct in general revealed the fact that this group is under the careful direction of godly men and women. The apparent appreciation of the finer things of life, of music, high ideals, and real citizenship indicate that here is one of the progressive academies of the country.

—S—

Music

THERE has somehow been circulated the idea that jazz is the normal music of the common people. On the contrary, it is highly artificial, the result of a cultivated musical depravity. A few years ago an explorer took a field-radio on an expedition to the jungles of the Orinoco River. The white man almost invariably demanded jazz; the Indians, who had never heard any white man's music, went into raptures over grand opera and symphony concerts. And when Kentucky mountaineers travel 20 to 30 miles by wagon and by mule-back just to hear a program at a "listening broadcast station," they show a curious disdain for jazz. They are instantly delighted by

the better music and the symphonic programs, but hold their ears when the noise of the Harlem bedlamites is turned on. Their natural taste has never been perverted.—*Dr. James Francis Cook in the "Etude"*

—S—

Dahlonega—a Story and a Call

ABOUT twenty-two years ago N. C. Wilson, now in the foreign mission field as president of the Southern Asia Division, S. D. A. General Conference, accompanied Mrs. E. W. Hurlbutt to a farm near Dahlonega, in northern Georgia, the purchase of which was the initial step in the establishment of a rural school and sanitarium. There were 400 acres in the tract which consist of upland, well timbered, and bottom land on the creek; an altitude of 1,400 feet; and freestone water furnished by wells.

Although an old lady at the time, Mrs. Hurlbutt, who had come to the South from California, was a pioneer in spirit and a firm believer in the power of the school and sanitarium to minister to the needs of the South's rural districts. The call to foreign lands took Mr. Wilson from the project. On the death of Mrs. Hurlbutt, the property was deeded to The Layman Foundation.

The basis for a good work in this place was laid during the years A. E. Putnam, one time a member of the Madison College group, lived and worked on this farm. Considerable money has been invested and a cooperative community spirit aroused. Recently R. H. Herlong, a lay minister, farmer, and carpenter, from the unit at Reeves, Georgia, has replaced Mr. Putnam on the Dahlonega property. He plans to work on a self-supporting basis but he lacks equipment. We can recommend him as a man who will be a leader in the community in gospel, agricultural, educational, and medical work.

That the Georgia-Cumberland Conference is sympathetic and cooperating with The Layman Foundation, is indicated by a letter of March 2, 1939, written by President R. I. Keate, from which I quote in part:

I am much interested in the proposed plan for Dahlonega. Brother R. H. Herlong is a

capable lay-preacher. From the interest that even now exists we can organize a work which should grow rapidly into a strong organization with an influence through the surrounding country.

The idea of furnishing a home for the church school teacher and sufficient land for the teacher to cultivate should be a real inducement to some man and his wife to assume the responsibility of the school. The school would be an attractive feature in view of the work to be done throughout the country. I hope you will succeed in getting for these workers a mule and a cow. Brother Herlong's desire is to be a genuine self-supporting missionary. He will make a capable leader. Let us help him do it.

Temporary arrangements have been made to begin work, but the cow, a mule, and some simple tools and machinery—approximate cost \$150—are the immediate needs.

The beauty of this plan is that the workers will support themselves by their own efforts. Donations will not be consumed in salary. It is the easiest way I know for any church, or group of people, or for Christian men and women to have part in a missionary endeavor. It is similar to the work carried on by the Master when He was on earth.

Those who find it in their hearts to respond to this man's effort to conduct a work in a needy community are asked to send their gifts to E. A. Sutherland, M. D., Madison College, Tennessee.

The PEPTIMIST CRIER

A MONTHLY PICTURE of student life as the students live and write it, a friendly little magazine portraying Christian and social ideals as taught at Madison College—that is what the *Peptimist Crier*, the official organ of the students attending Madison College, will bring to each person who sends his name and address along with fifty cents to the paper.

Perspiration complements inspiration as each and every student writes to relatives and friends for subscriptions to the student publication. The Northerners are confident they will be victorious in securing the better half of the goal of 2500 subscriptions, but those plucky Southerners have a determination and perseverance that will be hard to beat.

Would you like to feel the pulse of Madison College? Would you like to watch its growth and progress? If you would, send fifty cents to THE PEPTIMIST CRIER, Madison College, Tennessee.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. 21 No. 7

Madison College, Tennessee

April 5, 1939

A Long Series of Articles Covering a Short Fifth of a Century

FROM time to time men and women whose lives touch Madison place their reaction to the educational program of the institution before the public. A versatile educator, one time principal of a military academy and later dean of a well-known women's college, both Southern institutions, is one of these friends the orbit of whose life has cut Madison's at times. We are happy to give you the benefit of his evaluation under a title of his own choosing.—*Editor*

FIFTEEN or twenty years ago a man in his thirties went into Madison under his own steam, as a walking patient. Shortly previous thereto his wife's health had probably been saved to her family by Madison's manner of handling myasthenia along with a couple of other two-dollar-name complications. Also previous thereto the man had become acquainted with Madison's serious and fresh and then peculiar approach to the universal problems connected with the man's own field of education.

And so this man barged into Madison's 700 acres with its nucleus huddled around its sanitarium. He was generously allowed to be a sort of free lance, a loafer, a peripatetic patient, a snooper, an amateur Hawkshaw. His ability to see things had not been lessened by travel and study in some thirty odd countries. Perhaps that experience has enabled him to evaluate the unique things being then attempted at Madison.

"Madison" was at that time truly a demonstration of faith, a faith put into practical work by Dr. Sutherland and his associates. At that time some of the pioneer names that come back from memory were: Sutherland, Bralliar, DeGraw, Druillard, Dittes, Hilgers, Scott, Rocke.

At the end of a week's stay the man wanted to set down in writing his findings and impressions. A copy of what he wrote then lies before him now, years later. A reading of it brings a desire to re-issue that original statement. It was full of truth, truth that still applies. And so here it is, in full:

A Peripatetic Patient

MOST of the patients come to Madison Sanitarium only after their physicians and specialists have thrown up their hands. Their chief and only business is to get well, and they have no time to ask questions and investigate other matters, even if age or physical weakness or mental disinclination did not intervene.

"Recently a patient came sailing in under his own steam to spend a week, simply wanted to get a grip on the cure before he got the disease. He wanted to learn to pilot his ship of health through the roaring forties and fifties without a smash. This patient had plenty of 'nerve,' and he spent most of his time between sleeping and taking treatments, in prowling around the entire sanitarium and school. No overpowering sense of modesty kept him from poking into all sorts of nooks and corners and from asking a million questions a day. He attended

all the meetings he heard about, whether in the school or in the sanitarium.

"What he found might interest other folks.

"1. First of all he found a place, a community, with an atmosphere totally unlike that of any other place he had visited in travels covering four continents and over thirty foreign countries, a feeling of peace and calm combined with industry.

"2. Next, he found a large family of people gathered from all points of the compass, and yet bound together with a mysterious but self-evident unity. Never a break of temper, even under provocation. No ugly comments, but unvarnished and astonishing frankness. He probed deeply, even cruelly, to uncover some complaint or some criticism or some selfishness, but failed.

"He found a peculiar people, with ideas that sounded peculiar. But there was a stalwart honesty and a ruthless logic that would not be downed with sophistry.

"3. Then he found a 'Home for Health,' a sanitarium, in the hands of a masterly man who tells the patient everything he knows. This is like a refreshing summer shower after so many M.D.'s who seem to try to keep medicine a medieval black art. The sanitarium head and all the staff, they tell you the What's, the Why's, the Wherefore's. The object is not to mystify, but to spread knowledge and to improve health. What a delight and comfort to meet a doctor and a nurse who will talk to a patient.

"The sanitarium has other striking characteristics, but the above is the one that the Peripatetic Patient wishes to record most prominently. The other virtues of Madison in the healing arts speak for themselves.

"4. Last but not least, he found a school. To be accurate, he never did really find the school, but it is there. The 'school' really extends from the patient's rooms, to the greenhouse, to the power house, to the printing shop, to the dairy, to the garden, to the vineyard, to the barn, to the food factory, to the blacksmith shop, to the fields, to the laundry, to the library, to the flower beds, to the birds and the squirrels that are so tame on the grounds.

"In meetings, in laboratories, at work and at worship and at play, the stranger just simply cannot tell who is the pupil and who is the faculty. They all make the laws together, vote on them together, and then carry them out together.

"At Madison no matter what a student is doing, he or she is getting an Education.

"5. The food factory, which is a part of the sanitarium and of the school, deserves special mention. Here the products of nature, working at her best in the vegetable kingdom, are made into human foods.

"The ideals of this food factory, its methods, its cleanliness, and its resultant products—all these are such as would please the heart of Louis Pasteur. And these foods are being more widely used each month.

"Such, rapidly set down, are a few of the things which a prying patient found at Madison. He would like to wind up the description with some 'buts,' with some adverse criticisms. In all Madisonian honesty, he cannot do so. He can only imitate the fond mother who said, 'If my children had any faults, I would be the first to acknowledge them.'

THAT is the article written about 1922. The writer of that article never dreamed that about sixteen years later he would travel about a thousand miles to put his own son in Madison as a freshman college student, and to spend another week on those same seven hundred acres. In the intervening years circumstances have prevented him from visiting Madison, although he would like to record that he has visited similar places as a 'walking patient' with the same idea of 'going to a sanitarium thirty years before he has to be hauled in for repairs.'

He would like now to put into the record his findings in 1938-39, especially noting the changes wrought by time and successful effort:

1. Impressive indeed is the fact that practically all the original group are still on hand and busy on the job. A few names and faces are missing, but so few. None of the wholesale and kaleidoscopic changes in personnel that one would usually expect in an "institution." Additions and multiplications, but no sub-

tractions and divisions. What a silent but powerful testimony to the original pioneers and their wholesome manner of living and of working together!

2. Another impression is the increase in sheer size. One finds every department mentioned in the old description. But in each department one finds much instead of little, many instead of few. Everything is actually bigger.

The sanitarium has wisely retained the original one-story idea. But instead of frame buildings, all are completely stuccoed or built of stone and concrete, and in harmony. Added are laboratories, examining and operating rooms, x-rays, adequate offices, a postoffice, a general store. The medical staff and the nursing staff are enlarged.

3. The school has grown into a full-fledged college. The elementary school and high school are now either for the local residents or for demonstration in the teaching of educational methods. Students enrolled from forty states and five foreign lands. A long list of applicants waiting to be enrolled from everywhere. A modern library in its own building. Ample lecture halls and laboratories.

4. The food factory enjoying national advertising and national patronage. Trucks to handle the delivery of their own products. Now the greatest point for the development of the use of the soy-bean as a food material in all forms.

5. Not visible but easily ascertained, is the fact that Madison's idea has spread to many branches over the South and other sections of America. To be exact, there are a score of centers where Madison graduates are now doing the same sort of work for their own communities. For example, too, there are now more than a score of medical men and women who are pursuing their professional careers after having been inoculated at Madison with the Madison Idea.

6. Best of all, this growth in size and facilities and area has been accomplished without losing any of the original spirit and purpose. Every student and every worker seem to have exactly the same spirit as had the original founders. Indeed, there is no difference at all in the

quality of the electric and intellectual and spiritual currents generated; simply the dynamos and the motors are of greater size and capacity.

SOME conclusions in 1939:

1. There are thousands of boys and girls, young men and young women, who ought to plan to enroll as students as soon as possible, either at Madison College, or at one of their associated schools of preparatory grade. Write for catalog and full information.

2. There are thousands of men and women who have large sums of money who ought to help finance this unique work. Write a letter to Dr. E. A. Sutherland, Madison College, Tennessee, as follows: "I want to help in a big way in the big work you are doing. Can you use my check for \$...?"

3. There are thousands of men and women—and even more children—that would profit immensely by buying and using one of Miss Dittes' books on foods and their preparation in the home. Dr. Dittes has well earned her Doctor of Philosophy degree in a great university by her researches in human nourishment, than which there is no more important thing for the American people to learn and improve upon.

4. There are thousands of business and professional men and women who ought to plan definitely to spend a vacation-week at Madison Sanitarium. To treat incipient and advanced ailments? Yes. But also to check up in ample time to prevent ailments and handicaps of ill health. No corporation would fail to have its trucks and autos and airplanes examined each month; it increases safety and lessens expense. Why not have the human machines checked over at least once a year in a good garage?

PAUL PRY

On his second pry.

—S—

At Madison I Found Myself

THREE years ago I was working for an industrial concern in a great eastern city. Conditions soon forced me to realize that I was a mere nonentity, caught in a vicious tide that allowed few to raise their heads above the surface. I

had previously spent one year and considerable money in a splendid college, but somehow this first exposure to college life "didn't take," and I found it hard to orient myself.

Finally, through friends, my attention was directed to Madison. The enthusiasm was contagious and in a few days my persistent clamoring brought results. The door opened and I was admitted to this institution and to an experience in which has proved to be spent the most pleasant and most instructive years of my life.

True, here was a school that was absolutely unorthodox in my conception of colleges. There were no sports, little social life in the generally accepted sense, and students even washed their own dishes! However, I soon found the program jammed full of extra-curricular activities. In a few hours I was hard at work scrubbing floors, carrying trays to sanitarium patients, even helping with the cooking. I still have a profound respect for cooks. Not for an instant did I regret leaving the old environment. Every hour of the day was occupied. I almost believe that I slept faster and more efficiently during the "wee sma' hours."

For a year I worked at various jobs around the sanitarium. Finally an opening occurred in the clinical laboratory and I stepped into a role that has been most inspiring and instructive. It was my good fortune to work by the side of skilled doctors, nurses, and technicians. I observed their work and life. The dignity of self-sacrificing labor was brought home with force. I count it a great privilege also to have been associated with teachers inspired by a philosophy of education that exalts the simple, worthwhile things.

I have often been asked to explain the charm and drawing power of Madison. Why do friends and old students come back so often? This is a difficult question to answer. Surely it is not due to the buildings, for they do not compare with those on the campus of the modern colleges. However to use a parody, "Stone walls do not an institution make."

All that we can say is that the wholesome spirit of a useful life and comradeship pervades the campus. I have learned that in this day and age it is still possible for men to live at peace with each other. Now that I have an opportunity to go where pastures are not greener but perhaps wider, it is with deep appreciation that my training has been at Madison.

RICHARD E. WELCH

—S—

Campus News

The young folks took real delight in their birthday surprise staged for President E. A. Sutherland. He entered the Assembly for his usual lecture on Wednesday evening, the second, to find the stage set for another affair. A program of music, a short talk concerning his contribution to the fields of education and medicine through fifty years of intense service, and tributes from the students, was followed by the presentation from the student body of a year's subscription for *National Geographic Magazine* and a tribute of flowers to Mrs. Sutherland.

IT was a gentle service at the vesper hour welcoming in the Sabbath, conducted by Dr. David Johnson, a Madison Sanitarium staff physician. His thoughts centered about the structure each one is erecting during school days, and afterward, the material put into this temple of ours, that foundation, whether strong and well founded on the Rock, and the timbers—are they equal to the strain of life? Character building is the great objective of college life.

The Nashville League of Nursing Education, of which Mrs. Marguerite Wallace, assistant professor of Health and Nursing Education, Madison College, is president, held a three-session institute in the Medical School Building on Vanderbilt University campus, February 20, 21, the subject of which was "The Care of the Child." "What Are the Needs" of the Child" and "How Can We Build a Program of Nursing Activities to Meet These Needs" were discussed. A number of prominent educators, health and social workers had a part on the program.

Mrs. Odell, only woman representative in the Tennessee legislature, addressed the Madison family at the chapel hour on February 12. She is interested in promoting legislation requiring physical examinations before marriage.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. 21 No. 8

Madison College, Tennessee

April 19, 1939

Madison College and Sanitarium

IN mid-winter *The Old Hickory News*, representing the neighboring city across the Cumberland River, issued a "special," the sale of which was used to help needy children of the community. It featured the leading institutions and business concerns of Old Hickory and Madison, among them Madison College and Madison Rural Sanitarium. In this issue of December 15, 1938, appeared the following:

THE Ferguson Farm, old and worn, stretching along the west bank of the Cumberland River at the neck of Neely's Bend, across from and some twelve miles distant from The Hermitage, renowned home of the great Tennessee President of the United States, and ten miles from the heart of Nashville, was nothing more or less than many another homestead that had been handed down from father to son for a century — nothing more until it fell into the hands of a group of educators possessed of an idea that made it the foundation of what has been called "The country's most unusual educational institution."

That was near the turn of the century, 1904, when the institution was chartered as Nashville Agricultural Normal Institute. As this name implies, it was destined to stress agriculture and rural life and the training of teachers. Teachers was a term used in its broadest sense, for it included an educational program far

exceeding that of the ordinary classroom. It was to educate the youth, to care for the sick, and to present principles of right living that prevent as well as cure diseases.

It opened its doors as a school with not more than a score of students. Today it carries throughout the twelve months of each year a senior college enrollment of 350 to 400 students. The present group represents 44 states of the Union and 7 foreign countries, possibly one

of the most cosmopolitan educational groups of its size in the state.

As a college, Madison is the mother of a score of other rural centers that emphasize rural life, educational work for youth and adults, and a health and medical program. These are to be found in Tennessee and neighboring states to the north, east and the south.

Publicity given Madison College during the past six months through several well-known periodicals demonstrates that the reading public is interested especially

WHETHER we look, or whether we listen,

We hear life murmur, or see it glisten;
Every clod feels a stir of might,
An instinct within it that reaches and towers,

And groping blindly above it for light,
Climbs to a soul in grass and flowers.
The flush of life may well be seen
Thrilling back over hills and valleys.

—*The Vision of Sir Launfal*

in such phases of its educational program as student self-support, a daily routine of remunerative work and study that prepares students on graduation to enter at once upon the duties of citizenship.

The setting of the institution is that of a liberal arts college, to which is added an industrial institute program composed of a score of trades, professions, or businesses, by means of which the student has the privilege of earning his expenses.

Leading Industries

AGRICULTURAL activities, dairying, and related industries are basic. On an 800-acre farm the school produces a large part of the food consumed by a campus population of 600.

The **Printing Department**, employing twenty students, is turning out high class work, books, periodicals, catalogs, labels in four colors for food factory products, and other matter. **THE MADISON SURVEY**, A College Bulletin published semi-monthly, has a mailing list of 14,500. It goes to every state and to 44 foreign countries. The excellent character of the book work of this department is attested by the keenest of critics.

Madison Foods. The commercial world probably knows the institution best through the department designated as Madison Foods whose products are handled by health food stores, the health food sections of department stores, speciality grocery stores, delicatessens and restaurants scattered the country over, including such firms as Gimbel Brothers, Milwaukee; Cobb, Bates and Yerxa, Boston; Martindale's, Philadelphia; and similarly well-known firms from Michigan to Miami.

The exploitation of the soybean, a unique health food enterprise, has given wide publicity both foreign and domestic, that without a question places Madison Foods as the outstanding pioneer in the United States in the development of the soybean. Articles concerning this industry have appeared in the *Chicago Journal of Commerce*, *Food Industries*, *The Reader's Digest*, *New York Times*, *The Los Angeles Herald and Examiner*,

The Globe and Mail (Toronto), *Physical Culture Magazine*, and many others.

A concrete fireproof addition to Madison Foods plant is a part of the 1939 development plan which is consistent with the growth of the business which has shown an increase of 500 percent in five years. Among the early pledges of Madison Foods, dating back nearly 30 years, was its slogan, "Devoted to the protection of your health," symbol of the ideals of the founders.

Madison Sanitarium and Hospital. Pre-eminent among the industrial centers of Madison College campus is Madison Sanitarium and Hospital. Begun in the simplest manner, and when it seemed "away out in the country," the sanitarium has been the real Madison for invalids and their relatives and friends who came for health and knew little of the college features under whose shadow the medical institution operated.

The unique feature here is the fact that the Sanitarium Medical Superintendent, Dr. E. A. Sutherland, is likewise president of the college, which insures a unity of operation seldom seen. It has been said that every institution is the lengthened shadow of some man, and to Dr. Sutherland's genius in organization, and ability as a leader, is to be attributed, so far as human power is concerned, the development of a combined educational and medical institution which has done much to place our little town of Madison on the map.

Madison Sanitarium and Hospital is a 100-bed medical institution having six resident physicians, an open staff of eleven physicians, and three interns. It is a member of the American College of Surgeons, and the American Hospital Association.

In connection with the college it supports a class of 70 graduate nurses and nurses-in-training, and is one of the few institutions of the State that requires a preparatory year of college work for entrance into the Nurses' Course.

Fifteen thousand dollars have been spent on improvements this year and in order to meet the needs of the community, a \$50,000 hospital addition is contempla-

ted for the coming year. Funds are being gathered and gifts accepted for this which will include a new surgery, wards, and a nursery.

It is gratifying to find that as a result of its educational work the college and sanitarium together are quite largely responsible for the location in rural sections of the South during the past six years of 19 physicians who took pre-medical work at Madison; that scores of Madison-trained teachers are filling positions in various parts of the South and elsewhere; its graduate nurses number 333 and may be found in their professional fields from the Atlantic to the Pacific. Two are medical missionaries on foreign lands, one in China and the other in Angola, West Africa.

Madison adds to the church membership of the community a congregation of 370.

One index to the vitality of the plant is the fact that it yearly purchases in Nashville approximately \$250,000 worth of supplies. The Madison College Postmaster reports that stamp sales increased 21.49 per cent in the first nine months of 1938 over the same period in 1937. One recent dispatch of mail contained first class matter for every state in the Union, for foreign countries, and separate bundles for several large cities.

Madison College faculty and Madison Sanitarium staff are happy to contribute their bit to the welfare and upbuilding of the Madison community.

—S—

The Joy of the Springtime

THE daffodils and jonquils were in blossom on the college campus by the twentieth of February and continued for a month. During March, the Japanese cherry trees brought visitors and photographers from the City, so attractive were they in their abundant bloom.

Several varieties of the magnolia, young shrubs, were in bloom early. Flowering crabs, rich in perfume, lilacs of a dozen varieties, flowering peach which present a mass of pink and the redbud, a rich magenta, against the green of cedars and newly leafing willow and hackberry make one rejoice with the new life of the Spring.

Lowell wrote it for a New England June, but it is equally applicable to a Tennessee April:

"No matter how barren the past may have been,
'Tis enough for us now that the leaves are green;
We sit in the warm shade and feel right well
How the sap creeps up and the blossoms swell;
We may shut our eyes, but we cannot help knowing
That the skies are clear and the grass is growing."

The lawn about Gotzian Home, the girls' dormitory, has been newly planted and we anticipate that becoming one of the beauty spots of the campus. The large bed in the driveway near Administration Building is being set to low-growing evergreen shrubs.

It is wholesome to body and soul to live in such close touch with these growing things.

—S—

Preparing for Health Lecture Work

AS the result of the medical evangelistic convention of last summer, John Blair Jackson returned to his home in Columbia, Tennessee, equipped with a number of "Learn-How-To-Be-Well" lecture slides and a determination to put across to youth and others some lessons on health and temperance. From the *Columbia Daily Herald*, issue of February 14, 1939, we quote:

John Blair Jackson of the Associated Lecturers Bureau of Visual Education gave an interesting illustrated lecture at Columbia High School on alcohol and its destructive effects on the human mind, body, and character.

The lecture was sponsored by the Hi-Y Club, of which Professor Morgan Parris is supervisor; and the Girls' Reserve Club, of which Mrs. Mary Lee Parks is the head. Other clubs joining in the lecture were the C Club, Dramatic Club, Music Club, Home Economics Club, Folk Lore Club, the Commercial Club, French Club, Science Club, and the Reading Club.

Mr. Jackson gave several reasons why youth should abstain from the use of alcohol in any form. He quoted evidence from some of the greatest medical and scientific scholars of the

world concerning the destructiveness of alcohol upon the human body, mind, and character. . . .

The lecture was highly educational and entertaining. A delegation of business men were introduced by Mr. Jackson as the ones making the lecture available to the youth of the day.

Another Health Conference will be held on Madison College campus June 16—30, to which those interested in medical evangelism and the presentation of the gospel of health are invited. The "Learn-How-To-Be-Well" lectures will be presented by Julius Gilbert White and instruction will be given by other qualified teachers. The facilities of the college will be available. For further details write Madison College, Madison College, Tennessee.

—s—

Items of Interest

The middle of January five members of the faculty of Bethel College, North Newton, Kansas, paid Madison a visit to see how the industrial program operates. They, too, are interested in a labor program for students. In this company were President Ed. G. Kaufman; Dean P. S. Goertz; J. J. Voth, Head of the Industrial Arts Department; B. Bergen, Accountant and Professor of Commerce; and Harry Martens, Director of Student Employment. Each man was particularly intent on looking into those features that had the greatest bearing on his own college duties. On their return the president wrote: "You have a wonderful piece of work at Madison and it was a great inspiration to visit the institution."

The fifth annual meeting of the Mid-South Nurse Anesthetic Assembly, held in Memphis on the fifteenth and sixteenth of February, was attended by George Cothren, anesthetist in Madison Hospital.

Fifteen senior high school students, accompanied by Mrs. Marguerite Jasperson, principal of Asheville Agricultural School, Mrs. Elsie Brownsberger, director of Nursing Education, Mountain Sanitarium, Fletcher, North Carolina, and Mrs. Ethel Earwood, their laboratory technician, spent the week-end, April 14-17 on the Madison College campus, guests of the Junior League, the faculty and student

body. It was a distinct pleasure to have this group of young people from one of the most active of the rural units visit the parent institution in which a number of their teachers received their training and inspiration for self-supporting work in the Southland. Several members of this graduating class are planning to enter college and look forward to membership in Madison College student body in the near future.

Congratulations to Emmanuel Missionary College, Berrien Springs, Michigan, on its acceptance as a senior college by the North Central Association of Colleges and Secondary Schools at the spring meeting of the Association in Chicago the last week in March. *The Student Movement*, issue of April 5, in making the announcement, says: "President O. R. Latham, Iowa State Teachers College, and Dean C. H. Oldfather, University of Nebraska, rated the academic, business, and personnel administration as superior. Favorable comment was made also on the new library, its well-balanced content of approximately 23,000 volumes."

The Art Department of Madison College, its director, Mrs. K. K. Bertram, and two of her junior high school students, received special mention for exhibits made by two of the young women. Mrs. Juliana Joscelyn, Acting Secretary, Fifth Congressional District Women's Christian Temperance Union, writes from Nashville: "The organization wishes to express its gratification and pride in the work of two of your artists. Misses Frances and Helen Bush won first prize and special recognition in Tennessee on their excellent posters. Since these posters also attracted attention when sent to the National W.C.T.U. headquarters in Evanston, they will appear at the national convention which opens September 28 in Rochester, New York. This convention will be the most outstanding in the history of this work since this is the Willard centenary year and in the town of Miss Willard's birth. You can be proud that your art department is to be thus represented."

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
[Nashville Agricultural Normal Institute]

Vol. 21 No. 9

Madison College, Tennessee

May 3, 1939

Mountain Sanitarium, Fletcher, N. C., 1938

THE rural units of the South are without exception centers of a wide variety of activities. The annual report of Mountain Sanitarium, operating on the same campus with Asheville Agricultural School, Fletcher, North Carolina, as prepared by Dr. John Brownsberger, the medical superintendent, is indicative of the life of ministry in these community centers. Reading between the lines, one is conscious of the growth in power and grace on the part of those who are intimately connected with these self-supporting centers. In large part, we present Doctor Brownsberger's paper.

THE year 1938 was a good one, a year of growth, expansion and progress in every department of the medical work at Fletcher. We are thankful for the blessings of the year and the freedom from disasters of all kinds.

During the year, 937 patients were admitted, 127 more than the previous year. The daily average was 39; the largest month was August, and 69 patients marked the peak day in the history of the institution. Three hundred and eleven operations were performed and 76 babies were born in the hospital, both figures exceeding any previous record. The death rate for the year was 2 per cent as compared to 4 per cent for hospitals throughout the country.

Our patients came from 18 different states and three were from Cuba. It is interesting to find that approximately two-thirds of the patients came from our local

community — Fletcher, Henderson, Asheville, and rural areas in this section.

Receipts from sanitarium guests were \$58,000, an increase of \$8,500 over last year. In the outpatient department 2,113 different patients were treated, and over 3,000 patient's visits were made. The laboratory reports 4,440 tests; 147 patients were examined in the x-ray department.

The efficiency of the sanitarium and hospital has been greatly increased by the addition this year of new operating rooms, obstetrical departments and x-ray. It is a great comfort to nurses and doctors to have modern up-to-date quarters in which to carry forward their work. Other improvements have been made, including the equipment of a medical record office which for years has been a serious need.

THE SECRET

I MET God in the morning,
When my day was at its best,
And His presence came like sunrise,
Like a glory in my breast.
All day long the Presence lingered,
All day long He stayed with me,
And we sailed in perfect calmness,
O'er a very troubled sea.

Then I thought of other mornings,
With a keen remorse of mind,
When I too had loosed the moorings
With the Presence left behind.
So I think I know the secret,
Learned from many a troubled way:
You must seek Him in the morning
If you want Him through the day.

—Selected

The former surgical unit has been fitted for nurses' offices. One outstanding improvement here is the modern new chart covers and chart table now in use.

A library service has been built up. On arrival each patient receives a list of available books, including "Ministry of Healing," "Steps to Christ," and many others. Five hundred copies of the magazine *Life and Health* are being sent to former patients. *Watchman Magazine* and *Signs of the Times* are distributed.

The beautifying of the grounds is an outstanding change. An attractive fountain has been built in the center of the campus.

WE ARE especially thankful for the addition to the medical staff of Dr. Arthur Pearson who comes to us from private practice in the eastern part of the state. Dr. Pearson is a graduate of the College of Medical Evangelists, class of '37. He had his pre-medical work at Madison College and interned at James Walker Memorial Hospital at Wilmington, so he is well acquainted with Southern conditions and work.

We appreciate the service he is prepared to render and the quiet, efficient manner in which he is taking hold of the work. He was heard to say recently, "I like to visit these mountain people in their homes." It would have made dear old Mother D's heart rejoice to hear him say, "I like to care for the colored people, too." Dr. Bliss and I welcome him as a member of the staff.

During the year the working force has been increased by the addition to the supervisory staff of Mrs. Lita McNeal of Hinsdale Sanitarium; two of our graduate nurses who are remaining with the institution; and Miss Martha Hansen who comes as an instructor of nurses.

We are pleased to report that the sanitarium and hospital are again fully approved by the American College of Surgeons and the American Medical Association; and we continue to hold active membership in the North Carolina Hospital Association.

Our needs are still many. Patients are still turned away for lack of room; a dormitory is needed for the nursing staff; we hope to build an occupational

therapy department for patients, and so on.

THE courage here is good. There is a joy in serving those who come for physical and spiritual help. They come from every walk in life. There are the rich and the poor, the professional man and the day laborer; the well-to-do, seeking relief from the tension of social life in the city, and the destitute from impoverished mountain homes who are seeking relief from long neglected illnesses.

An incident of this week illustrates the situation. A poor mountain woman came from a distant cove in need of surgery. Talking with her I recalled her visit to us eight years ago. Late one night after we had retired the sanitarium called to say that a woman and her two daughters wanted to see the doctor as the girls were suffering acutely from toothache.

I asked the nurse to advise them to come in the morning, but she found they had come from a small mountain home twelve miles distant and the trip had taken the entire day. In spite of the midnight hour, I was up and relieved the suffering by extracting some badly decayed teeth. Then they started on the return trip afoot, stating that they would camp somewhere along the pathway when they became too tired.

Those daughters are grown now, married and coming to us when their babies are born. They are simple folk, poor and needy, but as we care for them we hear the words of the Master, "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." We want to continue to serve "even the least of these."

—S—

From the Correspondence

I AM ANXIOUS to get all available information on the plans of operation of the communities which I understand are under your direction," writes Consultant W.—E.—P.—, Bureau of Agricultural Economics, United States Department of Agriculture. "I visited one of these communities in Fletcher, North Carolina, and was very much impressed. Any information you may send, or any new publications to which you can refer me, will be appreciated."

Self-Support a Problem. "For some time we have been interested in putting our college on a self-supporting basis," writes a member of the administrative staff of a Nebraska institution. "Thus far we have been at a loss to know how to proceed. We have recently learned of your experiences as a college and will appreciate any information you can furnish as to methods of operation."

* * * * *

"This was my first opportunity to be on your campus. I came away with a profound respect for the institution and the quality of work it is doing," writes the dean of an Alabama College.

* * * * *

"I am certainly in hopes you will leave my name on THE MADISON SURVEY mailing list as I look forward to it with interest and pleasure. You are to be complimented on your worthwhile work. I hope some day to see your institution," writes an Atlanta business man.

* * * * *

A SURVEY reader, living and working in Brazil, writes, "Our conditions here in Brazil in many ways resemble the problems you have to meet in the Southland. We are beginning an agricultural school and the reports that appear in THE MADISON SURVEY bring courage and inspiration."

* * * * *

FROM a father's letter to his son:
"Tomorrow morning you will be 21 years old. Grown! A man, ready to vote in all elections for the next seventy-five years or so. . . ."

"Your twenty-first birthday finds you a high school graduate and a college student—an attainment that always seemed a long way off and often impossible of reaching. But such you are. And located in a college institution that is the finest of its kind in the world, envied by thousands in this and other lands for its opportunities. For it is a place where you may learn to live roundly and successfully and usefully and happily. All these go together.

"You are in a place where you can learn 'how to make a living.' For after all, things are so set in this world that a man has to earn a living—bread, meat, and clothes and shoes and books—money

with which to support himself and others who may be dependent upon him. Learn how to do that well, right where you now are.

"Too, you are in a place where you can learn 'how to make a life.' This is different from making a living, and many people do not learn it. You have time now to meditate on some of the deeper and bigger problems of life, on principles and rules that will guide you for the next fifty or seventy-five years. Learn that well, right where you now are.

"Have a good time, too. Enjoy life. Have fun. But life is not just having a good time. Make your life well rounded in all these things, well balanced.

"Do well each day's tasks. Do well each week's tasks. Plan ahead. Think and plan things out in advance. A good rule: 'Plan your work, and then work your plan. . . .'"

* * * * *

A YOUNG MAN came to see for himself what life on Madison College campus is like. Other members of his family are attending large institutions of higher learning, and it was a question how he would react to the simple rural set-up at Madison. After he reached home his mother wrote:

"Please accept my heartfelt gratitude for your generous hospitality to my son. He arrived yesterday—tired out but happy over his experiences in Tennessee. We sat for hours talking about his plans, and I know from what he tells me that nothing will please him better than to be accorded the privilege of entering your college.

"He is enthusiastic about your foods and I believe he would like to specialize in that, particular chemistry. He immediately showed us how to prepare soy-burger and we enjoyed it. This morning one of my patients became very much interested in my description of the foods, and I gave her the address of one of your local distributors. I shall go there myself soon.

"For many years I have been interested in diet, and while in the High School I lectured to all grades on proper diet and nutrition. Now I shall definitely try out Madison Foods so that I may talk them to my patients from experience.

"From Son's description of your in-

stitution, I can hardly wait until it is possible for me to come to see you."

--S--

Recent Visitors

MADISON is happy to be the host of many visitors who come from far and near, some for a few hours, some for the week-end or longer, and often to look into the educational methods of the institution. Each leaves something of himself behind, contributing in one way or another to the entertainment, education, or inspiration of the student family or the individuals with whom he comes in contact. Some of those whose names have been added to the roster in the recent past follow.

Dr. and Mrs. Perry A. Webber returned from Mt. Vernon, Ohio, with Dr. E. A. Sutherland who had been attending a conference there. These friends, former members of Madison College faculty, are recently home from Japan where they have been engaged in educational work. They are keenly interested in the Orient.

Ira M. Gish of Lincoln, Nebraska, formerly an instructor in Union College, at present doing graduate work in the State University, made his first visit to this part of the South and his first contacts with Madison and other self-supporting centers.

J. T. Wheeler and E. Beardsley, of Pewee Valley Sanitarium and School, and earlier Mrs. L. N. Nivison, member of the same group, made brief visits to friends on the campus.

A. A. Jasperson, Director of the work at Fletcher, North Carolina, which includes Asheville Agricultural School and Mountain Sanitarium, visited his son Robert, a student, and concluded some plans with the Rural Press for a printing job. Mrs. Jasperson, Principal of the Fletcher High School, Mrs. Elsie Brownsberger, and Mrs. Earwood came two weeks earlier with a group of Fletcher students. Mr. Jasperson addressed the family at the Friday evening vesper hour, speaking from his wide experience on the three factors of success in Christian life—work, religion, and love.

J. S. Carpenter, Director of Industrial Education, Union, South Carolina, brought over for college work a graduate of his school, Claude Eison. Professor Carpenter read Weldon Melick's "Self-Supporting College," which appeared in *The Reader's Digest*, May 1938, paid the institution a visit last summer, and decided this to be the place for one of his young friends to continue his education.

E. S. Fulcomer and B. L. Smith, members of a survey committee, representing the American Association of Adult Education, Columbia University, visited Madison on the suggestion of Dr. Morris Mitchell of New College. These gentlemen are especially interested in the construction of school buildings for public or community service.

Dr. Ralph A. Felton, of Drew University, Madison, New Jersey, visiting here on advice of friends, expressed interest in having some of the Oriental students who attend the university for theological training spend enough time at Madison to secure a background of agricultural work before resuming their work in China.

Kurt Freund, Scarsdale, New York, looking forward to college entrance in the Fall, spent several days on the Madison campus during his Easter vacation, to acquaint himself with the work-study program of students. Not infrequently young people make their decisions after similar first-hand contacts which, when possible, are a wise procedure.

George McClure, Principal, Pine Forest Academy, Chunky, Mississippi, was in for a few hours. Later Dr. E. A. Sutherland attended a meeting of the Academy Board where problems were considered for the future development of that institution. Ralph Martin, Principal, Fountain Head Industrial School, and Paul Dysinger, member of the same faculty, were in for counsel with the officers of the Layman Foundation. Neil Martin, versatile head of El Reposo Sanitarium, Florence, Alabama, addressed the students at a chapel hour on a recent visit. He reports growth in his enterprise and a good patronage.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. 21 No. 10

Madison College, Tennessee

May 17, 1939

Madison Has Been Meeting Its Objectives

IN VERY early days the work of Madison was outlined in no uncertain terms by a member of its managing board. In part it was said:

The School at Madison not only educates in a knowledge of the Scriptures, but it gives a practical training that fits the student to go forth as a self-supporting missionary to the field to which he is called.

The students have been taught to raise their own crops, to build their own houses, and to care wisely for cattle and poultry. They have been learning to become self-supporting, and a training more important than this they could not receive. Thus they have obtained a valuable education for usefulness in mission fields.

To this is added a knowledge of how to treat the sick and to care for the injured. This training for medical missionary work is one of the grandest objects for which any school can be established. . . .

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

Years have passed, thirty of them. On the tenth of March, 1939, H. M. Sparrow, President of the South East African Union Mission of Seventh-Day Adventists, wrote from Blantyre, Nyasaland, South Africa:

"The faithful visits of THE MADISON SURVEY during the past years have been greatly appreciated here in the mission field. Its messages of practical education are greatly valued. . . .

"During my twenty-eight years of mission field experience, I have become more and more convinced that the practical training, such as you are giving at Madison, is needed by the men sent to the mission field. When one associates with men and women who have that training, he appreciates its value.

"In our missions, a man needs to be a builder. He must know how to draw the plans of a building and then how to put it up. Knowledge of farming and gardening are very valuable. Poultry husbandry is imperative; animal husbandry is necessary. To be able to care for the sick and to give simple treatments must be a part of one's missionary activity. A carpenter or a blacksmith is always in demand. To be able to use your hands as well as your head is of the greatest importance to any leader. These should be a part of one's education.

"As I have watched the progress of Madison, I have been convinced that here in Africa we can well afford to follow your worthy example by training students not to be afraid to use their hands in

gaining a practical education. We must be more resourceful. We are doing our best to bring this same type of education to our African boys and girls.

"Our students are in demand everywhere. The reason is that each student is required to work with his hands. The best kind of training embraces that of head, heart, and hand.

"Above all we must not neglect the training of the heart. We appreciate what Madison is doing in this respect. We have tried to do the same at our Malamulo Training School. Our only hope of reaching thousands of people who are waiting for our message is by giving our young people practical training in the fundamentals.

"A few years ago one of our students left the school for his home in a remote region. For a long time we heard nothing of him and began to fear that he had given up. But, no! He has been faithful through the years, and his village is a practical demonstration of what Christian education can do for a community. Today there is an active church at that man's home.

"Our medical work is bearing fruit. Dr. E. L. Morel and his nurses daily minister to the sick. The leper colony, with its 300 patients, brings us in close association with many people who need treatment for that disease, and that gives us an opportunity to minister to them spiritually.

"During the past year, over 1100 were baptized and nearly 4,000 joined the Bible classes. Our church membership is over 11,000 and nearly 20,000 people are keeping the Sabbath in this Union.

"Mrs. Sparrow and I often speak of our visit to Madison in 1925. N. C. Wilson, now president of the Asiatic Division, was formerly president of our Union. Madison released him from its Bible Department to come to our help in this field. We have never forgotten it."

FROM other quarters of the globe come evidences of the far-reaching influence of the principles of Christian education being demonstrated at Madison. The article concerning Nashville Agricultural Normal Institute, written for *The Readers' Digest*, May, 1938, brought responses

from far off India. The Dewan of Mysore asked for more information stating that his State needed this type of education. Several months ago President N. C. Wilson, referred to by Mr. Sparrow, wrote: "The Dewan of Mysore State, South India, a very prominent and cultured man, in some way got hold of the article in *The Readers' Digest*, regarding Madison College. He has been happy to speak a good word for Madison, and is determined that something very like Madison shall be established in his State. He is a far-sighted, clever administrator. The finances of his government are sound. He is extremely popular not only in India but also throughout Europe. I have been to see him several times in connection with our Indian Training College located at Bangalore, a few miles from the seat of his government. He is continually talking about Madison College."

FROM Rio de Janeiro, Brazil, in February, came this: "I read a description of your college in *Physical Culture Magazine*, (November 1938). That description impressed me. I would like to learn more about its organization as I feel a similar school should be started in Brazil.

"Please let me know on what conditions foreign students are accepted, as I would be pleased to recommend students desirous of an education in the United States of America. There is great interest on the part of Brazilians and Americans for closer cultural and commercial relations nowadays."

In a simple, unpretentious way Madison is operating with a group of students who daily carry a work-study program. Time alone will reveal their future field of labor. The paragraphs quoted indicate that meanwhile the value of this training is being heralded to the ends of the world.

—S—

Aids to Public Health

THE annual meeting of the Louisiana Association of Public Health Workers, held in New Orleans early in April, was attended by Miss Gertrude Lingham, head of the Department of Health and Nursing, Madison College.

"How can we translate knowledge into action except through education?" asked one of the speakers, Dr. E. L. Bishop, Director of Health, Tennessee Valley Authority. "And how educate except through normal channels?" was his way of directing attention to the efforts of schools and the county public health councils which bring education to the very doorstep of the community population.

Miss Elma Rood, Director of Public Health Nursing Education, University of Kentucky, who is most deeply concerned with developing right attitudes in school children, told of the natural growth of the child into good habits of citizenship and health, provided, in school, he participates in the program of safety against fire and traffic accidents; or who, following a study of farm life, learns the health value of farm products and participates in the activities of the school garden.

Miss Lingham also visited the National Leprosarium at Carville, Louisiana, the

one leper colony (federal) in this country. An interesting fact is that no doctor or nurse in the service of this hospital has ever contracted this disease, and that eighteen patients out of a hospital population of over three hundred were allowed to go home as arrested cases during the past year.

Government representatives visit various parts of the country, examine those who are suspected of having the disease, and arrange for all who are not isolated under state provision to be taken to this federal center. It is the law that all cases of leprosy must be isolated.

Every effort is being made to extend the knowledge of the disease and its treatment. So far, the chief dependence is upon building up the general health through a well-balanced diet and other rational measures, and upon hygienic surroundings. Chaulmoogra oil is chief among the supplementary measures that are used.

Special Education in Knott County, Kentucky

ONE of Madison College students was born and reared in the mountains of Kentucky. She loves the mountains and the mountain people and is alternating her educational experience in college with teaching in her native land. Last year Miss Mildred Davidson helped carry forward a line of progressive work for the unfortunate youth of Knott County of which Kentucky may well be proud and which should give to others a broader vision of education. She tells us—

WHEN I accepted the position as Supervisor of Special Education of Knott County, Kentucky, neither Mr. Beckham Combs, the Superintendent, nor I knew definitely how I was to go about my work.

Mr. Homer Nichols, of the State Department of Education, had recommended that all the teachers chosen as supervisors should be sent to the State University for intensive training. After three weeks study of the theories of certain ones and the experiences of others, I returned to Knott County.

Presenting myself to Mr. Combs on Monday morning, I inquired what I should do first, for this was largely a new undertaking in this section of the state. "That," he replied quite significantly, "is what you went to the university to find out."

An ideal set-up, said I to myself. The superintendent and the Board of Education behind me, all my expenses paid, and a free hand to *find out what should be done*. (I had gotten this definition at the university.)

So, using the survey of the handicapped people of Knott County which had been made by the WPA, and reports of the county Health Department clinics, I began a survey of the handicapped school children of the county.

The superintendent suggested that I begin my travels in company with Mrs. Rose Craft, the beloved County Health Nurse. She has become so much a part of the community that the sawmill men save blocks of stove wood for her and many a mother is willing to have her child inoculated a second time for diphtheria. From her I learned a great deal about the children with whom I was to work.

From the first Mr. Combs thought it wise for me while in a community to visit the schools, offering any possible help and teaching the children songs and games. This I loved to do, and as a result, I now

have as my friends over a hundred teachers and several thousand school children.

To illustrate the activity my position called for: In four days I rode horseback over one hundred miles, visiting twenty-two schools and a dozen handicapped children. The families in which I visited took me in as though I belonged to them, and were duly insulted when I offered to pay for my board and that of my horse.

The survey completed, I began class-work with the most promising of the handicapped or underprivileged children. To these and others I took handwork of many kinds—scrap books, drawing and painting materials, soap carving, hand weaving, yarn novelties and bead work. Next year simple basketry and others will be added.

The county WPA-Packhorse-Library, supervised by my aunt, Mrs. Myrtle Slone, was liberal with maps and posters for the children, and the library carriers were instructed to take books to the crippled children.

And often I think of Daisy. Daisy lives eighteen miles from a highway in a comfortable spick-and-span home. She is a fifteen-year-old paralytic, helpless from the hips down. She has attended school only a few weeks out of each year, but her face beams with intelligence and she did exceptional seventh-grade work. On my first visit to her home, I left what I thought would be enough material to last two weeks. On reaching home at the end of the second day, I found this letter:

“Dear Miss Mildred:

Please send me some more yarn and felt. I have already used all you gave me.

Love,
Daisy”

Too long the mountains have been discussed in terms of log cabins with purple shades; of family feuds and child brides. It is time that educated people think of it as the land of friendly, hospitable old folks and intelligent, aspiring youth—of people who are capable of solving the greater part of their own problems.

Madison Needs a Tailor

GENUINE religion gives its possessor insight into the future. The Christian who studies and believes the truth, becomes a seer. Thousands of people today know that the time is near when it will be difficult to buy or sell, due to binding rules and regulations, to obey which will deprive us of real liberty. Bible students know that we should prepare for the time when these stringent laws are made and enforced. Christian education teaches how we may be self-contained. Every Christian school should be training students to take care of themselves.

Madison College is a training ground where students are permitted to practice economy and self-support. The management feels that this principle of self-maintenance should include the preparation of clothing, so the college has maintained shops for making clothing. It is difficult to realize at the present time the necessity of preparing ourselves to care for our clothing problem. Lot and his family exemplify failure to grasp the importance of a current truth. They were caught in Sodom and almost lost their lives in the doomed city. During the present time of comparative ease in providing food and clothing, we are apt to lose sight of impending trouble. But those who are studying the Bible need not be caught.

For years Madison has operated a tailor shop. Last winter our tailor left on account of his health. We are looking for a Christian tailor who by operating the shop will help us keep alive the idea of caring for ourselves in the way of clothing. This tailor should be in sympathy with the educational system of Madison College; should have faith in these great principles; should believe in country life; and should be willing to teach.

I trust that some tailor whose heart is right will read this call and offer to help us. Please write, E. A. Sutherland, Madison College, Tennessee.

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Coming Health Conference

ON Friday, June 16, begins at Madison College a two-weeks interesting and intensive training for medical evangelistic work, stressing the health lectures and including instruction in Nutrition and First Aid.

The evening lectures by Julius Gilbert White, introduce the “Learn-How-To-Be-Well” series and the attractive visual materials that accompany them. Round table discussions and instruction in self-supporting work are features of the conference.

Those who attend will have student rates for board and room and free use of the library and other facilities. Arrangements should be made at once with Madison College, Madison College, Tennessee.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. 21 No. 11

Madison College, Tennessee

June 7, 1939

Describing Madison to Nashvillians

SOME fifty outstanding business and civic leaders in the City of Nashville have recently interested themselves in Madison College and its need of enlarged dormitory and dining facilities. An active campaign has been organized for soliciting funds, the first effort of the sort that has been undertaken in this community. Contributing to this campaign are two illustrated articles in the leading newspapers of Nashville. *The Banner* of May 25 carried a six-column presentation in story and picture by John Shumaker with the title, "Vocational Training and Classroom Work Fill the Day for 400 Students of Davidson's Madison College."

The Sunday issue of the *Tennessean*, May 28, has an article by W. W. McClanahan, Jr. the illustrations showing a group of students near Druillard Library, bearing the legend, "In front of Madison College's modern new library, built by students under supervision of members of the college faculty;" another group of pickers in the strawberry patch; a third in the Food Department filling soy steak-lets into cans for the market. The photographer is interested in the wide geographic range of students and shows among others from foreign lands, John Suzuki from Japan, Mary Hirabayashi, American-born Japanese from California, Oscar Meissner, German-born pre-dental student, Alex Mercer, a Russian X-ray technician who came to Madison from Shanghai, China, and Toshiyuki Hirabayashi who plans soon to become a teacher in a junior college in Tokyo. Following in large part is Mr. McClanahan's article.

Madison Students Work

ONE of the officials out at Madison College seemed almost embarrassed. "This rounded clerk's desk wasn't made by student labor," he apologized, pointing to this piece of furniture in the college's big recently-erected library building. And that desk in a beautiful fully equipped library building, otherwise entirely student constructed, is just about typical of Davidson County's unusual institution of higher learning.

It takes a full typewritten page to only partially list the things the student-workers do at Madison—and they range everywhere from tailoring to tending bees, from baking to broommaking, and from nursing to needlecraft. . . . The work includes practically any imaginable thing that happens to need doing in the complicated process of housing, feeding and

educating 400 students and a corresponding faculty.

Self-Sustaining College

THIS little self-sustaining college, founded a few miles north of Nashville in 1904 by a man with a desire to educate deserving youngsters without much money, next month will make one of the few appeals for funds from outside in all its 35-year history.

Beginning June 5, a six-man advisory committee of Nashville business men headed by Bascom F. Jones, aided by a crew of 60 workers, will solicit Nashville friends of the college for this city's share of some \$30,000 being raised to purchase materials for a new dormitory at the college.

Like practically every other important building on the campus, this one will also be student-planned, designed and constructed, providing living quarters for some 90 girls. . . .

Work Becoming Known

THIS work is gradually becoming more widely known throughout the world. In recent months college officials have received more than 15,000 letters of inquiry and comment from 26 countries besides America. . . . More than 450 periodicals with a combined circulation of some 26,000,000 have published pictures, articles or comment concerning the college in recent years.

Madison is incorporated under the General Welfare Act of Tennessee, and owns 950 acres of rich land in Neely's Bend area of the Cumberland River.

In 1904 Dr. E. A. Sutherland and four other teachers founded Nashville Agricultural Normal Institute near Madison, Tennessee, with 11 students in some dilapidated buildings on 400 acres of worn land purchased with the last cent of its founders.

Rural Sanitarium

FROM this beginning has grown the unique institution which is Madison College and Madison Sanitarium today. Dr. Sutherland, wishing to provide medical training for students willing to work for it, as well as other types of education, enrolled at Vanderbilt University and at the age of 50 received his M.D. degree. The Madison Rural Sanitarium now has 100 rooms, up to date equipment, and a staff of 14 physicians, and along with Madison Foods, is the institution's most important industry.

The latter has developed soybean milk, a food approved by the American Medical Association for babies. Also from the soybean the school's chemists have produced tasty, nutritious breakfast foods, bread, coffee substitute, and several varieties of meat substitute.

Madison's packaged and canned foods are sold in many states. Other industries are a broom factory, turning out 50 dozen brooms daily; a rug weaving department which buys waste from stocking factories and sells finished floor coverings; a photographic laboratory that fills orders for colored slides from all over the country; an auto repair shop that does some outside work; a printing shop that puts out the

school publications, prints four-color labels for the food products and does outside jobs; a laundry, heating plant, electrical generating system to furnish the institution's own power, truck farming, honey production, canning, dressmaking, and production of practically all the farm products, etc., used at the school.

Every job except, of course, the supervisory ones, in this whole system of labor and production is filled by a student, and every student fills several different ones before graduation with a B.S. degree—which Madison is accredited to give.

Its students come from all over the world—China, Japan, Germany, Canada, Hawaii, and other countries. Nine foreign nations are represented there this year.

The dormitory to be built with student labor and materials purchased through the forthcoming campaign will be made of stone gathered and hewn on the grounds, and with clay tile roofing manufactured by the students, and will be furnished and decorated with chairs, woodwork, and even pictures produced by pupils themselves.

Despite this self-help system, however, Madison is not a socialistic type of economy. Each student works and studies as an individual, receiving pay for as much work as he actually does. He may choose to pay more and work less if he so desires.

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Another Contact With India

FROM Rasul, Punjab, India, comes an interesting communication, another of the thousands of responses to Weldon Melick's article, "Self-Supporting College," which appeared last year.

L. S. Adlard, graduate of the University of Toronto, principal of a Government School of Engineering, and a resident of India for twenty years, writes:

I have just read the most interesting account of your organization at Madison in the *Reader's Digest*, May 1938. We have 150 students who are being trained as Overseers for the Public Works Department. The boys are all from very poor families, and I was wondering if it would be possible for them to work their way through this school under your system.

What I am interested in is this soybean industry. We have 200 acres of irrigated land

and can obtain leases for 1,000 more. I believe if we could make a success of some industry of that type we could put the student through the school at a very small cost to the parents.

I would be most obliged if you could let me have some information on this subject, which I am certain can be applied to this school.

—S—

Pewee Valley Sanitarium and School

THE ANNUAL board meeting of the corporation that controls and operates Pewee Valley Sanitarium and School was attended by Dr. Sutherland, Mrs. Scott, secretary of The Layman Foundation, and by a number of the conference workers. President C. V. Anderson of the Kentucky-Tennessee Conference, a member of the board, reported the progress of the year 1938 in *Southern Tidings*, April 26 issue, from which we glean—

This rural center of community activity began in a very humble way "when four nurses banded themselves together to build up an organization. Today 50 workers are operating successfully a sanitarium with its associated activities—laundry, dining hall, school, farm and shops. The year has been one of progress."

A new school building has been practically finished representing an investment approximating \$10,000, which, with the exception of \$1,500 donated by the local and union conferences, came out of the earnings of the institution. Other improvements include a new boiler house at a cost of \$2,700, the remodeling of the boys' dormitory, the purchase of a concrete block machine and the building of an electric welding outfit.

There has been added to the institutions holdings the Confederate Home property of 65 acres which the State Real Estate Board allowed them to have, with the buildings, for \$8,750, an addition that insures them a much needed water supply.

Elder Anderson says, "We are proud of Pewee Valley and the work these people are doing." He refers to the \$1,500 tithe of the church, to the mission gift of over \$1,100, and to nearly 15,000 pieces of literature distributed and says, "Certainly

this church and institution is doing its utmost to fulfill the Master's commission, 'Go ye into all the world.'"

—S—

Dahlongega Needs Help

THE middle of March there appeared in the Survey an article, "Dahlongega, a Story and a Call." A community enterprise is being developed by R. H. Herlong who moved on to the property at Dahlongega, having previously been connected with the work at Reeves, Georgia.

On a purely self-supporting basis he is clearing land, preparing buildings, and laying the foundation for a school. Friends, such as President Keate of Georgia-Cumberland Conference, Mr. Putnam of Lawrenceburg Sanitarium, and others, have helped with tools and seed.

I promised to raise \$150 for a cow and a mule, feeling sure that when some readers of the SURVEY learned of the situation, they would help me make good the promise. You who realize the necessity in these times of helping people from crowded city environment to homes on the land, will, I am sure, be sympathetic with this effort to build up another rural unit in the Southland.

The 400 acres of land at Dahlongega may be so divided as to provide small rural homes for a number of families. World conditions strongly indicate the wisdom of getting on to small farms.

We have never yet been disappointed in our friends and readers when a call has been made for assistance. We are bringing this case to your attention for the second time. Please send your gifts or pledges to E. A. Sutherland, M.D., Madison College, Tennessee.

—S—

Taking Care of the Family's Health

IT IS important that those engaged in the field of public health know of the help they can obtain from the recently issued, two volume, Rood-Lingham book entitled, "Taking Care of the Family's Health." It is in three parts: The Family in Health; The Family in Illness; The Family and Public Health. Of this "substitute for experience, if there is any," Dr. Robert

D. Wright, Assistant Surgeon, United States Public Health Service, has this to say:

"A large part of the public health nurse's work is adult education in health-in-the-home. Again and again the public health nurse has asked herself and her health officer, 'What shall I tell them? How much? How little?'"

"In 'Taking Care of the Family's Health' we have the answers—detailed and practical answers worked out over a period of years by the trial and error method of planned experience. . . . In a unique fashion this volume puts at the elbow of the public health nurse, home demonstration agent, health education teacher, or anyone desiring to teach home health by practical demonstration, an experienced adviser with ready answers to even the smallest questions. If there is a substitute for experience, here it is."

This book is handled by the publishers of the SURVEY. . . .

—S—

Campus News

The campmeeting of Seventh-day Adventists, held in Nashville, May 5-12 brought to the City a number of workers and officials from a distance. Madison had the pleasure of hearing from a number of these, among them Dr. Lindsay A. Semmens, Dean of the School of Theology, Washington, D.C.; Professor Arthur Spalding, author of a number of well known books, Director of the Home Commission and editor of *The Hearthstone*, and for many years one of the group of Southern workers whose home is now in Washington; and the world worker, W. A. Spicer, who gave many interesting things from his wide store of knowledge of people and places in mission fields.

Students of the Music Department gave a recital in Assembly Hall Auditorium Sunday evening the twenty-first of May. A week earlier the teachers of the Music Department gave the family a most enjoyable evening of music, vocal and instrumental. A group of Madison teachers and students attended the recital at the Centennial Club, Nashville, May eleven, when the well-known instructor, Professor Elmo Hood presented his artist pupil, John Robert. For a most enjoyable hour and a half Mr. Robert played from the masters. Mr. Robert is a Madison College senior who will receive his bachelor's degree at the convocation in September.

Mr. and Mrs. Ewing Potter have been engaged in the health lecture work in Ohio, delivering lectures and conducting cooking classes, following the plans studied in the Health Conference they attended one year ago. Mr. Potter writes, "I have talked to more than 30,000 students in Ohio and Pennsylvania this year. In some places the Principal of the school has arranged for a lecture each year, alternating the instruction on tobacco and alcohol."

The Old Hickory Band, neighbors across the Cumberland River, of which a number of Madison students are members, entertained the campus family the evening of May twenty-seven. Earlier the same evening the Home Economics classes served strawberry shortcake. The group is raising funds to complete their department headquarters.

Among May visitors to the campus was Mr. Guy Thelen, in the United States on furlough after fourteen years connection with the American Mission Board at Foochow, China. He came at the suggestion of Dr. Felton of Drew University, because he is interested in the industrial program of Madison College and in its work with the soybean.

Miss Louise Batten turned Madisonward at the close of the church school year in St. Petersburg, Florida. She will continue her college course interrupted three years ago. Miss Audrey Hill who has taught in Fountain Head (Tennessee) School this year plans to visit her home in Northern Michigan for a few days and return in time for the opening of the summer quarter at Madison, July three. Miss Ethel Mae Marley, teacher of the church school, Chattanooga, this year, paid Madison friends a visit at the close of her school. It is her plan to visit her parents in Buffalo Gap, South Dakota, and continue her college work at Madison in the fall.

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

"After a year's study in the Agricultural and Mechanical College of Texas, I have fulfilled all the requirements for the M.S. degree in Horticultural and Agricultural Economics, specializing in Cooperative Organization. I passed the two-and one-half hours oral examination satisfactorily. My thesis on 'Organization and Development of a Cooperative Citrus Fruit Marketing Agency in the Lower Rio Grande Valley,' will be published in bulletin form by the Texas Agricultural Experiment Station or by the Rio Grande Valley Cooperative Association. The decision will be made by the Horticultural Department."

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. 21 No. 12

Madison College, Tennessee

June 21, 1939

CULTURE - What Is It?

THE attainment of culture—a cultural education, is the expressed objective of most institutions of higher learning. When you desire for your son, your daughter, a cultural education, what do you mean? Do you have in mind the generally accepted “liberal” education, “divorced,” as one writer puts it, “from any consideration of out-of-school problems”?

Two schools of thought are to be encountered among educators. These two divergent ideas may be traced throughout the whole history of education—in our own country and in European educational history, as well.

Ruth E. Eckert, writing for *The Educational Record*, January, 1939, an article entitled, “Who are the Cultured in Our Colleges?” distinguishes clearly between these two ideas. We quote:

The Aristocratic Idea of Culture

IF THE ideals of aristocratic orders are adopted, culture is made up of those things apart from a man’s vocation which enlarge his outlook and increase his appreciation of the racial heritage—a view well reflected in the remark of a Cambridge don, ‘God bless the higher mathematics, and may they never be useful to anyone.’

“It therefore tends to be the distinguishing mark of the man who enjoys leisure. The university partakes, rightly or wrongly, of the nature of a cloister, where individuals acquire balance, perspective, and the rich patina of scholarship.”

This scheme of education, says the writer quoted, “concentrates attention on an elite group. Highly selected individuals are thoroughly initiated into the achievements of the race, and thereby come increasingly to possess similar outlooks on problems.”

In other words, this type of training does not encourage creative thought and initiative, the power of individual development and progress. Quoting again: “It tended to level abilities, to bolster up weaknesses and blind areas at the expense of strengths.”

How many parents, either unconscious, or willingly ignorant of the intellectual and moral servitude of this system of training, have chosen it for their sons and daughters, hoping thereby to secure for their posterity release from “work,” escape from the realities of life.

Thousands of college graduates today, victims of that philosophy of education, possessors of that “culture,” find themselves misfits, unable to maintain them-

SOURCE OF STRENGTH

ALL who consecrate soul, body, and spirit to God will be constantly receiving a new endowment of physical and mental power. The inexhaustible supplies of heaven are at their command. The grace of God enlarges and multiplies their faculties.

—*The Desire of Ages*

selves and their dependents, and dependent upon government subsidies.

The economic situation in the world, along with a religious awakening and other forces, is responsible for a revision of the mediaeval idea of culture. Ruth Eckert describes the functional view of culture, and we quote:

Culture in the Democratic Sense

IN A democratic society, on the other hand, the test of any method or subject matter must be discovered in the extent to which it functions in releasing individuality and in promoting a more integrated social life.

"As a result, the element of culture inheres in any pursuit which increases a man's awareness and thoughtful understanding of himself and his world, whether the task be primarily vocational or a leisure-time activity.

"Culture becomes more and more a point of view or attitude toward problems, an appreciation of human achievement, a sensitivity to the richness and variety of living. The 'culturing' process occurs as the individual becomes more clearly oriented in his world, refining his concepts and constantly deriving new meanings, not only from study of the conditioning background of present problems but also from his own active participation in the life about him."

This view of culture, according to Ruth Eckert, develops initiative. The possessor of this "culture" "attacks issues with well organized general ideas—intellectual, aesthetic, and ethical. . . . Culture becomes, in short, the evidence that a man is at home and at ease in the varied situations with which life presents him, approaching them sanely and realistically and with due concern for their larger human implications."

THIS democratic idea of culture, which for thirty-five years Madison has sought to foster, to which it has in every way committed itself, and for which it and others of a like philosophy of education have been commended, may be called the functional view of culture.

"The more functional view," as described by Miss Eckert, "accepts the fact that individuals differ almost inconceivably in their insights, interests, and abili-

ties, and therefore hopes for no single pattern of excellence. It views education as society's most effective means of maximizing differences, of capitalizing idiosyncrasies, of giving adequate expression to the individuality of all students."

To meet the demands of this culture, the curriculum must be flexible, enriched with a maximum of courses that correlate with the life of the community from which the students come, and of the world into which they will pass at the end of their brief college course.

Out of the cloister, into fields of activity, is Madison's slogan. It is concerned with that dynamic culture which rejects a common pattern "in favor of one that builds realistically upon special strengths, that recognizes the peculiar dependence of a democratic order upon the interchange of ideas and the sharing of talents. Not like-minded, but 'free' individuals becomes the goal of teaching."

In the light of this virile presentation of the functional view of culture by Miss Eckert, one can interpret and evaluate the program of Madison with its coordination of intellectual and vocational pursuits; its system of student activities in fields of self-maintenance and self-government; its perpetual and continually enlarging touch with the realities of life.

Teaching a Way of Life

NOT LONG ago a well-known educator, called upon to review Madison, quoted its objectives as listed in the College catalog:

1. To provide opportunity for a broad intellectual and cultural education in a distinctly religious atmosphere.
2. To develop high ideals of Christian character and the ability to discharge wisely the duties of citizenship.
3. To inculcate a keen appreciation of the laws of health.
4. To emphasize the dignity of labor and provide facilities for developing skills in useful manual labor that each may be able to maintain himself and those dependent upon him by some legitimate trade or profession.
5. To afford worthy young men and women who may not be financially able to meet the expense of a college education

with cash, an opportunity to work for at least a part of their education.

6. Special courses are arranged for those who wish directly after graduation to engage in teaching, nursing, or home-making.

7. An immediate aim is to equip lay workers intellectually, socially, and religiously for leadership in self-supporting community centers.

Then this college administrator said. "All this leads to a conclusion reached while on the campus. Madison College is teaching a way of life, and seems to secure results. . . . This is a unique experiment. The whole plan lends itself to the promotion of a way of life."

A high compliment, this, in the terms of functional culture to which Madison has committed itself.

—s—

Among the Units

LATE IN May Dr. E. A. Sutherland returned from a trip that brought him in contact with seven community centers, or units, operated, in part at least, by former Madison students. To the management at Madison, these are the children out on the firing line, or in some place requiring more of the pioneer spirit than is demanded of present day members of the Madison College group. The doctor reports concerning these centers, several of which are seldom heard from.

Pine Forest Academy

ABOUT five years ago a group of teachers who had lost their school building by fire at Gilberttown, Mississippi, decided to renew their efforts and located on a farm near Chunky, in the same state. Mr. and Mrs. Thomas Strickland and Miss Hazel King from Madison, and several others, were the founders of the enterprise. Later they were joined by Mr. and Mrs. George McClure, also members of the Madison family.

Two years ago when I visited this place it took considerable stretch of faith to see that a school could be hewn out of these rough settings. On this visit, I saw a neat building that holds the school, houses the girls, and contains dining quarters for the school family. The boys

have their living quarters and a third cottage has been built as the beginning of a sanitarium. Simple and inexpensive as is this equipment, it contains the essentials.

The student body is small, but the youth seem happy and ambitious. They are doing satisfactory junior high school work. The farm has been enlarged and much improved. A healthy spirit pervades the place, giving one the impression that teachers and students willingly sacrifice to make the work a success. As pioneers, I feel that these people have made a splendid showing in the past two years. I know of no place where the investment of a dollar will go further to help a good cause than at Chunky.

Pine Hill Rest Home

THIRTEEN miles northwest of Birmingham, Alabama, I found twelve patients in this little sanitarium. Everybody was busy and full of courage. Archie Page is the leader and Miss Cordie Brizendine is head nurse. Both are former Madison College students. Guv Page has charge of the farm and others are associated with these in operating a tiny sanitarium, a farm, and a splendid garden.

This little health center has gained the confidence of a number of the city physicians who send out patients. Here is being demonstrated what can be done by a band of loyal, faithful workers who will persist in the face of difficulties. They have learned to say that the work is not too hard. They are glad to work for humanity and in the service of God.

These neat buildings surrounded by beautiful shrubbery and flowers are teaching many lessons to patients and neighbors. The garden and farm are preaching sermons. The group is learning that self-support gives great pleasure.

Hurlbutt Farm School

A VERY lively group from Decatur, Illinois, headed by B. F. Tucker, has recently taken charge of this property near Reeves, Georgia. In ten months they have made many improvements in the general appearance of the place, clearing land and putting buildings in shape for future work.

A teacher is expected in a short time, and efforts are on foot to secure a physician and two competent nurses in order to develop health work both on the farm and in Plainville, a short distance from Reeves, where there is a good opening for a doctor.

The Dahlonega Farm Site

ONE WOULD not guess from present appearances that at Dahlonega, Georgia, was once located the finest gold mine in the United States.

We have told you of Dahlonega before and of the location on this farm of R. H. Herlong who is putting in crops and remodeling buildings as a small school is to be opened in the fall. A call has been sounded for one hundred and fifty dollars to help these people in their initial efforts.

In North Carolina

ALREADY you are acquainted with Asheville Agricultural School and Mountain Sanitarium, located at Fletcher, and with Pisgah Institute and Sanitarium, near Candler. These are sister institutions, both within a short distance of Asheville, but still at some distance from each other.

Both institutions are beautifully located in the foothills of the Blue Ridge Mountains. They are both strong institutions, conducting each an academy and a sanitarium and hospital on a productive farm.

Graduating exercises were in progress. Both schools were turning out a fine class of high school graduates. In both places sanitarium and hospital patronage was good. We are proud of these institutions. They well represent the character of work carried forward by Madison-trained men and women.

Banners Elk

ON WHAT seems to be the top of the world is located Laurel Cragg Sanitarium and a little school at Banners Elk where Mr. and Mrs. I. D. Pound have worked for a number of years. They have recently been joined by Mr.

and Mrs. Fred Sego, graduate nurses formerly connected with El Reposo Sanitarium, Florence, Alabama.

The school, which had an attendance of forty pupils, had just closed. In their neat Rest Home they are equipped to care for eight patients. They are blessed with modern conveniences—spring water from the mountains and electricity. The grounds are beautiful, the buildings are in good condition, and we were met by a group of happy workers.

The Youngest Child

NEAR Celo, North Carolina, Dr. Arthur E. Morgan is developing a large tract of land at the foot of Mt. Mitchell. With him are associated a number of philanthropic men and women who desire to help city people to homes on the land.

Five Madison students are helping Dr. Morgan in his enterprise. James Van Blaricum and Ben Brost are looking after the agricultural activities. The purpose is to develop those crops best adapted to this section of the country. Karl Erickson and his wife are deeply interested in developing health work. A small building is in process of construction to care for a few patients. This Rest Home is on a forty acre plot owned by Dr. Morgan.

The spot is most attractive, surrounded on three sides by towering mountains, with numerous springs and rivulets, a great variety of beautiful evergreens, rhododendrons, and other trees and shrubs.

Dr. Morgan was away the day of our visit, but we had a delightful talk with Mrs. Morgan, who is a genuine pioneer. The five Madison workers are of good courage and both Dr. and Mrs. Morgan are doing all they can to forward this new institutional work.

Referring to the five young people who are carrying burdens in the new enterprise, A. A. Jaspersen, of the Fletcher Unit, who had accompanied us to Celo, complimented Madison College by saying that it takes just such training as Madison gives to produce the vision and fortitude demanded in such an undertaking.

For long years Madison has been training for self-supporting community activities. The greatest joy its faculty experiences comes when its students have the courage, the spirit of the pioneer, the vision called for in the operation of such enterprises as Celo in the midst of the mountains, and the others we visited on this trip.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. 21 No. 13

Madison College, Tennessee

July 12, 1939

Nashville and Davidson Raise \$15,000 for Madison

FOR thirty-five years Madison as an educational institution and as a medical center has operated within easy reach of people of Nashville. Many of the City's people have been guests of the Sanitarium and Hospital. Students have come from far corners of the earth. They represent nearly every state and during their college life they have shared the friendship and association with the people of the community and City.

During the month of June it was Madison's pleasure, a very unexpected pleasure, too, to be the recipient of special attention from the business men of Nashville and Davidson County. They have demonstrated in a most substantial way their interest and confidence in, and appreciation of the educational program maintained by the institution.

Since the spring of 1938, wide publicity has been given the college. This was started by Weldon Melick's article, "Self-Supporting College," that appeared in *The Reader's Digest*, May, one year ago. Over four hundred newspapers and periodicals have since then printed articles or presented pictures of student activities, stressing the opportunities offered students whose financial resources

are limited.

To illustrate: A young man visiting on the campus recently reported that during the last year he has read everything available about the college. He has access to the New York City Public Library and the latest article he read appeared in a Shanghai, China, paper.

The result has been thousands of letters of inquiry and a flood of applications for admission. Madison is but a small institution, and it has limitations other than those of

buildings. It provides work for students in the form of campus industries, and in accepting students, cannot, of course, go beyond its limits of productive industry.

Since September, 1938, approximately sixty students have been admitted who learned of the institution through these various articles. They came in spite of the fact that the use of tobacco and alcoholic drinks of all kinds is forbidden; that profane language is not allowed on the campus; that its diet is lacto-vegetarian; and that every member of the student body carries a combined work and study program—in other words, is expected to earn a large part of his expenses while securing his education.

LIFE'S WAY

SWEET are the thoughts that savor
of content;
The quiet mind is richer than
a crown....
A mind content both crown and
kingdom is.

—Robert Greene

IT WAS determined that the industrial program of the institution could provide remunerative work for another one hundred students, but to accommodate them rooming and dining facilities must be enlarged. To erect these necessary buildings calls for a thirty-five thousand cash outlay. With our economical methods of building, utilizing student labor under the direction of a competent construction director, and with such material as can be produced on the place, the institution can make one dollar go about as far as three dollars would go if the buildings were erected in the ordinary way.

Dean Bralliar felt that the problem should be presented to friends in Nashville. A number of leading business men accepted his invitation to visit the campus. Dr. Bralliar and Dr. Sutherland presented the situation to this group and they decided that the citizens of Nashville and Davidson County would like to express their appreciation of the work of the institution by the gift of fifteen thousand dollars.

They reasoned that such a gesture on the part of the city and county which knows Madison well would give Dr. Bralliar courage to present the needs to people at a greater distance, and that with the combined efforts of friends, the amount needed to care for another one hundred students could be obtained.

THE THIRTY who attended the first counsel meeting invited their friends to a second luncheon at Madison. As a result a third meeting was held at the Hermitage Hotel in Nashville and a drive was organized for raising fifteen thousand dollars.

The chairmanship of the organization was accepted by Bascom Jones, relations man of the railroads of the State of Tennessee. He was assisted by A. L. Tate of the Nashville Chamber of Commerce. The solicitors were divided into six groups under the leadership of Vernon Tupper, Manager of Nashville Roller Mills; E. R. Doolittle, Cashier, Madison Bank and Trust Company; Dick McClure, Davidson County Trustee; J. P. W. Brown, Manager, Tennessee Electric Power Company; Lee Loventhal, head of Loventhal Broth-

ers, a real estate and insurance company; and W. H. Lambeth, Sales Manager of Associated Cotton Mills of the South.

These leaders prepared a select list of citizens of Nashville, Madison Station and Old Hickory. The soliciting lasted about ten days. Twice during that time they met to report progress. It was most interesting to members of Madison College faculty who had the privilege of participating, to hear the statements of citizens who responded to the solicitation. The leaders in the drive said a number of times that they had never found greater interest and enthusiasm than was shown toward the institution by the people whom they approached.

The public was kept in touch with the efforts by articles in the *Nashville Banner* and the *Tennessean*, Editors James C. Stahlman and Silliman Evans both taking an active part. Friends of the college and readers of the SURVEY will be pleased to know of the generous assistance of all these busy men who gave so freely of their time and influence to put across this drive for funds.

The effort was a success. The fifteen thousand dollars have been raised in cash, in materials and short-time pledges. Madison most sincerely appreciates this boost given by neighbors and friends. This near-home response will be a substantial assistance also to Dr. Bralliar in his further solicitation for the thirty-five thousand dollar building fund.

—S—

The Mimosa Tree

THE thirty-foot Mimosa tree flanking the southeast side of Administration Building, is the beauty spot among the trees and shrubs on the college campus the last of June—the queen of the arboretum numbering the largest variety of plants of any campus in the State.

One mass of straw-colored feathery balls, or pompoms of blossoms, it is the feeding and love-making scene of bees and butterflies. Every passerby stops to admire it, and to learn that it is the modern representative of the Shittah tree, or Acacia, of Western Asia, the extremely firm-grained, hard wood of which the

sacred ark of the covenant in the Israelite's tabernacle was constructed.

The honey fragrance of the blossoms is enhanced with the dew of evening. The foliage, like that of a sensitive plant, folds in slumber with the set of sun. It is one of the reminders of the beauty of the garden of Eden, original home of the human race, and a little foretaste of what we shall enjoy in the earth made new.

—S—

After the Day's Toil

THE MOON is high in a cloudless sky. A group of students are seated on Demonstration Building lawn. In the center of the semi-circle George Simonds picks the strings of his self-made electric guitar. The amplifier stands over against the group, the light shedding a faint glow on the faces of the young folks.

Voices rise and fall in rich cadence as familiar songs, sometimes entire, sometimes mere snatches, float on the still air. Bryan Michaelis whistles—remarkably well; Emmet Pierce sings alone. Holady Neafus leads the chorus. Relaxed, refreshed after a day of steady work, these young people are carrying the load of the institution while others are on vacation for two weeks and will return for the summer session.

Work does not dampen the spirits or suppress the youthful vigor of these college boys and girls who are largely maintaining themselves while gaining an education. The day has been full, but spirits thrill to this moonlight serenade.

"Goodnight, Ladies," they sing and the circle breaks. Long afterwards, thoughts of these personal contacts will return to brighten the picture of college life.

—S—

Bits from Correspondence

AN EDUCATOR in an Eastern University, returning to his home, writes:

"My sincere thanks for making my stay at the Sanitarium so altogether delightful. You have engendered a wonderful spirit into that institution. It is unmistakably beautiful. I shall take pleasure in examining the circulars you

gave me, but I do not believe they can tell the full story of what you are doing and what has been done to make responsible, dependable, efficient, likable, serviceable citizens to meet courageously the difficult days that are ahead. I shall surely come to see you on the slightest provocation."

REFERRING to Dr. Frances Dittes' book, "Food for Life," one of the secretaries of the Woman's Foreign Missionary Society of the Methodist Episcopal Church, after a visit to the campus, writes the author:

"I have been deeply interested in the articles in THE MADISON SURVEY. I was particularly impressed by the article entitled, "A Paripatetic Patient," April 5 issue, and a statement in it concerning your book on foods and their preparation in the home. Please send me a copy."

(The price of this valuable aid in the home has been reduced to \$1.50 per copy, and may be secured from Dr. Dittes, who is Madison Sanitarium dietitian.)

SOME three years ago, John Karmy, Palestine-born, educated in part in Peru, came from Lima for premedical work in Madison College. By dint of effort he had accumulated five hundred dollars, the requirement for entering the United States on student basis. At the end of his freshman year in the College of Medical Evangelists where he rated in the upper third of his class, and where with one exception his classmates from Madison completed the year without taking any supplementary examinations, now writes, "We believe that we who have come from Madison have done remarkably well when we consider that about one-third of the class have had to take supplementary examinations in one or more courses.

"During the summer I expect to work among the Spanish population of the Los Angeles section. There is a warm place in my heart for the type of work Madison is carrying on. I am just one of scores of students who have had the privilege of Christian education without any outlay of cash. With the vision I caught at Madison I do not hesitate to attempt things that otherwise would be impossible."

I AM a Hindu boy of India who passed high school by my own earnings and labor. Further education in India is so expensive that the poor have to leave it in despair. I have a strong desire to obtain admission to your college," writes a lad who learned of Madison College through reading Milo Hastings' article, "A College That Feeds Itself," which appeared in *Physical Culture Magazine* in November, 1938. What can be done to help him?

AN EVIDENCE of the farflung interest in the type of education offered on the Madison College campus is illustrated by the following: A lady in Berkeley, California, encloses a letter from a friend whom she describes as "the daughter of a minister who was educated in England, who herself is a graduate of the Damrosch School of Music in New York and a protege of Helen Gould, formerly of Peking but now refugees in Tientsin—Chinese of the highest type." This Chinese lady has read Weldon Melick's article, "Self-Supporting College," and writes: "I recognized at once what a golden opportunity you are offering to boys and girls of small means to get a college education by working part time. I am writing on behalf of a boy whose mother is a widow with three boys and a daughter to bring up on a small income. She believes her son will be doubly benefited by having his mind, spirit, and body trained and developed. Will you kindly give the boy a chance to get this priceless education?"

—s—

Campus Happenings

The close of the spring quarter came June 16 and many of the young people hurriedly left for a two weeks' vacation, going east, west, north and south, some as far as Saskatchewan.

Roger Goodge, who is in charge of the Printing Department of Southern Junior College, visited his parents and friends on the campus this week. Mr. Goodge, a Madison graduate of the class of 1937, comes home, as he says "drawn by an irresistible power, the Madison philosophy of education which took possession of my heart during the years I spent here. I cannot get away from it."

The summer quarter registration is Monday, July 3. New students are arriving almost every day. Some, wanting to build up a labor credit, will carry an all-day work program; others will enroll for a regular scholastic program. One of the attractive features of the summer session will be courses in Public Health and Community Service conducted by Miss Elma Rood, author of "Malaria Education," and co-author with Madison's Miss Gertrude Lingham of "Taking Care of the Family's Health," previously referred to. Miss Rood comes from the University of Kentucky.

Two of Madison's students, Lewis Larson, graduate of the class of '38, and Mrs. Larson, both of whom taught in the Nashville Academy the past school year, paid their farewell visit to campus friends a few days ago. They were booked to sail for India on the twenty-fourth of June. Mr. Larson will be Principal of Kottarakara High School, Kottarakara, South Travancore, India. We are glad to have other representatives in the Far East.

During the month of June the following registered as guests of the institution, staying for a night or two, or over a week-end, interested in the program of education in progress on the campus: Miss Minnie Young, Cookeville, Tennessee; Mr. and Mrs. Larston, two children, and Mrs. Charles Rice, Paradise Valley Sanitarium, National City, California; Mrs. Lucile Johnson and daughter, Detroit; Elder A. M. Tillmar, Logansport, Indiana; Mr. and Mrs. Shuman McCormick, Louisville, Kentucky; Mr. and Mrs. Joe Bischoff, recent students who are now connected with Pickwick Dam, near Memphis; Mrs. W. W. Padgett and son, Panama City, Florida; L. B. Mann and son, Loma Linda, California; Mr. and Mrs. Bert Miller, Milton, Oregon; R. L. Hudson, Helena, Arkansas; Mme. Louise, Chicago; Dr. Ambrose L. Suhrie, New York University; Dr. Edna Forsythe, Chicago; Earl Wood, St. Petersburg, Florida; John Jeffries, Saginaw, Michigan; Mr. and Mrs. Albert Stewart, Memphis; A. C. Gaylord, New Castle, Indiana; Mr. and Mrs. R. B. Rasmussen, Mountain View, California; Drs. E. and K. Fisher, Mason Memorial Hospital, Murray, Kentucky; M. E. Cady, Takoma Park, Md.; R. G. Peterson, member of the Sand Mountain Unit, Long Island, Ala.; O. W. Dolph and son, Paradise, California; Professor W. E. Straw, wife and daughter, Emmanuel Missionary College, Berrien Springs, Michigan; Dr. and Mrs. A. D. Lovell, Lincoln, Nebraska, en route to visit a brother in Knoxville; W. R. Zollinger and wife, College View, Nebraska, visiting students, Carl Frederick and wife; Dr. H. W. Hannah, Benton, Kentucky; Rev. Martin D. Knedad, Clairmont, California; Mr. and Mrs. D. C. Fuller, Cullman, Alabama.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 14

Madison College, Tennessee

July 19, 1939

The Rural Schools of the Southland

SOME years ago, quite a number of years it is now by the way, a young woman came to Madison for her education. She trained as a nurse in those early days of this institution when facilities were of the most simple type, and when the nurse-in-training was privileged to receive much of her instruction under that extraordinary teacher known all over this section as "Mother D."

The young woman married and she and the husband went out into a rural district to teach a little school a way up in the mountains. By various evolutions in the phenomena called life, they finally came to the school we now know so well as Fletcher—Asheville Agricultural School, operated on the same campus and under the same management as Mountain Sanitarium, about fifteen miles from the city of Asheville, in what they love to call "The Land of the Sky."

That young woman is Marguerite Jasperson, wife of Arthur Jasperson, two of the moving spirits in the rural center at Fletcher, North Carolina.

In the June 1939 issue of *The Journal of True Education* appears an article written by Mrs. Jasperson, entitled "The Southern Rural School," which contains a bit of sound philosophy, a deal of human sympathy, and in all such a true picture of the work of a rural self-supporting center that, with due credit to the *Journal*, we pass it on to our readers. Only one who has lived in the midst of it, grown up with it so to speak, and who has the happy faculty of appreciating all sides of the problem, can present the situation as Mrs. Jasperson has done.—EDITOR.

A Land of Great Resources

A LAND of beauty, a land of romance, a land of promise." Thus did a prominent Southern educator describe the South a number of years ago. I am sure that he was right. "Economic Problem Number One," President Roosevelt designates it, and I am afraid that he is right, too.

The South is a great reservoir of undeveloped resources, soils adapted to many crops, climate that ranges from temperate to subtropical, many varieties of minerals, great forests, ample rainfall, and enormous potentialities of hydro-electric power. But it has also large economic problems. The soil is depleted by many years of one-crop cultivation and seriously damaged by erosion. The great industries are likely to be financed by outside capital. Only one-half of its farmers are landowners,

and the tenant-farmer situation is rapidly assuming alarming aspects.

The high birth rate of the South is at once an asset and a problem. At a time when the population of the country as a whole is becoming stationary, here is a fertile source for replenishing the population of other sections, which are drawing on it heavily. And it is a source for replenishing, too, the ranks of those who will give to the world the message of a "crucified, risen, and soon-coming Saviour."

Promising Field for Self-Supporting Mission Centers

BUT if our high birth rate is an asset to other sections, it creates a great educational problem for ourselves. No section of the country has made greater progress in education during the last half century than has the South. But no part

of the country has a problem to approach ours in magnitude. We must educate one third of the nation's children with one sixth of the nation's school revenue. This analysis of the general situation would probably quite adequately describe the educational problem of our own denomination in the South. Our school facilities are not developed in proportion to our needs.

Recognition of the problem in this field, and a desire to help solve it, brought into being the self-supporting rural schools of the South. From a humble beginning has grown a great layman's movement, the objective of which is to strengthen, support, and extend the organized work of our church. Time has convincingly proved that there is a place for such a movement.

It early became apparent that these schools must be of the industrial type, where work could be provided by which young people could earn all or a major portion of their expenses while in school. They now range from the small family school to a senior college. In them are a thousand students of all grades. Their graduates are found in every field, in every profession. And not only in the highways of life but back in many an isolated cove are found men and women whose lives have been touched at some time by the rural school. Young mothers tell their children the Bible stories that they themselves were taught. Others there are like Carl—poor, wicked Carl, with an eye that can turn to steel. The very terror of his community, he humbly confesses, "The Advents taught me all I ever knowed." Scant credit to us, perhaps, but true, nevertheless, of Carl and many others.

The Educational System Includes a Medical Institution

IN PRACTICALLY every self-supporting center, educational and medical work go hand in hand. The school built around a sanitarium has at once a source of income, and a market for the products of farm, garden, dairy, shop, and other industries. The sanitarium provides employment of the most valuable type for students. Industry of this sort is free from interference by organized labor. The school and medical work strengthen each

other in many ways, and together they create an influence that extends over a wide radius.

Fletcher's Graduating Class

AND now let us look at a graduating class of the present year in a Southern rural school. These fifteen boys and girls are quite typical of a class that might be found in any of the schools. As we lift for a moment the curtain of their lives, we are struck at once by the weight of human sorrow that has already touched them; one third have lost one or both parents.

There is the young president, a clear-eyed, virile lad of eighteen. Bereft by a tragedy, of the support that should have been his, he came to the school a little boy of fourteen. Earnestly he pleaded that he be given "a chance," pointing out such tasks as mowing the lawn, and other things that he could do. And push a lawn mower he did during the year in which he was growing large enough and strong enough to guide a plow or swing an ax on the hillsides. Not once has this gritty lad ever solicited sympathy; not once has the school been sorry that it gave him "a chance."

And there is a little girl, the fifth of her family to be enrolled. The first, a brother, came from a mountain home where he said the mountains seemed to be closing in around him, shutting out the opportunity for which he longed. The other day I saw his name plate on a door. After his name were inscribed the letters, "D.D.S." Of the other three, one is now a graduate nurse, another is in training, and one works a farm belonging to a Southern conference. And still there are more to come. The parents have never accepted the faith of the children. They carry on alone, the older guiding the younger.

That dark-eyed, serious-looking boy has a story to tell. His first contact with the school was through his father, who came for medical care. The father studied with the sanitarium chaplain, and the entire family, parents and children, came into our church together. The father, a mill worker in poor health, was able to contribute little to the lad's education,

and again the school must furnish work and opportunity for this aspiring minister.

There are others in the class whose parents have welcomed the opportunity afforded young people to earn a considerable portion of their expenses. Perhaps the father has not shared their mother's ambitions for Christian education for the children. The mother could hardly have carried the burden had not the children been able to help materially.

That young man of twenty-five is not conspicuous in such a school. He dropped out of school when he finished the grades. Some years went by before he realized his mistake. It was hard to leave his mountain home to begin all over again, and four years looked so long. He is now an experienced baker. Education has changed the outlook of his entire life, and next fall he, with ten others, will enter college. Three will take up nurses' training.

And so do they go from the rural school to the college, to professional training, to homes of their own, back in the mountain communities and elsewhere, leaving us the richer for having had them. Although the economic problems bear heavily upon us, the teachers in the rural school find always that the spiritual rewards are very great.

—S—

Thought-producing Statements

SERVICE, life's best motive.—"I have always believed," says Henry Ford, "that if you go in for money and nothing but money, you will not get it; but if you go in sincerely and well-prepared to do something useful, you will never lack money to carry it out."

The farmer is God's handiman.—Says John H. Reisner, "Agriculture depends upon the operation of divinely appointed recreative processes."

Time to pray.—"At the rate civilization is moving in reverse, possibly it is high time we all got on our knees," wrote Margaret A. Ryan.

Finance.—"Men need to learn to milk cows rather than treasuries."

Life in the country.—"The country life is to be preferred, for there we see the works of God; but in the cities, little else but the works of men; and the one makes a better subject for our contemplation than the other.

"As puppets are to men, and babies to children, so is man's workmanship to God's. We are the picture, He the reality.

"The country is both the philosopher's garden and library, in which he reads and contemplates the power, wisdom, and goodness of God. It is his food as well as study; and gives him life as well as learning.

"A sweet and natural retreat from noise and talk, and allows opportunity for reflection, and gives the best subjects for it. In short, it is an original, and the knowledge and improvement of it man's oldest business and trade, and the best he can be of."—From "*Reflections and Maxims*," by William Penn.

—S—

A Lawyer's Ambition

HAVING become acquainted with Madison's method of education through Weldon Melick's article, "Self-Supporting College," which appeared in *The Reader's Digest*, May, 1938, Attorney R. J. Faussett of Seattle, Washington, writes:

"Inasmuch as I contemplate building a college for boys, and perhaps for girls, and on a *modern farm* on which I shall raise everything from a bee to a Nue, and on which the vegetables are to be raised in soilless hothouses, I will be pleased to learn what you have the youth do other than pursue their regular course of study in books.

"I intend to build a college based on Christian principles, and have everything possible done to start the wayward boys on the road to a manhood of service to their country and our God.

"Not a week goes by that I do not see, and several times in each week, several young men or boys, sometimes as many as fifteen, brought before the presiding judge to plead guilty or not guilty, or to be sentenced to the State Reformatory, or

possibly to the penitentiary. As a student of crime, and often as prosecutor, I promise my God that before I pass on I shall try to do something to save the boys and girls. Any information you can give me will be appreciated."

—S—

Health Literature

One hundred thousand copies of *Madison College Health Educator*, a 16-page journal, were put out by The Associated Lecturers, Inc., for distribution among the students and youth of America. Concerning the use of these in his lecture work, Julius Gilbert White writes:

I have been using these this spring in schools and churches, and they have received even a warmer welcome than I anticipated. Not once has a school principal, teacher, or church worker seen them without wanting them.

I leave one for each teacher in the schools where I lecture and one for each of as many students as the principal feels will read them thoughtfully and take them home. There is an article on "Alcohol" and another on "Tobacco," so that even though I may lecture on only one of these subjects, information is left behind on both subjects.

An article that attracts every educator is the one entitled "Alcohol and Food." Inasmuch as alcohol can be oxidized into heat and energy, it is difficult for many people to understand why it cannot be classed as a food. I have contrasted food and alcohol in twenty-one different ways and in each point have shown that it is not in the class of food. This is supported by a bibliography of sixty-nine references, probably the most comprehensive statement to be found on this matter.

We anticipate that you, too, will want to use this piece of literature in your work with youth.

—S—

Campus Items of News

Rural Press, publishers of THE MADISON SURVEY, the printing department of Madison College, has produced "Malaria Education" by Elma Rood. This may be the help you are looking for. The preface states:

The chief aim of "Malaria Education" is to supply public health workers and teachers with simple, practical, and interesting explanations of

the various phases of malaria control, and to suggest educational methods of presenting these explanations in adult programs, and through units developed on elementary, high school, and college levels. . . . Projects in this book have been worked out in several county health departments and schools, and have later been revised in the light of this rural experience and on the basis of constructive criticism and helpful suggestions by special workers in the field of malaria control.

A visitor on the campus for the first time, put the question to a student, "What do you mean by 'the Madison spirit'?" It was put to a keen-minded Oriental lad. He hesitated for a moment, gestured to give added weight to his words, and replied, "It is activity. Everybody is active here. Everybody is doing something to make the whole a success."

Dr. S. W. Irwin, whose daughter, Lois Irwin Lowry, has been a student in Madison College for several years, visited the campus in company with a second daughter, Miss Jean Irwin, who was returning from her vacation near Boston. They were accompanied by Warren Irwin, Madison College alumnus, class of '37, now taking graduate work in the University of Louisiana.

Doctors Kenneth Sheriff and Julius Dietrich and their wives have arrived from California. The young men, members of the class of '39, College of Medical Evangelists, began their internship in Nashville General Hospital the first of July. Both the doctors and their wives are former Madison students who are welcomed back to the Southland.

A Friday evening service at sunset on the lawn, July 7, brought many expressions of pleasure because of the beauty of the service conducted by Dean Bralliar and the harmony of spirit and environment. A deepening twilight, star-bedecked sky, the singing of hymns—fit beginning of a Sabbath. Dr. P. A. Webber, former Madison College Professor of Chemistry, not long since from Tokyo, had charge of the meeting on the evening of the fourteenth. Professor W. E. Straw, Emmanuel Missionary College, Berrien Springs, Michigan, spoke at the Sabbath morning service hour on the fifteenth.

THE MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 15

Madison College, Tennessee

August 2, 1939

A Catholic Educator Evaluates Madison

SOME months ago, at the suggestion of a friend who had followed the growth of Madison for a number of years, Richard L. G. Deverall, Professor in Villa Nova College, near Philadelphia, and editor of *The Christian Front*, spent a number of days at Madison, looking into its methods of education, interviewing students to ascertain their reaction to the program of the institution, and investigating the results of Madison's system of training as demonstrated in its extension work in rural units.

Mr. Deverall, in addressing the student body, revealed his sympathetic attitude toward Madison's fundamental principles of education, and in an article which he wrote for *The Commonwealth*, issue of January 6, 1939, he gives the public an evaluation of the work of Madison and its rural units that is of general interest. Due to space limitations it is possible to reproduce here only portions of Mr. Deverall's most interesting article.—EDITOR.

The South a Land of Opportunity

THE South has a magnificent rural tradition which the rest of the country lacks. The South is the land of the future, for its fertile hills and valleys are almost virgin territory, and the time is coming, I believe, when many of the people in the North are going to discover in the South great possibilities for life and culture. The activities of the TVA have made possible increased industrialization and utilization of the tremendous natural resources of the South which were dormant for so many years. . . .

It seems to this writer that a certain group already in the South—the Seventh-day Adventists—have perfected a technique of social service and evangelization that is valuable to supplement present Catholic activities. Important, also, the method of the Seventh-day Adventists costs very little. There is no constant drain on funds from other regions. [Referring to Madison's self-supporting plan of operation.]

Life on the Madison Campus

FOLLOWING the story of the founding of Madison on a rocky, run-down Southern farm, the beginnings of a medical institution, and the medical education of President Suther-

land in middle life, in order that the institution might have a physician-in-charge who would be willing to work on the same financial basis as other members of the faculty, Mr. Deverall continues:

THE educational philosophy at Madison holds that religion is the cornerstone of true education. The day begins with religious worship, and the day ends with religious services. But the formal services are the smallest part of it. In the classroom and in worship, in the workshop and in farm field, students are taught, by word and by example, to do all things well for the honor and glory of God.

Students are taught that the most important thing in life is to determine God's will, and then do something about it. Every student at Madison must be practically religious and self-supporting. This end is accomplished by having all students do the manual labor and other work of the college. Two purposes are served: poor students can earn their way through college, and all students are taught to appreciate the nobility of hard work. . . .

But Madison is not just another one of those self-help colleges. True, work is provided to aid students pay their way—and this feature is admirable in itself—

but work at Madison is also designed to aid in the formation of character and conscience. This is the essence of the plan at Madison College where everyone can say, as St. Jerome used to boast, "I earn my bread in the sweat of my brow." Education at Madison is not divorced from everyday life.

Another peculiar aspect of life at Madison is the complete lack of regular college entertainment and the ordinary, aye! traditional college vices. For instance, drinking and smoking are absolutely forbidden. In fact, the dietary rules are so strict that meat eating and the drinking of coffee, tea, and coca-cola are forbidden. Dancing, movie going, card playing, etc., find no place at Madison. There are no proms or cotillions. The boys and girls at Madison are concerned with life, not with problems in the abstract sense. They have no time to bat or bounce a ball or to chase a pigskin around a gridiron.

The viewpoint of the average college boy is to get his "work" done, and then off for recreation, for relaxation. Relaxation may be necessary out in the world, because college students regard studies and scholarship as necessary evils. At Madison, the situation is reversed. Work is viewed as something holy and dignified. That is why the people at Madison do not have to be told not to attend "dirty" movies, for they are too busy playing at life to run to the mental flop houses in Nashville called movie houses. . . .

Student Activities

A STUDENT working his way through the college may, by attending all four quarters of the school year, obtain the regular number of credit hours as a student at one of the great secular universities—and at no real cash expense.

Referring to homes on the campus: They have designed their own buildings, drawn the plans, manufactured the cement blocks, done their own carpentry and plumbing, and have even put on their own tile roofs. School buildings have been equipped and furnished by students. Students have assisted in putting in a power and lighting plant which is cared for by student engineers. Students have built and operate a laundry plant, a machine shop, a complete dairy, a canning factory,

a printing plant, a large truck farm, and a soybean food-products factory. To complete the list, they also manufacture brooms.

Although students at Madison shun the usual amusements of the college youth of America, nature hikes are held, and often students spend their leisure moments tramping through the beautiful rolling country which surrounds Nashville. Socials are frequent at Madison, as are musicals and club meetings. Day and night one can always hear the sound of a piano somewhere. And the pianos produce the immortal melodies of Beethoven, Bach, Brahms, and Chopin. It simply amazed this visitor to meet so many young people at one spot where all love, and seem to appreciate fully, the classics.

Madison Rural Sanitarium

MADISON is a college for the Christian training of medical missionaries. One of the first Madison catalogues stated:

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 diseases and injury who, when relieved of pain, will be prepared to listen to the truth. Our Savior was a mighty Healer. . . .

There we find the other reason for the initial building of the sanitarium. Today Madison College has a large wing-structure set of buildings which house a hundred beds. Several resident physicians are on duty, and dozens of nurses give the patients the regular physio- and hydrotherapy treatments. Alongside them, student nurses, male and female, are trained in order that they may leave Madison some day and take up the work of medical missionary evangelists in the world.

Extension Units—Pewee Valley

WHEN a college student feels that the time is ripe to found another unit, a favorable site is selected and a tract of good farm land is purchased. The expense of the project is kept at a minimum. In most cases each project has been self-

liquidating, and borrowed money is repaid to be loaned again for some new project.

Thus Pewee Valley is located seventeen miles northeast of Louisville. As the Mayor of Pewee proudly told me, they have two streets, a railroad station, a Catholic church, and the Pewee Valley Sanitarium. They used to have a Civil War Veterans' Home, but the sanitarium bought that recently.

The site occupied by the Pewee Valley Sanitarium is some fifty acres in size. It is fertile, rolling country well supplied with trees, farm land and a small lake. The main buildings at the establishment are the sanitarium buildings, residence cottages, students' dorms, and the new school building. The sanitarium was founded in 1925 when a young couple, Mr. and Mrs. Wheeler, left Madison College to found Pewee Valley even before they had completed their nursing course. After the establishment had been put on a firm basis, the Wheelers completed their high school, college and nursing education.

The establishment houses and feeds about one hundred people. Students in the academy help with the truck gardening, dairy work, and so forth, so that little outside help is needed. The sanitarium can take care of about forty people (and it is filled to capacity all of the time), hence money for further construction is derived from the sanitarium fees. A few years ago, the authorities at Pewee Valley offered a course in practical nursing. Last year they trained five persons. This year they are taking in ten. Next year . . . well, they just keep on expanding at this growing institution.

Aside from the work at the sanitarium, the next most important project is the academy. As we approached the new two-story stone and frame structure which they are now building for their new school house, we met, trowel-in-hand, the principal of the school. During the summer months they took time off to build the school—principal, teachers, and students alike.

Students at Pewee Valley Academy come from all over the United States. This academy is an industrial school. Every student here is required to work

at least four hours a day. And when they say work, they mean work. The educational philosophy of the school is that hard work is one of the best teachers. Also, by working hard the students cannot only discipline their character and form it along sound Christian lines, but they can earn their way through school. Average monthly expense, per student, for room, board, laundry and such, is only about \$25. The students work most of this off during the month, and therefore have to pay only \$5 or \$10 per month in cash to defray all expenses. Students are not allowed to go into debt. When they fall behind, they stop school work temporarily and work full time in the fields or work-shops. As soon as they have a credit balance, they resume their studies.

Another Unit—Fountain Head

FOUNTAIN HEAD Rural School and Sanitarium is one of the oldest establishments of the Madison group. Occupying the top of a hill mid-way between Louisville and Nashville, it covers an area of more than four hundred acres. The school carries the regular eleven grades, and had plans for opening a regular high school in the fall of 1938. At this school are some forty students who earn their board and keep in the usual manner. The ages run from fourteen to twenty. It is, as usual, a coeducational school.

In the school announcement it says: "Girls should bring at least three aprons for work. . . ." Your average Northern city girl would almost die if she thought she was going to go to school where they never dance, never smoke, never do a lot of other things. Yet these girls here, I honestly believe, know what it means to live, and are genuinely happy. They are products of genuine rural culture, a culture where good living, religion, and planned industry are combined with study in a rational and sensible manner.

As we approached the unit, we observed that the houses on the various farms were better painted and better maintained than is usually the case in these regions. In the rural South paint is often a distinct luxury. We also noticed that there were many truck gardens and fruit trees on the wheat, cotton and tobacco farms sur-

rounding the sanitarium. Inquiry revealed that this is largely due to the activities of the Fountain Head group. Over a period of years they have come to know the people in the surrounding country. They have told these people how poor diet hurts them, and they have by precept and by example taught them to vary their crops. Before these people came, everyone grew wheat, cotton, corn or tobacco. They seldom tried growing fruit trees. It took time and example to prove that fruit trees and greens could be grown, and that they should have truck gardens, and that besides being healthier, this kind of farming was economically safer. But finally the victory was won for enlightenment. I was told that years ago, as high as seven out of every ten persons in this area had pellagra or beriberi. Today a dietary case in this same area is a rare thing.

One could go on describing Madison units located at Asheville, North Carolina, at Florence, Alabama, and in many other parts of the South. But I believe the above descriptions bring out clearly the work which the Seventh-day Adventists are doing, and the successful technique which they are employing.

—S—

A Senior Leaves Madison

By LILY LANE

A FEELING of sadness comes o'er me,
Like the steady prick of a knife,
As I watch the curtain fall slowly
On another act of my life.
An act filled with joys and sorrows;
An act that to me seems the best;
An act that was ever progressive,
And one that withstood every test.

And the prayer that I say as I leave here,
Is that God may ever see fit
To make me the pride of Madison,
For I am a part of it.

—S—

Campus News

Mr. and Mrs. Mike Wiley and Richard Walker spent four weeks in a cross-continent trip including the San Francisco Fair, and returned refreshed for their campus duties. Mr. Wiley is mechanic in charge of the central heating plant. Mr. Walker has had charge of the college campus for twenty years.

A company of six motored from Oshawa, Ontario, in time to enter two of the party as students for the summer quarter beginning the third of July. The students are Misses Audrey Kellett and Mary Michael. They were accompanied by Mr. and Mrs. Albert Kellett and Mrs. W. F. Wilson and her daughter, Miss Helen Wilson.

Mr. Lewis Baldwin and Mrs. B. M. Prugh, of Shannondale Cooperative Association, located at Gladden, Missouri, in the Ozarks, visited the campus the last of July in company with Miss Virginia Huetting of Belleville, Illinois, Mrs. C. R. Luck, Hardage, Missouri, and Miss Grace May of Nashville. They are interested in the industrial set-up at Madison and anxious to learn how to make a project such as theirs self-supporting.

A public school music teacher writes: "A copy of THE MADISON SURVEY which I secured at the Health Rendezvous here in Miami (Florida) is of great interest to me. I have been a vegetarian for about eight years, so naturally the fact that Madison College has a vegetarian bill of fare appeals to me. I am, of course, interested in educational progress."

Sabbath, July 22, Elder I. M. Evans, of Decatur, Georgia, near Atlanta, who has recently entered the South as director of the literature work in the Southern Union Conference of Seventh-day Adventists, spoke at the morning service hour, relating many interesting experiences of lay workers in the literature work. In his contact with the public he has met many who are acquainted with Madison, either through articles giving the college publicity or as patients of the sanitarium.

Chickasaw Junior Camp, a Kentucky-Tennessee Conference project held near Jackson, Tennessee, was attended by several of the Madison family. The acting dean of the college, H. J. Welch and two of the students, Herbert Hewitt and Dorothy McIntyre, acted as counsellors; Miss Dyr Dahl, member of the faculty, taught weaving; Richard Pleasants, a college student, did very acceptable work as life guard and teacher of swimming.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 16

Madison College, Tennessee

August 16, 1939

The Great American Dream-Democracy in Education

MADISON COLLEGE is distinctly a training center for Christian workers. Every feature of its varied program is planned with this objective in view. In its educational principles a democratic viewpoint of life is predominant. That spirit permeates every department, is a controlling motive in the plans and methods of the institution as a whole.

To illustrate: In preparing men and women to enter upon a life of self-sacrificing humanitarian work in rural sections of the South, building agricultural activities, operating rural schools, and conducting health and medical centers for the betterment of the community as a whole, it emphasizes student self-maintenance by encouraging students to earn a large part of their college expenses.

It not only encourages this attitude toward life in general, but the college provides facilities, often at great expense, by which its student body may have remunerative work during the period of their college life. This is a long step in the education of youth for real life in a democracy.

The criticism often made of the traditional school, and rightly, is that it separates youth for a long period from the problems they must meet when college life ends. Under usual college conditions, the student is carried by someone else.

His four years or more, of college education are obtained in an atmosphere free from personal responsibility both as to financial matters and administrative problems of the institution.

He is expected to emerge from this life of seclusion, this "cloistered" existence, fitted to assume the active duties of an American citizen, exercising for the first time a judgment in problems of government which are wholly foreign

to his thoughts and habits. Madison College, by its system of student participation in administrative duties on the campus, as well as in financial problems pertaining to his own college life, is weaving into the fiber of each student a pattern of life that should be reflected in efficient citizenship.

Each student on the campus has the privilege of learning by precept and example invaluable lessons in self-support

THE BIBLE

THE BIBLE contains the mind of God, the state of man, the way of salvation. Its doctrines are holy; its precepts are binding; its records are true. Read it to be wise; believe it to be safe; and practice it to be holy. It contains light to direct you; food to support you, and comfort to cheer you. It is the traveler's map, the pilgrim's staff, the pilot's compass, the soldier's sword, the Christian's charter. Christ is its grand object, our good its design, and the redemption of man its end. It should fill the memory, rule the heart, and guide the feet.—*Rev. John L. Saunders, Philadelphia.*

and in self-control, or self-government. Upon each one is impressed the importance of living not to himself alone, but as a man recognizing that he is his brother's keeper. Cooperation, the law of life, of nature, of the properly conducted home, of the nation which was born to demonstrate the principles of democracy to the world—cooperation is the spirit of Madison.

Here these are presented as fundamental principles of Christian education. They are deemed necessities in the life practices of self-supporting Christian workers. And Madison is but one of many agencies that are striving to keep alive the fires of Democracy by teaching youth in their impressionable years and by preparing teachers to carry out these principles in the schoolroom.

Last April nineteen, Mrs. Austin Kimball, President of the Young Women's Christian Association of the United States, gave an assembly of George Peabody College students on the Peabody campus in Nashville, some of these principles in such a powerful setting, that we give a portion of her address, which appeared in *The Peabody Reflector and Alumni News*, July, 1939, under the title, "Christianity and Democracy."

Frontiers to Conquer

IN SPITE of all this talk about "no more frontiers"—your world has frontiers that have been touched only in dreams by my world. Not dull, geographical frontiers, but frontiers of human relationships—frontiers of the development of the human spirit, the mastering of which calls for more courage, more spirit of adventure, more physical and nervous energy, more ingenuity and inventiveness than any geographical frontier.

My big worry is that you are not being prepared to cope with these frontiers any better than my generation has been by what we have been pleased to call education. I've been witness to a generation of Business Men—college graduates most of them—whose ignorance, lack of imagination, general stupidity, coupled with a most frightful smugness, is literally terrifying. Skillful—along one narrow line—definitely, but when I see them I am

reminded of Van Loon's remark that men like cities are made up of buried layers.

Democracy and Christianity

DEMOCRACY cannot grow out of any such mangled approach to life; neither can Christianity flourish. Christianity and Democracy are two great ways of life so akin that they seem at times to be synonymous. One cannot exist without the other, and both seem to be going to at least temporary defeat in our time. I agree with L. P. Jacks when he says that the building of any kind of society that is worth living in requires:

1. Faithfulness of trustees
2. Skill of master minds
3. Courage of heroes
4. Cultivating of the spirit

This thing we call education supplies 2, but as far as I am able to discern does little about 1 and 3 and 4.

Christianity and Democracy are of great concern to the Y.W.C.A., an organization that for eighty-odd years has stated its purpose to be to build a Fellowship of women and girls—devoting that fellowship to creating in our lives certain ideals of personal and social living which we describe as Christian.

The continual testing of methods by that word Christian has automatically led us into the belief and actual practice of Democracy until out of our experience we couple the two words and believe that in them lies an answer to the acute problems of our day.

Democracy Defined

DEMOCRACY has existed and spread under many governmental forms. It has no pattern except it does not deal in repression, invites freedom of expression, experimentation, and every Democracy carries within its basic law provision for change—quiet, orderly change.

When we link Christianity and Democracy as we do in the Y.W.C.A., we find our religious experts from the Continent looking at us in astonishment and asking, "What has Christianity to do with politics?" And we find ourselves trying to explain our concept of Democracy: something inspired by Christianity and akin to it inasmuch as the Christian way of life demands a Democratic procedure in the ordering of human affairs; that Chris-

tianity can be practiced only under a form of government that is a Way of Life—"an inspiration centering around a belief in the maximum enhancement of the individual life."

The aspirations of Christianity and Democracy seem identical. They seek in some measure the same goal and imply identical ways of reaching that goal. He who regards all men as brothers with a common Father would seem to have to believe in and practice Democracy, else he denies and betrays the belief he professes. . . .

What It Means to You

IT IS going to *cost* something to be a Christian and to uphold Democracy. . . . I am afraid for you, because your world is going to demand of you an integration, a maturity that no age yet has demanded of youth. I am convinced that the kind of integration I am talking about comes only to those who attune themselves to God—who believe in and practice the life of the spirit—who find in their allegiance to Truth, Beauty, and Goodness the undergirding they need to meet the problems of their daily lives. . . .

It is just barely possible that your generation will seize the opportunity it still has, to use up and take hold of life, to take your world up in your hands, to understand it and master it instead of letting it master you; to produce the necessary alchemy of mind and spirit to recapture for America that "Way of Life" for which our Fathers pledged their lives, fortunes, and sacred honors, Democracy—A Way of Life—the great American dream!

—S—

Mother

AN ABYSS yawns between us and our children; such is the law of the age. Yet *one* conception remains eternally unchanged though all else change—that of the mother.

I know a student of nineteen who estimates by logarithms the distance in light-years between the stars, who investigates the logical association of ideas behind each word spoken at the table, and who drives a double-deck motor-bus as easily and well as a motorcycle. Yet when his soul is in distress, he comes to

his mother's bed at night without saying a word, and lays his head in her arms. He has become a child again and does not know it.

—Paul Eipper, in "Human Children"

—S—

On Being Accepted as a Student

I RECEIVED your letter this morning accepting my application to Madison College. . . . I became interested in Madison because I think it emphasizes the lines of work I am interested in—science and the preparation of missionaries. I heard about the school through friends in my home town.

I suppose I heard all the objections ever raised against Madison when I announced my intention of going there, but the testimony of those friends, as well as THE MADISON SURVEY, have answered them all satisfactorily. The ideals and objectives brought out in this paper make me want to become a part of the school.

So far as attending a school in the Southland is concerned, I have no sectional prejudices. I reason that a school that concerns itself with the welfare of humanity is to be chosen above some other schools and their so-called "culture." The fact that through the influence of Madison other schools have been started to help people help themselves, impresses me very much. This is a thing that according to our religious belief should be done but which I have heard of nowhere else.

I plan to come to Madison for the fall term. My parents and two brothers will come with me to see me there.

—L..... M.....

—S—

The South Loses an Educator

ONE of the best known and most influential educators of the South, Dr. James H. Kirkland, Chancellor emeritus of Vanderbilt University, passed away at his summer home in Magnetawan, Canada, on the seventh of August.

More than any other agency or individual, Chancellor Kirkland was responsible for the steady growth and development of

this outstanding university, one of the most widely known of Nashville's many educational institutions, and for that matter, the most widely known school of the entire South.

Dr. Kirkland was the founder and always a staunch promoter of the Southern Association of Colleges and Secondary Schools. His life interests have been in the field of education and his deep concern was for the welfare of youth. As a tribute to his expressed wishes and the habit of his life, when news of his death reached Nashville members of the Vanderbilt Aid Society and other friends of the university started a movement to donate to the Society's student loan fund the sums that otherwise would be spent in floral offerings.

Dr. Kirkland gave up his active work as Chancellor of the university about two years ago, but although in failing health he did not lose his interest in educational problems. He was throughout the life of Madison a kind and sympathetic friend. Our keenest sympathy is with his family.

—S—

Nis Hansen, Philanthropist and Friend

OVER a third of a century ago when Madison was in its infancy, its plan of operation questioned by many, its need of assistance acute, one of its staunchest friends was Mr. Nis Hansen of Corcoran, California. Along with monetary assistance he contributed a sympathetic interest in the efforts of the new and struggling enterprise in the Southland. From those early days he has continued to be an honored member of the Board of Trustees of Nashville Agricultural Normal Institute, the corporation holding the property on which has developed Madison College, Madison Sanitarium, and the other industrial and educational divisions of the institution.

A stalwart character, a pioneer in spirit, a man with wide interests in philanthropic and missionary activities, Mr. Hansen held a prominent place in his community. He was noted for a cheerful, optimistic out-

look on life which made him attack large enterprises with vigor and courage and likewise made him a loyal and respected advisor.

In the early days of Madison three members of his family were students here—Miss Katherine, later wife of Dr. Wellesley Magan of Covina, California, in whose hospital he spent his last days; Miss Jennie, wife of Celian Andross with whom she has spent many years in a foreign mission field; Louis, for the last twenty years his father's assistant in extensive agricultural and horticultural activities in the Lake Tulare region. Later, the youngest, Nis Hansen, Jr., with his wife joined the Madison College teaching staff, eleven years ago, he as head of the department of Physics and Mathematics.

Professor Hansen and his wife reached his father's bedside several days before the end came on the morning of August six. The sincere sympathy of the faculty is extended to the wife and children of this man who was a friend of men.

—S—

From the Abundance of the Heart

THE following tribute to a Madison student, coming unsolicited and from a hitherto unknown friend, is appreciated by members of the Madison family. From a city in Pennsylvania, on the last day of July, a lady writes:

"Recently I brought one of your students from Salem, Virginia, to Baltimore. The friend who accompanied me and I had never known of your school previous to that time.

"The young man told us a great deal about the institution, and if he is typical of your students, you must have a splendid school, indeed. We were much surprised to learn that you could not find a more loyal or more gentlemanly representative of your college.

"Having a son of my own, naturally I am interested in young men and what is being done for them."

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 17

Madison College, Tennessee

September 6, 1939

Health Education and Home Nursing

MADISON COLLEGE has been fortunate this summer session in having special classroom instruction in Health Education by Miss Elma Rood, author of "Tuberculosis Education," and other health books, member of the teaching staff of George Peabody College for Teachers, Nashville, and until recently head of the Department of Public Health instruction, University of Kentucky.

Miss Rood has been a frequent visitor on the Madison campus, is co-author of "Taking Care of the Family's Health," with Miss Gertrude Lingham, Madison College Director of Nursing Education. Miss Rood's keen conception of the needs of the public in general, and of the rural population in particular to whom she has devoted much time, and her practical methods of instruction, have been one of the outstanding features of this session at Madison. We are most happy to devote this issue of the SURVEY to the subject of Health Education and Home Nursing.—EDITOR.

Learning to Be a Community Teacher

WHEN Benjamin Franklin said that "Men must be taught as though you taught them not, and things unknown suggested as things forgot," he voiced a very important principle of adult education, one that is just as true today as it was years ago.

Believing strongly in intelligent participation of lay persons, Madison College has during the past summer given a course in Community Health Education with the purpose of training students to apply sound principles in teaching rural people.

As an introduction, students in this class observed a number of demonstration lessons, and later planned and presented their own material before the group. The demonstration lessons which were made the basis for analysis and study, were built around health problems common to

EDUCATE FOR HEALTH

EVERY gospel worker should feel that to teach the principles of healthful living is a part of his appointed work. Let the understanding be convinced by education. Let the mind become intelligent and the will be placed on the Lord's side, and there will be a wonderful improvement in the physical health.

—*Counsels on Health*

southern rural territories and were the means of discovering principles that underlie effective presentations. Each student then gathered material on an individual problem, selected and organized what was to be presented, and prepared visual material to supplement the lesson. In this connection they constructed

original charts and posters and brought in appropriate articles for use in demonstrating. Each student tried to capture and hold the interest of his audience and to be a good leader in the group discussion which followed his talk.

The final unit of work this summer is a cooperative study of tuberculosis as a preparatory step in taking part in a real rural program.

The students in this class have had occasion to experience the soundness of Benjamin Franklin's theory, and in carrying

out an activity in which every member participated, they have also experienced "learning by doing."

Students have been made aware of the many opportunities that exist in the rural South, and have an understanding of, and some ability in using, these opportunities in an educational way. This training should help these young people to become more active educational workers in districts where health improvement is much needed.

—S—

Student Reactions to Classwork

PROFESSIONAL journals are stressing health education of the laity as one of the most efficient means of combatting the rising tide of illness and disease. People have a right to look to us, as nurses, to lead in the work of teaching individuals and communities how to conserve health and how to prevent sickness.

No matter how much we know, we still will be unable to put our ideas across unless we have learned how to teach, how to organize material for health talks and demonstrations, and how to present this material logically, convincingly, and yet so simply that even the children can understand.

This is the skill Miss Rood has sought to develop through her method of actual demonstration and student participation in the Health Education class. I have been thrilled by the practical character of this class, the experience obtained and the challenge it gives. I hope to do my bit along lines of community service and health education.—MRS. ROBERT F. STEEN,
Student Nurse

WE LOVE life yet often do things that injure health and shorten our lives. Frequently this is due to ignorance or inability to master circumstances. Health education purposes to lead people to a simple, healthful manner of life. Bearing this in mind, we should know how to use simple, practical methods of instruction in presenting material that millions need to understand. Madison College is alive to the needs of education in this field. During the summer classes in Health Edu-

cation with Miss Rood, I feel that I have learned many valuable lessons which I propose to make use of when I return to my people in China.—CECIL LEE,
Agricultural Student

ALTHOUGH nursing is not my profession, I found the class in Health Education just the thing needed by women in other walks of life. We have constructed most of the equipment we used, or adapted things to be found in the most humble of homes. No expensive hospital outlay here.

We approached a two-hour class period, expectant, knowing that it would be a time of perfectly prepared instruction by a most efficient leader of student activity. We received the instruction on the subject of the day; then turned "home nurses" or "patients" and carried out in detail every step in the care of the illness or the ministry required in cases of injury or accident.—AUDIE SMITH-DUNN,
Rural School Teacher

I am comparatively a newcomer at Madison so I esteemed it a special privilege to attend Miss Rood's Health Education class this summer quarter.

Two features of the lectures are, first, how to keep the family in health; second, how to care for the sick. In dealing with the first phase, Miss Rood stresses the importance of making use of the natural gifts of sunshine, fresh air, water, rest, proper diet, etc. In presenting the second problem she has taught us how to give simple treatments for common ailments.

After the first weeks of lectures we were able to take temperature, pulse and respiration of a patient very well, make up a bed hospital style, give enemas and some simple treatments.

Once we were asked to make an invalid chair without spending any money. It was interesting to watch some of the mothers in the class who knew little of the use of tools, approach such a problem and produce fairly good stands, tables, chairs and other articles. We never spent an hour without receiving practical hints and suggestions. I am very happy to recall this experience as one of the most useful and interesting in my school life.—STEPHEN ITO, *Japan, Graduate Student of Theology*

Launching a Home Nursing Class

HAD it been your privilege to drop into the Home Nursing Department in Demonstration School Building, Madison College, some afternoon this summer, you might have been surprised to find a group of men and women working busily with saws, hammers and nails, cotton, old cloth, needles and thread, in a setting that looked very much like a sickroom.

Had you looked closer at the patient in the bed you would have discovered that it was only "Mrs. Chase," the very accommodating doll patient whose business it is to submit to various home treatments for as many different ailments. But why the hammering and sawing? Thereby hangs a tale.

This summer when the class in home nursing met to discuss some of the problems every farm mother should be prepared to meet, it was found that many articles of sickroom equipment would be needed. The average rural family cannot afford expensive hospital equipment but must usually improvise its own when sickness comes. So the classroom became a workshop. Out of old materials, a set of simple tools and some ingenuity, there evolved a number of very useful articles.

For instance, a window screen to help in ventilating a sickroom; a bed frame made from barrel hoops to relieve the weight of bedclothes; a back rest provided with tapes to hold it securely in place, and an invalid wagon mounted on a child's sled. These were the articles first constructed.

Small pillows, mattress protectors made of newspapers, a pressure ring made of sheep wool, a sickroom toilet chair, a footstool, a frame for a bed mosquito net, and other articles equally useful, were soon added.

As needs for further equipment arose the contents of a very handy storeroom, "the museum," were frequently drawn upon, and it was found that many articles of original design could be constructed as needed from boxes, boards, broomsticks, screen wire, old sheeting, discarded radios and tin cans.

Having equipped itself for work, the class was ready to proceed. These students had the satisfaction of knowing that efficient sickroom supplies can be made with a very small outlay of money, and that they can be duplicated in any community.

What the Rural Mother Should Know About Sickness in the Home

WHAT the rural mother should know about the sickness that is apt at any time to become a problem in her own home, is a very inclusive question that calls for an inclusive answer.

Offhand the reply would be that there are a great many things that the average mother can safely know about sickness in the home. We are aware of the fact that practically every mother is interested in learning how to do things, but in order that she may fit these things to the needs of a child, or an adult, or of a grandfather, and to special kinds of illness as well, she needs to know the *why* as well as the *how*, if her knowledge is to pass into intelligent action.

The class in home nursing at Madison this summer began by considering ways in which a mother may pick out a good

sickroom and how she may prepare it to be a clean, cheerful place for a sick person. Accompanying these discussions, the students set up, arranged, and equipped a fairly complete sickroom in one corner of the classroom, to serve in the practice of different home nursing procedures.

Among the things which the students learned early were ways of discovering the condition of a sick person, and some important signs that should be reported promptly to the doctor. Taking body temperature, caring for thermometer properly, counting the pulse and breathing, and constructing a very simple chart for keeping a home record to show the doctor when he arrives, were important beginnings.

Everybody who has ever cared for a sick person knows the many things that

need to be done if the patient is to be comfortable. Bed-making and changing, turning, raising a patient up in bed, and adjusting a back rest, getting the patient up in a chair, putting him back in bed, caring for his back and making him comfortable for the night, were procedures practiced first with the obliging Mrs. Chase, and later with class members serving as make-believe patients.

The importance of following the doctor's directions in giving medicines and in carrying out simple home treatments was emphasized by practice in measuring medicines by drops and by ounces; in using inhalations in various ways; and by mixing a mustard plaster or rubbing on an ointment.

AN UNDERSTANDING of the different kinds of diets that are allowed sick and convalescent patients necessitated practice in selecting good food combinations. Of course it was not possible to have real food on all occasions, so a set of cards was inscribed with the names of a great many varieties of foods, some good, some poor. These cards were selected by students and placed in the dishes on the patient's tray as if ready for serving.

After an inspection by the class, suggestions were in order for making changes, or additions, or for eliminating certain foods in order that the meal might fit the patient's needs and condition. Through such activities the students developed considerable ability in planning a soft, light, full, or special diet, as might be ordered by the doctor.

The practice of a simple first aid in the rural home included applying an anti-septic wherever there was a break in the skin, caring for a simple burn, removing a splinter, bandaging a finger or hand, checking bleeding, and using in several practical ways the convenient triangular bandage.

A very important part of the summer's work was a study of the special precautions that must be taken when a child has a "catching" disease, in order that the children in the family and community

may be protected. Practice was given in setting up a room for a child with scarlet fever; in entering and leaving the sick-room; in disposing of discharges in an approved way; and in taking such care of the hands that they will not be carriers of disease germs.

Through such demonstrations students are helped to understand that day by day precautions, taken to destroy the germs that come from the sick patient, are of even greater importance than the final cleaning of the room at the close of the illness. Imagine an epidemic of communicable disease raging in an isolated rural area. Then visualize the valuable assistance in checking its spread that might be rendered through the precautions which an intelligent mother takes in the sickroom.

THE final unit of the summer's work is practice in getting a room ready for the arrival of a new baby to a farm home. Of great importance in this connection is the opportunity afforded for explaining the need of a doctor's advice throughout pregnancy and of having skilled medical care at the time of delivery.

All the procedures that have been described are essential ones in the type of rural districts to which many of these students will go. Besides preparing them to meet emergencies in their own homes, who knows how much service this training may enable them to render as good neighbors at a critical time when trained assistance is not available!

The real test of this type of classwork is the student's ability to meet the sickness problems which come up from time to time in rural homes and which require knowledge, ability, resourcefulness, and a sense of community responsibility.

The answer to the question asked in the beginning is undoubtedly that the rural mother should have as much knowledge about the care of sickness in her home as she can intelligently and safely apply. Madison's course in home nursing has aimed to meet this standard.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 18

Madison College, Tennessee

September 20, 1939

The Annual Commencement Program at Madison College

THE end of an all-year program for the college session of 1938-1939 closed the week-end September 15-17. Commencement program consisted of a Consecration Service at the vesper hour Friday, led by H. K. Christman, of Southern Publishing Association, Nashville, teacher and lover of youth; the Baccalaureate Sermon, Sabbath forenoon, by President J. K. Jones of the Southern Union Conference of Seventh-day Adventists, Atlanta, Georgia, and member of Madison's Board of Directors; and the Commencement Address, entitled, "A Higher Type of Education," by President S. C. Garrison, George Peabody College for Teachers, Nashville, Sunday evening, the seventeenth.—EDITOR.

Life More Abundant

By J. K. JONES

LIFE is the most precious thing in the world. It is only when we are about to lose it that many of us realize what a precious treasure has been given us by the Creator.

To the great mass of humanity life means the gratification of selfish ambition, the attainment of some high social or political position, or the acquisition of great wealth. Body, soul, and spirit are sacrificed to these false gods.

Life is more than the *time* we spend on earth. Its true significance is set forth by the statement concerning the Saviour, that He came not to be ministered unto, but to minister. He came to a world dead in trespasses and sin; to a people deep in poverty, distress and sickness; to a pleasure-mad world and a proud, sinful church.

The motivating principle of the Master is illustrated by the parable of the good Samaritan. A Jew, journeying on the highway, fell among thieves who stripped him and left him naked, wounded, and

ready to die. Members of his own race, proud teachers of his own church, passed that way but lifted not a hand to assist.

But a Samaritan, journeying the same road, seeing his dilemma, broke age-old traditions, and putting to naught race prejudices, he bound up the sufferer's wounds, on his own beast took him to the inn, paid his expenses, and ordered

him cared for with a promise to return and pay whatever else was due the landlord. That is life—ministry to the needs of others.

Christ, maker of the world, King of the universe, was not to be found in the company of the pleasure-loving, the worldly-wise. He was healing the sick, raising the dead, feeding the hungry.

WE ARE in a distressed, nerve-racked, dying world. It is said that in this country there are as many nervous and mental wrecks as all other forms of illness combined. Belief in a God who loves

man and hearkens to his cries is fast dying out of the world. Man has forgotten God; darkness and despair have taken possession of the minds of thousands. Cruel and terrible is the oppression of the poor. Millions are undernourished and sick. Were there ever a time when your life and mine should count for God, this is the time.

You who are being graduated from Madison have had the privilege of studying in a real "school of the prophets." A third of a century ago the founders of this institution were counselled to establish schools and to operate medical missionary centers. These courageous men and women came South, establishing a self-supporting work here at Madison which has grown until its influence is nation wide.

In state after state schools and sanitariums patterned after the parent organization, have sprung up in the South where the population was in need of such Christian service. As I have visited a number of these institutions, located often among the hills of the Southland, and have had opportunity to observe the work they are doing for God and humanity, I heartily commend the men and women who are daily toiling and sacrificing to make this service possible.

These self-supporting institutions are bringing the message to these people among the hills and in the valleys who otherwise might never learn of this truth. In the wake of these institutions follow the church school, the Sabbath school and a church organization.

Out of the Cities

IT IS not the divine plan for men to congregate in cities. Lot pitched his tent toward Sodom with the result that he lost his wife and children. Two daughters escaped the fire only to be tainted with the moral pollution so common in that wicked city.

It is the divine plan for man to dwell where he can cultivate the soil. This is the environment in which to provide not only the necessities of his physical life but for his mental and spiritual uplift. The cities are full of vice and crime and in them it becomes daily more difficult for a Christian to find employment and maintain his integrity.

Again and again parents have been advised to take their children out of the cities, placing them on the soil, teaching them to support themselves; teaching them the dignity of worthwhile labor. The founders of Madison were working in harmony with these principles when they established this institution and other self-supporting centers.

The adversary of truth would like to have students regard Madison and its affiliated institutions as merely so many more schools, schools not different from the traditional educational institution. If you see in Madison merely another college and sanitarium; if you fail to keep in mind the principles upon which this institution was founded and the purpose for which this land was purchased and these buildings were erected, then there would be no special reason why you should come here rather than attend some other college.

But if, while you study here, you keep constant the purpose to put these principles into operation when you leave here, then Madison becomes a distinctly different institution. You know that it is different.

I am praying continually that the principles that gave birth to this fine institution may continue to be its guiding star. In the attempt to meet the requirements of accreditation, in seeking the recognition of accrediting agencies, this vine of God's planting is in danger of being diverted from the line of strictly Christian training called for in the days of its beginning. Harvard University, Yale, and Princeton, were established to train ministers for the nation in its youth, but as time passed they lost their vision. For Madison to lose its vision would be a tragedy.

TO THE STUDENTS of this institution, both in the college and the Sanitarium, to those who are being graduated as well as to those who remain, I suggest that you count it a high honor and a great privilege to have studied in this school of the prophets.

If here you have learned the spirit of sacrifice, that is as God would have it. Life is real, life is earnest. If this institution has given you a high conception of the dignity of honest labor, that also is as God would have it.

If you take what you have learned here, putting into practice these principles where they will benefit those who need help, you will be doing the work of the Lord. What you have learned here will be of the greatest value as you go forth to win in the battle of life.

If the mission fields abroad call you when you have become doctors, or as nurses, or teachers, or if you are called to do a similar work in the homeland, stand true to these principles and to the standards Madison has held before you.

If you connect with some one of the self-supporting units already in operation, be loyal and faithful in your service. Should you start a work of your own, remember that first of all, your mission in life is the salvation of souls. Live the life of a loyal, consistent Seventh-day Adventist, and carry the love of Christ to those needy men, women and children with whom you come in contact. Fill your life with unselfish service.

If you have obtained the right conception of Madison, you will find yourself equipped for such service. You are to bring cheer, hope and happiness into the lives and homes of many whose hearts today are filled with fear and distrust.

FEAR of what is about to come upon the earth haunts the lives of millions in all lands. You had an illustration of this in the case of a young Czechoslovakian mother who was visiting in the United States but who could not find any way to remain in this land of freedom. Law compelled her to return. Dreading the suffering awaiting her there, she grasped her two little children in her arms, planted a farewell kiss on each little face, and stepped with them off into space from the thirteenth floor of a city building.

Think of the Jews who live in constant fear and hopelessness with no haven of refuge in Europe. When a boat carrying 900 passengers was forbidden to land in a western country, it was with difficulty that they were prevented from ending their lives of distress by jumping into the sea.

In our own land millions are still unemployed. Other millions have only part-time work. We may expect these national problems to become

more serious. Men know not what to look for in the economic world. That a great and terrible World War is just around the corner, is the way the present situation is described by a well-known army man. Conscription of men and money will follow the entrance of any nation into the war.

Now is the golden opportunity for students and graduates to make sure their sins are forgiven and that the peace of God reigns in the heart. God grant that each of you does his utmost to help each fearful, heart-sick, saddened soul to find his way to Jesus Christ, the only source of cheer and peace.

Life is not measured by the number of years you live but by the service you render. Some men at fifty have lived more than others at eighty. Your work is to show those to whom you minister not only how to secure the abundant life in this world, but how to obtain that abundant life that carries over into the earth made new.

If in the poor, the sin-sick and the diseased to whom you minister, you see souls for whom Christ died, and your objective is ever to save them for His kingdom, then you will be a true representative of the Master and a proper representative of this institution that sends you forth. That this may be your experience, is my prayer.

An Impressive Consecration Service

IN HARMONY with an established custom at Madison, the quiet hours of the incoming Sabbath at this Commencement period afford these dear young graduates, about to withdraw from the institution that has had much to do with shaping their future careers, a little time in which to think seriously of the principles on which we hope to see them build their lives.

"Some things stand in bold relief as contributing factors to their success. Beyond the intellectual and physical discipline so essential to life, the paramount contributions of your education revolve around the cross of Calvary. It is fitting then that this hour be in reality a consecration service," said the leader, H. K. Christman.

The Scripture reading was three paragraphs, Hebrews 11:8-10, a brief biographical sketch of a great character. And from that inspired biography, the speaker drew attention to five factors in the life of Abraham that made for his success—gave him the endearing title of "Friend of God."

(1) He *was called*. Living in the midst of wealth, in an environment not the most conducive to spiritual growth, he heard the call to relinquish this, and to go—go, he knew not whither, but where God might lead.

Abraham is not the only one who has heard a call. Moses, who left the court of Egypt under untoward circumstances, fleeing as it were for his life, met God at the foot of Mount Siani, halted before the Burning Bush, and with heart attuned to the voice of inspiration, he heard the call to service.

So each of us has the privilege of hearing the divine call to a program of life.

(2) Abraham *obeyed*; Moses *obeyed*. So when we face the call to service, there is only one logical course to pursue—that is to obey the call. When God calls and man answers, the man is placed on vantage ground in regard to all the thrilling events that henceforth make up his life. What would Abraham have been if he had said, "NO, I am contented here." The whole course of history for a nation yet unborn hinged on his obedience to the call.

So with us. There is no narrowness with God. When we join fellowship with Him, it is the beginning of a great program that involves all our talents and abilities. Millions today are facing eternity without conviction, with no guiding principle in life. Not so the man who answers the call of God. His Leader wants him to attain the pinnacle of success.

A program of life including the best that divine power can give is open to the graduates of this institution. You go out from these doors with an inspiration for greater things than worldly glory, the increase of wealth, honor, position. You are sent forth as menders of the bodies and souls of men. I know of no nobler program of life than that open to the graduates of Madison.

(3) Abraham *obeyed without seeing the end of his obedience*. To us, also, God beckons to follow without revealing all the events that the call involves. As graduates, I advise you to ally yourselves with the will of the Nazarene. Trust Him to work out the details in the pattern of life.

(4) By *faith* Abraham *obeyed*; by *faith*, he sojourned; by *faith*, he looked for a city that

hath foundations. His was a life of faith all along the way. It was not a life of disappointment, not one of fatalism, but a life of unbounded optimism.

Maxine Davis in "The Lost Generation," describes youth of today thus:

"The tragedy of this generation is that it has no faith. They do not rebel because rebels must have glowing faith in something. Our boys and girls neither believe nor disbelieve.

"They have courage and they have hope, not because they draw on spiritual strength; not because they trust in God; or country; or even in themselves; but because they are young. The future is dim and blank with fog. They are bewildered, as men at sea in an open boat without compass or chart. They do not dare not to hope. They must row on and on, to that empty horizon, eyes straining, muscles aching. There is infinite pathos and a touch of grandeur in that gallantry without motive or purpose."

What a tragic comment! I am most thankful that the group facing me have been given a different outlook; that they have faith in God to attempt great things for Him.

(5) The *forward look*. Abraham looked for a city whose Builder and Maker is God. Our young people with the cultural background of this institution go forth to give comfort to the sorrowing, health to the ailing, soul restoration to all. I am glad to think of these nurses as instruments in the hand of God in restoring the image of the divine that has been lost by sin. As teachers, physicians, men of the soil, whatever the capacity in which you labor, each should be a restorer of the divine image.

Yours is the mission of an undying love. In the temple of Taj Mahal, in India, built by a prince in honor of his most beloved wife, is the inscription, "To the memory of an undying love." As these words are repeated by visitors, they echo and reecho through the arches of that magnificent structure till in the distance is the faintest whisper, true still to the original inspiration, "To the memory of an undying love." My parting word to you, Graduates, is that throughout life your service may be the reverberation of the Master's life, "To the memory of an undying love."

The response of the Graduates, nurses and those receiving the baccalaureate degree, was a pleasing climax to the service.

Speaking for the Graduates

By PAUL WOODS

SUNDAY night, September 17, will long be remembered by the graduating class of '39, not so much as an ending of school but as the beginning of a fuller and more useful life. Within a few days the group will scatter to all parts of the United States, and before long two of our number plan to be in foreign lands. It is a joy to think that every member of this class will either be entering into, or beginning further preparation to enter a distinct work for the Master.

Three young men—Sidney Lowry, Hans Gregorious, and Richard Welch—are already enrolled as students in the College of Medical Evangelists, and with two others—Glen Velia, class of '37, and Carroll Ford, one of our Junior companions—are beginning the medical course, and I, a fourth, have an appointment in Loma Linda preparatory to the study of medicine.

Two young women of this class of '39—the Misses Lily Lane and Helen Biggs, the first for graduate work in dietetics, and the second for advanced work as laboratory technician—will spend the year in Los Angeles General Hospital and White Memorial Hospital, Los Angeles. Robert Gallagher tonight receives his diploma for the Nurse-Training course completed, and the B.S. degree.

The teaching field claims Miss Lorena Whidden for Louisville church school; Herbert Hewitt for Pewee Valley Academy; W. F. Ray for

Fountain Head Academy. Miss Lelia Thompson resumes teaching in the public schools of Gallatin. Toshiuki Hirabayashi goes soon as teacher in Japan Junior College, near Tokyo, hoping a little later with the help of other Madison Japanese students to start a self-supporting unit in Japan. Phyllis Liu, who came to us as a graduate nurse from China, plans to return to her homeland.

Mrs. Nina Bogar, Mrs. Sara Truitt, Mrs. Barba Beavens, George Cothren and Rolland Stevens will remain at Madison filling positions of responsibility. Miss Georgia Hale enters the University of Louisville for graduate work and John Robert plans to enroll in George Peabody College for Teachers this Fall, specializing in the fields of Music and Education.

Tonight we thank our parents who were the first to mold our ideals and point our ambitions to higher things and who have sustained us in our college career. And we thank Madison which has nurtured our ideals and made possible the realization of our ambitions. We thank the teachers and workers for the privileges which their sacrifices have made possible.

It is the pleasure of this Class of '39 to establish over in South Park a memorial in the form of a Camp Stove and Shelter for the pleasure and entertainment of the Madison College campus family. It is a pleasure, President Sutherland, to present to you the Class pledge for this Camp.

THE MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 19

Madison College, Tennessee

October 4, 1939

Facing Another College Year

OCCUPY until I come," seems to be an especially fitting slogan as the college year—1939-1940 opens view of uncertain conditions at home and abroad. European youth are marching to battle. Several Canadian young men, hopeful of entering college in the United States this fall, are detained at home by the declaration of war. A month, a fortnight, even a day, may bring changes to us in the homeland, but the new year beginning September 25 seems auspicious.

Freshman Week was open to all new students, "new" applying to those who have entered at quarters since the fall of 1938.

The program was planned to introduce those who were really beginning college life, and others as yet unacquainted with the wide and appealing objectives of Madison, to the peculiar possibilities of students in this institution. Educational, industrial, social, and spiritual aspects of the work were represented.

On following days classes were conducted by Registrar Florence Hartsock in curriculum offerings, selection of courses, and the technique of registration; by Dean

Welch in social matters such as conduct on the campus, student participation in government and management; in finances and labor problems by E. C. Jacobsen, the dean of labor.

Mrs. Marguerite Wallace, one of Madison's pioneer students, member of the teaching staff, Department of Nursing Education, entertained and instructed one evening with the story of the establishment and growth of Madison College. The Student Government had an evening. Psychological examinations were administered by the registrar and Mr. Ira Gish of the Department of Education.

Sabbath evening at set of sun, the devotional meeting, a consecration service, was conducted by Mr. Beaven, dean of men and professor of history. In the lives of many, many students vesper service stands out as a distinct and happy memory through the coming years.

Saturday evening the faculty entertained the student body in Demonstration Building auditorium, Dr. Frances Dittes, head of the Department of Nutrition, acting as mistress of ceremonies.

HOPE LIES IN EDUCATION

AS I STAND here speaking to you [Tennessee Legislators], pleading that you give the children of Tennessee a chance for light and a more abundant life through education. I close my eyes and visualize thousands of little children and half grown boys and girls standing outside this great Capitol, toiling up the hillside with outstretched hands and upturned pleading faces toward you, silently asking you to make it possible for them to have education that they may be more efficient, making better citizens, and make a better living and live a better life.—Dr. P. P. Claxton, called "The Horace Mann of the South"

TIME spent in Madison College is a purposeful period in the life of the young people. Ideals of service are before them throughout their training. They are a part indeed of an active endeavor to better humanity. In their years of preparation they combine classroom study with hours of labor in problems closely related to real life. They become active, dependable factors in a going concern.

They are producing the food for consumption; they are members of the construction crew that erects the buildings they occupy; they are repair men; they operate the heating plant, drive the trucks, deliver foods manufactured on the campus; they prepare and serve food to sanitarium guests; caring for the sick, they see days and nights of duty in the surgery, in the clinical laboratory, by beds of illness. They are playing an active role and it is no mere platitude when they adopt as a class motto, "A service of love."

The spirit of the institution is reflected in verses written recently by a member of the family, entitled,

Madison Our Own

By W. D. SORRELL, M.D.

Madison, our Alma Mater,
 'Tis of thee we boast;
 Nestled 'mong thy, rural splendor;
 Hailed from coast to coast.
 Teachers, students, all adore thee
 For thy noble mold,
 Hail to thee, our Alma Mater;
 Joy within thy fold.
 Onward, Madison, to glory, fame, and
 world renown!
 Keep thy name above all others.
 Madison, Our Own.

—S—

As Freshmen Pass By

A VISITOR on Madison College campus September 25, would have seen a procession of new students streaming through the halls of the public buildings as a part of the Freshman Week program. It was an eager, enthusiastic group that came one by one through the Dean's office and then were conducted to the different

departments of the school and introduced to members of the faculty.

They were indeed a cosmopolitan group, coming from thirty-nine states and from foreign countries including Canada, China, Japan, and Mexico. They come from all walks of life. Many have come from the farm with the freshness and vigor of farm youth. Others come from commercial districts, from offices, from colporteur work and from teaching. Several are mature men and women who possibly have taught for years and have come to Madison to further their education and to imbibe its spirit.

One young man said, "I have had my way paid to another institution but I decided that a year here is what I most need in the way of education." Another student has served as field missionary secretary of a Seventh-day Adventist mission in China.

It is surprising how varied has been the program of some. For instance, a young man from California has been a gasoline engine mechanic and lists as his special interest music, especially pipe organ. Another, a young man from Missouri who registered for premedical, has served as a drug clerk, an orderly in a hospital, has done janitor work, and gives as his extra-curricular interest, speech and journalism. And so the list goes with many occupations represented, many varieties of extra-curricular interests and objectives.

In the open door stood K— Seino (translated into Victor Seino to more readily fit the English tongue). He is just over from Japan and meets us with a smiling face. He is joining on the campus a brother who has been a Madison student for the past two years. Like many of the Oriental students he will prepare to return to the homeland as an apostle of agriculture and health foods.

Stephen () Chang reached here after eighteen months or more of preparation. He halted for a year as student in Pacific Union College; spent the summer distributing Christian literature to people of his own race on the Pacific Coast, going as far north as Vancouver; crossed Canada from west to east in the same work;

dropped south to Boston and from there worked his way to Madison.

Not infrequently parents accompany younger members of the family to their new home on the college campus. One father and mother drove approximately twelve hundred miles from Connecticut, spent forty-eight hours prospecting among students and acquainting themselves with the atmosphere of the place in which their son is to spend the coming twelve months. "I am so thankful for these days with you," said the mother as she bade goodbye. "I am intensely interested in the offerings and the setup of the institution."

Welcoming these incoming students, one feels that Madison College is facing an interesting and profitable year. Many have met and mastered serious obstacles, financial and otherwise, in order to spend this year in college. They are serious-minded young folks who anticipate a program of strenuous work and hard study.

—S—

Something Lacking

I SOMETIMES FANCY that we have built a splendid civilization. Modern conveniences have penetrated far into the masses of our population. We have one automobile for every family in the United States. We have an excellent system of highways for going places. The airplane,

the radio, the movie, and presently television! And we have gone so far as to adorn our instruments and beautify our gadgets. We have streamlined our trains and terraced our high buildings. Here opportunity knocks at every door, offering wealth and personal advancement. The race is to the swift and the battle to the strong. Yet as I walk in this modern Bagdad I have a feeling of emptiness and futility. For all our speed we seem to be going nowhere in particular. And all our implements of living seem motivated by either pleasure or profit in meaningless circles.—*President James D. Hoskins, University of Tennessee.*

An Appreciation

FROM the head of a family living in New England, comes this: "Will you please mail me full information regarding your esteemed college and its courses. Would it be possible for our little family to carry forward together?"

"In the East we have our so-called 'big' colleges, fine in equipment with perchance a lack of the *something* you possess and that endowments do not provide. I believe that here in the midst of so-called 'culture' roundabout, a school as a beginning, founded on ideals akin to yours, can eventually work great things for God and show to ourselves and others that the way to peace and lasting joy is through service."

Community Service

MADISON, training centre for Christian service, often has occasion to be proud of the activities carried on in its various affiliated rural units, which are fostering in many parts of the Southland, the spirit of the parent institution. No happening of recent days has brought the thought more vividly to mind than the following story which appeared in *Fletcher News Letter*, School of Nursing Number, issue of August, 1939, signed, "MAJ," which means, Marguerite A. Jaspersen, Principal, Asheville Agricultural School.—EDITOR.

THE time was a Sunday afternoon. The place, a little church house in the Cold Creek district where were gathered some fifty colored people with a considerable number of their white friends for the occasion that marked the completion of a Home Nursing Class of twelve colored women and girls. To them it was a really great event. There were talks by the white friends. There were songs; negro spirituals, reflecting the thoughts, the struggles, and deeply spiritual longings of the race.

Perhaps the struggle between the North and South meant more loss to the negro than we will ever know, so deeply clothed it was in political controversy. And maybe it was mere weariness in the attempt to understand the issues that found expression in "I Ain't Gwine Study Wa'ah No Mo'—Ain't Gwine Study Wa' ah No Mo'." "Lord, I Want'a Be More Lovin' in'a My Heart" is the simple creed of a simple people, and the philosophy of "Swing Low, Sweet Chariot" is simple, loved, and under-

stood by all. They sang it lustily, with spirit and understanding. Then, a certificate was presented to each woman who had completed the course, and she received it proudly.

What we saw this Sunday afternoon was the conclusion of the good work begun many weeks before by Miss Lelah V. Patterson, Superintendent of Mountain Sanitarium, Fletcher, N. C., ably assisted by two capable, warm-hearted, public spirited neighbors, Mrs. R. B. Johnson, and Mrs. A. M. Featherstone, with a group of student nurses. Together these worked unselfishly, untiringly, giving liberally of their time and strength. There were lessons in simple home care of the sick, bed making, diet in sickness and health, cleanliness, and health habits.

A lesson in anatomy, taught by Mrs. Brownsberger, seemed to have created quite a sensation. She used for illustration the torso which is a part of the equipment of the School of Nursing. Questioned whether she had learned anything one woman replied, "I sut'nly did. I sut'nly did. I learned a whole apron full." The answers in the quiz in health habits showed that the women had learned to eat vegetables, to sleep with windows open, to brush their teeth and other things. A clinical thermometer was provided each student in the class through the liberality of the hospital supply companies with whom the institution does business.

IT was considerably more than a class in home nursing. There was a garden campaign. Each woman planted a garden for her family, and the family tables enjoyed a much more liberal variety of fresh vegetables than they had previously known. Money for seed was obtained in a number of ways and all the seed was furnished at cost price from Mr. Owen Lancaster's store in Hendersonville. Tools were limited. One of the women had no implements of any kind with which to work her garden. She had gone to the woods and cut a forked stick to till the ground and get it in readi-

ness for the seed. This story told back home fell on the ears of a sanitarium guest who provided hoe, rake, and other hand tools. That woman grew corn, potatoes, tomatoes, beans, onions, lettuce, okra, squash, beets and a variety of greens with nothing more than hand implements and a forked stick.

The women were also given a lesson in canning and encouraged to provide in this way for the winter needs of their families. None of the twelve families have canned less than 50 quarts. The one having the most has 142 quarts of fruits and vegetables. A number of the women have planted fall gardens. County Farm Agent, G. D. White, who encouraged them with his advice and assistance, visited and inspected the gardens and commented thus: "It is wonderful. You couldn't believe that could be done under such conditions." Annie Allen grew and canned the greatest variety of vegetables and fruits.

THERE was also a Poultry Club for girls, and a Popcorn Club for the boys with a prize for the one in each club who made the most. Mrs. Featherstone started six girls with fourteen eggs. Eliza Mae Hill hatched twelve eggs and raised twelve chicks to the frying age. Her prize was a Jersey Heifer calf, the gift of Biltmore Farms. The work of the Popcorn Club is not yet completed but the boys are learning to take care of their corn patches, and the popcorn will be so good!

It was a most helpful community project that is yielding large returns in improved health, habits of work, and living conditions among the colored people of our community.

Of Miss Patterson's work it would be hard to say too much. One visitor said, "She has a way with those people." She has a lot of love for them, too, and they for her. Everybody stops and comes to meet her when she goes to see them. Even the hound dogs take on a friendly look.

So far from resting on her laurels, Miss Patterson is planning another class in another community.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 20

Madison College, Tennessee

October 18, 1939

Thirtieth Annual Convention of Southern Self-Supporting Workers November 9-12

ONE of the happy experiences, one looked forward to, planned for during the year, is the annual gathering at Madison of the self-supporting workers of the South. The program is set, the time announced, for the thirtieth meeting, the thirtieth home-coming of many who have received at Madison their inspiration and their training for a life work.

The Time. The conference is called to meet Thursday, November 9, an executive session at 5:00 P.M.; the first regular session at 7:00 in the evening. And the meetings will continue until the afternoon of the following Sunday.

The Program. Reports are earnestly solicited from every self-supporting center of activity, particular emphasis to be placed on the work of the newer units, and on the more recent and imminent problems resulting from efforts to meet present-day economic and spiritual conditions.

The self-supporting school as a center of activity will be studied, including fundamental principles of education; health education, especially in rural centers; medical evangelism; and the preparation of teachers for a progressive school program. Agriculture as a vital factor in

self-supporting missionary endeavors, and the problem of getting men back to the land, will receive attention.

A spiritual development pervades all of this work. This is always very evident as reports are given. A representative of the national Office of Education, attending one of these meetings, and listening to the simple story of work in rural centers, as given in a convention some years ago, made the statement that the work of our rural units in the South reminded him more forcibly than anything else he had heard of the work of John Oberlin, carried forward in the Vosges Mountains of France in the time of the French Revolution.

Men of wide experience in various fields related to the laymen's movement of the South are listed among the speakers of the coming conference.

The Place. The gathering place is Assembly Hall, Madison College campus. Convention brings together a company of such size that so far none of the auxiliary schools has been able to act as host, so this year as for the past twenty-nine, the conference will be held at Madison, the parent of the Laymen's Extension League, under whose auspices the conferences are held.

GEM THOUGHTS

CHRIST knew that the life of his trusting disciples would be like His, a series of uninterrupted victories, not seen to be such here, but recognized as such in the great hereafter. . . . With the golden chain of His matchless love Christ has bound them to the throne of God. It is His purpose that the highest influence in the universe, emanating from the source of all power, shall be theirs. —*The Desire of Ages*

Invited. Those intimately associated with self-supporting missionary centers are, by virtue of their work, active members, recognized delegates, of the convention. It is hoped that a large representation will be present.

A cordial invitation is extended also to friends of this movement who are interested or who may be curious to know more and are sympathetic with the ideas of the convention.

Make Reservations. Visitors will be entertained by Madison College faculty and students. It will be recognized that the present family fills rooming quarters almost to the limit. But we do not hesitate because of that. Convention time is a matter of bunking a little closer to provide for visiting friends. Meals will be served at student rates but please write in advance, telling not only *how many* are coming but *who*. Address the local secretary: Mrs. Marguerite Wallace, Madison College, Tennessee.

AS A BACKGROUND for these annual conventions one recalls that thirty-five years ago a small group of college teachers and college students came South from the state of Michigan, located on a worn farm on the banks of the Cumberland River, approximately ten miles from the city of Nashville. From this simple beginning has developed what is now a senior college including a wide variety of industries operated with student labor and affording remunerative work for young people in training for Christian service.

The institution was incorporated under the General Welfare Act of the State of Tennessee as a philanthropic enterprise, devoted especially to the preparation of Christian workers for the great Southland. Scarcely had a twelvemonth passed before the first out station was established by three of the original Madison company. Eventually that little group became founders of two rural-school centers, one of which persists and is widely known as Fountain Head Industrial Institute and the Fountain Head Sanitarium. Other centers followed at intervals, some continuing through the years, some meeting an immediate need and then closing.

Often years of patient, unrelenting toil were required to establish these rural centers. Often they required personal attention and encouragement from the parent institution in the beginning, and until, like plants in the vegetable world, they became deep rooted enough to sustain themselves.

Often a center started as a single family enterprise, gradually developing into a school, or a medical center, or possibly the two combined. There are today two score, or more, of these centers, some of which are now dividing their forces and sponsoring the growth of newer groups.

One commentator, analysing the self-supporting workers movement of the Southland, refers to these group workers as having "perfected a technique of social service and evangelization that is valuable to supplement" other church activities.

The work has expanded beyond the fondest dreams of those who were closely associated with it in the beginning. It develops that the fundamental principles of Christian education, which are the central theme of this entire endeavor, are wanted by thinking men and women the world around. This is very evident from recent experiences which have given publicity to Madison and its affiliated schools, not only through the breadth of our own land but in South American countries, European countries, and the Orient.

—S—

After Fifteen Years

ONE of the things which contributes to the happiness of the Madison campus family is the visit of former students. That joy was ours last week-end when Dr. Leonard Ramey, College of Medical Evangelists class of '35, now in practice at Wilkensburg, Pennsylvania, with Mrs. Ramey and their little daughter, called on classmates and friends.

Naturally the occasion called for reminiscence, for it was the first visit in fifteen years. The doctor tells us that in October 1921, a high school boy left the train at Madison station. He was met by another student who introduced himself as Joe Sutherland—now Dr. Joe Sutherland

of the Madison Sanitarium medical staff, and a classmate of Dr. Ramey's in medical school.

Dr. Ramey stated that on reaching the campus he drove direct to the top of the hill where stands the girls' dormitory known as Gotzian Home, then on down "Boys' Row" where as a student he lived in one of a few small frame buildings which in those days constituted the rooming quarters of the students. Then he went on to the barns to see the stock, especially the Jersey herd, for as a student his employment had been in that department.

The student body at that time numbered about one hundred young people who carried a work-study program. The sanitarium in those days cared for about thirty-five patients.

Among the attainments listed by Dr. Ramey as the result of his Madison student life are, the ability to get along with people, the ability to meet hard and trying experiences, to hold a job, and to do successfully various types of vocational work. He writes:

"Fifteen years after leaving the institution I returned to find it three times as large as it was in 1921. It is now an accredited college with beautiful buildings, a capable faculty, a sanitarium of one hundred-bed capacity and a fine hospital unit. One thing I find that has not changed—there is here the same spirit of living, working, and studying together, each with a definite goal—that of obtaining an education for a life of service in the world. May God continue to bless Madison College, my Alma Mater, as He has so abundantly blessed it in the past."

Introduced to South America

WRITING from Lima, Peru, August 18, 1939, a friend says:

I presume that long since you learned that Madison College "made" Ripley's "Believe It or Not." However, you may not have known that the "Believe It or Not" was translated into other languages and published throughout the world. I am enclosing a cutting from *El Comercio*, the leading paper of Lima, Peru, evening edition, August nine.

Accompanying a pen sketch of the Library Building on Madison College campus are these paragraphs:

EL COLEGIO

MADISON — EN TENNESSEE, EE. UU — ES EL UNICO COLEGIO DE LOS EE. UU. QUE SE MANTIENE SOLO, NO RECIBE AYUDA FEDERAL, NI DEL ESTADO NI DEL CONDADO. EL EDIFICO, LOS TERRENOS, Y EL EQUIPO CUESTAN 520,000 DOLARES, QUE REPRESENTAN LAS GANANCIAS DE LAS INDUSTRIAS DE 27 CAMPAMENTOS OPERADAS POR LOS ESTUDIANTES.

El doctor E. A. Sutherland, y cuatro asociados fundaron este colegio en 1904. Lo comenzaron con 400 acres de terreno y algunos edificios casi en ruinas, basandose en el principio de que toda persona podria obtener una educacion universitaria, si estaba dispuesta a trabajar por ella. Todos los estudiantes tienen que trabajar en el colegio para pagar, por lo menos, la mitad de sus gastos. Trabajan en las 27 industrias de la universidad. Con los 520,000 dolares de ganancias en dichas industrias, el colegio ha podido construir edificios y comprar todo el equipo necesario. De estas ganancias se pagan todos los gastos del colegio, ya que este no recibe ayuda federal, ni del estado ni de la ciudad.

For Your Son or Daughter

OUR friend Dr. Alva W. Taylor, until recently member of Vanderbilt University Teaching Staff, frequently speaks a good word for Madison College and its efforts to prepare young people for Christian service. Last month a mother

living in Texas, anxious concerning the future education of her son, addressed her inquiry to Dr. Taylor. Here is his reply:

I am glad to tell you that your son is making no mistake in coming to Madison College. I know of no more high-minded folk nor a campus on which there is more serious purpose, more reverent religious atmosphere, or better

associations. The students all work and there is no dissipation. The poorest boy, if industrious, can earn a complete college education, and they send out more young people endowed with high ideals and a desire to serve their fellows than any college I know. They are Seventh-Day Adventists and observe Saturday instead of Sunday, but your son will have no annoyance over religious questions. I congratulate you on having a boy who is willing to work his way through college.

—S—

In Appreciation

FROM the associate librarian of Harvard College comes this: "For the past year THE MADISON SURVEY has been addressed to me personally and I have placed each copy in the library files. The library is glad to keep this publication permanently on file."

The dean of the School of Education in one of the universities in Pennsylvania, writes: "I thank you most kindly for copies of THE MADISON SURVEY which have been coming to me throughout the past months. I have kept all of these and have used them for reference material with my pupils in Education. I sincerely hope it will be my privilege to visit Madison College. I should like to see first hand a school that is operating so efficiently and effectively both from an educational and an economic point of view. Your school, its faculty, and the students deserve highest praise."

—S—

Campus News

SITUATED as Madison College is, with a sanitarium on the campus, students have the privilege of meeting and enjoying the experiences of many people from various parts of the world, experiences of people who might not otherwise cross their pathway. To illustrate: Miss Elizabeth Talbot, sanitarium guest who spent nearly forty-five years as a missionary in China under the auspices of the Southern Presbyterian Mission Board, her work centering about Shanghai where she was at the time of the Japanese invasion, gave the student assembly an interesting and entertaining talk at the chapel hour on the

eighth. She placed particular emphasis on the importance of being a missionary in spirit and at home before attempting more spectacular work abroad.

Elder DeWitt Osgood, President of the Iowa Conference of Seventh-day Adventists, accompanied his son, Gordon Osgood, to Madison as a college student, and while here addressed the student assembly.

Madison College, operating throughout the entire year as is necessary with its industrial department set-up, does not afford any prolonged vacation period to either students or faculty members. During the two weeks' cessation in classwork between the close of the summer session and the opening of the fall quarter, students whose turn it was for home going, scattered in every direction, and then were back and ready for work with the new quarter. A number of teachers also took advantage of this time for a bit of recreation. Professor Winton H. Beaven, Associate Professor of Social Science, and Mrs. Beaven, visited friends and relatives in Massachusetts and New York. This was the end of their first year in the Southland and returning to the North, Mr. Beaven thought possibly he might want to remain, but after seeing friends he reports that he was ready to come back to the South, "for," said he, "Madison is now my home."

Dr. Floyd Bralliar, Professor of Biology, spent much of the summer gathering materials and soliciting in behalf of the new dormitory now in process of erection on the campus.

THE 30TH ANNUAL CONVENTION

Meets at Madison College, Madison College, Tennessee, Thursday, November 9, 5:00 P.M. to Sunday P.M. November 12. If interested, make reservations early. Address, Mrs. Marguerite Wallace.

THE MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. 21 No. 21

Madison College, Tennessee

November 1, 1939

What Is Medical Evangelism?

By Dr. P. A. Webber

IN the present issue of the SURVEY we are calling attention to the short course in Medical Lay Evangelism to be offered during the second quarter of the present school year at Madison College. We shall endeavor to explain briefly and plainly some of the lines of work included within the term Medical Evangelism.

As we look about for a specific example of the work we can think of no better than that of Jesus himself. Nearly two thousand years ago He came to this sin-sick world, and in His work identified Himself with every phase of human life. His was a work of restoring in man the image of God, both in the physical and the spiritual realms. He healed the physically and spiritually sick; He cleansed the vile leper of his filthy disease; He made clean the heart of the moral leper; physical and spiritual blindness yielded to His touch. He stands before us as the great Pattern of Evangelism, the great Medical Missionary, an example for all who should come after.

The great commission is one—to go, to preach, to teach, to heal, after the pattern of Jesus. In these days, as in the

days when Christ was upon earth, disobedience of natural law is rampant. Disease, sorrow, suffering, and premature death, are on every hand. In days of yore, after healing a man, Jesus said, "Sin no more, lest a worse thing come

unto thee." So today, we are to teach the relation between disease and disobedience to the laws of the body.

Medical Evangelism has for its aim and motto the reformation of the evil practices which destroy the body and the soul of man, practices universally indulged in everywhere. We are to educate, educate, educate, teaching the people "whatsoever a man soweth, that shall he also reap."

In an age of almost utter disregard for the laws of health, by precept and example, we are to call the attention of the people to reforms.

For such a work as has been described above definite training is necessary. It is evident that a study of the laws pertaining to health as embodied in the sciences of physiology, chemistry, nutrition, etc., would be a most essential part of this training. The study of these

HOW TO LIVE

HEALTH of the body and mind is not an end in itself. Its paramount importance is that it gives each one the power to develop all his innate potentialities, and to play well his part—small or great—in the drama of life. Although health can be greatly aided by physicians, the business of being healthy is primarily ours. Why do not medical schools train, in addition to specialists, physicians, possessing a wide understanding of man as a whole, and capable of teaching us how to acquire physiological and spiritual health?

—Alexis Carrel, M.D.
in "Reader's Digest," August 1939

principles as found in the Bible, lies at the very foundation of such a course.

Simple methods for the treatment of disease, as by hydrotherapy, massage, and dietotherapy must find their place.

It is generally conceded by world authorities, that from eighty to ninety per cent of man's ills come from bad habits of eating and drinking. What are these bad practices, and what is the better way? It is surely as essential for us to teach the people how to keep well, as it is to teach them how to regain their health after it has once been lost.

Medical evangelists, preachers, and teachers of the great gospel of healing of the body and of the soul, are now as never before, to go forth into the highways and byways of life. Every community—and

this means your community—needs this kind of work. Are you prepared to do it?

Classes in better living can be organized among your neighbors and friends. Better methods of food preparation and selection should be taught everywhere. Health talks given in clubs, schools, parent-teacher associations, and to small groups of your friends and neighbors, is one of the best methods of medical missionary work. Your home should be a place from which health and healing for body and soul emanates. If you have this training and it is put to use, you and your home and your family will be a great blessing.

Our course is one of medical lay evangelism. If you are interested, address Madison College, Madison College, Tennessee.

Announcing the Medical Evangelistic Course

THE Department of Religious Education, Madison College, announces a quarter's work designed especially for laymen of the church who desire a short course in lay evangelistic methods. Emphasis will be placed on medical evangelism. It is hoped that a number of mature men and women will come in from the field to take advantage of this institute work.

The opening date is January 4, 1940. The course closes the twenty-ninth of March.

During the first two weeks the work will be under the guidance of Julius Gilbert White, well-known lecturer and minister. The work of the next eight weeks will be conducted by the Religious Education Department of the college with the aid of lecturers from the field. The third section will be a two-weeks' course in Church leadership designed to train laymen to carry on efficiently as leaders in their churches. The entire course is open to regular college students and other mature men and women who wish to come in for this particular work.

Supplementary to this special course there will be offered during the same quarter such practical subjects as hydrotherapy and massage, home nursing, public speaking, elementary music conduction, nutrition, and other practical courses as outlined in the college calendar. From

these the student may select courses to make a full quarter's class program.

It is possible also for a student to take any one of the three sections of the course in Lay Evangelism without the others if it is impossible for him to spend the full quarter at the college. Some may wish to come for the first two weeks only for the health lectures.

For further information, write Howard J. Welch, Religious Education Department; or, J. G. White, Associated Lecturers; or M. Bessie DeGraw, Secretary Educational Council, Madison College, Tennessee.

College credit will be given students who present a transcript indicating that they can meet the requirements for college entrance.

The Course Outlined

Methods in Lay Evangelism and Church Leadership—6 hours college credit, a full quarter's work, divided as follows:

- I. Medical Evangelistic Lectures and Seminar, J. G. White. Two weeks, 12 hours per week, 2 hours credit.
- II. Principles of Lay Evangelism, 8 weeks, 6 hours per week, including:
 1. Sources of material, and outlining the Bible study or sermon.
 2. Sequence of topics.
 3. Creating interest, advertising, *et cetera*.

4. The technique of public presentation of the sermon; the Bible study; the missionary visit.
 5. Personal work and individual decisions.
- III. Church Leadership and Organization, 2 weeks, 6 hours per week, including:
1. General principles of Christian Democracy.
 2. Church officers and their duties.
 3. Conducting the regular and special services of the church.
- IV. Supplementary offerings for those wishing a full quarter's program, the following courses are available:
1. Hydrotherapy and Massage.
 2. Public Speaking.
 3. Elementary Music Conducting.
 4. Nutrition.
 5. Home Nursing.
 6. For other courses consult the college catalog.

—S—

From Correspondents

FROM Seattle, Washington, comes this: "I thank you for the SURVEY which has been coming to me now for more than a year. We need more colleges like Madison. The work you are doing will accomplish as much by example, and by its influence upon others elsewhere, as upon your own campus students. I hear overtones and echoes of your work from many sources."

A friend in the State of New York writes: "I am an interested reader of THE MADISON SURVEY, and heartily endorse the principles it sets forth. My heart has been set on seeing Madison at least, but since that has been impossible, all I can do is to 'root' for it. So I am sending the names of a few more young people who are interested through hearing the noise made by myself with that intent."

A quick response to notice of the coming convention of Southern Self-Supporting Workers came from a friend in Chicago, who writes: "I thank you for continuing to send the SURVEY. Enclosed is a check for five dollars to help meet publishing expense. I shall appreciate very much getting more information about Southern self-supporting workers. I admire their spirit very much and wish I might attend their convention. Probably a report will be made of this meeting. I will be very

much obliged if you will send me a copy. Also, please send me twelve copies of the October 18 issue of the SURVEY, announcing the convention."

Some weeks ago Joseph Imai, whose home is in Japan, and who spent four years at Madison, being graduated with the class of '38, wrote from Sacramento:

This seems my first opportunity to fulfill my promise to write you. On leaving Madison it was my plan to stay in Japan. However, for various reasons, after my marriage I came back to America with my wife. Now I am the father of a baby girl. I am working among the Japanese in northern California, distributing literature, giving health lectures and Bible studies. There are a large number of Buddhist churches and institutions here to which most of these people belong. You can readily understand how difficult it is to carry on the work. It seems to move slowly, but by the help of the Lord, it is going forward. My wife is a graduate nurse from Shanghai Sanitarium and an excellent helper in my work.

—S—

Someone Has Said

PEOPLE should become intelligent in the treatment of sickness without the aid of poisonous drugs. Many should seek to obtain the education that will enable them to combat disease in its varied forms by the most simple methods. . . . If we would elevate the moral standards in any country where we may be called to go, we must begin by correcting their physical habits. Virtue of character depends upon the right action of the powers of the mind and body. . . . A gospel minister will be twice as successful in his work if he understands how to treat disease.

—Mrs. E. G. White

The number of animals that learn how to eat is large; the number of men that learn this is small. If man ever knew, it was long ago, and he has forgotten now. . . . Man, being a free alimentary agent, can be as intemperate as he likes, and can keep on swallowing long after his throat and mouth should have remained closed. If his sense does not stop him from eating poison, his senses never will.—Barnard S. Bronson

Ninety per cent of all conditions other than acute infections, contagious diseases, and traumatisms, are traceable to diet.

—*Sir Wm. Osler*

The two chief causes of disease and death are food and drink. —*Hindbide of Denmark*

Man does not die, he kills himself.

—*Seneca*

—S—

Campus News

SEVERAL members of Madison College faculty took advantage of the short interval between the close of the summer session and the opening of the fall quarter to visit friends and relatives.

Dr. Arthur W. James, Professor of Modern Languages, and Mrs. James visited relatives in Michigan and Pennsylvania.

Mr. Nis Hansen, Professor of Physics and Mathematics, Mr. Bayard Goodge, Assistant Professor of Chemistry, and their wives, motored to New York, attending the World's Fair and other points of interest, including for Mr. Goodge the annual meeting of the American Society for the Advancement of Science.

Mr. H. J. Welch, Acting Dean and Professor of Religious Education, visited Pewee Valley Sanitarium near Louisville, Kentucky, for a few days before the opening of the fall session.

Among recent additions to the group of faculty and workers on Madison campus are Mr. and Mrs. Fred Sofsky of Lincoln, Nebraska, Mr. Sofsky as assistant in the field of mechanics while Mrs. Sofsky's interest lies especially in art; Mr. and Mrs. Guy A. Newlon of Mt. Vernon, Ohio, Mr. Newlon being added to the Agricultural Department teaching force; and Miss Edythe Cone, R.N., of Orlando, Florida, who has recently become surgical supervisor in the hospital.

Mr. William Sandborn, Assistant Professor in History, and Mrs. Sandborn,

Instructor in Nutrition, left the campus early in September for Detroit, Michigan, where Mr. Sandborn plans to spend the next nine months in Wayne University.

A group of students, members of the Youth's Temperance Council, are giving instruction to grades six, seven and eight in Stratten School, at Madison Station, once each week at their assembly hour. This is a type of extra-curricular activity which brings real and permanent joy to the participating students.

It was a pleasure last week to have as visitors five members of the faculty of Bethel College, North Newton, Kansas. Among the number were Professors Sam Goering, the business manager, Felix Schrag, publicity man and Arnold Voth of the agricultural department. The institution is operated by Mennonites who are developing an industrial program for students. They expressed a very deep interest in the industries operated on the Madison College campus and the institution's general work-study set up.

During the week the Madison Sanitarium entertained Miss Namba, a Japanese who is continuing her education at Kansas State College. She is visiting in the Southland at the invitation of the National Board of the Young Women's Christian Association. She was introduced to Dr. Frances Dittes, head of the Department of Nutrition, by Mrs. Elizabeth Boise-Cotton, secretary of the Foreign Division, since Miss Namba is especially interested in diet and nutrition and desirous of learning our methods before returning to Japan.

An interesting line of extension work is beginning as the result of the organization, by Mrs. A. C. Gaylord, Newcastle, Indiana, of classes in nutrition. These will be attended by representatives from churches in Indianapolis and nearby cities. Dr. Frances Dittes and one of the senior college students in the Department of Nutrition will devote a week or ten days to giving instruction.

THE MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 22

Madison College, Tennessee

November 15, 1939

Thirtieth Annual Convention of Southern Self-Supporting Workers

REPRESENTATIVES of approximately two score schools, medical institutions, and rural centers affiliated with Madison College, gathered in Assembly Hall on the college campus for their annual conference November 9 to 12, a group of between seventy-five and one hundred, friends and workers.

"It is my happy privilege tonight," said Dr. E. A. Sutherland, president of Madison College, who has spent the latter half of his life in promoting this movement in the Southland, "to address self-supporting workers for the thirtieth time in the history of this movement. Representing the mother institution as I do, nothing gives me greater pleasure than to welcome home the institution's children. In behalf, therefore, of the institution's faculty, its student body, all of us, I extend a most hearty welcome to the home-comers. We look forward to meeting representatives of the self-supporting units much as parents anticipate the annual home-coming of their children. We are placing the keys of Madison in your hands."

Dr. Sutherland's Address

AS IN THE PAST, the expectant group waited for President Sutherland to present the situation of the hour, and to give words of encouragement and counsel for future activity. In the following paragraphs, in a very much condensed form, he sounds the keynote of the Convention.

World conditions indicate that now as never before our workers in the Southland need the assurance of the closest association with the

Master Teacher. It is our privilege in the midst of tempest and turmoil to have the experience of the Master Himself as fearlessly he slept in the storm-tossed boat on the sea of Galilee, while the disciples, fearful of their impending doom, struggled unavailingly to save themselves.

In answer to their cry of desperation, He commanded the waves to be still and brought the boat to its haven.

The time for our work seems short. It is important now that we work diligently while the winds of strife are controlled by the God of heaven. The situation indicates clearly that those who have the burden of carrying the gospel to the world must henceforth depend largely upon new ways, new means, new methods. More and more

self-support on the part of workers must be encouraged in both home and foreign fields.

It is most essential now that in our little centers of activity, the instruction given in early days be put into practice, and that we learn to be satisfied with simple food and clothing; to operate efficiently with limited equipment and means; and to recognize the difference between those things which are essential and those that are merely conveniences.

It is encouraging to learn that in war-torn Europe and Asia, men, working silently for the Master and largely in an individual and self-supporting way, are seeing the reward of their efforts, for converts are being made beyond all expectation.

As in the days of the early Christian church there must be among our workers a unity of purpose beyond anything we have heretofore experienced. Personal prejudices and petty

HOW CAN I KEEP FROM SINGING

I LIFT mine eyes; the clouds grow thin;
I see the blue above it,
And day by day this pathway smooths
Since first I learned to love it.
The peace of God makes fresh my heart,
A fountain ever springing;
All things are mine, since I am His—
How can I keep from singing?

—Elder Frederick Griggs's Message in
Song to the Convention.

differences must be ignored. Nothing should be allowed to interfere with our carrying forward the work the Lord has committed unto us.

EACH year the necessity for helping people out of the cities becomes more evident. One wonders if it will be necessary for bombs to fall on New York, Chicago, or Nashville, before the sleeping thousands of our people in the great city centers awakened to the necessity of seeking safety for themselves and their families. Months ago Mussolini warned his people to get out of the cities of Italy. Thirty years ago our people had this definite instruction:

"In the visions of the night a very impressive scene passed before me. I saw an immense ball of fire fall among some beautiful mansions, causing their instant destruction. I heard someone say, 'We knew that the judgments of God were coming upon the earth, but we did not know that they would come so soon.' Others, with agonized voices, said, 'You knew! Why then did you not tell us? We did not know.' On every side I heard similar words of reproach spoken."

Since that was written, we have seen Warsaw torn to pieces; Shanghai's thousands mutilated; war-torn Spain's people familiarized with heart-sickening scenes. During the last few months thousands of children whose homes are in London, Paris, or some other European city, have been marched into country districts, a gas mask over each little shoulder, as safety is sought for them while their mothers are mobilized in munition factories and fathers are fighting on the war front.

It is the privilege, the duty, of our rural community centers to prepare people for leadership in such a time as this. And these ideas are not ours alone. The public press is sounding the same warning, that families desiring safety should find homes on the land where, with a few acres, a man can grow enough to feed himself and his family.

DURING the past two years changes in the relationship of capital and labor indicate that a terrific storm is about to break. It takes no great stretch of the imagination to see how easily and how swiftly conditions can be brought about that will make it impossible either to buy or to sell. For these times we should be preparing. Our rural community centers were not blindly started.

AN IMPORTANT phase of the work committed to us is that of medical evangelism. Not all medical workers need be legally authorized physicians, so we have been instructed. For every accredited M.D., there should be a hundred men and women having the ability of accredited physicians and capable of working as medical evangelists in cooperation with legally accredited physicians and surgeons.

No college that I know of has a better set-up for training medical evangelists than Madison. During January, February, and March special courses will be offered in medical evangelism,

which we anticipate will bring us closer than ever to the realization of a dream of many years.

The self-supporting work which you represent is a layman's movement. The scriptures teach us that the church, the real church, is a living thing, most graphically represented by the unified functions of the human body. The church which meets this ideal is a working church. It is a group of gifts; a laity engaged in daily work for the Master. As an eye cannot function one day in the week only; nor the heart beat for twenty-four hours and lie idle for the rest of the week; nor the digestive organs function on the one-day-a-week plan, neither can a church be dynamic unless its membership functions every day. That is the work of the laymen, and training laymen for such activity is the work of the ministry.

"The work of God in this earth can never be finished until the men and women comprising our church membership rally to the work, and unite their efforts with those of ministers and church officers." So we are instructed.

In the self-supporting units of the Southland there is opportunity for laymen to exercise every gift and talent. It is the privilege of our people, of every individual, to find his particular place, contributing his share to the work of the layman's movement.

All this is required to constitute Christian Education—the theme of this Convention. To us comes the word:

"Now as never before we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God."

—S—

The Story in Brief

YEAR after year the story of progress in rural community centers has been told by some representative of Asheville Agricultural School and Mountain Sanitarium, Fletcher, North Carolina; Pewee Valley Sanitarium, with its twelve-grade school, near Louisville, Kentucky; Fountain Head, pioneer school and sanitarium, nearest of the units to the home-base at Madison; El Reposo Sanitarium, product of Neal Martin, his wife, and a few helpers; Lawrenceburg Sanitarium of South Tennessee, only hospital in five counties; and others of the more advanced development, keeping us abreast of their progress.

Dogwood Valley and Others

Representatives of these units, as always, were present at the convention this year, but their reports gave way to the stories told by those coming from newer units, the romantic stories of new pioneers in the field. Such was Dogwood Valley near Heflin, Alabama, represented by Miss Arminnie Snyder who, with her sister, Miss Mildred, and her brother and his wife Mr. and Mrs. Virgie Snyder, all former students of Washington Missionary College, are hewing out a home in the woods, where the children are taught, the

sick are cared for, and the community bettered in a multitude of ways. Simplicity itself characterizes the work of this little group.

Road's End — and it is literally that — is a new center growing up on 200 acres of land at the edge of the old Swiss Colony of Gruetli, a little over four miles from the post office, and on the top of the Cumberland Range. The company operating there are New England stock—Professor Charles Sharpe, lately out of the schools of Massachusetts; his animated little wife who told the convention a most thrilling story of their beginnings; their daughter Jean, and the New England minister, C. P. Lillie, and his family.

It was with a spirit equal to that of any of our forefathers who trekked into the Middle West a century ago, that these people fought their way over bad roads and into the spot at the end of Nowhere. Their initial capital of \$500 was soon spent and the way was still unbroken before them. Practical experience as an engineer gave Mr. Sharpe employment with the State Public Health Department as engineer for a new project of mine sealing. The neighbors are friendly. As a nurse in case of sickness Mrs. Sharpe spends days in homes of the neighbors. She says:

"I had two maternity cases alone, the doctor was called but once he was stuck in the mud and could not be located. I had never before worked outside of a hospital or without a physician, but we had prayer together and the cases were successful.

"A father of ten brought us his little girl who had been 'ailing' for several days and wouldn't eat. I diagnosed it as appendicitis. It was eleven miles to a physician, the family had not a cent, and a doctor's call cost five dollars. The family lived in a one-room cabin most meagerly furnished. With equipment such as I could gather in a few minutes, in our truck we took father and mother with their little sick girl across their laps thirty miles to the county physician who confirmed my diagnosis; then eighteen miles further on to a surgeon who operated in his own office. A small incision, a cupful of pus, drain and dressing, and the little patient was ready to go home. The mother was instructed to boil sugar sacks and change them as dressings every day."

The rest of the story of Road's End and its possibilities we leave to your imagination.

Dr. John Brownsberger, medical superintendent of Mountain Sanitarium, defined a sanitarium as "a patient, a nurse, and some place to care for the sick." Such are the beginnings of many of these rural centers operated by self-supporting workers.

Altamont Pines

THE Mulfords, long known for their work at Fountain Head, are again pioneers, Mr. and Mrs. Mulford, Mr. and Mrs. Roy Edminster and their three sons are founders of Altamont Pines, also in the heart of the Cumberlands, near Coal-mont, Tennessee. After years of experience in the development of Fountain Head School and

Sanitarium, these people have pushed out into the frontiers to establish another community center. Young as this work is, Mr. Mulford reports that in their tent-houses and cabins they have had as many as five patients at a time.

"Our nurses are often called into the deepest recesses of mountains. We hope soon to have more substantial buildings. We have cleared land, cut lumber, raised crops of corn and hay and other garden produce, tree fruits and strawberries. Our apples took first and second prizes at the county fair. The soil is especially adapted to sweet and Irish potatoes. We had 70 hampers of sweet potatoes from a quarter of an acre, and 52 bushels of Irish from a third of an acre, and the quality is equal to that of northern and western potatoes." Fine prospects here for a new work.

In North Carolina

WE HAD HEARD in past years from Banner Elk, in point of altitude the highest of the units, situated as it is 8,000 feet above the sea level in the mountains of North Carolina. It has taken on new enterprises this past year as reported by I. D. Pound. The interesting features are the development of facilities for caring for patients. Two cottages have been built, steam heated, supplied with running water and electric lights. They care for five or six patients at a time, patients who are so delighted with Banner Elk summers that they often stay throughout the year. Twenty-five children of the community in the first four grades are taught by Miss Francisco and Mrs. Sego. Mr. Pound, himself a lover of tool work, teaches the boys to make simple articles of furniture. He himself is responsible for the beautiful home-made furniture in their little sanitarium. They are thankful for the 125 trees donated by a nurseryman through the solicitation of Dr. Bralliar. They have an acre of strawberries and specialize in the raising of cabbage.

North Carolina is a fertile field for self-supporting workers. Since his parents were not able to attend the convention, Dr. Lew Wallace, member of the Madison Sanitarium staff, gave a few items concerning the work of his father and mother, Mr. and Mrs. George Wallace. They first came South thirty years ago and pioneered in starting Chestnut Hill Farm School. After living several years on the Pacific Coast, they again heard the call of the South. Their present work represents what can be done by elderly people operating practically alone in a community that responds beautifully to their spirit of interest and devotion to people in need. Beautifully located in the Blue Ridge Mountains a few miles from Morganton, North Carolina, these people have a farm, difficult to approach, steep hill sides, and two streams described by the Doctor as little more than ditches. But concerning their situation Dr. Lew changed his mind when recently he visited his mother and father.

A good-hearted neighbor had dropped in to help husk corn, left for a bit, and returned with his wife and children to finish the job. In return, the neighbor has the use of father's truck.

When a child died in the community, father made the coffin and mother lined it. They are in touch with their neighbors in many ways and are demonstrating by their lives, one fine way of preaching the gospel.

Too closely tied to the work at Glen Alpine to attend the convention, was Dr. Amy Humphrey, one time practicing physician in Battle Creek (Michigan) Sanitarium, whose love for the mountain people led her to sponsor a work in the Carolina mountains. This work was reported for by A. A. Jaspersen of the Fletcher Unit, for Fletcher plays the part of big brother to the little work at Glen Alpine. He says that the location is one of the typically rural situations in North Carolina. If Mr. Jaspersen is ever tempted to be discouraged, a visit to Glen Alpine breaks the spell, for there he finds an all-pervading spirit of joy and good will in the face of most rigid economy and simplicity of equipment. Dr. Humphrey herself reports:

"We have spent 500 dollars in equipment this year. The largest single item went for a good team of mares to replace two worn out old mules. We are proud of our mule colt which we sold a few weeks ago for 65 dollars. We have a home-made tractor which was rigged up by our mechanically-minded farm manager—the man who couldn't leave the place for Convention because he was the only man in the community who could start the gasoline engine that runs the buzz saw. We now have five good dairy cows, a young heifer, and a two-year-old thoroughbred Guernsey male."

It is another story of community uplift by a conscientious farmer, physician, nurses, and teacher.

Other Convention Features

For lack of space it is necessary to omit reports of other centers just as interesting as these. The convention was characterized by some especially interesting features. At the session devoted to medical evangelism, most interesting presentations were made by Julius Gilbert White who interrupted his lecture work in Cleveland, Ohio, to present his message of health education and W. D. Frazee, leader of a group which includes workers-in-training and others operating a medical evangelistic center in New Orleans. This was his first visit to the Self-Supporting Workers Convention with which his own work coordinates beautifully. H. J. Welch of Madison College Department of Religious Education, and H. K. Christman of Southern Publishing Association, whose home is on the campus, both contributed materially to the study of this important subject.

The speaker at the Sabbath morning service hour, J. K. Jones, president of Southern Union Conference, S.D.A., dealt in a very able way

with the relation of the work of self-supporting rural units to soul saving. Living with the people, ministering to their physical, intellectual and spiritual needs, these rural workers have won for themselves a distinct place in the work of the denomination, concerning which Elder Jones has often told us.

SATURDAY EVENING, under the direction of Miss Elma Rood and Miss Gertrude Lingham of the College Department of Public Health, a group of children and college students presented in dramatic form, under the title, *The Bunker Hill School*, an ideal situation of cooperation between the rural school, the parent-teachers association, the home, and the County Public Health Department in handling an epidemic of scabies (itch) and another of scarlet fever. It was an illustration of what may be done to meet or prevent these epidemics in any rural community.

Mrs. Marguerite Jaspersen of the Fletcher unit, famed as the story teller of the convention, out of her thirty years of experience in the Southern work, delighted the audience with her quaint and original narration of the growth of Madison and its affiliated rural units. Some time we hope to give SURVEY readers her writeup.

It was a distinct pleasure to have Dr. H. W. Miller, well-known surgeon of Shanghai and other sanitariums in China, with us for a few hours. His miraculous protection and experiences in Christian service in the Orient thrill the heart and rival the adventures of any story teller. For Charles E. Welch of Mount Vernon Sanitarium this was first contact with a convention group.

President S. C. Garrison of George Peabody College for Teachers presented to the rural workers their privileges in the training of community workers in a way that they will never forget. A North Carolinian by birth and in spirit keenly sympathetic with any effort for the betterment of the human race, Dr. Garrison spoke direct to the hearts of the group.

Another distinct pleasure was experienced when Professor Frederick Griggs, for years a minister and denominational official in the Orient, friend and college mate of several Madison College faculty members, gave during the last hours of the convention words of encouragement. He was accompanied by President John Thompson of Southern Junior College, Collegedale, Tennessee, a sister institution.

All too limited is the space to give any adequate idea of this gathering at which time was devoted to a study of Fundamental Principles of Christian education and opportunities of self-supporting service afforded by the South for Christian laymen.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 23

Madison College, Tennessee

December 6, 1939

An Education That Is Vital to the Republic

By Dr. S. C. Garrison

I CONSIDER it a rare privilege to speak to this group of workers. My institution is meeting the real problems of education, but I consider that Madison is one step closer to the fundamentals of real life than we are at Peabody. It is a unique privilege to have part in a work that is dealing directly with the betterment of people, that is helping people to lead more useful lives.

We are living in a world of change. In the face of these changes we here in America have developed a strong spirit of resistance, and yet why the big crime wave of today? Why the rapid increase of divorce? Such conditions the world has not seen since the worst days of ancient Rome. But if we look too much upon the evils we are apt to become discouraged. These conditions are breaking down our educational system. Were I to find things on the Peabody campus that I have seen in some private schools and in some of the great universities, I would be tempted to throw up my hands in discouragement.

Condensed from an address to the annual convention of Southern Self-Supporting Workers, at Madison College, November 12, 1939, by President Garrison, George Peabody College for Teachers.

For instance, a professor in a great university said recently: "We give our students the things contained in books—English, biology, chemistry, sociology—and that is as far as we go. We assume no responsibility for the lives of our students.

We do not attempt to give them any supervision."

In my opinion, a young man might better be with his father on the farm working with the soil and the stock than in the atmosphere of such an institution.

CONDITIONS in the world today differ from any we have seen before. We face a period unlike

that of any preceding age. How shall we adapt ourselves to the continual change? I am not interested in a type of higher education such as that of the university professor of whom I spoke. Its defects outweigh all of its good features. I think that education such as Madison offers is the worthwhile type. You give young people the best type of training for their own growth and to develop in them the best lives they are able to live.

You give them desires and goals beyond the present. You point them to what they will do later on. The big problem in

FOR SUCCESS IN TEACHING

ALL who would bring forth fruit as workers together with Christ, must first fall into the ground and die. The life must be cast into the furrow of the world's need. Self-love, self-interest, must perish. The law of self-sacrifice is the law of self-preservation.

—*"Christ's Object Lessons"*

higher education is not one of getting money. But what is it that goes on in the classroom? We teachers need to consider why we give students the subject we place before them. Why do we offer the courses scheduled in the curriculum? Is it merely to keep the intellect busy? Or are we looking beyond to what the education will really do for these boys and girls?

Our program must be broader than mere education in books. Education has to do with everything that affects the life of the people. Everybody should be so educated that he can have a part in the activities that affect people in general. Much of the so-called education is negative. There is a struggle to make the good outweigh the bad. There is a large amount of misdirected effort, effort that appeals to no definite purpose in life. It is full of empty hours; it is developing traits that lead to crime, divorce, and other undesirable social evils. Visit these schools and you find this. You leave them with a feeling of the great waste of effort and energy.

I WAS CONSCIOUS of the pressure brought upon teachers to live up to set standards recently when I visited a sixth grade class. I wondered if those boys got any satisfaction out of their classwork in grammar and arithmetic. Why were there so many failures in that set-up? What attitude was that group developing toward life and its problems? The life of our American citizens is made in our schools.

WE HAVE SEEN a great migration to the cities. About four million people living on farms today are ready to move into the cities when economic conditions are a little better. A surplus of human energy is to be found on our farms and in the little towns where people are merely eking out an existence.

It is imperative that we get hold of the children in the country, at the crossroads, and put something in them, for eventually they are going to be the directors of industry. In the future they will control the country. The security of the future lies in giving these rural youth the right training in their early years. In a few years they will take our places in handling the problems of life. The efforts you expend back in the hills will count for the most for there is the source of the life and energy that will control the future.

What type of training should these children have? Where shall it be given them? A great crime wave is catching our youth. Wanderlust prevails. There is nothing they love. They do as

they please. They demand the privilege of directing their own lives. This is the spirit against which we must educate.

The Lord meant for us to love home life, love to study the plants and the animals and to make use of them for our own good. He gave us the soil and he wants us to love it and to love working with it. He gave us our intellect. He wants us to study how to grow, how to develop to the highest point of our ability.

It is comparatively easy to teach boys to love plants and the soil and to use things wisely for the welfare of mankind, provided we have these ideals in our own minds and make the proper setting for that instruction.

MANY of the changes in world conditions have come upon us unawares. Twenty-five years ago we had no idea of the fine highways on which we travel today nor of vehicles covering six hundred miles in ten hours. We never dreamed of the airplane and the things that it brings into modern life. No educational system is prepared for these changes.

Children today do not focus attention on the home. In earlier years youth grew up with a love for the home, with an attachment for local entertainment. All this is gone now—the home, the spirit of attachment. The loss of these things is responsible to a great degree for the bad behavior of boys and girls.

To teach children to make things in a beautiful way gives them something fundamental in education. It is the first step toward preserving the child from the evil he is destined to run into. If we teach something desirable that youth can lay hold of; if we can give him an intense devotion to the propagation of plants, for instance; if he can make his plot of land produce the best grapes or the best vegetables, this will do much to cure disorders of the republic. It will go far toward curing the irresponsibility we see everywhere; it will do much to curb the crime wave; to cure the divorce disgrace and to alleviate many other evils.

WE NOW HAVE a first generation of trained workers since the causes of the present condition became crucial. In our educational set-up it is necessary to recognize first of all the cause of the troubles. Then our efforts can be directed toward a cure of these conditions. Education today is more important than it was twenty-five years ago.

When as a lad I reached home there were cows to milk, wood to cut and other work to be done before bed time and again in the morning before I went to school three miles away, a distance I walked twice a day. Everybody in the family was expected to do his part.

In those days the foods on the table did not come out of tin cans. They were raised in the home garden. Every hour I spent in the garden, every hour I chopped wood, was a valuable part of my education. The school, the church, the home must face the educational problems today.

Too many children are attending the type of school we have today. There are too many

schools that lack material for children to handle and for which an attachment that will influence life in the most desirable way can be formed.

It is because I see these things that I am so tremendously interested in the type of education you give at Madison. In the years to come I expect to see all of our schools becoming more and more like yours. Christ told his disciples that for a man to gain life he must give for the benefit of others. By doing a superior type of work, you will be imitated. I can predict that the time will come when there will be no great difference between what you are doing and what hundreds and thousands of other schools are doing.

You are doing two magnificent things: You are affecting the lives of men for good, affecting all the people in your community and you are demonstrating what others should do. In the long run this demonstration will have a telling effect on many beyond your own particular group. I am very happy to meet with people who in this way are trying to make the world better.

—S—

A Project in Adult Education

I BRING YOU not the story of a new unit but that of a new project operated by one of the older small institutions," said Mrs. Susan Ard, of Chestnut Hill Farm School and Rest Cottages, who referred briefly to the development of that work from its beginnings by two families with their four children as a nucleus. Mrs. Ard's rehearsal follows:

Our first new departure was the preparation this year to care for patients, which necessitated a small addition to the main house. As soon as we were ready, patients came. We now have five, with room for several more. Having the sick to care for called for more adult help and there began to materialize an idea that had been in my head for a number of years.

I have followed with much interest adult education as carried on in various parts of the country in recent years. It seems such a timely factor in the world's educational program that I felt the inspired Word must have something to confirm the idea. Study brought to the front the Eden School of Adult Education, Abraham's school of a thousand adults, the school of nearly a million adults at the foot of Sinai, and the Savior's own school of twelve adults. I was astonished at the wealth of material that plainly indicates that a program of adult education is part of God's plan for His people.

Put with this a quotation from *The Technique of Democracy* that "age, in itself is a minor factor in either success or failure, that capacity, interest, energy, and time are the essentials; that adult education suffers no mystical handicap because of the age of the student.

The old slogan, 'Childhood is the time for learning' is being replaced by a newer one, 'The time for learning anything is the time when you need it.'"

We decided to offer junior high school work to a few mature students—to as many as we could offer sufficient work to earn their expenses. A two-hour per day recitation, five days a week for three months, gives the required time for each subject, and makes possible the completion of four subjects a year, one at a time, in a school year of twelve months instead of nine.

'We did not advertise for students, yet we had applications from six states. Among those who applied were three married couples and two nurses. We can accept only a few this year but we are testing the plan. Professor C. A. Russell, Educational Secretary, after reading our plan said that he had long felt the need for just such a work in our Southern States. The work-and-study balance we advocate for our students should apply to teachers as well, and so each teacher at Chestnut Hill heads some work department. This doubles or trebles the teacher's influence over the student. Character problems often hard to get at in a classroom find natural focus with teacher and student over the woodpile or washtub, and there student learns that teacher respects the dignity of labor, and his own reaction improves.

In our years at Chestnut Hill we have tried to keep close to our neighborhood, visiting the sick, taking them into our home for care, attending their meetings, and conducting their funerals. This year we plan some very definite adult education work for them. In September we began weekly community meetings in our schoolhouse along the lines of health, agriculture, and on alternate weeks a talk on current events, giving them a background for world affairs and striving to emphasize the privileges and responsibilities of living in a democracy. Madison College has contributed in a very real way to the success of this undertaking. Miss Elma Rood brought to us a very outstanding program on tuberculosis; Dr. Bralliar spoke on "Gardens"; Professor Straw with students, gave a splendid music program; and Dr. Webber showed pictures of Japan. Yvonne Rumley is interesting the young people in music and has an orchestra of six guitars. We invite any who can play or sing to contribute. In ten weeks attendance at these meetings has grown from 38 to 115 people.

We had not planned for a grade school this year because there are but few children in the community, most of them having grown up and moved away. But on the insistence of two little boys and their mothers we promised a school. A teacher "appeared" as it were, in answer to prayer. He is doing a splendid piece of work. The boys have woodwork, flytraps being their first project. The girls are taught sewing. They are not merely learning stitches

but they are really learning to make articles that are needed in the home.

As to our needs? They are books for the library, a piano and a cook; and we could very profitably use a mechanic.

—S—

Roll Call at the Convention

IN EARLY DAYS convention brought together practically all who were engaged in self-supporting work in the Southland. But the numbers have increased and the activities of the units must continue. Some must remain by the patients in the sanitariums and only representative teachers can be spared from the classrooms. As a prelude to the devotional service of Friday evening, November 11, roll was called by Mrs. Elsie Brownsberger, assistant secretary of the convention, introducing the following centers of activity:

TENNESSEE

Madison College & Madison Rural Sanitarium, the parent institution, was represented by approximately 100 faculty members, physicians and department supervisors.

Fountain Head Sanitarium & Farm School, at Fountain Head, on the "Rim," oldest of the units, presented as delegates Mr. and Mrs. Ralph Martin and Mr. and Mrs. Paul Dysinger.

Chestnut Hill Farm School & Rest Cottages, near Portland, sent Mr. and Mrs. Herschel Ard who have been with the institution from its infancy, and Miss Yvonne Rumley.

Lawrenceburg Sanitarium and Hospital, Lawrenceburg (with an affiliated grade school), only hospital in five counties, was represented by Miss Samantha Whiteis, veteran worker in the field of nursing.

Red Boiling Springs, where Dr. Gustav Ulloth and Mr. and Mrs. Leslie are located was represented by Mr. R. A. Leslie of the Treatment Rooms.

Takoma Hospital, Greeneville, Dr. L. E. Coolidge, medical superintendent.

Monteagle Unit sent Lloyd Swallen who with his wife has pioneered a rural community work for years.

Altamont Pines, Coalmont, sent Mr. and Mrs. B. N. Mulford, pioneers in this work, and Arthur Edminster, born and reared to cherish it.

Road's End, Greutli, represented by Mrs. Charles Sharpe and Elder and Mrs. C. P. Lillie.

Parvo Rest Home, Paris, was reported for by Mr. and Mrs. C. H. Dye.

Memphis Treatment Rooms sent its whole force, Mr. and Mrs. Harvey Bean.

Murfreesboro Treatment Rooms; Mr. and Mrs. G. G. Jenkins.

ALABAMA

Pine Hill Rest Home, Birmingham, Archie Page in charge, was answered for by Mrs. Lida Scott, secretary of The Layman Foundation, who is sponsor and "Mother in Israel" to all

these centers, especially in their early years.

El Reposo Sanitarium, Florence, sent Neil Martin, this year's presiding officer of the Convention, Mrs. Martin, J. B. Rhodes and Mr. and Mrs. Gordon Creighton.

Sand Mountain School, Long Island, sent its veteran worker, Raynold G. Peterson.

Dogwood Valley, Heflin; a new enterprise spoken for by Miss Arminnie Snyder.

GEORGIA

Hurlbutt Farm School, Reeves, is reviving under new management and was reported for by B. F. Tucker.

Georgia Sanitarium, Decatur, near Atlanta, is usually represented by Dr. Julius Schneider, but he was unable to attend this session.

Rural Center, Ellijay; Mrs. Ida. Cartwright.

KENTUCKY

Pewee Valley Sanitarium & Academy, near Louisville: Dr. and Mrs. John Peters, Mr. and Mrs. J. T. Wheeler, Miss Bonnie Miller and Professors Eldred Beardsley and Herbert Hewitt.

Rest Harbor, Lockport, a comparatively new center, Founder, Ira Wallace.

Rough River Rural Center, Hartford: V. L. Schroader and Miss Martha Zehm.

LOUISIANA

A Medical Evangelistic Center, New Orleans: Elder W. D. Frazee.

MISSISSIPPI

Pine Forest Academy, Chunky: George McClure, Principal, and E. J. and Dr. Ada Crawford who are uniting with that institution.

MISSOURI

Treatment Rooms, Springfield: Mr. and Mrs. Bruce Biggs.

NORTH CAROLINA

Asheville Agricultural School and Mountain Sanitarium, Fletcher: Dr. and Mrs. John Brownsberger; Mr. and Mrs. A. A. Jasperson, Mrs. James Lewis; Miss Lilia Paterson, and others to the sum of twenty-five including workers and students.

Laurel Cragg School and Rest Home, Banner's Elk: Mr. and Mrs. I. D. Pound.

Glen Alpine Rest Home: Dr. Amy Humphrey's report was given by Mr. Jasperson.

Pisgah Sanitarium and Institute, Asheville: E. C. Waller, Principal; Drs. W. E. Wescott and Oliver Lindberg, not able to attend but their excellent work was responded for by the Convention secretary.

Table Rock Community where Mr. and Mrs. George Wallace recently located was responded for by their son, Dr. Lew Wallace of Madison.

Valley of the Moon, Celso: an agricultural community center under the direction of Dr. Arthur E. Morgan, has a number of young people from Madison, represented by Ben Brost.

Waccamaw Institute, Bolton, reported for by Leland Straw of Madison in the absence of a direct representative.

The MADISON SURVEY is published semi-monthly with no subscription price by Madison College, formerly Nashville Agricultural Normal Institute, Madison College, Tenn. Entered as second class matter February 8, 1939 under the act of August 24, 1912.

The Madison Survey

Published by
Madison College
(Nashville Agricultural Normal Institute)

Vol. XXI No. 24

Madison College, Tennessee

December 20, 1939

The Relation of the Ministry to Self-Supporting Missionary Laymen

By J. K. JONES

IT IS wonderful to have so many splendid self-supporting institutions operating in many states of the Southland demonstrating the message and united in proclaiming the truth. The most wonderful thing to me is that these groups seem to come nearer than most others to carrying out the great commission of the Master, "Go ye into all the world," and "What is right I will pay." Your workers go out to the harvest field with no definite promise of a pay check. The spirit of sacrifice that actuates these workers is the thing that I appreciate. It is a spirit that pervades the rank and file of your workers. That is why God has so wonderfully blessed your efforts. That is the reason for the marvelous growth of this work.

Matthew 28:18-28 is my text. The commission is, "Go, and Teach." This commission is to lay members of the church more than to any other because their numbers are great.

The work of the layman is illustrated among the disciples by one who said to his brother, "Come, see, I have found the Saviour." That personal responsibility represents a layman's activity. Our work in the world started as a laymen's movement. When the laymen shifted their

responsibility to a paid ministry, Protestantism began to decline. Laymen looked to the ministers to do the spiritual work that had been originally allotted to them.

IN THE work of God, man cannot meet the specifications by proxy. God expects every man to

carry his own responsibility. I may reason: I pay tithe, it is the minister's business to do the work and mine to pay him. But the scriptures do not so direct us.

It is a fatal mistake to suppose that the work of soul-saving depends alone upon the ministry. The humble, consecrated believer upon whom the Master of the vineyard places a burden for souls, is to be given encourage-

ment by the men upon whom the Lord has laid larger responsibilities. Those who stand as leaders in the church of God are to realize that the Saviour's commission is given to all who believe in His name. God will send forth into His vineyard many who have not been dedicated to the ministry by the laying on of hands.

Hundreds, yea, thousands, who have heard the message of salvation, are still idlers in the market place, when they might be engaged in some line of active service. To these Christ is saying, "Why stand ye here all the day idle," and He adds, "Go ye also into the vineyard." Why is it that many more do not respond to the call? Let them understand that there is a large work to be done outside the pulpit, by thousands of consecrated lay members.—*The Acts of the Apostles*, page 110.

IT IS not the divine plan for laymen to be left undirected in their work. The

DO WE COMPREHEND?

IN CHRIST is the tenderness of the shepherd, the affection of the parent, and the matchless grace of the compassionate Saviour. His blessings He presents in the most alluring terms. He cannot be satisfied until the human race are reclaimed and reinstated in their holy privileges as His sons and daughters.

—*The Desire of Ages*, p. 826

Condensed from the Sabbath morning sermon by the president of the Southern Union Conference, S.D.A., at the Convention of Southern Self-Supporting Workers, Madison College, November 11.

relationship between minister and laymen should be that of teacher to students. We are definitely instructed that "the work of God in the earth will never be finished until the men and women comprising our church membership rally to the work, and unite their efforts with those of ministers and church officers."

When that relationship exists, lay members and ministers working together will set the world on fire. The large addition to the church membership in this Union Conference is to be attributed to the combined work of laymen and ministers.

The time will come when ministers will not be permitted to speak publicly. Then laymen must finish the work. Ministers should be encouraged to train lay members of the church to do an effective work. As wise generals, ministers should guide the church membership into activity. The denomination needs men capable of demonstrating how the work should be done by laymen, men who will not depend merely upon talking about how it is to be done.

A wonderful work is yet to be done by laymen. "In all fields, nigh and far off, men will be called from the plow and from the more common commercial business vocations that largely occupy the mind, and will be educated in connection with men of experience. As they learn to labor effectively, they will proclaim the truth with power. Through most wonderful workings of divine providence, mountains of difficulty will be removed."

This is a strong statement concerning the relationship of ministers and laymen, indicating that laymen should be trained, educated, organized. Then they should go forth in groups to carry forward an effective service. Men will watch the development of such activity. I am interested in the Medical Evangelistic course. Madison is the only college I know of that gives such a course.

IN THESE last days people should be finding a home on the land for the sake of saving their own souls and the souls of their families. But that alone is a narrow mission. The Master wants us to show everyone we meet a better way of

living. Thousands of our people should be getting out of the cities. They should move not only to get away from danger, but in order better to give others the message. I wish many had the courage of those who sit here before me, courage to go out as pioneers without money and without financial backing, starting from the very foundation to build a mighty work for the Master.

I have visited a number of the units. At Fletcher recently I was impressed with the constant spirit of progress. From miles around the people are coming to this unit for help. The doctors, the nurses, and others are working for the common people, and God blesses their efforts. And as they visit the sick, their own souls are watered.

We should be training Bible workers and lay preachers. Frequently there are men in the audience who are better equipped than the minister himself. Let these be trained. Sister White tells us that she saw a great reformatory movement. The sick were healed. Thousands were visiting their neighbors and opening the Scriptures to them. This is the loud cry.

We should see this movement in every church. "Go," says the Master; "I will pay what is needed." God is a great paymaster. When this idea pervades the church: when a coal from off the altar leads men to say, as did Isaiah, "Here am I, Lord, send me," the end will come quickly. May God bless the laymen's work.

Getting People on the Land

A CATHOLIC PERIODICAL, *Social Action*, issue of December, 1939, quotes Dr. O. E. Baker, of the U. S. Department of Agriculture, in what it styles "the long range problem of getting Catholics out on the land":

Dr. Baker, long a friend of the Catholic rural life movement, states that: "In the cities of over 100,000 population 10 adults are now raising only about 7 children . . . these 7 persons will in turn raise only 5 children, these 5 only 3½. In a century (a little over three generations) the number of births would fall to

one-third the number at present, and two or three decades later the population would decline in similar degree. . . .

"In the farm population, on the other hand, 10 adults are now raising about 14 children. Again assuming a stationary birth rate, these 14 would, in turn, have nearly 20 children, these 20 nearly 28. Births would almost treble in a century and population would treble in a few decades more, provided there were no net migrations from the farms. . . .

"Because Catholics are concentrated in large cities, the church will have an increasingly hard time in maintaining its place in American life. . . ."

Social Action adds, "For Catholics, this is a grave problem. It is a long range problem which must be taken into account. It involves the building up of a healthy Catholic rural life program. . . .

"Protestantism has long had its backbone out in the country. The Protestant sects would probably long ago have collapsed had their members congregated in the cities alone. But the roots of Protestantism in America are buried in the soil. . . ."

WE ADD, that now as never before

Christians facing the perplexities of a war-torn world, should be moving from the cities and placing their families on the land. City life becomes more and more complex, more and more hazardous to life and health. It is not only a problem of material welfare but one of serious concern from the standpoint of the spiritual salvation of youth.

Recent Free Advertising

AN UNUSUAL NUMBER of letters poured into the office inquiring student opportunities concerning college life at Madison. The reason became evident when some of these young folks, and older ones, also, enclosed a clipping from their local newspaper, an Associated Press article. These varied a bit as to caption, but all stressed the fact that Madison operates a work-study program.

"Work, Not Money, Pays Cost of Education at Farm-School," says one. "Work-and-Study Plan Thrives at College—Nashville Plant Grew From a Doctor's Novel Idea," says *The New York Times*. Quoting a paragraph or two:

"This is how it works: A student comes to study science at Madison. When he is not messing around with test tubes he is engaged in one or more of the industries of the school.

"He may be setting type in the college print shop, riding a tractor on the school farm, or canning in the Madison food factory—he learns a trade while getting his degree. Women students follow the same system. The student body of four hundred is in school the year round to complete a regulation four-year course."

Soybeans as Human Food

WRITING for *Madison Health Messenger*, third quarter issue of 1939, Dr. Perry A. Webber, head of the Chemistry Department, Madison College, and long a resident in the Orient, summarizes the subject of the soybean as a food as follows:

1. The soybean has been used successfully for thousands of years in the dietary of hundreds of millions of human beings.

2. It is a high protein food and along with other high protein foods should be eaten in moderation.

3. It is one of the cheapest and best sources of complete protein, fat, minerals, and vitamin B¹.

4. Its proper use is being encouraged by Federal and State Agencies.

5. Scientific experimental and clinical evidence shows that when eaten in proper combination with other foods it provides a most valuable adjunct to the diet.

6. Scientifically trained dietitians and other medical experts are increasing their use of the soybean in diet therapy. For twenty-five years the famous Battle Creek Sanitarium has been serving soybean foods in many ways.

7. Many manufacturers of soybean foods are properly representing their foods to the public and are producing fine tasty foods.

8. The public need not "beware" of soybeans any more than they would beware of an excess of any other kind of protein food provided for our nourishment.

MADISON FOODS, operating on Madison College campus, reports

with some satisfaction that the last week in November it made its first car-load shipment of manufactured foods to the Pacific Coast. Of this twenty-five tons, or more, a large percentage consisted of soybean products.

Of interest, also, is a letter of November 30, from Mr. George Berkowitz, Associate Editor of *Vocational Trends*, organ of Science Research Associates, Chicago, who had addressed the well-known food authority, Dr. George Washington Carver, Director of Agricultural Research at Tuskegee Institute, for information on the soybean industry. Mr. Berkowitz writes:

Dr. Carver informs me that your institution [Madison] has done quite a lot of work on the soybean and that you may be able to send us the information we need. We are interested in the field from an occupational standpoint. Any data you can give us on wages, hours, working conditions, and specific material on the industry as a whole will be greatly appreciated.

Our publication circulates among high schools and libraries where studies are made of materials and articles.

It is evident that the soybean industry on the Madison campus has an increasing value in the training of students for lives of public service.

From Former Students

FROM Los Angeles, where she is doing graduate work in Laboratory Technique, Miss Helen Biggs, class of '39 writes: "Once again I want to tell you how thankful I am that my mother sent me to Madison. I will always remember you and yours and hope too long a time will not elapse before I visit Madison campus. I am fond of my work here with a fine group of young people. I visited Loma Linda and the College of Medical Evangelists, last weekend to find Paskan, Sid, Carrol, the Velias', the Gregorius', Karmy, and Dick Welch, studying hard and just fine. God bless you and remember me when you pray."

For a year, or more, Miss Mildred Davidson, whose home is Carrie, Kentucky, has been Supervisor of Special Education in Knott County, a very interesting type of work conducted by the Kentucky

State Department of Education. During her vacation she continues her college work at Madison. A little glimpse, given in confidence and passed on to others we know will be interested, is contained in this paragraph from a recent letter:

Thursday and Friday the annual Teacher's Meeting was held at Hazard, eight counties of this section of the state participating. Would it be a feather in your cap to know that your Madison student was defeated by only two votes, by a man of the State Department, for chairmanship of all Special Education departments and activities in these eight counties? This includes Adult Education, NYA, Handicapped Children, Vocational Rehabilitation, and others.

The state of Kentucky is doing an outstanding work in these several lines. We congratulate Miss Davidson for the privilege she has of working in such a needy field, for her success in that work, and for her near-appointment to a position of still greater responsibility.

The Health Institute

The annual institute in Medical Evangelism conducted by Julius Gilbert White opens Friday night, January 5, and continues for two weeks. His entire course of illustrated lectures will be given. Two hours each day will be devoted to the study of the lectures, the methods and the technique of giving the gospel of health. The course provides opportunity for workers to secure an intensive course in this type of work with very little expense. No tuition is charged unless one wishes college credit. The expense for room and board is on student basis. Reservations should be made in advance. Address, Madison College.

Among recent visitors on the campus were Dr. Honore A. Webb, Professor of Chemistry, Peabody College for Teachers, Nashville, who addressed the student group at its chapel hour Wednesday evening; Elder Orville Dunn, Mrs. Dunn, and their three sons, missionaries recently home from the West Indies, who spent several hours on the campus; Mr. and Mrs. H. F. Benson, for thirty-three years missionaries in Japan, who were studying the institution's plan of medical education and medical activities. Mr. and Mrs. E. P. Boggs and Dr. Bertha Moshier of Battle Creek, Michigan, friends of long standing, were welcome visitors.



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