

# The Madison Survey

VOL. XXXI, No. 1

MADISON COLLEGE, TENNESSEE

JANUARY 1, 1949

## From a Former Japanese Student

MR. ICHIRO TABUCHI, a young Japanese student, came to Madison College a few years ago to prepare himself to work for God among his countrymen. The editor knew him well at Emmanuel Missionary College, where he majored in agriculture. From there he went to Michigan State College and has received his Master's degree in agriculture from that institution. Mr. Tabuchi has written the following interesting letter to the editor and readers of the SURVEY. — *The Editor.*

MORE THAN ten years ago I first heard of Dr. E. A. Sutherland and Madison College from Dr. P. A. Webber, then president of Japan Junior College, in which I was a student. Since that time my interest in self-supporting missionary work has increased, and I have begun to think of dedicating my life to this important phase of God's work.

My attention was called particularly to the greatly neglected work for the people living in rural communities. I thought a different kind of work must be done there from what has been done in the past. It is not enough to call people together once or twice a week or to preach to them on Sabbath.

We must help them with their physical, mental, vocational, and many other problems besides their spiritual needs.

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### Prayer for the New Year

White as the fields that lie before  
our eyes,

Far reaching and unbroken in the light,  
The New Year lies ahead—God, make  
us wise;

God help us keep the new days clean  
and white.

May we have strength for work, the will  
to play,

The time for neighborliness, and rest at  
night;

Grant us new hope and courage day by day,  
And help us keep the lamp of faith alight.

Help us to sow and reap, not grain alone,  
But joy from service, peace from trust-  
ing Thee.

God make this year the best year we have  
known,

A shining portion of eternity.

Grace Noll Crowell.

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That is the way our Saviour did His ministering work on the earth. To fit people for such work, Madison was the only training place I could think of.

I am very grateful for the way the Lord took me out of Japan and brought me over to Madison at the time of a grave international crisis in the spring of 1941. The Lord has blessed me wonderfully during the seven and a half years of my stay in the United

States. I was able to attend three colleges and to complete my study at each in spite of the war between the

United States and Japan.

Each of these institutions I attended contributed something to my training in a definite way; but the kind of training I gained at Madison was most valuable to me—a training I could not have gained in other schools. The training at Madison laid the proper foundation for my work in later years. I was happy to express my sincere appreciation to Dr. Sutherland in person for this training. He asked me in just what ways the education at Madison was helpful to me.

I consider that the training Madison gives is valuable because:

1. It teaches how to take care of one's self in many details of life's activities, both in school and out of school.
2. It teaches the dignity of common labor.
3. It offers a genuine type of association with students and teachers, because students and teachers work together in the industrial establishments.
4. It offers to every young man and woman of ability and ambition, regardless of their financial background, an excellent opportunity to gain an all-round Christian education.
5. It gives the best kind of training to young people who plan to enter foreign mission fields, especially where much pioneering work has to be done.
6. The combination of medical, educational, and industrial institutions provides the most ideal place for the youth to gain an all-round training for God's work.
7. The type of training received at Madison will be found useful after graduating from school. Madison teaches students to meet the problems of life while they are still in school.

I am not saying that Madison is the perfect school, or that it offers the most excellent educational opportunities to everybody who enters. The success of the individual, or the institution, is dependent not so much on the institution's physical setup as upon the individuals who constitute the institu-

tion. Above all, it requires one hundred per cent cooperation on the part of all its members.

It was good news to hear of the arrival of Dr. Webber in Tokyo, Japan. He spent many years in that country as a missionary; and in recent years he has given much to the initiation of self-supporting missionary work there. We are praying that the Lord will bless him and his co-workers and their efforts in a special way. I believe it proper for me also to express our hearty thanks to Dr. and Mrs. Webber for the interest, encouragement, and guidance they have given to the students, especially to those of us who came from the Orient.

It is my privilege to accept an assignment from the Board of Japan Junior College to make contacts with Seventh-day Adventist institutions throughout the States, to gather useful ideas, information, and materials for the benefit of that school. I was asked particularly to investigate in regard to vocational education, health food manufacturing, agricultural industries, and self-supporting missionary work.

Dr. Sutherland has kindly arranged with people in the various self-supporting units for me to visit them and learn about their work. I hope by the time I get through with this trip I will have a pretty good idea about how the self-supporting institution works on a smaller scale.

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### The College Annual

Last year the students of Madison College published their first college annual, *Cumberland Echoes*. They are now planning and gathering material for the 1949 number. Readers of the SURVEY can be assured of receiving a copy by sending their request early to *Cumberland Echoes*, Madison College, Tennessee. The price is \$3.00.

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## *The Roving Reporter*

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### Here and There Among Self-supporting Institutions

WITH THE REPORT of the Annual Convention of Southern Self-supporting Workers reasonably fresh in mind, it is appropriate to speak of some whose seats were vacant among the delegates at that meeting.

The Mulfords were one of the pioneer families in self-supporting school and medical work on the Highland Rim above the Cumberland River valley in which Nashville is situated. They are now operating the Wrens' Nest, near Monteagle, Tennessee. They missed the convention because of illness in the family.

A few days after the convention, Mr. and Mrs. Raynold Peterson and Mrs. Cora Fuller Scott stopped to see Madison friends as they were returning to Sand Mountain after a visit in Michigan and Minnesota. They regretted missing the gathering of workers.

Schools and medical work on Sand Mountain date back many years. Various ones have been there and left, but the Petersons stayed and reared their family there, and it was there that Mother Peterson passed away. Dr. and Mrs. Ownbey joined them, and he is still the community physician, known for miles and answering calls from distant homes in the mountain.

In the beginning, the family of Lycian Scott settled on the brow of the mountain overlooking the valley of the Tennessee River, opposite Lookout Mountain near Chattanooga. Later, they moved to the locality of the school operated by the Peterson group, not far from the sanitarium operated by Dr. Ownbey.

In the earlier days, visitors to the Scotts were met with the spring wagon drawn by two tiny jennies. This conveyance could take them part way down the mountain side, and the rest of the journey was afoot among the rolling

stones and boulders. But the road up the mountain from Trenton, Georgia, Dr. Ownbey's post office address, is called Floral Crest, reflecting the leading industry of the Petersons and Scotts, who are noted for their luxurious flower gardens, their source of cash income in the Chattanooga market.

These people were all once members of the Madison family as students or workers, and their steadfast devotion to their convictions and lives of self-sacrifice are an honor to their parent institution. There they reared their own children, some of whom are now workers in various parts of the country, and at least one is a missionary in a foreign land. Hundreds of neighborhood children and their families have been the beneficiaries of the teaching and hospitality in health and sickness of these workers in the highlands that border Georgia, Alabama, and Tennessee.

One of the North Carolina Madison-trained nurses who could not attend convention because of her baby cases was Miss Carolyn Port, of Morganton. Near Morganton also is Glen Alpine School, operated by C. B. Howe and wife. In connection with the school is a sanitarium, where Dr. Amy Humphrey spent many years, and where she passed away a few years ago.

Messrs. A. A. Jaspersen and James Lewis, of Asheville Agricultural School and Mountain Sanitarium, Fletcher, North Carolina, are both members of the operating board of the Glen Alpine institutions. After attending a recent annual meeting of the corporation, Mr. Jaspersen wrote:

"Brother Howe and his wife have done well with the institution. They have had an average of fifteen patients the past year. This has given them sufficient income to make approximately \$2,000 worth of improvements on the

place, and they still have \$700 in their reserve fund. B. F. Kneeland, a retired minister, is their secretary.

Some thirty years ago, Julius Schneider came to Madison from Minnesota, along with the Misses Florence and Frances Dittes, in whose home he had lived during his high school days. He is one of the early Madison students to be graduated by the College of Medical Evangelists. Twenty-five years ago as a physician he purchased a farm near Decatur, Georgia, a few miles from the city of Atlanta, and there built a small sanitarium. For years he has had his city medical office and his rural home and medical institution.

Early in December Dr. Schneider visited relatives and friends at Madison: Dr. Trivett, who has a rural home at Fountain Head; his cousin, Dr. Alfred Dittes, of the Portland, Tennessee, Medical Clinic; and Chestnut Hill Farm School and Sanitarium, near Portland. He is profoundly impressed with the growth of these enterprises and with the importance of developing to the full these rural bases as outposts from which to work the cities. He is looking for a competent farmer to assist in the agricultural and shop work on his one-hundred-fifty-acre farm.

It is evident that through the years God has been training men and women of the professions, as well as the laity of the church, to carry forward self-supporting educational and medical missionary enterprises. These rural centers are to be great aids to people now learning the message to get out of the cities, and who need guidance in establishing themselves on the land.

M. BESSIE DEGRAW

## Music Department Presents Recital, Christmas Service

Sunday night, December 5, the Madison College Music Department, under the direction of Mr. Bertil Boer,

gave its first student recital of the year.

This very interesting and enjoyable program consisted of voice and piano numbers. Although this was the first public performance of many of the participants, they all—grade school children as well as college students—did their parts in a manner revealing painstaking effort on the part of teachers as well as students.

On the night of December 12, the College chorus, directed by Mr. Boer, with the organ, piano, and chamber orchestra assisting, presented a beautiful program of Christmas music. Much credit is due to all concerned. Madison teachers and students live a very busy life and much extra work is entailed in the preparation and giving of such a fine program. This fact should make us appreciate it the more.

As we listened to the lovely Christmas music and songs which never grow old, hearts were stirred anew with the hope so beautifully expressed in one of the choruses sung:

O, that the anthem now might swell  
And host to host the triumph tell  
That not one rebel heart remains  
But over all the Saviour reigns.

The Madison family were saddened by the recent death of Brother William A. Webb, who spent many years of service in connection with the Madison institution and one or more of the self-supporting units.

For a number of years past, Brother and Sister Webb have been cared for in the Madison Sanitarium, and it was there he fell asleep at the age of eighty-five years. He had lived an active, consistent Christian life. He is survived by his aged wife and an adopted son, to whom the SURVEY extends sympathy.

# The Madison Survey

Vol. XXXI, No. 2

MADISON COLLEGE, TENNESSEE

January 15, 1949

## Report of the Agricultural Division

WE HAVE an excellent group of students of agriculture attending school this year. They seem to sense the need for agriculture to play a more important role in our world program for these days than it has in the past. It is this demand that stimulates a vigorous forward surge in building up agricultural education.

The items mentioned are only given to illustrate the efforts being put forth to facilitate the teaching of the art and science of

agriculture and are not to be thought of as a money-making enterprise. It is true that a department operated on an efficient and economical basis serves best as a laboratory for teaching; however, it is generally recognized that a student must master certain fundamentals before he becomes an asset to a department. After he becomes proficient and profitable to a department, he feels that he has gained the necessary training in that particular branch and asks for transfer to another. Thus, the wider the experience the student gets in the different departments the less valuable he has been to each financially; but he is better qualified to wrestle with agricultural problems in the future.

We feel that the Lord has blessed us with many, many material advan-

tages; and with his blessing we should be able to make an outstanding contribution to the cause of agriculture in our educational program. With a large farm of some eight hundred acres divided into five departments—farm, dairy, fruit, garden, and poultry—and an experienced man heading each department, “we have nothing to fear except as we forget the way the Lord has led us.”

We have a very active head of the garden; and, judging by the fine cover crop growing over most of the garden to protect it from erosion and to prevent excessive leaching of available plant nutrients, he is a true friend of the soil.

This year we will have more than an acre under a permanent Skinner irrigating system and four acres irrigated from a main line supplying water to a portable system. The large Rainbow system purchased last year, that well covers three acres at a setting, can also be used on the garden. We plan as far as possible to grow all our vegetables by organic methods and are practicing both sheet and heap composting.

It is our plan to supply the institution, including the Sanitarium and families of the community, with a larger variety of more healthful vegetables at the lowest possible price. We have

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WE CALL the attention of our readers to a conference to be held at Madison College, February 24 to 27, 1949, for the purpose of studying the problems of country living. Watch for further announcements.

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been instructed that "our schools should not depend upon imported produce for grain and vegetables, and the fruits so essential to health."

Again we read: "Had the money which our larger schools have used in expensive buildings been invested in procuring land where students could receive a proper education, so large a number of students would not now be struggling under the weight of increasing debt, and the work of these institutions would be in a more prosperous condition."

And so we thank the Lord again for land in abundance, a blessing that would not have been ours except for His providential leading. When we connect this thought with the promise "that God can bless twenty acres of land and make them as productive as one hundred," we find assurance that the Lord will bless our efforts.

Our fruit department, now firmly established and operating with a profit, is dedicated to this same program. Our students are given full advantage of becoming acquainted with the different operations of the department. In 1948 we harvested five thousand bushels of apples, four hundred forty-five bushels of peaches, one hundred eighty-six bushels of grapes, fifty bushels of plums, and ninety-nine crates of strawberries. The peaches and plums would have been a complete failure had it not been for our new, large irrigation outfit.

The orchard consists of one thousand bearing apple trees, four hundred peach trees, and a few plums. There are about four acres of vineyard and one acre of strawberries. The department has added three hundred twenty-five new apple trees, mostly replacements and filling out corners. Some two hundred thirty new peach trees have been set, and eight hundred strawberry plants. Plans are laid for six hundred or more grape replacements. Besides the four hundred bearing peach trees, we have about one hundred more just coming into bearing.

A new grading and packing house twenty by sixty feet, is being provided, the lumber coming from timber on the farm. Among the more recent additions to the equipment in this department is a new John Bean Royal fifteen-spray rig, and a civilian jeep. Effective tools with which to work seem to stimulate in the students an active interest that is akin to proprietorship.

There has been considerable interest and discussion among the heads of the agricultural departments about a new special type of agricultural student. There are many Seventh-day Adventists living in the cities who feel that they must heed the instruction to secure homes in the country where they can rear their children away from the evils of city environment. There are also the complications coming to the city dwellers through the work of the federated labor unions, causing uncertainty and insecurity.

Since many of these brethren have not had previous experience on a farm, they feel the need of coming to one of our agricultural schools and working in the agricultural department to support their families while they learn something about the different operations connected with farming. Evening classes could be conducted for these people; and it has been suggested that a small piece of land could be provided on which they could prove their abilities before they go out on their own farm.

Madison College is also offering special courses in Bible and methods of missionary endeavor for the benefit of those who desire to join the ever-increasing company of self-supporting lay workers. Knowledge in these lines, combined with experience in agriculture, provides a basis for the beginning of a center of Christian influence. There is great need as well as great opportunity for such missionary projects.

At the present our housing facilities are not adequate to accommodate such a program; but we have the land

and a desire to do what we can to help. We would like to hear from those who feel the need of such a program, and also those who, seeing the need, would like to help provide simple living quarters for such special students with a family.

We know the time is coming when our people will be forced to leave the cities, and those who move now can do so with far less discomfort and inconvenience than later. We have too few Seventh-day Adventist farmers and too few institutions on farms that will be able to give assistance in that trying time. The family that moves now is not only one family provided for but it becomes a haven of refuge for another. Let us work and pray that our people will not all be as Lot, but that many will be obedient and thus save their families from those hardships of which the Lord in His word has warned us.

Adolph Johnson

## The Year 1948 on the Madison Farm

THE YEAR 1948 has been a hard one for the farm and dairy, because of one of the longest and most severe droughts in the history of this part of Tennessee. But we are of good courage and are looking forward to the coming year in hope and faith. Adversity draws us close to our Maker as we realize how very dependent we are upon the bounties of Mother Nature and the blessing of God.

The hay crops and pastures were hardest hit by the drought, being almost a failure. As the pastures gave out early, the milk cows were on almost full rations of hay, ensilage, and grain during most of the summer. Naturally, this cut the production of milk while raising the cost of same. But the herd has come through in excellent condition and production is high this winter. We have also a fine lot of heifers coming on, which will enable us to keep the herd closely culled and re-

placed with these fine young animals. Prospects in the dairy are bright for the coming year.

The grain crops were very satisfactory, considering conditions. Six hundred bushels of wheat were harvested, two thousand of corn, and fourteen hundred of barley.

A new John Deere tractor was added to our farm equipment this fall and will be a great asset in helping to get the crops planted on time, which is a matter of great importance in this section.

We were also blessed with the acquisition this summer of an irrigation system. Powered with a Chrysler stationary motor, it pumps water from the river through six-inch aluminum pipe to the sprinkler, which covers three acres at a time, giving a two-inch rainfall in about four hours. This will be a wonderful help for the garden and fruit, and for some farm crops.

For some time past, the institution has been faced with the need of a regular source of supply for strictly fresh eggs, especially for the hospital patients and the cafeteria. To meet this need, the management last spring decided to establish a poultry department. A remarkable beginning has been made.

Already seven new poultry houses have been erected, the material used being largely salvaged from the old, abandoned, multiple-unit poultry buildings down near the barn. A higher location east of Men's Court was chosen for the new site. Students have assisted in the erection of these neat, well-constructed, well-painted buildings. Water and electricity have been installed in each, and the yards are surrounded with a good new fence of woven wire, supported by new steel posts.

By late spring the first of the buildings were ready, and day-old chicks were flown from the hatchery at Forest Lake, Florida, to start our flocks.

The first pullets began laying in September, and full production was reached the latter part of December.

After deducting the cost of feed and care, our five hundred pullets made the institution a profit in November of \$7.07. The profits for December were \$277.00; and if the same levels hold through January, the profits for that month should be well over \$400.00.

This new addition to the industries at Madison will furnish a fine laboratory for students taking the courses to be offered in poultry husbandry.

The milk processing plant has become one of the bright spots in the agricultural division. The fine, modern plant now in operation is a credit to any dairy. It is equipped with an automatic, soaker-type bottle washer, two pasteurizers, bottle cappers, etc., and the products turned out are of superior quality.

In addition to bottling regular milk of four and two-tenths per cent butter-fat content, they also make and bottle chocolate milk and buttermilk, and some fruit juices, all of which are sold at the cafeteria, the store, and the sanitarium kitchen, as well as on the milk route.

Fine work is being done in the plant and in teaching students taking creamery practice and milk-plant operation.

J. W. Blair

## Campus News

Two weddings added to the campus festivities during the holiday season.

On the evening of December 23, in Helen Funk Assembly Hall, Miss Verle Anna Hamel and Mr. Harlan Brown were united in marriage. The ceremony was performed by Elder R. H. Hartwell, of Memphis, Tennessee. Mr. Brown is a student of Madison College, and Mrs. Brown is a graduate nurse in the employ of the Sanitarium.

On Tuesday, December 28, at 4:30 p.m. in the Madison Sanitarium parlor,

Miss Bernice Ansley and Mr. Darrell Jones were married by Elder H. J. Welch, Dean of Madison College. Mr. and Mrs. Jones are both freshman student nurses.

Dr. and Mrs. Nis Hansen, of Washington, D. C., were among the holiday guests on the campus. They were formerly connected with Madison College Faculty.

Miss Bernice Webber, of Berrien Springs, Michigan, sister of Dr. P. A. Webber, was a holiday guest in the Webber home.

Mr. and Mrs. Herman Siemsen have returned to their home in Oregon after an extended visit with their son, Professor Walter Siemsen and family.

President and Mrs. Alvin Johnson, of Emmanuel Missionary College, Berrien Springs, Michigan, accompanied by Mr. and Mrs. Swearingen, also of the college, were visitors on Madison campus January 4.

Miss Florence Fellemente, for years assistant to Mrs. Lida F. Scott, Secretary of the Layman Foundation, and who, since the death of Mrs. Scott, has acted as secretary of the Foundation, has recently returned to Madison after fifteen months spent in the study of physiotherapy at the College of Medical Evangelists, Loma Linda, California, and the White Memorial Hospital, Los Angeles.

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It is with deep regret that we report the death of David Jasperson, son of Mr. and Mrs. A. A. Jasperson, of the Mountain Sanitarium and Agricultural School, Fletcher, North Carolina. David was a victim of the dread polio and had been in an iron lung for some weeks. Our sincere sympathy is extended to the sorrowing family.

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# The Madison Survey

VOL. XXXI, No. 3

MADISON COLLEGE, TENNESSEE

FEBRUARY 1, 1949

## What Education?

There came to my desk a few days ago a magazine called *Higher Education*. It is dated January 1, 1949, and was published by the Office of Education, Federal Security Agency, Washington, D. C. From it I quote the following statements found on pages 104 and 105:

"Liberal arts teachers must meet more effectively the needs of students who will live and work in the modern world."

"We must use all the knowledge, skill, and wisdom we have in enlightening and enriching the daily lives and occupations of all the people."

"The program should emphasize the comprehensive development of the individual."

These remarks brought to mind similar statements from other sources that I had previously read. From an article in the *Washington Evening Star*, November 11, 1948, I quote:

Dr. Thomas G. Pullen, Jr., Superintendent of Maryland schools, expects public education to be extended as well as expanded. He told a Silver Spring audience last night that "we may be teaching a lot of things in the next few

years that we never before thought of teaching. . . . We are committed to the education of all youth who desire it," Dr. Pullen said. "At present, seven out of ten children of high school age are enrolled in high schools. This is

nine or ten times as many as were enrolled, out of approximately the same population, in 1915. . . .

"I am convinced that the opportunities of education to all our people will be raised in the future even beyond what they are today."

Dr. Pullen said the job for the schools is to "find out the peculiar abilities of the pupils and to see that the curriculum is sufficiently broad to

make them civic-minded and social-minded and to meet their vocational needs."

Dr. H. C. Link, noted psychiatrist and author of New York city, in his book, *Rediscovery of Man*, has the following to say:

"This academic concept of education [of teaching one to think and not to act] betrays a disregard of the psychology of the mind and personality. . . .

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"IT is folly for students to devote their time to the acquirement of dead languages or of book knowledge in any line, to the neglect of a training for life's practical duties. . . . It is not well to crowd the mind with studies that require intense application, but that are not brought into practical life. . . . A practical training is worth more than any amount of mere theorizing. It is not enough even to have knowledge. We must have ability to use the knowledge aright. "The time, means, and study that so many expend for a comparatively useless education should be devoted to gaining an education that would make them practical men and women, fitted to bear life's responsibilities. Such an education would be of the highest value."

*Ministry of Healing*, pp. 444, 450.

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Every psychologist working with people knows that a man who has a trade, a job, a wife and family, even though he has only a grade-school education, is a straighter and saner thinker than a college graduate or Ph.D. who has no job, who is not prepared for practical life, not able to support a family, and therefore emotionally unbalanced and eager to change the entire economic system. A vocation and economic independence, our studies show, is the core which unifies all the other habits of personality." p. 152.

Discussing the question, "What We Have Done," Malcolm S. MacLean, of the University of Minnesota, quotes as follows from *General Education, Its Nature, Scope, and Essential Elements*, by William S. Gray, p. 122:

"They are taught in the public school and liberal arts college or professional school. They are drilled in grammar and rhetoric until they nearly lose the power of writing. They are drilled in two or three languages to find that they have, except in rare cases, occasion to use one or another of them less than once in a great while. Some are belabored through mathematics only to find in later years that they need nothing but arithmetic. I have talked to many graduates who, looking back, can see only five or six courses in four years of college that have been of enough value to warrant the time and energy spent upon them. . . .

"I have just been speaking, of course, of the leaders. Now for the followers, the great mass who need and want understanding, who are just as full of questions to which we give no answer. They did not fit, do not fit the classical, the standard pattern. We have, therefore, stigmatized them as misfits. We have discarded them, or they have rebelled and quit in battalions. Our interest has been only in the potential leaders, not in them. We have said to them, 'Conform to our pattern, answer our questions, do what you are told, or get out.' And they got."

The great educator, Angelo Patri, of New York, discussing the hand-minded child, has said:

"The child who, to my mind, is among the most useful children of the world, is neglected in school, shamed at home, ignored by society for the most part. Schools were established to teach the book-minded children, when only that sort of child was educated. The hand-minded child got his training, and it was a good one, at home. In that day, home held all the arts and crafts and trades within its circle of activities. Today, home holds very little except the stove, the beds, and radio. What is the hand-minded child to do? Schools do not want him; colleges won't have him. Even the high schools have grown snooty and want only students with honor marks. The law won't let him find himself a job, even if he could. What is he to do and where is he to go? I agree heartily that the adult members of society are the ones to carry on in the working world, but I must voice my concern about these children who are not fitted by nature to do the school work as it is commonly presented." *South Bend Tribune*, March 9, 1937.

These are statement of leading educators today, who see the needs of our youth as they are coming on the stage of action. Now compare this with what we were told years ago as to the type of education we should be giving our youth.

Our schools "should be built on the same principles as were the schools of the prophets." *Counsels to Teachers*, p. 168. "Pupils of these schools sustained themselves by their own labor in tilling the soil, or in some mechanical employment. In Israel this was not thought strange or degrading; indeed, it was regarded as a sin to allow children to grow up in ignorance of useful labor. Every youth, whether his parents were rich or poor, was taught some trade. Even though he was to be educated for holy office, a

knowledge of practical life was regarded as essential to the greatest usefulness." *Education*, p.47.

We also have from the same author the familiar lines:

"Study in agricultural lines should be the A, B, and C of the education given in our schools. . . Some do not appreciate the value of agricultural work. These should not plan for our schools; for they will hold everything from advancing in right lines. . . Instruction should be given in agricul-

ture, manufactures—covering as many as possible of the most useful trades—also in household economy, healthful cooking, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines. . . Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood."

Madison College is trying to give this type of education. In the next issue of the SURVEY, some of its plans will be explained. — W. E. Straw

## *The Roving Reporter*

### **Self-supporting Missionary Work and the Out-of-the-City Message Are Going Forward**

FOR a good many years, the self-supporting institutions of the Southern Union Conference took the lead in this type of work by lay people of the church. Indeed, it still has a larger number of self-supporting institutions than any corresponding area elsewhere, but the idea is spreading with remarkable rapidity.

The secretary of the General Conference Commission on Rural Living, Dr. E. A. Sutherland, devoted the month of December to institute work in the North Pacific Union Conference. The first of these institutes was held in the Portland, Oregon, church, Friday evening, December 10, through the following Sunday. Of this institute Dr. Sutherland wrote: "The burden of these meetings rests on Elder G. W. Chambers, who has been appointed secretary of Rural Living and Self-supporting Missionary Work in the North Pacific Union Conference. We had a profitable time at Portland."

For the benefit of others interested in self-supporting enterprises and in the education of lay people desiring to move from city to country, a list of

topics presented at these meetings is given. Answering the question, "Why this meeting?" the program states, "Because time is short," and "It is later than you think."

"Why this institute?" was answered by Elder Chambers. The subject, "Objectives of the General Conference Commission on Rural Living," was handled by Dr. Sutherland.

Attendance was larger than anticipated, and an interested congregation listened and participated in these topics.

Among the topics discussed at other sessions were these: "Saved at the Eleventh Hour"; "Youth Organize for Action"; "Youth Who Ventured"; "The Right Arm in Action," by Dr. W. H. Holden, of Portland Sanitarium; "A Home on the Land, God's Plan of Living"; "City Evangelism from Out-Post Centers"; "Enterprises Operated for God vs. Worldly Enterprises"; a variety of rural problems such as "Housing," "Part-Time Farming," "Gardening in the City," "Education for Country Living," "Medical Work the Center of the Rural Institution,"

"The Part to Be Played by Lay People in the Closing Work," and "How to Organize Rural Enterprises."

The breadth of this field of study is evident. It is one of the avenues by which church officers and leaders are advised to instruct their congregations for practical missionary and soul-winning work.

Following the Portland institute, Dr. Sutherland visited a new self-supporting enterprise that is in process of development, the Mount Ranier Sanitarium, near Auburn, Washington. Brother N. T. Curtice writes of this project for the November issue of *News of the Association of Self-supporting Institutions*.

If you do not have this mimeographed sheet, write Dr. Wayne McFarland, Takoma Park, Washington, D. C., requesting that your name be added to the mailing list. We all need to keep abreast of the progress of self-supporting institutions and groups.

### Campus News

More than seventy students enrolled for the class in Lay Evangelism, which began with the winter quarter. Pastor G. A. Coon is instructing this enthusiastic group in methods of conducting Bible studies and other lines of missionary work. Practical experience is gained by assisting at the worship hour for patients at the Sanitarium and in visiting and distributing literature among the patients.

The school family enjoyed a season of real spiritual refreshing recently with Elder Frazee, of Wildwood, Georgia, who gave a series of studies at the chapel hour each evening, beginning January 23 and continuing through the Sabbath morning service of January 29.

For a number of years at Madison College a nursery school for children of preschool age has been carried on under the supervision of Mrs. A. W. Spalding. Classes in nature study and child training have been taught each year for the benefit of young mothers and students or others who work in the nursery school, or have special interest in these subjects.

As an outgrowth of this work a group of enthusiastic young mothers has been organized this winter into a club for study and discussion of home problems. Besides lessons in child nurture and training, they are given demonstrations in story telling and how to teach finger plays and little songs, as well as some simple handicrafts suitable for tiny hands. The meetings are well attended and seem to be very much enjoyed.

Quite a number of campus women were interested visitors at the Nutrition Laboratory recently on the invitation of Dr. Dittes, head of the Dietetics Department. The occasion was a very instructive lecture on the subject of evaporated milk and a demonstration of its use in a well-balanced dietary.

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#### *Madison College Alumni Meeting, March 19, 1949*

The spring meeting of the Madison College Alumni Association will be held March 19, at 7:00 P.M., at Madison College, Tennessee. This will be an important meeting and all members—regular, associate, honor, and affiliate—should be present.

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# The Madison Survey

VOL. XXXI, No. 4

MADISON COLLEGE, TENNESSEE

FEBRUARY 15, 1949

Fitting Youth to Meet

## LIFE'S PROBLEMS

The Aim of Madison College



Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood.

—*Education*, p. 218



### Science Hall

MADISON College is again bringing out a special number of the SURVEY. The purpose is to give its readers a better understanding of the work and aims of the institution.

This institution was established more than forty years ago by a group of educators who felt there was need for reforms in educational aims and practices. Realizing that the great majority of the young people of their time would have to work for a living, these people questioned the value of the old liberal-arts program of the Middle Ages for the average student of the modern world. Why should this system, which was prepared for the nobility and elite, who were reared to live in ease and luxury from the inherited estates of their ancestors, necessarily be what the young people of this day and age need?

The program of the seven liberal arts was designed to provide a sort of mental gymnastics and culture for the few who, not having to work for a living, needed some kind of mental exercise. The working classes were not included in the school program of those olden days. Today, we undertake to educate all our youth and take it more or less for granted that the old system is still adequate.

It seemd to the founders of Madison that the educational program should be designed to prepare our youth to cope

with the ordinary problems of practical life, together with a preparation for unselfish service to humanity. This would necessarily include a method of supporting one's family in comfort.

Hence, if one desired to be a mechanic, he would be better prepared to succeed in life by taking a course in mechanics and learning how to use tools and do the necessary work, than by studying a foreign language or any of the classics. If one chose to be a farmer, he would better spend more time on subjects related to agriculture and rural living than on trigonometry or calculus.

Education should prepare people for what they are to do in life. Inasmuch as the majority will engage in ordinary vocations such as farming, industrial pursuits, trades, household duties and the like, the educational program should include these practical things.

So reasoned the founders of Madison. And such has been, and still is, the aim and program of that institution.

Many noted educators have voiced this same sentiment, as shown by the following statements: "Education is the preparation for complete living."—*Herbert Spencer*. "General and vocational education must unite."—*Chas. H. Judd*, of the University of Chicago. "It is a tragedy that so many people should finish [school] without any special fitness and with no ideas of a

vocation."—*Dr. H. C. Link.*

Throughout its history, Madison College has advocated a directed work-study program. Country living and self-maintenance from the soil and other basic activities are stressed. By classroom instruction and demonstration in its individual departments, Madison seeks to prepare its students to meet the everyday problems of living as good citizens and Christians, whether as industrial worker, farmer, nurse, teacher, or homemaker.

Among the facilities that aid in the carrying out of this program are the following:

An eight-hundred-acre farm which, with its gardens, orchards, and vineyard, its large dairy herd and milk-processing plant, and its thriving young poultry industry, helps to provide food for the institution, labor for students, and training for those desiring to engage in agricultural pursuits.

A one-hundred-sixty-five-bed sanitarium and hospital that gives training in the care of the sick and provides an abundance of work for students.

A food factory where health foods are manufactured for both home consumption and public distribution, and where many students find employment.

There are also the diet kitchen, the nutrition laboratory, and the cafeteria serving some five hundred people, including sanitarium patients; a modern laundry; construction and repair work; janitor service; and the shops where various industries are carried on, all of which provide training and a great variety of work for students.

This does not mean that we are neglecting the necessary literary and scientific training for the average college student. Of this we shall write elsewhere. It does mean that we have made a special effort to provide training that will help prepare young people to meet the practical demands of life in this modern world.

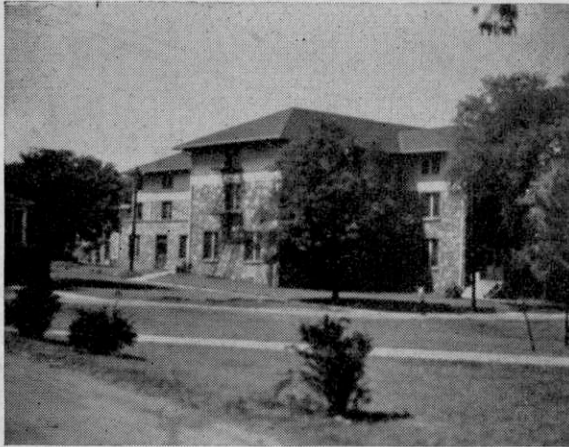
Dr. P. P. Claxton, United States Commissioner of Education during the administration of President Woodrow Wilson, was acquainted with the founders of Madison and the work being done

*(Continued on page 5)*

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### Madison Sanitarium, Training Center for Christian Nurses





Girls Dormitory and Cafeteria  
Built by Student Labor

### Questions and Answers

**WHAT** types of students would be most benefited by attending Madison College?

Naturally, students who must work a large part of their way would find many advantages at Madison. The many industrial departments and shops, the farm, and the sanitarium provide a large variety of work.

Nursing and prenursing students should find Madison an ideal place to take training. Besides having teachers who are highly trained specialists actually working in this field, they have the advantage of association with the college student body and participation in the social and religious life of the campus.

Madison is one of the two denominational schools that give a major in dietetics. Dr. Frances Dittes, who heads the department, has her doctorate in that field.

Those interested in self-supporting missionary work would benefit at Madison because of the special course offered in medical evangelism for laymen.

Students working for a B. S. degree in agriculture, med-

ical evangelism, dietetics, industrial education, household arts, and health and nursing would find advantages at Madison. These courses may be enriched by such subjects as biology, chemistry, business, Bible, English, education, history, music, and art.

Is the work of Madison College accepted in other colleges and universities?

The policy of the denominational schools is to accept credits from sister institutions, regardless of whether or not they are on a self-supporting basis. For years graduate students from Madison College have been accepted at George Peabody College. At the present time, graduates from Madison College are attending that institution.

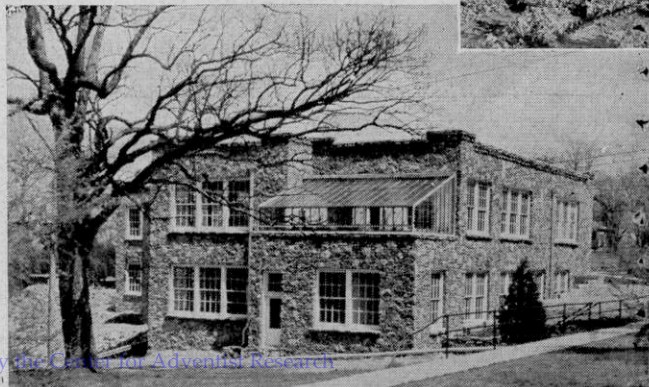
We quote from letters of officials in other institutions of learning in the state: "This is to certify that graduates from Madison College are regularly accepted in the graduate school of Vanderbilt University." Another writes: "This is to say that the University of Tennessee admits to its grad-

The Sch



Science  
Building

Built by Student Labor

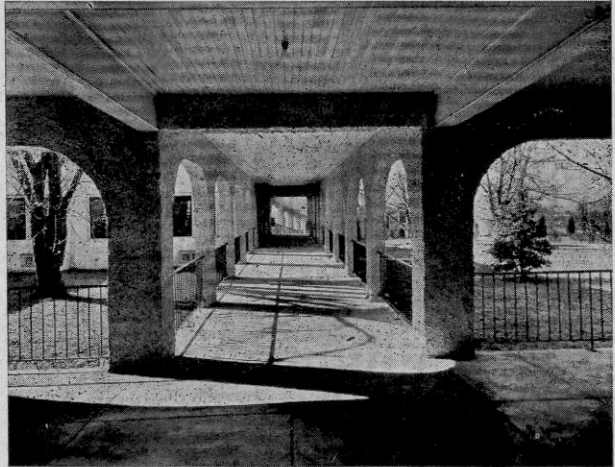




uate school without condition graduates from Madison College."

The college is also approved by the Tennessee State Department of Education for the training of teachers.

The Madison Sanitarium offers a regular three-year nursing course leading to the R. N. It is on the approved list of schools of nursing and is fully accredited with the state. Credit received in the nursing course may be applied toward the B. S. degree.



Promenade from Medical and Surgical Wings to Sanitarium Parlor and Other Wings

**What becomes of Madison College graduates?**

The majority of the members of Madison College Faculty and Sanitarium staff are graduates of this institution.

The fifty or more units, or branches of Madison, scattered throughout the Southland were begun and are largely manned by former students of Madison.

The secretary of the Madison College Nurses' Alumni Association states that of the more than five hundred nurses who have

graduated from Madison, the majority are still actively engaged in their profession.

Many doctors, now in private practice or connected with medical institutions, received their premedical training at Madison College.

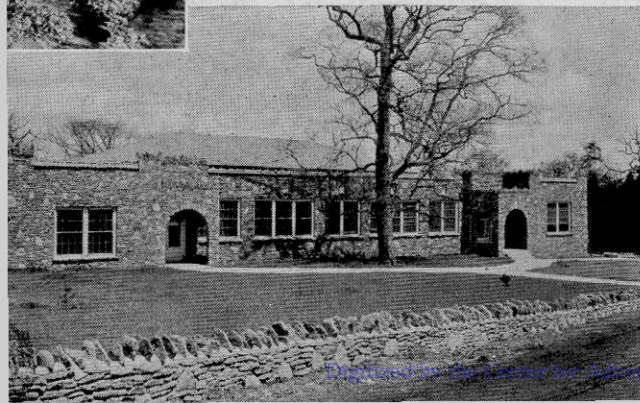
Other graduates have become ministers, missionaries, editors, treasurers, teachers in various lines, technicians, stenographers, farm managers, etc. Still others have returned to private life as farmers, builders, mechanics, etc., to become leaders in the communities of which they are a part.

Garden



**Demonstration Building**

**Built by Student Labor**



**Fitting Youth to Meet**

*(Continued from page 3)*

at Madison College and its associated rural schools. After a visit to Madison and some of these smaller schools, Dr. Claxton stated his opinion of their work as follows:

"... A careful study of these schools, their spirit and methods, their accomplishments, and the hold that they have on the people of the communities in which they are located, as well as the earnest and self-sacrificing

*(Cont. on page 6)*

## Head of Business Concern Expresses Appreciation Of Work of Madison College

OCCASIONALLY Madison College receives a letter from some well-known educator or business man expressing appreciation of the kind of education given at this institution. Just recently such a letter was received from

a manufacturer in an eastern city. From it we quote the following statements:

"Permit me to take this opportunity to express my admiration to Madison College for the splendid job it is performing toward the ultimate successful development of the youth of today.

"I am quite certain you will concur that despite the countless colleges and various types of excellent educational institutions throughout this land of ours, we sadly lack—and sorely need—more colleges like Madison, which would enable our youth to acquire the education to which they are entitled. Continued success to you and your faculty, sir.

"I have today prepared six sets of tools (as per the attached list) which I am quite sure your boys will be able to use to good advantage on some of their minor automotive repairs. I am also dispatching a one-ton hoist and trolley for use in the shop. . . .

"In addition to the items on the enclosed list, I consider it a pleasure and a privilege to enclose a check in the amount of \$50.00 as my contribution toward this unique educational project."

### Demonstration Building

The Demonstration Building is one of a group of buildings constructed by students under supervision of the faculty's construction engineer. It is the center of an important feature in the training of teachers, as the college operates here a twelve-grade school and also a nursery school.



Campus in Springtime

### Fitting Youth to Meet

(Continued from page 5)

zeal of their teachers, has led me to believe that they are better adapted to the needs of the people they serve than most other schools in this section. They have discovered and adapted in the most practical way the vital principles of education too often neglected. . . . I am sure they are worthy of the most careful study of all who are interested in adapting schools of whatever kind to the needs of the people." Extract from the Introduction of *Men of the Mountains*, by A. W. Spalding.

The rural surroundings and the facilities of the farm, mechanical shops, and other manual labor departments of the institution make possible a well-rounded course of study for the youth and afford ample opportunity for teachers in training to gain experience through both observation and practice.

### The Rural Press

The College Printing Department is housed on the first floor of Science Hall. On its 2,800 square feet of floor space are the presses, linotype, and other equipment that turns out, among other things, the MADISON SURVEY and the MADISON HEALTH MESSENGER.

The Rural Press offers valuable training for future self-supporting missionaries in the home or foreign field.

### Courses Offered

MADISON College offers a Bachelor of Science degree with majors in the following fields:

- Agriculture
- Dietetics
- Health and Nursing

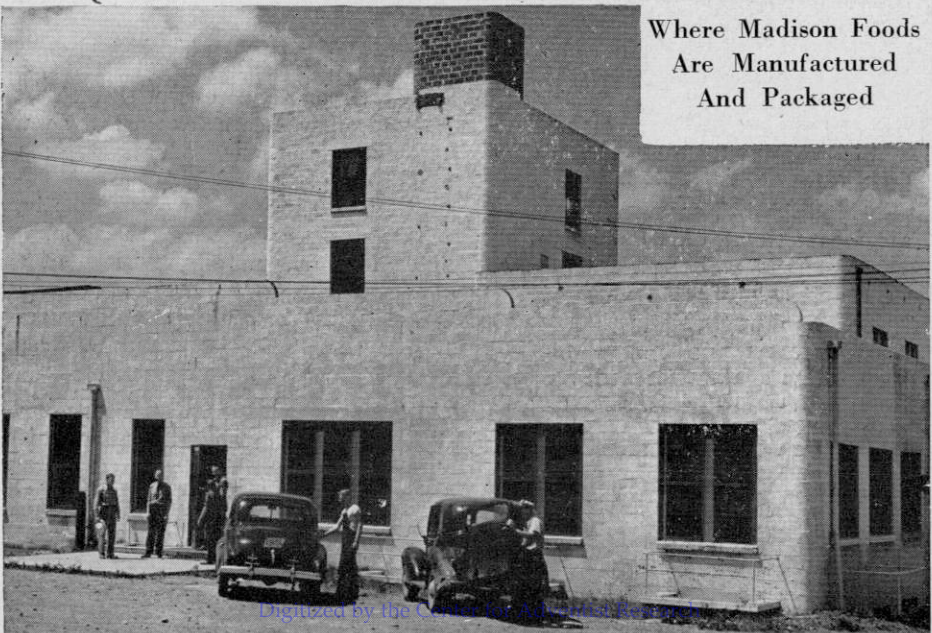
- Industrial Education
- Science
- Lay Evangelism

In addition to the above, a student may minor in Art, Biology, Business, Chemistry, Education, English, Physics and Mathematics, Religious Education, Social Science, Modern Language.

Madison College also offers a fully accredited, three-year course for graduate nurses. On completion of this course, they receive a diploma and are qualified to take the Tennessee State Board for registration in nursing. A one-year course in Attendant Nursing is also offered.

Two-year curriculums leading to a junior college diploma are offered in the following fields:

- Agriculture
- Elementary Education
- Laboratory Technician
- Auto Mechanics
- Shop Practice
- Building Trades
- Maintenance Engineering
- Accounting and Business Administration
- Secretarial and Medical Secretarial
- Homemaking



Where Madison Foods  
Are Manufactured  
And Packaged



Druillard Library, Study Center

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### Druillard Library

Druillard Library contains approximately twenty-three thousand volumes on its modern steel stacks. Books too valuable for ordinary circulation are kept in its fireproof vault. In addition, there are approximately two thousand government documents and reports, besides the current magazines and periodicals. The reading room will seat one hundred twenty-five students.

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### Attractive Features

By working approximately thirty-six hours per week, an industrious and efficient student should be able to earn his board, room, and tuition.

Up to eighty-five per cent of the student enrollment earns expenses by work.

Because of their all-round practical training, Madison graduates are much in demand.

Madison has an efficient teaching staff of thirty men and women, who have a sympathetic attitude toward the student who works to earn his education.

Veterans are eligible to the courses at Madison under provisions of the G. I. Bill.

Agricultural and mechanical courses are open to mature men and women who desire training to prepare for rural life, and to special students who do not wish to qualify for a degree.

For further details, send for college catalog and other literature, addressing Madison College, Office of Dean, Madison College, Tennessee.

# The Madison Survey

VOL. XXXI, No. 5

MADISON COLLEGE, TENNESSEE

MARCH 1, 1949

## Our Youth and Our Schools

IT SEEMS a truism in this day to say that education is necessary for life. Most people do not stop to think what it is all about; but as their neighbor's John and Mary are going to college, so our Susie and Peter should go. They suppose that those in charge of the schools know what their children should have, and so they trust their children with them. But do they know? My experience of more than thirty years with our schools has been that in preparing curricula, in most cases, the faculties consult catalogs of other schools to see what they are doing, rather than study the needs of the students. It is too often forgotten that this whole procedure may be going in a vicious circle, each school looking to see what the other is doing, and none of them adapting their courses to the needs of the students when school days are over and they find themselves face to face with the activities of life.

Every person knows, when he stops to think through the problem, that education is supposed to prepare one to meet life's activities and duties and problems. Dr. John Dewey, of Columbia University, said: "No definition of education was ever given . . . that does not rest upon the assumption that what is acquired in the school is to operate and produce fruit outside of the school."

In view of the above, let us consider a few facts concerning our present educational system. This system did not develop out of the needs of our young people of today. It is a system handed down to us from the days when only the elite and nobility were supposed to be educated, and who were supposed to live on the inherited estates of their ancestors. It was a system recommended by men like John Locke and Lord Montaigne for the aristocracy,

when the laboring man was not supposed to be educated. It was not arranged for an industrial and machine age in which the average man must work for a living and live by some vocation.

Neither was it arranged for an age when the majority of youth receive a college education, but for only the select few.

What does this mean for our present situation? Are the great majority of the youth adapted for this old type of education? The *News Week* of November 28, 1937, contained the following: "When America built up its World War army and in so doing checked on the mental capacities of 2,000,000 young men, the country suffered a bad jolt. Intelligence analysis showed about 60 per cent of the men incapable of completing a high-school

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"The day will bring some lovely thing,"  
I say it over each new dawn.  
"Some gay, adventurous thing to hold  
Against my heart when it is gone."  
And so I rise—and go to meet  
The day with wings upon my feet.

—Selected

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course. More than 40 per cent proved of low average or inferior intelligence. The schools, educators concluded, were falling down in not meeting the mental needs of more than one half of their pupils."

But we still continue to urge these young people to go on for higher education, of the old liberal arts type, and try to take the work for which they have no aptitude. And, as President A. M. Hatch says, "What happens when these students get into college? They cease to be individuals. They are given ten hours of chemistry, ten hours of French, three hours of trigonometry. If they don't measure up, they are flunked. Our business is not to flunk students but to educate them. We have the coming generation on our hands. What are we going to do with it?" *Education Digest*, April, 1937.

It is clear that the majority of students leave school as failures, not as successes. What does that mean to them? Dr. Bruce B. Robinson, director of the Department of Child Guidance of the Board of Education, Newark, New Jersey, says: "Clinic studies of children who have failed show that there is a loss of self-confidence and self-reliance. The feeling of security, so necessary to mental health, is usually materially weakened, and feelings of inferiority are increased." *Education Digest*, April, 1936.

Harold M. Skeels, Iowa Child Welfare Research Station, University of Iowa, says: "There is no better method of making a child delinquent than to try to force him to meet an educational program with which he is unable to cope. We need to have a sense of achievement; we need to be able to excel at something. We need to feel that there is something which we can do a little better than any of our associates." *Id.*, October, 1936.

When we quote these men, we should remember that they are talking of education in the liberal arts colleges and

the high schools preparing for that work. Most people are capable of achieving in some lines of work. We have seen many students who were not able to accomplish much in scholastic lines, but who are capable in ordinary lines of endeavor.

Angelo Patri, a noted educator, has said, "There should be perfect agreement between a child's abilities and the course of study he follows, and the sad fact is that there is rarely such agreement in our school courses. . . . We seem to forget completely that the main reason for the existence of a school, or a teaching position, is the need of the pupil for the instruction and the instructor. When a child fails to learn what he can learn in school, it is the school's failure, not the child's, and the school should be held accountable to the people.

Howard M. Bell, of the American Youth Commission, reported: "Of the more than ten thousand out-of-school youth interviewed. . . . sixty per cent said they would take vocational training if it were available. . . . For the many young people who drop out of school from sheer indifference, the obvious solution is a school program more realistically adapted to their needs and interests." *Education Digest*, September, 1938.

At the close of the last war, President Truman appointed a commission of leading educators, with George F. Zook, of Washington, D. C., as chairman, to study the type of education now needed to meet our present situation. They reported in part as follows:

"If the colleges are to educate the great body of American youth, they must provide programs for the development of other abilities than those involved in academic aptitudes. They cannot continue to concentrate on students of one type of intelligence to the neglect of youth with other talents." *Education Digest*, April, 1948.

In this connection, it is interesting  
(Continued on page 4)

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*The Roving Reporter*

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### A Georgia Self-supporting Enterprise

AMONG the earlier rural community, self-supporting missionary centers is one whose history dates back approximately thirty years. It is located on Hurlbutt Farm, on the bank of the Oostanaula River, Gordon County, Georgia, near Reeves, about ten miles from Calhoun and twenty from the city of Rome.

Back in those days, Madison had a friend and admirer in the philanthropic-minded Mrs. E. W. Hurlbutt, who, at that time, was living in Lake County, California. She had been watching the growth of the self-supporting enterprises of the South from her distance, and from time to time she expressed her interest by donations to different workers in this section.

She was a friend of the Wilson family of Humboldt County, California, and was much interested in that family of four young men just starting in life. She looked forward to their becoming interested also in the self-supporting enterprises that appealed to her. She and her husband visited Madison and some other rural units then in operation, and her interest increased. After the death of her husband, Grandma Hurlbutt—as she was known to the Wilson brothers, William G., Ray, the now Elder N. C., and Walter—came south to stay.

Her first and largest venture was the purchase of a beautiful, three-hundred-acre farm in Georgia, which later became known as Hurlbutt Farm, Incorporated. There she lived for a number of years in the pioneer days of the new enterprise. W. G. Wilson was her right-hand man on the place till his untimely death sent his family back to California. N. C. Wilson was with

her for a time; and among other familiar names of those early days are Dr. Hayward, who operated the sanitarium that was erected on the property, W. S. Boynton, and Professor and Mrs. A. W. Spalding, who were teachers in the school program of the estate.

Mother Hurlbutt, as we came to know her, was closely associated with other people of kindred spirit, such as Mother Druillard and Dr. E. A. Sutherland, of the founding group of Madison; Mrs. Rumbaugh, donor of the farm on which Asheville Agricultural School and Mountain Sanitarium have developed; Mrs. Josephine Gotzian, whose name is familiar in the annals of a number of our denominational medical institutions, and who was an outstanding friend and benefactor of Madison; and Mrs. Lida Scott, ardent promotor of the rural units of the South and till the time of her death, the executive secretary of the Layman Foundation.

Upon the death of Mrs. Hurlbutt, the Layman Foundation became wholly sponsor for the Hurlbutt Farm, Inc. project. One of the last projects to receive the personal help of Mrs. Scott before her death was the completion and equipment of a new small sanitarium building on this Georgia farm, previous buildings having been destroyed by fire many years before. Named in honor of the donor, the Scott Sanitarium is operated as a retreat and home for elderly people. The post-office address is Reeves, Georgia.

For a time, Brother George Juhl and his wife, members of the Madison operators, with sharecroppers on the farm, had charge of the Scott Sanitarium. In 1947 they were succeeded by the Harold family, consisting of

Mother, Mrs. Charlotte Harold; a daughter, Miss Miriam, a graduate nurse; and two sons, Joseph and his wife, who are teachers, and Raymond, a graduate nurse. Both young men had been students at Fletcher and at Madison College.

The spirit of self-supporting work burned in the hearts of these brothers, although they and their mother were engaged in medical work in Michigan. That business was sold, and together they took over the Hurlbutt Farm property in its entirety. They are operating the sanitarium with twenty or more patients. They have a good farmer, who is building up agricultural and dairy interests, the dairy being recognized as A-grade. They are in a good fruit area. This past year they have cooperated with the government in the pimento pepper raising, for which the soil in that section of Georgia is said to be particularly adapted. They are operating a small school and are in a position to accept other families with children, who desire to have a part in a rural enterprise of this sort.

The outlook for the medical phase of the place is bright, since Dr. Byron Steele, class of '48 of the College of Medical Evangelists, is expected to join their staff this spring. With his assistance, they plan to enlarge their quarters and broaden their scope as a sanitarium and hospital.

Hurlbutt Farm and Scott Sanitarium is another of the southern rural groups that is interested in helping city people who are seeking a rural home and might welcome an opportunity for experience in a going concern that operates a variety of enterprises in agriculture, handcrafts, and medical work.

M. Bessie DeGraw

## Our Youth and Our Schools

(Continued from page 2)

to note a few statements from counsel given many years ago to us as a people on the subject of education:

"It is not well to crowd the mind with studies that require intense application, but that are not brought into use in practical life.

"The time, means, and study that so many expend for a comparatively useless education, should be devoted to gaining an education that would make them practical men and women, fitted to bear life's responsibilities. Such an education would be of the highest value." *Counsels to Teachers*, pp. 387-8.

"Many of the branches of study that consume the student's time are not essential to usefulness or happiness; but it is essential for every youth to have a thorough acquaintance with everyday duties. If need be, a young woman can dispense with the knowledge of French or algebra, or even of the piano, but it is indispensable that she learn to make good bread, to fashion neatly-fitting garments, and to perform efficiently the many duties that pertain to home-making." *Education*, p. 216.

W. E. Straw

### ANNUAL CONSTITUENCY MEETING, MARCH 20, 1949

The annual Constituency Meeting of the Rural Educational Association will be held March 20, 1949, at 8:00 A.M., in the Helen Funk Assembly Hall. All constituent members should plan to be present. In addition to the regularly elected constituents, the following are members ex-officio: (a) Members of the Commission on Rural Living, (b) educational secretaries of all union conferences in North America, (c) manager and medical director of any unit which is a member of the Association of Self-supporting Institutions, (d) any officers of the General Conference present, (e) educational, home missionary, and the medical secretaries of the General Conference, or in case of their absence, one of their associates.



# The Madison Survey

Published by  
MADISON COLLEGE  
(Nashville Agricultural Normal Institute)

Vol. XXXI, No. 6

MADISON COLLEGE, TENNESSEE

MARCH 15, 1949

## *Training to Meet* **LIFE'S PROBLEMS** *At Madison College*

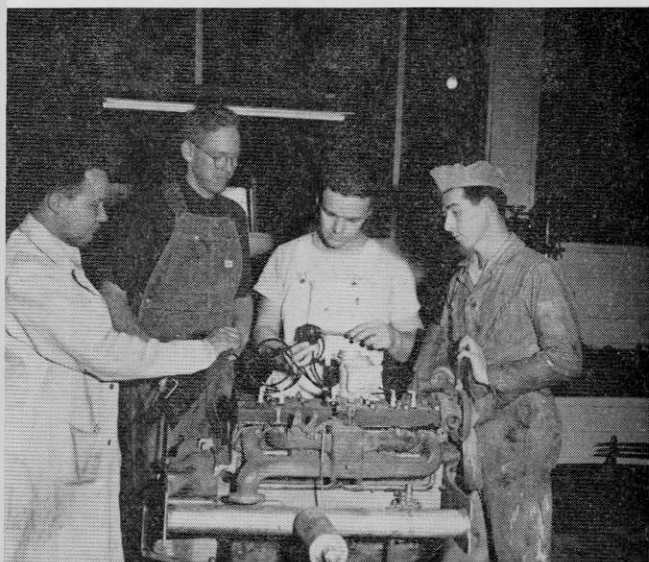


In becoming a professional registered nurse, the first outstanding and long-looked-for event is the *capping exercise*, which finishes the "first climb"—*the preliminary period*. This is the occasion of the placing of the cap upon the young woman and the placing of the nursing-school insignie upon the pocket of the young man. At this time they officially become members of the Freshman Class of the Department of Nursing.



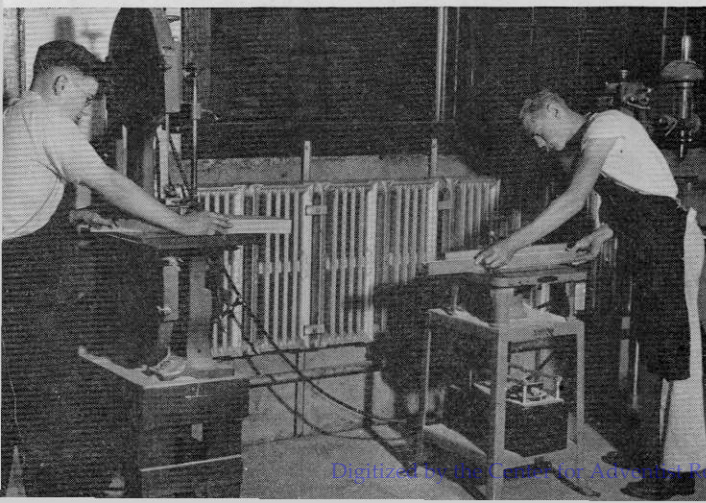
### BODY AND FENDER REPAIR

Members of the auto body and fender repair class at work in the laboratory.



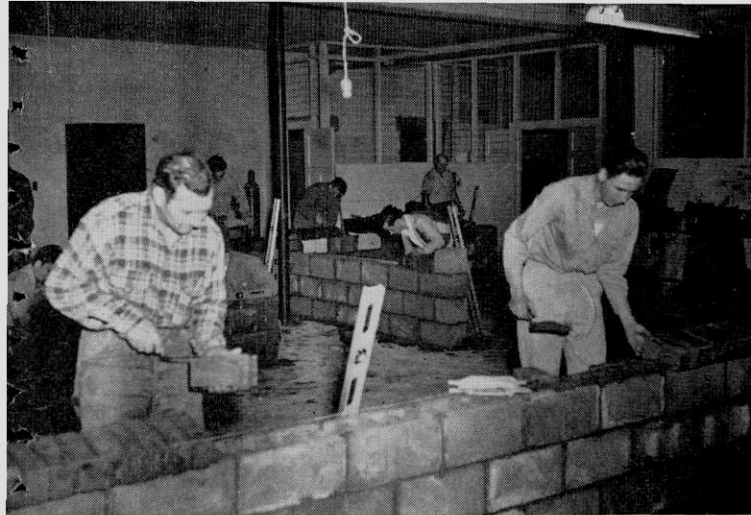
### AUTO MECHANICS

The professor giving instruction in automotive electricity to the class in auto mechanics.



### MACHINE WOODWORKING

Students in this class receive valuable experience in the use of power-driven tools in preparing lumber for various purposes.

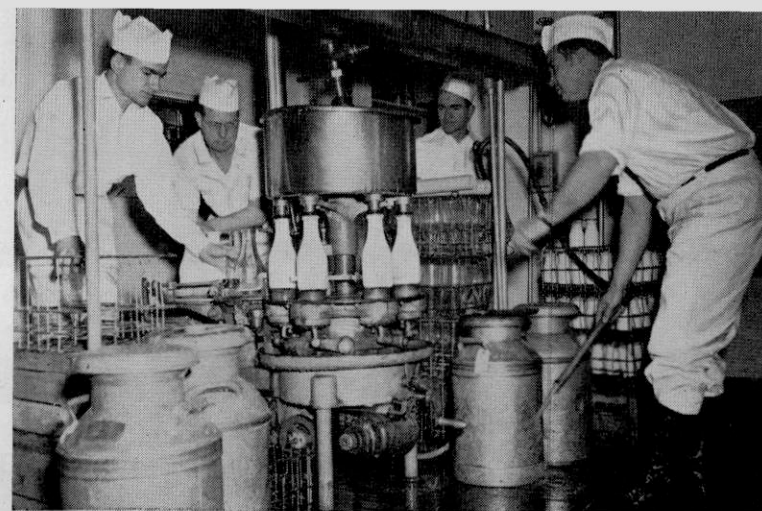


### CLASS IN BRICKLAYING

Learning the principles of bricklaying in the laboratory prior to putting them in practice on a campus building project.

### BOTTLING PLANT ACTIVITY

This new building houses the modern equipment used in milk processing. More than twelve hundred bottles of milk are filled here each day. The students working in this department, under trained supervision, are very proud of their awards for achievements in low bacteria count.



### THRESHING SOYBEANS

This picture shows the threshing machine in operation, manned by students.



# STUDENTS EARN WHILE THEY LEARN

## General Information

Madison College, including the Madison Rural Sanitarium and Hospital, is an institution dedicated by its founders, more than forty years ago, to the ideals of Christian education.

Madison College community is composed of about seven hundred persons, nearly all of whom are associated in some capacity with the activities of the institution.

The name Madison College signifies the entire institution, which is operated under one general management.

Madison College is beautifully situated in a bend of the Cumberland River, about nine miles from Nashville and two miles from Madison.

The college has its own post office, and also a store, pharmacy, heating plant, fire department, service station, laundry, and other features essential to a community.

More than one hundred telephones are required to serve the needs of the institution. Student operators maintain twenty-four-hour service at the local switchboard.

Electric power comes to Madison College from the great TVA hydroelectric plants. Running water is obtained from the Madison Suburban Utilities District. All institutional buildings are heated and supplied with hot water by the Madison College power plant.

### THOROUGHbred JERSEYS

A few of the sixty head of registered Jerseys furnishing the milk for the Sanitarium and College. Many a young man interested in livestock has earned his college expenses by helping to care for this fine herd.



## The Practical Arts and Trades

In its industrial and vocational program Madison offers such trades, manual arts, and occupations as will prepare students to fulfill the objectives of the college; that is, such as will make them efficient in the establishment and operation of rural community centers, carrying out the plan of self-maintenance. This makes them an asset to a community in its problems of education, food production, and the maintenance of health of body and soul.

Madison has the material equipment and the teaching staff for giving a well-rounded program of industrial arts; agriculture in its various phases; commercial bookkeeping and typewriting; a wide range of mechanical arts; the manufacture of health foods and their distribution; and the wide line of occupations connected with a full-fledged medical sanitarium and hospital.

The philosophy that students and institution alike should be able to operate on a self-supporting basis permeates the entire institution. The plan of giving students experience in the practical application of the subjects taught in the classroom gives them also the opportunity to earn while they are in training. An economical student who is, at the same time, thrifty and efficient as a workman can earn his college expenses. This is an accomplishment of the greatest importance in times like these, especially for those young people who otherwise would not be able to secure a college education.

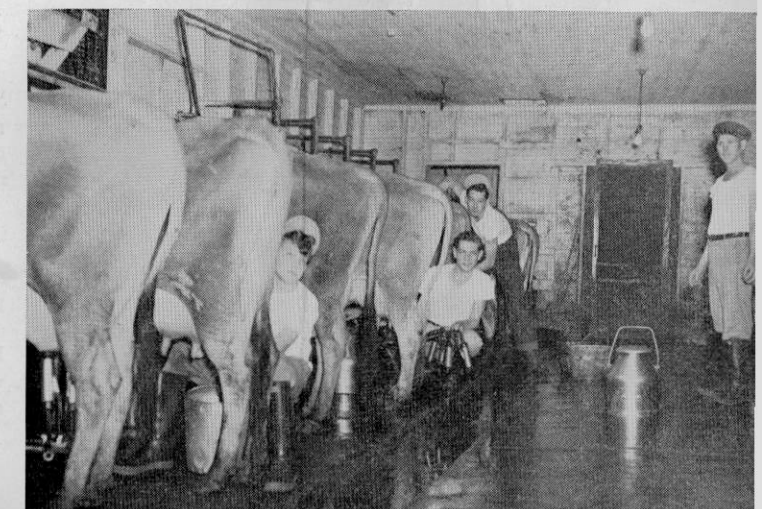
### PRUNING CLASS RECEIVES PRACTICAL DEMONSTRATION

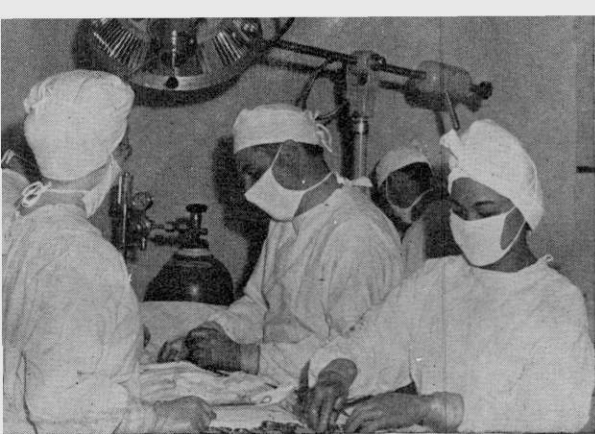
While the theory of pruning is taught in the classroom, the student's knowledge in the art is not complete until he has had opportunity to meet the problems presented by each individual tree.



### MILKING THE MODERN WAY

By the use of the milking machine and careful sanitation during the milking process and in handling and bottling the milk, a very low bacteria count has been achieved.





Each student nurse spends a period of time in the operating room.

## NURSING --- OPEN DOOR TO SATISFYING LIFEWORK

Nursing education offers security.

Nursing is more than a job—it is a profession.

Nursing is a community affair, not a business.

Nursing is soul-satisfying.

Obstetrical nursing is hailed as a home link.

New fields beckon nurses.

"Nursing is Christianity with its sleeves rolled up."

These are only a few of the pert headings used in the nurse-recruiting program.

The varied fields open to graduate nurses today include hospitals, doctors' offices, industries, public health agencies, government service, nursing school faculties, and foreign missionary work, as well as the very important field of self-supporting missionary work. All these lines are constantly in need of more nurses.

This need for more nurses presents an open door of opportunity to the young woman who chooses nursing as her profession, as well as to the young man who may wish to take nursing as an end in itself or as a means to an end.

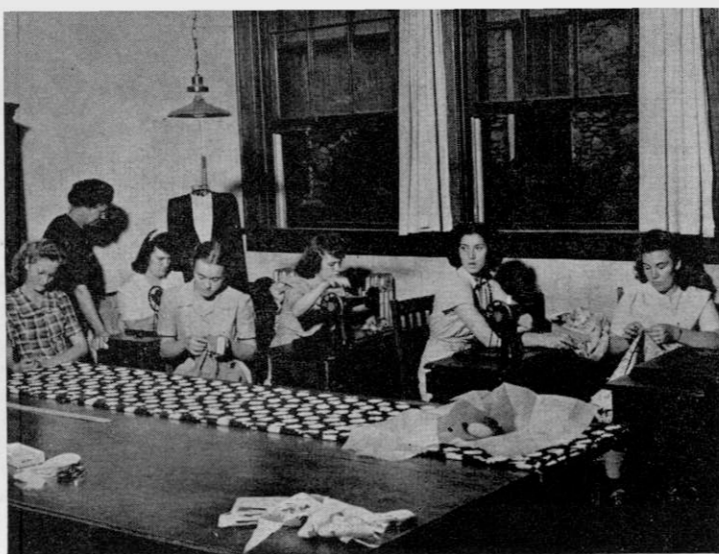
In addition to the professional and economic advantages of nursing as a career, the training received is a good preparation for well-informed and successful parenthood.



### THE TYPES OF PATIENTS TREATED AT MADISON

Surgical, obstetrical, acute medical, general medical, and medical neuroses are services that provide clinical material for nurses in training.

The sanitarium also affords some nursing experience in pediatrics, but three months are spent at the Children's Hospital in Cincinnati, Ohio, with which Madison Sanitarium is affiliated for pediatrics.



Training for homemaking in the clothing laboratory.

## HOMEMAKING ARTS

Bright and happy rural homes on well-kept farms are a powerful influence in keeping the world peaceful and happy.

Modern rural homemaking requires the application of much scientific and practical knowledge.

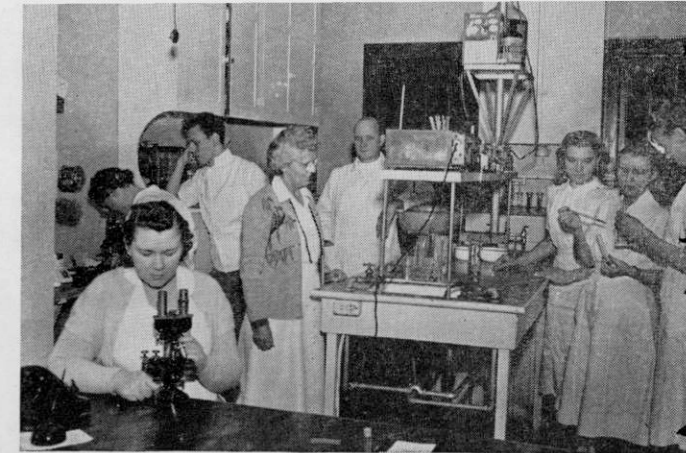
Madison College offers a four-year course in home economics, leading to the B.S. degree. The work includes courses in the homemaking arts—shelter, clothing, food and nutrition, the social aspects and related subjects—aimed to prepare for true homemaking and the teaching of these arts.

Dietitians learn to teach in community nutrition courses.



### DIETITIANS IN CLASS

Madison College presents a four-year college course in nutrition, leading to the bachelor of science degree. The courses are arranged to meet the requirements of the American Dietetic Association. The nutrition laboratory is especially equipped for this line of work. This program of study is given in the atmosphere of a sanitarium and hospital, food factory, cafeteria, and bakery. Actual experience is furnished in these departments which links the classroom instruction with practical situations. The manual work done is classified and graded and enters into the requirements for the degree. This work also helps the student to meet expenses.



## NURSING AND COLLEGE WORK

Madison Sanitarium and Hospital, 165-bed capacity, is the training ground for nurses, both men and women. Three years of professional training makes one eligible to the State's certificate of the Registered Nurse (R.N.). One year of college work beyond this entitles one to the additional degree of B.S.

The objective of this combined college and medical institution training is to educate nurses' supervisors, treatment-room workers, and laboratory technicians, with a Christian background to meet a pressing need in the self-supporting, medical-evangelistic program fostered by Madison.

Although carrying a very full program during the three years of professional training, nurses seldom fail to earn their expenses, and often considerably more.

Others of the student group besides nurses in training also find remunerative employment in the medical division of the institution. They, too, are earning while they learn.

### THE STUDY OF NUTRITION DEVELOPS:

1. Hospital dietitians.
2. Institution food administrators.
3. Teachers of nutrition.
4. Nutritionists in public health agencies.
5. Food clinic administrators.
6. Editors of food columns and magazines.

In the diet kitchen from which 150 patients are served.



# The Madison Survey

VOL. XXXI, No. 7

MADISON COLLEGE, TENNESSEE

APRIL 1, 1949

## High Lights of the Conference

IT WOULD be impossible to put into words on paper the enthusiasm and spirit of comradeship radiating from the group of workers who gathered in the Madison College auditorium Thursday night, February 24, for the opening session of the agricultural conference which convened at that time.

This meeting was an outgrowth of the larger annual Convention of Self-supporting Workers held last fall, and was in some ways similar to it. However, this "little convention" was limited largely to the consideration of agriculture and rural-living problems and their economical and spiritual significance in connection with the rural-living and out-of-the-cities program.

Many of our people living in the cities are finding it increasingly difficult to surmount the problems confronting them there, both economically and in rearing their children. Many of these are looking for an opportunity to leave the city and are facing the question, "What can I do to make a living in the country?" This situation provided the background for the deliberations of the conference. Our report of these meetings must necessarily be brief.

Dr. E. A. Sutherland, chairman of

the Commission on Rural Living, gave a stirring report of institutes held in the Northwest this winter for the purpose of stirring up families of the city churches to seek homes in the country where they might become outpost centers for self-supporting missionary endeavor; and also to encourage those already living in the country to prepare to help others in becoming established on the land.

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"THE system of education instituted at the beginning of the world was to be a model for man throughout all after time. As an illustration of its principles, a model school was established in Eden, the home of our first parents. The Garden of Eden was the schoolroom, nature was the lesson book, the Creator Himself was the instructor, and the parents of the human family were the students."

—*Education*, p. 20

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The topic of the Sabbath morning sermon by Elder W. D. Frazee, of Wildwood Sanitarium, was "Out-of-the-City, a Part of the Third Angel's Message." In this was portrayed very vividly the difficulties and dangers and demoralizing influences that confront our people and lead

astray our youth in these modern Sodom. This urgent call to come out of Babylon was beautifully and impressively given, and we are sorry that we cannot give it in detail. It was one of the high points of the conference.

Elder Glenn Coon, in discussing the subject, "Gardening as a Means of Spiritual Growth," brought out many practical spiritual lessons on the necessity of carefully preparing the soil of the heart for the planting of the seed, the Word of God.

A Return to the Garden-of-Eden

Plan of Living" was presented by Mr. Neil Martin, of El Reposo Sanitarium, Florence, Alabama. He spoke of the garden home given to man in the beginning, together with dominion over the earth, and of how this dominion passed to Satan when man sinned and was driven from the garden. But it was still God's plan that people should live a simple life on the land, and they were promised health and prosperity if obedient.

Man has failed to carry out God's plan, but the plan has not failed. Jesus came and gave His life to buy back the lost dominion, and He is now gathering out and preparing a people who, by the grace of God, having obtained the victory over sin in body and soul, will be brought back to the Eden home and the restored dominion.

At another session Mr. Martin spoke on the subject, "Healing the Soil, the Body, and the Soul." This was deeply spiritual and thought-provoking.

Perhaps the most beautiful and inspiring contribution to the conference was the paper entitled "The Garden School of God," prepared and read by Professor A. W. Spalding, veteran teacher and author, in his own matchless style. Many remarked at the close that this alone was well worth the time and expense of attending the conference.

The appreciation of these presentations of the more spiritual topics was so great that a resolution was adopted and funds raised to have as much of this material as possible reproduced in full in permanent form for wider distribution. We hope this will not be long delayed.

### What Have I Done Toward Raising My Own Food?

THE DISCUSSION of this question was made very interesting by a symposium of several who have had some success in gardening and in farming. President Straw led out by stating that he found it wise in going

into new territory to watch what older residents do and ask questions before going ahead. They usually have good reasons for methods that might look strange to us, and our own might not work at all under different conditions.

It was also stated that even in northern states fresh vegetables can be had through a longer season by successive plantings. Sweet corn, for example, may be had till frost by planting several times. Tomatoes, also in good soil and plenty of moisture, should produce till frost. Such winter vegetables as squash, turnips and other roots that can be stored, parsnips, and salsify, all help to distribute the benefits of the garden through most of the year. By canning and freezing this may be extended to the entire year.

Mrs. Charles Franz, wife of our business manager and reputed to be a very successful gardener, read an interesting paper full of practical suggestions. By the use of a cold frame they (we gather that her husband lends a hand now and then) extend the growing of lettuce, parsley, etc. well into the winter and also get an early start in the spring. The litter and droppings from the little poultry house, where they keep a dozen or so hens that more than pay for their keep in the eggs they lay, are used together with all garden and kitchen wastes to make compost. In this way the soil is kept in good condition. They find strawberries a profitable crop, and, by having both early and late varieties, are able to have fresh strawberries for several weeks.

Brother and Sister J. G. Rimmer, who have raised good gardens at Madison for many years, related some of their experiences in raising food for their family. They showed some ears of corn they grew this year—table corn of the Hickory King variety, Yellow Prolific field corn for meal, and good popping corn. They have a little mill for home grinding and showed samples of their corn meal, whole wheat flour, and cracked wheat for cereal. They also have some fine fruit trees from which

they are able to can for winter use. Some of the best peaches are from trees they grew from seed. Judging from the appearance of the family, their methods are worthy of imitation.

Speaking for the Cumberland Heights Community, Coalmont, Tennessee, Elder C. E. Weeks, retired minister, told with much enthusiasm of the pleasure and good health, as well as good eating, that reward the efforts of those who work in partnership with God in tilling and restoring the land.

From that mountain land that had been worn out and burned over, almost devoid of humus, and having only a very thin top soil, they are now getting marvelous returns. One would almost have to see to believe the tales that are told by people who have been there, of the size and quality of the vegetables, strawberries, etc. Often they are able to count more than twenty kinds of vegetables and fruits to be had at a time without going to a grocery store.

Elder Weeks told in his humorous way of his one thousand farm animals that help him build up his soil; namely, two goats (for milk), one pony mule, and nine hundred ninety-seven earthworms. They, he and his good wife, follow the method of returning to the soil all the wastes and refuse from farm and garden crops, leaves from the tall trees on the lawn, weeds, animal manure, and garbage. The earthworms help work these into compost to make fine fertilizer.

Besides raising a large part of their food, this community has made remarkable progress in many ways, but they count their blessings not so much in material things as in the peace of mind, the health of body, and the joy of a simple, quiet life away from the city's din, finding in dependence upon God a greater security than they had known before.

Dr. J. C. Trivett, dentist for Madison Sanitarium, gave an interesting account of his attempts at farming. Having a

few acres of worn-out land on which he was unable to raise a crop, he tried to sell it, after two tenants had also failed. Not succeeding in this, he built a little house on the land to help sell it. By the time the house was finished he had become so interested in restoring worn-out soil that he decided to move his family into the new house and make another try.

Better methods resulted in a better garden, but his first real demonstration of the results of the better way was in connection with the orchard of fifty or sixty under-size, scrawny apple trees that had never borne a usable crop. He wanted to sell the orchard and decided to prune the trees and cultivate the ground to make it look better. He applied manure and compost under the trees and as much mulch of leaves and straw as he could procure.

To his surprise he found that sick trees as well as sick people respond to good treatment. That first year, in spite of severe drought, those trees responded with one hundred fifty bushels of fine apples, good sized, smooth skinned, and deeply colored. He showed several of them. They looked fit for a king, or at least for a doctor. He is now enthusiastically applying the better methods to the rest of his little farm.

### Under What Conditions Does Disease Attack Plants and Animals?

THIS question was discussed by Professor Adolph Johnson of Madison College, and Professor Pearson of Southern Missionary College. We shall be able to mention only briefly a few practical points.

We were given the arresting thought to start with: Lot went into the city of Sodom a very rich man, and came out empty, fleeing for his very life and forced to leave all his treasures behind. "As it was in the days of Lot . . . even thus shall it be in the day when the Son of man is revealed." Luke 17:28,30.

Sin was pointed out as the greatest cause of disease, with filth, wrong living habits, and drugging as contributing factors. God has given to plants and animals a degree of natural immunity to disease. It is man's responsibility to help preserve this immunity, not by drugging or drenching either plant or animal, but by providing a balanced supply of the nutrients and elements necessary to build and maintain a strong resistance to disease.

Much research and experimentation has been and still is being carried on in trying to find the answer to this question. It has been established that a really healthy plant or animal does not readily succumb to disease. Many have come to the conclusion that pests and diseases are a sign of deficiency of certain minerals or vitamins in the food, even where the feeding ration seem apparently up to standard. Some go farther and trace these things to a deficiency of certain mineral elements in the soil in which the food is grown.

While a layman may not be able to get at the root of these things, yet much can be learned from experience and by following tried and tested ways. Professor Johnson pointed out that prevention is better and less expensive than cure; that it is best to buy certified seeds and plants and to destroy diseased plants as soon as they appear; also that it is sometimes wise to raise one's own seed.

Speaking of disease in animals, Professor Pearson recalled his early years in the Midwest where and when very little disease in animals was known because of the virgin soil, which was full of earthworms. There was no abortion and very little other trouble. Coming south some years ago he was astonished at the anemic appearance of farm an-

imals in a certain state and thought they were not well fed. But he discovered that they were simply not well, that they did not live long.

Given a clue by an old butcher who had bought and slaughtered thousands of such animals, Professor Pearson began to study and experiment on this problem. He found that cows reacted almost miraculously to certain mineral elements fed with the grain ration. In one herd that had been infected with Bangs Disease there were no more condemned cattle after this treatment.

In another herd where all but five cows and a bunch of heifers were tested out for Bangs, a restoration program was begun. The calves were vaccinated, sanitary measures applied, minerals added to the ration, and the pasture soils built up, using a raw lime and phosphate rock. At the end of eighteen months they had a clean, accredited herd, and still have.

Reports of similar experiences come from widely separated areas. Thus it seems that in our program of soil restoration in harmony with nature's way, we are also healing the ills of plants and animal life, and improving the possibility of better health for man.

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The convention closed with a vote of thanks for the hospitality of school and campus.

The attendance was good throughout and a keen interest was manifest right up to the last meeting, which was a lively question-and-answer session. The sentiment seemed unanimous that the convention had been a great success—an occasion of real profit and pleasure. Some further reports will be given later.



# The Madison Survey

VOL. XXXI, No. 8

MADISON COLLEGE, TENNESSEE

APRIL 15, 1949

## Madison College Board and Constituency Meetings

A SERIES of constituency and board meetings of far-reaching importance was held at Madison College, March 17 to 22. Because of the fundamental importance of some of the items to be considered, counsel of the local, union, and general conferences was sought, and a strong representation from these organizations came together to study the problems.

When Madison was founded, nearly half a century ago, the question of organization was simple. The workers lived and worked together much as a family unit, the founders being looked upon as parents and guardians. As the institution grew and the staff increased, the organization was modified from time to time to meet demands; but as long as the founders were also the operators, no great problem was involved. All knew where the responsibility and authority lay.

However, the years have taken their toll, and the few of the founding group who remain are no longer able to carry on as before. As these people retired and gave over to others the responsibility of operating the institution, problems began to multiply. Inasmuch as they still held control of the property, it was not always clear just what responsibility belonged to whom and where authority lay. Under these circumstances, difficulties arose which called for wise counsel in solving.

After a few years of negotiating pro

and con, it was felt that more serious consideration must be given to the necessity of some kind of reorganization. To this end the officers of the General Conference kindly gave of their time to study and counsel with the local constituencies and board members.

We are glad to be able to report a very happy outcome of these deliberations. We believe the Spirit of God was present and gave direction in the final solution of the problem. A spirit of cooperation came in, and the way has been cleared for Madison College to go forward in a strong way to accomplish the purpose for which it was founded.

It was decided that the constituencies of the operating board and of the holding board should be merged, and that both of these boards should be responsible to the one constituency. This would place the final, over-all authority in one representative body.

Immediate steps were taken by the two constituencies to carry out this proposal. A joint committee was appointed to work out the details of the merger; and for the meantime the constituency of the holding board was greatly enlarged. The officers of the operating board, certain conference officials, and representatives of the units were added to it as ex-officio members to give permanency and stability to the new organization.

*(Continued on page 4)*

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## The Roving Reporter

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### Jottings from the Annual Meeting of the General Conference Association of Self-supporting Institutions

THIS, the third annual meeting of this young General Conference association, was held March 29-31 in the auditorium of the Sabbath School Department of the Sligo church, Takoma Park, Washington, D.C.

The chairman, Dr. E. A. Sutherland, Executive Secretary of the Commission on Rural Living, called the meeting to order at nine o'clock Tuesday morning. This meeting, and the association it represented, is the outgrowth of a movement started over forty years ago when a rural enterprise was born that is now known as Madison College and Madison Rural Sanitarium, the parent institution of the self-supporting missionary workers of the Southland.

The initial step of the denominational organization to incorporate a distinctly rural department in its activities was taken three years ago in the creation of the Commission on Rural Living. Then followed a meeting of representatives of institutions and enterprises that were operating on a self-supporting basis, when the Association of Self-supporting Institutions was organized with sixteen charter members. By the end of the next year, that number had more than doubled; and this year seventeen new institutions were accepted, bringing the membership to fifty-four. This is a telling illustration of the interest that is developing among Seventh-day Adventists that there is a definite work to be done at this time by lay members of the church, and that the call out of the cities is largely their problem.

#### Welcome by the General Conference President

A WARM welcome was extended to the group by President J. L. McElhany. He

told the audience which had come from the East and the West, the North and the South, that the General Conference of Seventh-day Adventists recognizes that the self-supporting work is making a very distinct contribution to the organization; that it is an instrument God has ordained to be used in His work.

He quoted the illustration of the Apostle Paul who compared the work of the church to the human body, in which all members "fitly joined together and compacted by that which every joint supplieth . . . maketh increase of the body."

Referring to the work of the Association membership, whose spirit is reflected in the Commission on Rural Living, he read from the pamphlet, "Country Living," page 30: "As far as possible our institutions should be located away from the cities. . . . It is not God's will that His people shall settle in the cities where there is constant turmoil and confusion. . . . The cities are to be worked from outposts."

Responses came from Elder W. B. Ochs, who, as president of the North American Division, is also president of the Commission on Rural Living, and who sees in the combination of the organized work plus the self-supporting work a mighty force for the spread of the message. Editor F. D. Nichol, of *The Review and Herald*, speaking of the remnant church, said that it is large enough and broad enough to find a place for every member in its activities. It must be large enough and supple enough to take them all in. Unity of the spirit was emphasized by others. The unity of the individual efforts of a number banded together can make a great contribution to our work.

#### Among the Delegates

The congregation was made up of men from distant parts, busy men who dropped their duties, some of them to spend only a few hours with their fellow workers in conference. For instance, Dr. A. H. Foster flew from Brawley, California, as did Dr. H. W. Vollmer, of Glendale, now secretary of rural living for the Pacific Union Conference. From Massachusetts came Dr. L. A. Sensesman, of Fuller Memorial Hospital, Attleboro, and T. E. Hirst, of Middleboro Sanitarium. Medical missionary rural work of Montana was represented by Brethren Page and Rodale, of Bozeman and Three Forks Sanitariums. The Doctors Lawrence and

Wendell Malin operate two sanitariums, one at Riverdale, Md., the other at Wytheville, Va. Dr. Lawrence Malin was spokesman for the two. Elder J. Lee Neil, associated with Dr. Wendell Malin at Wytheville, was active in the meetings.

Dr. L. E. Coolidge, of Takoma Hospital, Greeneville, Tenn., and Dr. Anderson, of Harding Sanitarium, Worthington, Ohio, were present. Elder G. A. Roberts, of White Memorial Hospital, Los Angeles, who is active in directing young physicians to needy sections for medical missionary service, led in an inspiring devotional service.

The Southern States of the Union, until recently the leaders in self-supporting rural institutions, had perhaps a larger number of delegates than any other one section. In this group were found President W. E. Straw and J. A. Tucker, of Madison College and Sanitarium; Superintendent A. A. Davis, Pewee Valley Sanitarium, Ky.; Mr. and Mrs. A. A. Jaspersen and Miss Patterson, of Asheville Agricultural School and Mountain Sanitarium, Fletcher, N. C.; E. C. Waller, Pisgah Institute and Sanitarium, Candler, N. C.; Mrs. Ethel Banta, Chestnut Hill School and Sanitarium, Portland, Tenn.; Leland Straw, Little Creek School and Sanitarium, Concord, near Knoxville, Tenn.; Neil Martin, El Reposo Sanitarium, Florence, Ala.; Mr. and Mrs. Archie Page, of Pine Hill Sanitarium, Birmingham, Ala.; W. D. Frazee, Wildwood Sanitarium and Institute, Wildwood, Ga.; two representatives of the Layman Foundation, Misses Florence Felle-mende and M. B. DeGraw.

Among others of the General Conference Committee who took an active part in the sessions, besides those already mentioned, were Elders J. J. Nethery, H. T. Elliott, Arthur White, J. C. Holland, of the Columbia Union Conference, and the able and enthusiastic secretary of the Association, Dr. Wayne McFarland.

Dr. Senseman gave a valuable study on medical missionary activities as they should be carried forward by our institutions. Dr. Sutherland related the development of medical work at Madison from small beginnings to its present status.

### Institutes

Institutes for the education of church members in the value of rural living and the out-of-the-city movement have been held with marked success in California; Portland, Ore.; Seattle and Spokane, Wash.; and the Columbia Union Conference. The value of such educational efforts was recognized by a recommendation that they be continued and extended.

### Forwarding the Rural Movement

As an encouragement to rural living, and at the same time as a safeguard against un-

wise movements, it was voted to request the General Conference to recommend to each local conference the appointment of a committee on rural life, which shall give counsel, and which will safeguard the interests of those who contemplate a move from the city to the country.

Distinct counsel is given against mass movements or rash individual changes that can easily lead to discouragement and militate against the work as a whole. Seek advice of those who know before making a change of location. Know where you are going, what you will encounter, and how you are prepared to meet changed conditions—this is important.

### Literature

The pamphlet, "Country Living," has a wide circulation. It is a compilation of instructions given the church on the subject of country living, the need of rural environment for the children, and kindred topics. The Commission on Rural Living has issued a monthly *News Letter*, giving items of interest to those who are thinking along the lines of a country home and rural missionary activities. But a larger medium of exchange is called for.

The publication of a quarterly magazine devoted to rural living was discussed and will be given further consideration.

A companion pamphlet to "Country Living" has been prepared by the Commission on Rural Living as a guide to those who contemplate a move to the country. This was accepted for publication. Thought is being given also to the putting out of other matter that will give assistance and instruction to those who look forward to a home on the land and need to learn how to make a living from the soil or by combining agricultural activities with other skills.

### Finances

The Association of Self-supporting Institutions and the Commission on Rural Living are young organizations. They have a broad vision and a wide field of activity, but they are without funds for promoting their work. Likewise, the medical missionary work represented by these organizations recognizes the need of funds to promote their work. Physicians have recently formed a Medical Group Foundation as an initial step to meet certain situations.

The self-supporting missionary work of the southwestern states gives a demonstration of one way in which this work has been promoted. Madison College, aided and abetted by the Layman Foundation, has been able to accomplish very much more than either corporation alone could have done. The college has trained workers, and by its teachings and its practical program of work

and study has given inspiration to its members to launch out in self-supporting enterprises. The Layman Foundation has furnished funds which have been invested in property and equipment for these enterprises, or loaned to the operators till they were in a position financially to return the loan.

The initial steps have been taken and the future should see development of substantial plans for the promotion of a work that eventually will belt the globe. "Not by might, nor by power, but by My Spirit, saith the Lord of Hosts." —*M. Bessie DeGraw*

### Board and Constituency Meetings

(Continued from page 1)

#### Evidence of Progress

The reports for the year 1948 presented to the board and constituency by the president and the business manager of the institution reveal that, in spite of drought and other handicaps, an operating gain of \$46,086.58 was realized. The losses sustained in certain departments were more than made up by gains in others. Donations to the amount of \$23,457.27 brought the total increase to \$69,543.85. Comparing this with the gain of \$5,962.76 in 1940, and of \$5,511.99 in 1941, only seven and eight years ago, we can see that the institution has been making strides financially. When we take into account the fact that wages in the institution have been nearly doubled in the last three years, this gain seems almost phenomenal. The annual operating turnover of the institution is now more than \$1,000,000.

The larger gains for 1948 were made by the sanitarium, the food service, and laundry. The sanitarium has had a good year with the largest patronage in its history, the daily average being 141 patients. The income of the sanitarium has increased from \$457,796 in 1946 to \$630,965.11 in 1948. The operating gain of the sanitarium in all its departments last year was \$55,873.21.

The medical staff was considerably increased during the year. Dr. Roy R.

Bowes and Dr. Cyrus Kendall have returned from post-graduate training. Dr. Bowes is in charge of the Obstetrical Department and assists in others, while Dr. Kendall is in charge of the laboratory and pathology. Other additions are Dr. James Schuler, in charge of surgery, and Dr. Gilbert Johnson, certified radiologist, in charge of the X-ray Department.

A new operating room has been completed; and when the old one is reconditioned, we will have two major operating rooms. Improvements have been made in other departments, including the post-mortem room, which is now acceptable to the hospital authorities; and in the hospital records room, and medical library.

The Educational Department has also made gratifying gains. The enrollment has more than doubled in two years. A fine spirit of fellowship and cooperation has existed both among the teaching faculty and between teachers and students. The missionary zeal of our student body has seldom been surpassed.

In the School of Nursing the enrollment has increased from 33 last year to 48 this year, with 41 enrolled as pre-nurses in the college. This will give a large freshman class next September.

A number of additions were made to the College Faculty in 1948, all of whom are doing excellent work. There is need for further strengthening of the teaching staff in some departments.

One of the most urgent needs of the institution just now is more housing, especially a suitable dormitory for men students and homes for workers. The question of securing new equipment as needed is also a serious problem. It is not possible for an institution like Madison to make basic improvements and expansion on its operational gains alone. This situation necessitates the laying of plans to secure funds for such purposes.

*W. E. Straw*

# The Madison Survey

VOL. XXXI, No. 9

MADISON COLLEGE, TENNESSEE

MAY 1, 1949

## Madison College Moves Forward in the Field of Education

(Selections from report prepared by Dean Welch for the board meeting in March)

MADISON COLLEGE and its friends have every reason to be grateful to God for the blessings which He has bestowed upon us since the last annual meeting. Statistics, while interesting and helpful, do not tell the whole story. More important than numbers is the spirit prevailing in the institution. We believe it can truthfully be stated that seldom has the College had a better spirit of devotion and earnestness in the Lord's work on the part of its students and teachers than at present. A fine spirit of fellowship and cooperation has existed among the teaching faculty and between teachers and students.

At the beginning of this school year there were several excellent additions to the College Faculty. Mr. Floyd Byers, who came to us from Forest Lake Academy, has given excellent service both as registrar and as teacher of physics and mathematics.

Mr. and Mrs. Sanford Peck, coming from Emmanuel Missionary College, have filled very vital places in the life of the school. Mr. Peck has done good work as dean of men, and has proved to be an enthusiastic teacher in the

field of industrial education. Mrs. Peck has given untiring service in building up the work of the Commercial Department.

Mention should be made of Mr. Bertil Boer and Miss Sarah Ann Goodge in the Music Department. Mr. Boer is an outstanding musician; and, in spite of various attractive offers—one of which was to be assistant director of the Cincinnati Symphony Orchestra—he has chosen to stand by the work here, which is exceedingly difficult because of the work program of our students. Miss Goodge has proven to be a capable and efficient teacher, and we are glad she has decided to remain with us this coming year.

Further steps have been taken by the College in the qualification of some of its teachers for more effective work. At the autumn convocation of Peabody College, Mr. and Mrs. Paul Stuyvesant both received their Master's degrees. Mr. Ward Shaw, of the Industrial Education Department, is working on his Master's degree at the present time and will complete it this summer. Mr. Kenneth Knight, who is the accountant for the institution, received his C.P.A. qualification and has

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"He that goeth forth and weepeth  
bearing precious seed,  
shall doubtless come again with rejoicing,  
bringing his sheaves with him."

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—Psalms

developed a real interest in the classes in accounting. Mr. Ralph Davidson, of the Southern Publishing Association, has contributed his services to this department without remuneration except for traveling expenses. This is a distinct contribution to the College, for which we are very grateful. Mr. R. D. Murray, from Texas, and Mrs. Joel Everett are also new teachers who are doing good work in the training school.

### *Advanced Steps in Curriculum Study*

During the last two or three years the Faculty has given constant study to the needed curriculum adjustments in the light of the objectives of the institution and changing conditions in the educational world. As has been pointed out in previous reports, a great deal of attention has been given to the needs of students who should not spend four full years in college, but should complete one of the shorter terminal programs, fitting them for the practical duties of life and for participation in the soul winning endeavor of the church.

This year a new course was added in the building trades; and the Faculty has recently voted to recommend also a two-year course in homemaking.

On the four-year level leading to a Bachelor's degree emphasis in the past has been placed on agriculture, nutrition and home economics, health and nursing, and industrial education. This year, lay evangelism has been added. The student, of course, can minor in any one of ten or eleven other fields.

The Faculty has recently voted to add an interdepartmental major in science. Since the College has to offer, in connection with other departments, enough science to make possible a major, and since students who are working in the fields of laboratory technique and foods are frequently interested in a major in related sciences, it was felt that this would be a very good move. Study at the present

time is being given by the Faculty to a divisional, rather than a departmental, organization of the College.

### *Some of the Needs*

One of the greatest needs of the College is more adequate and satisfactory housing for its men. It is hoped that plans can be laid in the not-too-distant future for a suitable men's dormitory. This would release cottages for married students and families who wish to come in for special training.

There is need for further equipment in industrial education work, especially along the lines of sheet-metal work and machine shop.

The Faculty and students would be very happy if means could be obtained for an automatic signal system connecting all the buildings which would indicate the opening and closing of all class periods. An adequate system could possibly be secured and installed for around \$500.

One of the pressing and constant needs is more and better housing for teachers and other workers. It is hoped that a plan can be worked out whereby these families can each have a little home and land enough for a garden.

The prospect for the future is good. Correspondence from prospective students is heavy. The spirit on the part of the present student body is excellent. The Faculty has courage and faith that God will lead the institution in such a way as to glorify His name.

### **Program of Evangelism at Madison**

**M**ORE than seventy students and church members were enrolled in the lay evangelism class during the quarter ending March 22. The missionary visits made by the members of this class have numbered into thousands, with meetings conducted and attended running well into the hundreds.

In addition to the classroom work, the students have collected and prepared thousands of pieces of literature for distribution, while other thousands have been purchased. Ten new reading racks and a bright new rolling, book-lending library have been made by students of the class for use among the patients in the Sanitarium. Hundreds of books are being loaned each week. This service seems to be much appreciated by the patients.

Each alternating Friday evening vesper service in the College chapel is devoted to a presentation of some phase of the medical-evangelistic message. Every evening at vespers in the Sanitarium parlor the students present well-prepared programs for those patients who are able to attend these services.

A new project has recently been launched by students of the College, called "Field Adventuring for God." In this project, students and church members join hands in visiting their neighbors surrounding Madison College, and in the towns nearby.

For several months much thought and prayer has been devoted to ways and means by which Madison College can fulfill the purpose for which it was founded. On Sabbath afternoons a group of Faculty members, institutional workers, and church members have gathered to study and plan; and during the week other smaller groups have worked carefully and prayerfully to carry out these plans. As a result, a far-reaching program for the summer has been worked out. The College and church, working as one, have requested the Conference to secure the services of Elder W. D. Frazee, an experienced medical-evangelist, to conduct a series of public meetings in or near Madison village. This has already been arranged, and Elder Frazee is coming. Madison Sanitarium and College are providing every means possible to make this program the most outstanding of its kind

ever to come to Madison. The doctors will assist Elder Frazee by giving health talks, and the nurses by giving health demonstrations.

The Faculty is joining the program by putting into the summer quarter a number of short courses intended to supplement and augment the evangelistic work of the Conference and of the church. Not only will courses in healthful cookery be given for our own students, but special courses will be arranged for the interested public.

A special course in lay self-supporting evangelism is to be given, following which the students who take the course will be given opportunity to go out next fall under College supervision, to extend this medical evangelistic influence into the surrounding cities and towns.

Special courses in nursing, hydrotherapy, dietetics, as well as short, practical courses in building and agriculture are included in the summer's plans.—*G. A. Coon* (Pastor of College church)

## Gleanings from the Agriculture Conference

### *Shall We Buy or Do?*

In answering this question Leland Straw spoke from the standpoint of what is being attempted at Little Creek School. Gardening has been one of their big problems. The large farm keeps the farm manager and his crew busy. The building, teaching, and general overall jobs keep the other men more than busy. The women have the sanitarium, kitchens, laundry, teaching, etc. Consequently everyone has had to help more or less with the garden, the result being that the garden often suffers.

Sometimes it seems that it would be cheaper, and much easier, to raise a money crop to sell for cash with which to buy food for the tables. But their philosophy, he said, is to try to get back to the program of pioneer days when each family was very near-

ly a self-sustaining unit on its plot of land.

Having a family of sixty to seventy to feed, half of them being students in their teens, means that the food problem looms large. However, even under difficulties, they have managed—by raising what they could and preserving as much as possible by canning and freezing, and with some help from the government—to feed this family, with an average cash outlay of twenty cents a day per person. In the growing season this amount dwindles to almost nothing.

Their major problem, they believe, is to prepare for the time when it will be impossible to buy and sell and we will be faced with the necessity of raising our own food.

### *How Shall I Earn My Living When I Leave the City for a Home on the Land?*

IN introducing this question for discussion, President Straw, of Madison College, emphasized the importance of being converted to God's plan of living, instead of being altogether concerned about making money. God is interested in saving souls. If we could see the world as He sees it, and be willing to go into some dark spot to live and work for Him, it would not be too hard to find some way to make the cash necessary to live in the country.

With a little land on which food crops could be grown, with wood for fuel, and no rent to pay, the need for cash would be very much less than in the city. People go to the city for big wages, without considering that they also pay big rent and high prices for everything. Many farmers, too, make a mistake in trying to make more money instead of reducing expenses. They raise things to sell and then

buy their food at modern high prices.

Everyone should be, or learn to be, a gardener and able to teach others. A carpenter can find work in almost any community, or if necessary can drive to a near city to work when work is plentiful, and still have time to raise a garden. The same is true of many trades—decorating, plumbing, auto mechanics, piano tuning, printing, tailoring, etc. The country is an ideal place for a colporteur to keep his family.

In the lively discussion that followed it developed that all these lines and many more are actually being carried on successfully in different places by our people who have moved from the city to the country. Several members of the Cumberland Heights community told of thirty some such enterprises being engaged in in that place. In some places flowers and bulbs are being raised very profitably. Poultry raising, broommaking, raising strawberries and other small fruits, peppers, etc., are other means of earning cash without any great outlay to begin with. Nursing experience and training can be turned to good account in any locality to help make a living. It is also one of the finest assets in home missionary work.

The desire to do some missionary work has been a leading motive with many in making this move. There are hundreds of counties in every direction where we have no church or representative. What better missionary field could be desired? A person does not need to be a preacher to be a self-supporting home missionary. Any devoted Christian, be he farmer, mechanic, nurse, or housewife, can, by honest, unselfish, kindly living, by attending church and assisting in community projects, and in many other ways, do missionary work of the highest order.



# The Madison Survey

VOL. XXXI, No. 10 MADISON COLLEGE, TENNESSEE

May 15, 1949

## Training Accountants and Auditors at Madison College

By *Kenneth C. Knight, C.P.A.*

THE training of men and women for Christian service at Madison College has always been a work-study program. This plan accomplishes two outstanding purposes, namely:

It opens the college training program to many students of limited means who could not otherwise attend college.

It provides practical experience by which the student comes into contact with many of the real problems of life while yet in school. Thus, the student is already "experienced" when he finishes his college course.

Such a training program is very essential to the individual who wishes to enter the field of accounting, auditing, business administration, etc. Employers invariably ask for the "experience history" of prospective employees, for the reason that experience is known to be a very good teacher.

The average graduate from a good course in accounting would perhaps know how to solve many of the complicated theoretical problems faced in an examination, but would be short in meeting the needs of everyday practice. For this reason many states require one or more years of experience in public accounting as a prerequisite to sitting for the certified public accountant's examination. It is the purpose of this article to show how Madison College is offering both theoretical and practical training in accountancy to an enrollment limited to prospective "missionary" accountants.

### *Internship Plan*

The schedule beginning in September, 1949, calls for a minimum of three years' training, with the winter quarter of the third year open for the purpose of doing actual audit work

### Gaining Experience in Accountancy in Office Work



with certified public accountants.

This program is being referred to in current accounting literature as the "internship plan." The University of Michigan, the University of Tennessee, Ohio State University, and Antioch College are among the educational institutions which have adjusted class schedules to allow for this type of program.

The writer wishes to emphasize the importance of "experience" in the educational program. Quoting from the February, 1949, issue of the *Journal of Accountancy*, page 102: "The committee [on education, of the American Institute of Accountants] feels this plan [the internship plan] is the most important means of improving the effectiveness of the academic training of accountants."

Before Madison students "intern" with accounting practitioners, they are expected to demonstrate their ability and aptitude by doing bookkeeping and accounting work in the various offices of the college. A modern and efficient system of accounts is maintained in the central accounting office, with additional accounting and bookkeeping activities in the Sanitarium, Food Factory, Print Shop, Purchasing Department, etc.

This work-study program is integrated under the direction of one individual, who is responsible for both the institution's system of accounts and the student training program.

#### *Pace Course*

In the interest of giving the very highest type of classroom instruction, with emphasis on the practical aspects of accounting, auditing, and business law, the College has arranged to use the nationally known "Pace Course in Accounting and Business Administration." Hundreds of practicing certified public accountants are graduates of this course, offered in many business schools throughout the United States.

It is interesting to note that Mrs.

Shirley Throckmorton Moore, a former student at Madison College, and graduate of the Pace Course at Benjamin Franklin University in Washington, D. C., passed the November, 1948, C. P. A. examination in Maryland on her first attempt. This is a very unusual record; and Mrs. Moore is to be congratulated on this achievement. She was the only woman who passed the examination in Maryland at that time.

#### *Business Training a Missionary Asset*

Someone may ask, "What is the purpose in offering courses in our schools for the training of professional accountants, auditors, etc?"

First, we have this answer from the Holy Scriptures: "And because he [Paul] was of the same craft, he abode with them and wrought; for by their occupation they were tent makers. And he reasoned in the synagogue every Sabbath and persuaded the Jews and the Greeks." Acts 18:3,4. Paul seems to have supported himself largely by engaging in the craft of tent making. The important point is concerned not so much with the kind of self-support as with the *idea* of self-support by any honorable means. The profession of accountancy affords the potential self-supporting missionary with a very effective, honorable, and reliable means of livelihood.

Second, we find this answer in Volume 7, page 248, of the *Testimonies*: "Those who labor in business lines should take every precaution against falling into error through wrong principles or methods. Their record may be like that of Daniel in the courts of Babylon. When all his business transactions were subjected to the closest scrutiny, not one faulty item could be found. . . . He [a business man] may be a man instructed of God at every step."

"Let farmers, financiers, builders, and those who are skilled in various other crafts, go to the neglected fields



Receiving Instruction in Accountancy in the Classroom

to improve the land, to establish industries, to prepare humble homes for themselves, and to give their neighbors a knowledge of the truth for this time." Volume 9, p. 36.

Third, quoting from the booklet, *Public Accounting as a Career*, published by the American Institute of Accountants under the heading, "Demands of the Profession": Work such as this calls for sound judgment and high integrity as well as thorough training." Where are these qualities more likely to be found and exemplified than in the life of a Christian? The mere conduct of business relationships on a high level may be equivalent to many sermons; and the Christian accountant has many opportunities to witness for Christ in his business contacts.

#### *Prerequisites*

Students wishing to enroll in the Pace Course at Madison College must first be accepted as students through the regular channels, after which, orientation, vocational interest, intelligence quotient, and possibly other tests are given for the purpose of aiding the student in re-checking his decision to enter the profession of accountancy.

The requirements for receiving the Pace Course diploma are outlined in

the 1949 catalog. Provision for getting experience during the winter quarter of the third year has been made especially for those who are looking forward to obtaining the certified public accountant (C.P.A.) certificate. Additional experience may be obtained during the summer quarters.

A 1949 catalogue and circular describing the Pace Course in detail will be sent upon request. Correspondence should be addressed to the Dean of Madison College, Madison College, Tennessee.

### **Commercial Department**

THE Commercial Department of Madison College strives to develop business competence in several distinct fields—accounting and business administration, secretarial training, and medical stenographic training. This department gives special attention to the training of general office workers for various types of educational and medical institutions and to training in the more specialized field of medical secretarial work.

The students who are taking the secretarial course have the opportunity of working in the various offices of the institution in order to learn the practical side of the theory taught.

—Mrs. Oline Peck, Instructor.

## Secretaryship

### *By a student taking the course*

IN THE beginning of the earth's history there were no secretaries as we know them today. In fact, there was not the need for them that there is today. As time went on and letter writing became necessary, we hear of scribes by whom this, and other writing, was done.

From the time of the scribes down through the time of Cæsar's six secretaries, who were supposed to have had a shorthand method of taking Cæsar's dictation (they maintained a speed comparable to our present-day long-hand writing speed), and the times when stenographers' and secretaries' hands were cut off at the wrist for making an error in transcribing, emphasis has been placed on intelligence, accuracy, and dependability as traits valuable in a good secretary. However, in later or modern times, great emphasis has been placed on another trait—the art of being tactful, courteous, and gracious.

In a modern secretarial practice guide we read, "Success in secretarial work is dependent on two factors—your personality and your acquired skill.

"Personality rightly comes first. As between two applicants, one of whom has a high degree of skill but a colorless personality, and the other of whom has only moderate skill but an attractive personality, the employer will nearly always choose the latter."<sup>1</sup>

Among other traits desirable for a secretary to have or to acquire are: initiative, judgment, neat personal appearance, adaptability, speed, business-like manner, and good memory.

LA SINA HARRISON

<sup>1</sup> Charles G. Reigner, *College Secretarial Practice*, page 11.

## News Items

It was the privilege and pleasure of the Madison family to have a week end of nature study in April under the guidance of Mr. O. C. Durham, who is a nature lover well known on many of our school campuses. The lectures, hikes, and pictures were enjoyed by large groups.

President Straw attended the fourth National Conference on Higher Education, held in Chicago April 4-7. He reports a noticeable trend toward vocational and more practical training in many of the schools represented at this great council of educators.

Madison College has just closed another Missionary Volunteer Week of Prayer—many say the best we have had. Elder T. E. Lucas, from the Missionary Volunteer Department of the General Conference, was here to lead out. The response of students and workers indicated a deepening of the spiritual life of the institution.

Dr. Julian C. Gant, Mr. H. B. Thomas, Mr. Charles O. Franz, and President W. E. Straw have returned from a meeting of sanitarium administrators held recently in Boulder, Colorado.

A delightful birthday party was held April 18 at the home of Dr. and Mrs. Floyd Bralliar in honor of Mrs. Bralliar. No one on this happy occasion appeared more animated or cheerful than the little silver-haired lady herself. The Bralliars have been residents of the campus for many years.

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### NOTICE:

Madison can still supply work for a few more students who may desire to work during the summer to accumulate credit for the next school year.

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# The Madison Survey

Vol. XXXI, No. 11

Madison College, Tennessee

June 1, 1949

## Educational Trends in the United States

*A Chapel Talk at Madison College by W. E. STRAW*

I WISH to report to you some of the things discussed at the educational meeting I recently attended in Chicago, and some of the current trends in education. We all believe that education is necessary. But what education, and why we should be educated are not always so clear.

Education in the Middle Ages consisted in a study of the seven liberal arts. Those subjects were rhetoric, grammar, logic, arithmetic, geometry, astronomy, and music. This education was for the elite—those who lived without work upon inherited estates. The laboring man was not supposed to be educated. He was not considered competent. Our liberal arts colleges are a carry-over from that type of education and from those times.

When Adventist schools were started, the founders were counselled that education was for all the youth, and that it should be practical. They were told: "Many of the branches of study that consume the student's time are not essential to usefulness or happiness; but it is essential for every youth to have a thorough acquaintance with everyday duties. If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly-fitted garments, and to perform efficiently the many duties that pertain to homemaking." *Education*, p. 216. "While every person

needs some knowledge of different handicrafts, it is indispensable that he become proficient in at least one. Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood." *Education*, p. 18.

When those words were spoken some fifty years ago, such ideas were considered radical. But times have changed, and educators are beginning to realize that the old type of education does not suffice in these days to fit one for life's duties. This is especially true since World War II, and was emphasized by the report of the commission appointed by the President of the United States.

This commission was made up of leading educators in this country who were asked to study the needs of the country and to outline the type of education needed. In their report they stated: "If the colleges are to educate the great body of American youth, they must provide programs for the development of other abilities than those involved in academic aptitudes. They cannot continue to concentrate on students with one type of intelligence (that adapted to the liberal arts) to the neglect of youth with other talents."

In the meeting of the National Education Association, held in Congress Hotel, Chicago, April 4-7 of this year, more than six hundred educators from all parts of the United States met to study

America's educational needs. In his opening address, Dr. Ordway Tead, president of the association, speaking of the responsibility of teachers to the public good, said: "We are concerned with the growth of whole persons—body, mind, and spirit," and that education should consequently prepare one to be more effective in coping with the problems of life in each of these realms. Dr. Tead spoke favorably of the new two-year college—the community college, "in which the educational material will combine general with vocational training. . . . It is not easy to make oneself understood when one advances a flat affirmation that there should be greater vocational focus for virtually all students in college education. . . . What I am pleading for is that each college teacher must teach with a more than nominal awareness that somehow and by somebody the work of the world has to be done."

The greater part of the time at this meeting was spent in group studies. There were some thirty-four different groups organized to study certain topics and bring their report to the assembly. I worked in group two that dealt with admission policies and procedures. In their report they suggested the following: "If the United States is to meet the challenge to leadership in world affairs, the potential talents of all its people must be discovered and developed. It is, therefore, necessary that educational opportunity shall be open to every individual. Education beyond the secondary school should not be limited to those individuals for whom the typical existing collegiate institution now provides either general or specialized education. The great variety of potential talent calls for a greater variety of educational provision. The nature of post-secondary education will be so varied that the concept of admission to college should be restated. . . .

"The policies controlling admissions should be adapted to the educational opportunities offered in the higher in-

stitution. The requirements should vary in certain respects in different types of institutions. . . . The technique employed in admission should include a variety of measures of achievements and abilities."

The discussion that led up to this report was very interesting. In the discussion it developed that many of the schools are not specific as to exact subjects required to enter college. That is, many of them no longer require foreign language, geometry, etc. to enter college. Some who still require them contend that some students might later be handicapped if they should want to enter one of the more conservative colleges. The dean of one of the state universities replied that we can hardly afford to fail to give the work the great mass of the young people need for perhaps a fraction of one percent of them who might want to attend some reactionary school. It was strongly urged by that committee that the first two years of college be largely vocational.

When Dr. John Dale Russell, who was secretary of the North Central accrediting association, and is now in the department of education of the government at Washington, D. C., came into this committee, several questions were asked him as to what attitude the universities would take toward grades of a vocational nature taken in the first two years of college. He replied that we have learned that no one subject is of more value than any other subject to qualify one for college work. He said there will probably be some conservative schools that will question grades of a vocational nature for a time, the same as it has been with vocational subjects from high schools. But time will change that. "At any rate," he said, "we cannot afford to forego the need of the great mass of young people because there are reactionaries in education."

On this committee were deans and officers from colleges and universities from North Carolina, Pennsylvania, New

York, Massachusetts, Ohio, Iowa, Oklahoma, Tennessee, Illinois, and other states.

(To be continued)

### Faculty Additions

MADISON COLLEGE feels very fortunate in securing the services of Professor J. A. Tucker as dean of the College, beginning with the summer quarter. Professor Tucker comes to us from Southern Missionary College, Collegedale, Tennessee, where he has been teaching education, agriculture, and Bible since 1944.

Professor Tucker is an alumnus of Keene Academy, Texas, and of Union College, Nebraska, where he also served as dean of men for two years. He was



PROFESSOR J. A. TUCKER  
New Dean of Madison College

for five years principal of Oak Park Academy in Iowa, and for nearly ten years president of Oakwood Junior College at Huntsville, Alabama. A number of years were spent as Educational and Missionary Volunteer Secretary of the Southeastern Union Conference and the Texas and Iowa conferences. In 1944 he received a Master's degree in

vocational education at Iowa State College.

Professor Tucker's long experience in administrative and departmental work gives him a good background for the office of dean; and his keen interest in vocational education, especially in agriculture, should be a distinct advantage and contribution to the Madison program.



MR. LEE EUSEY  
New Agriculture Teacher

FOR some time Madison College has felt the need for another man trained and experienced in the field of agriculture, one who is qualified to head up the teaching in this field. We herewith introduce Mr. Lee Eusey as the man who has been secured for this work.

Mr. Eusey was at one time a student of Madison College. In 1939 he received a Bachelor's degree in agriculture from Emmanuel Missionary College, Berrien Springs, Michigan. After a few years of teaching, he took further work in Michigan State College and has just

now received his Master's degree in agriculture from that institution.

Mr. Eusey is not only an experienced farmer, but has taught agriculture and has been farm manager in three of our secondary schools: Oak Park Academy, Iowa; Bethel Academy, Wisconsin; and Shenandoah Valley Academy in Virginia. He comes to us highly recommended, and we are happy to welcome him and his family to the Madison staff.

### Field Day in Agriculture and Mechanic Arts

A FIELD DAY for those interested in agriculture and the mechanic arts was held at Madison College, Sunday and Monday, May 1 and 2. Students and their teachers in agriculture from the following schools were present: Little Creek School, Concord, Tennessee; Asheville Agricultural School, Fletcher, North Carolina; Southern Missionary College, Collegedale, Tennessee; Chestnut Hill Farm, Portland, Tennessee; Pine Forest Academy, Chunky, Mississippi; and Madison College.

#### *Field Day Program*

THE Sunday evening program was general in nature, and included a band concert by the Madison College band and other special music, an address of welcome, talks by college students on phases of college life and industrial education, an address by Professor J. A. Tucker, and a moving picture film.

The Monday forenoon program consisted of morning devotion in the chapel, followed by contests in tree identification, student demonstrations in shops, tool identification, and rafter cutting.

In the afternoon there were contests in seed identification, poultry identification, dairy cattle judging, and horse judging, followed by a trip over the college farm.

The evening session included the awarding of ribbons for judging, a lecture, a reading by Miss Lambert, and response by visiting boys and their leaders.

Madison College was happy to entertain this group of young men from these various schools. Only a few weeks were given to promoting this first agriculture and mechanic arts field day, and we appreciate the response of the schools. It is planned to have the next such meeting in the fall quarter, perhaps during the first half of November.

We especially thank Mr. John B. Pierson from Southern Missionary College for his part in the judging contest. At the close of the day in the College dining room at the supper table, the awards were given to the young men winning in the various events.

It is with pleasure we look forward to the field day in November; and it is planned that we should make it an annual event on the Madison College campus.

#### *Elder Frazee Comes to Madison*

MADISON COLLEGE will be especially favored this summer by having W. D. Frazee, an experienced evangelist and unit worker, as director of evangelism and Bible workers' training. He will conduct classes in methods of giving Bible studies and organizing of units for aggressive evangelism with demonstrations of these methods in actual active evangelism and missionary activity.

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President and Mrs. Straw attended the closing exercises of Little Creek School. They report a very excellent program showing the activities of the school. Their program indicated unusual achievements in vocations and music. Here all students take music and all earn most of their way by labor.



# The Madison Survey

VOL. XXXI, No. 12

MADISON COLLEGE, TENNESSEE

JUNE 15, 1949

## Teachers Build Their Own Homes at Madison

ONE OF the most perplexing problems of the moment at Madison College is the need of adequate housing facilities for our teachers and workers. A Building Committee and a Building Loan Association have been organized by the Board of Directors of the College.

The plan is for the Building Loan Association to loan money to the teachers and other workers at a low rate of interest to be repaid monthly like rent. This money will be used to purchase building materials, and the workers will do the actual construction work themselves. Some of the building-trades classes will assist the teachers as a part of their class laboratory work.



*The New Road in the Making*

Six teachers have already enthusiastically endorsed the plan and are ready to start construction as soon as building acreages are assigned and money for building materials available. To meet the need of building sites, a new road has been authorized through one of the scenic spots of the farm, close to the campus. It will provide lots of approximately one acre each. The teachers hope to be able to raise a share of their own food.

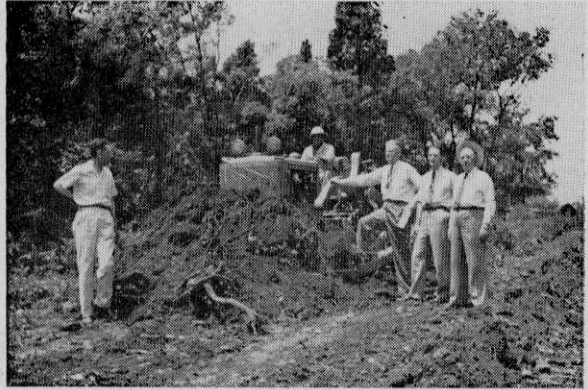
The road will cost the institution approximately \$1,000. We would like to name this new street after someone who would donate the \$1,000.

Another pressing need in connection with this building project is the purchase of a cement-block-making machine. This will cost around \$350. Perhaps one of our readers or many friends would like to purchase this machine for us, or at least a part of it. This will enable the teachers to make their own blocks for their homes.

The Building Loan Association is anxious for the many friends of Madison to make gifts to the Association or to loan money to the Association at a low rate of interest, to be relented to these worthy building projects.

All of the teachers and workers are true missionaries in the fullest sense of the word. They are giving their lives and energies to the training of young men

and women to do the work of God in the earth. They are giving their services for a very nominal wage, barely a subsistence. Surely they deserve to be adequately housed, and if they are willing to build with their own hands in their spare time outside of their regular work program, surely they deserve to be aided in every way possible. Friends, will you help in this project that has been outlined?



*The Bulldozer at Work*

It has been a long time since we have approached the readers of the SURVEY for financial assistance. We feel that you have been neglected. We have deprived you of a blessing. We now offer you the opportunity of receiving rich blessings by investing your means in this good cause.

WILLIAM SANDBORN,  
*Teacher of construction and head of building project.*

## *To Lands Afar*

ON THE evening of May 29, the faculty and students of Madison College and many community friends, with representatives of the Kentucky-Tennessee Conference staff, met in Helen Funk Assembly Hall for a farewell program in honor of Elder and Mrs. H. J. Welch, who are leaving Madison and the home country for the mission field.

Elder Welch has been dean and teacher at Madison College for the past thirteen years. His unflinching kindness and uprightness in dealing with students and workers in all circumstances, and his cheerful, unselfish service have greatly endeared him to all the Madison family and his many friends.

Elder and Mrs. Welch leave behind an influence and example that are sure to live and to be reflected in the lives of those with whom and for whom they have labored here. And, as was pointed out by Elder Strickland, President of the Kentucky-Tennessee Conference,

these same characteristics and Christian graces will assure successful and happy service in their future labors, even among the natives of the African Gold Coast, to which field they have been called.

The rostrum had been attractively decorated to picture an African scene, and there was an interesting program of music and talks, ending in a quiz on Africa by President Straw, to see how well Elder and Mrs. Welch had prepared themselves for service in that land. Various gifts were presented during the quiz as a reward for correct answers. These included a light meter for their camera, a pair of binoculars, a brief case, and two steamer trunks.

Elder Welch gave a short response and farewell message and then presented the new dean, Professor J. A. Tucker, with a huge key representing the key of the college and symbolic of the transfer of responsibility.

Madison College will feel deeply the loss of Elder and Mrs. Welch to the work here, yet it seems not at all unfitting that one of our faithful workers should have this opportunity for foreign service, toward which he has directed and inspired the students in his classes these many years. And so we bid them God-speed. A goodly number of former Madison students are in service in various mission lands, and a number of our faculty have also served in lands afar.

## Education for What?

W. E. STRAW

FOR MANY years certain specific courses of study were considered necessary to prepare one to enter college. In the May number this year of the *National Education Association Journal*, Dr. Ralph W. Taylor, Dean of the Division of Social Sciences in the University of Chicago, said:

"For more than thirty years, evidence has been accumulating that these criteria are not wholly satisfactory bases for selecting good college students. For example, Professor Harl Douglas found no correlation between the subjects the student had taken in high school and their success in college. A similar result was also obtained in the Eight-Year Study of the Progressive Education Association. . . .

"In spite of these findings, few colleges had changed their bases for admission until after the experiences of World War II, which indicated that, in selecting personnel for various types of training and educational programs, a more efficient selection could be made by using a battery of tests than depending upon the previous educational record of the student. . . .

"The value of using these criteria lies not only in selecting students who are able to do better college work but also in freeing the high school from the necessity of providing courses justified only as college entrance courses. This permits the high school to plan its program more completely in terms of its function as a secondary school responsible for meeting the needs of its students and community."

This shows clearly the trend of education at the present time. It is hard to change from an old, established custom to a new way of doing things. Many teachers who have been trained in a certain way are at a loss to know how to adjust themselves to a new way; and, too, parents are usually inclined to favor the old, established customs. So reforms are slow and burdensome. But

with the change in ways of life comes also the necessity for change in educational methods.

In the magazine, *The Reporter*, of April this year appeared an article entitled "Education for What?" In this article the writer makes the following statements in commenting on the book, *Education for an Industrial Age*, by Professors Alfred Kahler and Ernest Hamburger, of the New School for Social Research, published by Cornell University Press:

"Our schools are not turning out a sufficient number of trained workers to keep the American economy adequately manned at the key technical and manual levels. A good many of the craftsmen in the United States are more than forty-five years old. For every twelve of those soon to be retired in each of the following categories, replacements are being trained for eight electrical workers, four sheet metal workers, three machinists, not quite one building-trades worker, and one fifth of one tool-and-die maker. . . .

"The present distribution of employment in the United States indicates that seventy per cent of the children in high school who go to work at all will end up in technical or manual occupations. . . . It is clear that our schools are not aware of American industrial requirements. . . .

"Putting together statistics like these, the authors come to the broad and, it appears, incontrovertible conclusion that the United States is replenishing scarcely half of its total skilled labor force. . . .

"With a perfectly natural impulse to protect his son, if not himself, from the dreariness of the assembly line, the American parent has given more consideration to what he would like his son to be than to what his son can be. . . . Many children who will unquestionably have to work with their hands are

### The Madison Survey

Published semi-monthly by Madison College, formerly Nashville Agricultural Normal Institute. Entered as second-class matter February 8, 1939, at the post office at Madison College, Tennessee, under the act of August 24, 1912.

W. E. STRAW, ..... Editor  
ESTELLA STRAW ..... Assoc. Editor  
MARY K. GAFFORD .. Editorial Sec.

taught that they must keep out of overalls and away from grease. . . .

"The error that begins in the family is compounded by the schools. Trade and industrial education is more extensive than it was a couple of decades ago, when it was completely neglected by the school system, but it still constitutes only four per cent of the entire public education program—and virtually none of the private. Liberal arts are heavily emphasized in the schools, while technological skills are deliberately overlooked. . . .

"Roughly, 750,000 youths leave high school each year, expecting to enter the exalted world of the adding machine and the business suit. Many of them are forced to turn to manual or technical labor, and they do so frequently without preparation and with a sense of defeat. Many of them would be happier and more rooted if they had learned crafts at school. Only a small fraction have. . . .

"We are faced with the inescapable fact that three quarters of our working population is, and will continue to be, engaged in manual and technical labor. . . . The place to start facing up to the situation is in the classroom. It goes without saying that we do not want to educate less, to divide the population into patricians and helots. But there is nothing to prevent us from educating more and better, from adding to the liberal arts a more practical preparation for work."

(To be continued)

## Voices of Spring

A BEAUTIFUL pageant, entitled "Voices of Spring," was presented in the Assembly Hall the evening of April 30, by the Madison Chapter of the Women's Auxiliary of the College of Medical Evangelists Alumni. Those taking part in the program were the doctors, their wives, and children.

The theme of springtime was applied to the different age groups in life, the rostrum being beautifully decorated with spring flowers and greenery to represent a garden and playground. Scenes of childhood, school days, youth, and age were presented in pantomime, accompanied by beautiful music, readings, and old favorite songs appropriate to each group.

During the intermission, the president of the Auxiliary, Mrs. Roy Bowes, told the audience about the needs of the Gifford Mission Hospital in India, which is being sponsored by the Madison Chapter. Dr. and Mrs. John Oliver and family are located at this mission and they will appreciate the generous offering that was received for them.

## News Notes

\* Mr. H. B. Thomas, sanitarium manager of Madison College, has returned to his home in California for the summer. Madison Sanitarium has greatly benefitted by and appreciated his very able assistance and counsel, and will look forward to his return in the late summer.

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\* President Straw was invited to speak at a luncheon meeting of the Exchange Club in Nashville May 31. His topic was, "When, Where, and Why Madison College?" Beautiful violin, cello, and piano music was provided by Doctors Louis Ludington and Brooke Summerour, and Miss Sarah Anne Goodge.

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# The Madison Survey

VOL. XXXI, No. 13

MADISON COLLEGE, TENNESSEE

JULY 1, 1949

## Education for What?

W. E. STRAW

IN THE March number of the magazine, *Trends*, page one, we find the following: ". . . It is the first obligation of an educational institution to prepare students, according to their separate qualities, aptitudes, and interests, for useful and responsible citizenship illumined by those precepts fundamental to our American heritage."

Quoting from page six of the same magazine: "A new course in business organization and management, aimed at giving students a practical insight into modern business operations, has been started cooperatively by Cluett, Peabody and Co., Inc., and Russell Sage College, Troy, N.Y. . . ."

"Among the scheduled topics to be considered in the twenty-eight sessions of the course are product development and design, quality control, industrial engineering, personnel administration, advertising, company research, finance and control, and selling the product."

On page eight of this magazine there is an article entitled, "Educator Urges High Schools to Revamp Courses." In this it says, "Calling upon the nation's high schools to 'revamp their courses completely,' William G. Brink, professor of education at North Western University, Evanston, Ill., declared that the reason that 553 out of every 1,000 pupils, or more than a million a year, drop out of high school before graduation is that they fail to find school programs interesting, satisfying, and challenging to them. . . ."

"High schools," he continued, "should institute more realistic methods of instruction, emphasize improvement of reading skills, and develop among the pupils satisfactory study and leisure

time habits. . . . Moreover," added Professor Brink, "the school should plan courses which serve the needs of the whole community. . . and. . . provide realistic vocational training."

In a commencement address by Robert C. Wallace, Principal and Vice-Chancellor, Queen's University, Kingston, Ontario, Canada, at Endicott, N.Y., April 30, 1948, he said, "The great quest of education is to see to it that each individual, in his own way, can acquire to the highest degree the abilities and strengths of which he is capable. . . ."

First of all, I think it is important that we make a successful job of the vocation or the profession which we choose for ourselves. . . . We should never forget that a great part of knowledge comes from the use of the hands, and that the hands have become a flexible tool which has developed for us the mechanical side of civilization. Only by the combination of the hand and the brain working together can we achieve the knowledge that means success in the particular vocation which we have chosen.

"It is the experience of all of us that, no matter how wise a man may seem to be, if he has not been successful in his own job, he carries little influence in his community."

So now it seems that leading educators are advocating the very things that were urged upon us as a people more than seventy-five years ago. The first article of which we have record that came to us on the question of education contained the following:

"A constant strain upon the brain while the muscles are inactive enfeebles

the nerves, and the students have an almost uncontrollable desire for change and exciting amusements. . . . Had there been agriculture and manufacturing establishments connected with our schools, and had competent teachers been employed to educate the youth in the different branches of study and labor, devoting a portion of each day to mental improvement, and a portion to physical labor, there would now be a more elevated class of youth to come upon the stage of action to have influence in molding society. . . .

"There should have been experienced teachers to give lessons to young ladies in the cooking department. Young girls should have been instructed to manufacture wearing apparel, to cut, make, and mend garments, and thus become educated for the practical duties of life.

"For young men there should be establishments where they could learn

different trades which would bring into exercise their muscles as well as their mental powers. If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages to health and life, or a knowledge of labor for practical life? We unhesitatingly answer, The latter. If one must be neglected, let it be the study of books." *Fundamentals of Christian Education*, pp. 40-41.

"Daily, systematic labor should constitute a part of the education of the youth, even at this late period. Much can now be gained by connecting labor with schools. In following this plan, the students will realize elasticity of spirit and vigor of thought, and will be able to accomplish more mental labor in a given time than they could by study alone." *Id.*, p. 44.

(To be continued)

## The Roving Reporter

### *When the Spirit Moves*

**D**URING RECENT WEEKS I have been forcibly reminded of experiences passed through by the founders of Madison College. Instruction came to the faculty of Emmanuel Missionary College that an educational work should be pioneered in the Southland. This called for a step to be taken by faith similar to the experience of the man Abram, who was called to leave home and kindred and possessions, and go to a land he knew not, and with only the promise of God as his leader.

A group of students and teachers in that Michigan institution united in taking that step. It resulted in the founding of the Nashville Agricultural Normal Institute in the State of Tennessee. I say that my mind has been turned back to those days of pioneering for a self-supporting cause as I have seen developments on the Madison campus the last few weeks.

An emergency had arisen. There was need of several new workers for Pine Forest Academy and Sanitarium near Chunky, Mississippi. Dr. Wesley Plinke, who had pioneered the way in that community as a rural physician,

had transferred to a location in Texas. The community was again without the needed medical care, and the small sanitarium on the academy grounds, recently equipped for surgical and sanitarium patients, was without its medical head.

Two young physicians came south, seeking a location for rural practice where they could do real medical missionary work, a needy place where they could serve mankind rather than have a lucrative practice. They visited many places, found many desirable locations that fit well into their objectives, but none more needy perhaps, or more ready to welcome them, than the people of the area surrounding the institution of Pine Forest.

Hickory, ten miles distant, the town in which Dr. Plinke had his office, gave them every welcome, made offer of a well-equipped clinic, the moral support of the officials and leading citizens, and the patronage of a good dairy farming community.

At Madison's Sabbath school missionary hour, Dr Edward Frank, one of those physicians and a former Madison

student, told of these experiences and of the decision reached by himself and his associate, Dr. Alan Harmer, the one to take a year's residency in a Meridian hospital, the other to begin rural practice in the Hickory-Chunky community, with Pine Forest Sanitarium as a ready-made institution to care for their patients needing hospitalization.

The Layman Foundation had been instrumental in bringing the medical department of Pine Forest to its present development, so to the Foundation and other friends at Madison, the turn of events seemed like a miracle of the grace of God.

Equally thrilling has been the experience of finding a corps of workers for campus activities at Pine Forest. As groups at Madison studied and prayed for wisdom, young people volunteered to serve. This is an enterprise that calls for sacrifice, as does every self-supporting institution; but this condition is being faced with remarkable bravery.

Adolph Johnson, member of the teaching staff of Madison College Department of Agriculture, has been selected principal of the academy and general manager of the institution. His wife, a Madison College graduate dietitian and for several years a member of the dietetic service of Madison Sanitarium, and her assistant, Mrs. Jack Houston, are transferring their services to the Mississippi institution.

A wave of enthusiasm has swept quietly through the campus group, and a number of students have volunteered, so that the faculty of the academy has been filled and accepted by the board. In addition to teachers of the regular academic grades, there is a preceptress and piano teacher, a church school teacher, a vocal music teacher, and Mr. and Mrs. Houston will have charge of the boy's home.

Pine Forest has an industrial program, which includes agriculture, construction work, and maintenance. This calls for a leadership for students who expect to earn a large part of their expenses in the academy. For this leadership, provision is also being made.

Pine Forest has many needs, while at the same time it offers many opportunities. It has a farm of approximately three hundred acres, with Mr. DeLong in charge. It has a building program for the summer that will tax

the force that is taking over, but they are a husky group and not afraid of hard work. They will develop the gardens to the point where the family will be fed largely from the products of their own soil. An unfinished building is to be completed as a home for boy students. The burning of the church school building necessitates the construction of quarters for the children and their teacher.

The group is filled with enthusiasm. It is qualified to work in a variety of fields. They have the support of many friends. Members of the Jackson, Mississippi, church have always had a keen interest in the sanitarium and academy and have been generous in their assistance. Officers of the Alabama-Mississippi Conference are cooperative. Elder I. M. Evans, who has been such a firm friend of the Hurlbutt Farm group in Georgia, is the successor of former conference president Capman, who has also been a genuine friend for years. So the group that faces the future at Chunky has the assurance of good cooperation from all sides.

Those who have been in the self-supporting work in the Southland, as well as those of us at Madison, have often seen God's method of preparing from afar to meet the needs of His work in the world. We have an illustration of that in this story.

Years ago when Mrs. Druillard, who was the mother of us all at Madison, was appealed to by an older sister of four orphaned brothers, she took them all in, young as they were. That sister, Ruth Johnson, a Madison-trained nurse, is still a medical missionary in West Africa after fifteen years of service in that field. Of those four young boys she brought to Madison, two are physicians. Dr. Reuben Johnson is associated with Dr. Albert Dittes in the Portland, Tennessee, Clinic and the heavy rural practice about that area and Fountain Head. Dr. David Johnson, member of Madison Sanitarium medical staff, is taking post-graduate work at White Memorial Hospital.

Life at Madison makes rural-minded men; and so we find Adolph Johnson, the oldest brother, has devoted himself to agriculture and teaching. Grounded in the principles of self-support as basic in the work of lay people in their service for the Master, he takes into this

new position a commitment to fundamental principles of Christian education as well as scholastic training.

The step this young man and his wife have taken has drawn into their circle a number of leading students on the college campus, who have a corresponding equipment for their new duties.

You who read this will unite with

those who stand by at Madison in thankfulness for the evidence this group presents of the vitality of the layman's movement, and the power of initiative to be found in youth who are properly trained to operate self-supporting institutions and enterprises.

M. BESSIE DEGRAW

### *College Community to Assist in Home Building Project*

IN THE LAST number of the SURVEY mention was made of the plan for building homes for some of the teachers and workers at Madison College. These people are willing to undertake to build their own homes if money can be advanced at a low rate of interest with which to purchase building materials.

At the College Community meeting for June the matter of raising money and other assistance for this purpose was presented to a group of the Madison family. Opportunity was given for all to contribute in gifts or loans of money and to volunteer to help with the work of building. The response was enthusiastic and encouraging. Even our busy doctors pledged as high as one hundred and fifty hours of volunteer labor in addition to financial assistance. Others pledged—some more, some less. A number of women volunteered to help with the painting and to make and serve cold lemonade to the builders.

The gifts and pledges received that night, with some that had come in earlier, totals: \$2721 in money (cash and loans), 3,130 hours of free labor, and \$366 toward purchasing a block machine, with which the builders will be able to make their own blocks.

Madison College construction engineer, Mr. William Sandborn, promised to use his construction classes in helping to boost the building of these homes, and also that he will teach anyone else to lay blocks who wants to learn while helping on these houses. He stated that with this plan it should be possible to erect a \$4,000 house, as prices are at present, for half that amount in cash.

The volunteer help and labor will be distributed so that each builder will get an equitable share.

We are confident that many who were not present at this meeting will be just as willing and generous as the others. We are confident that God will stir up the hearts of other Madison friends to assist in this worthy endeavor. It is felt that each home builder will get more than just a house to live in. He will also receive a training and experience in building, and all who take part in the work will likewise benefit in useful knowledge gained. As these folk may be called to go out to establish other centers, they will find such experience of great value to them.

The erection of these new homes will release the older houses for married students or other more temporary workers, which will be a great help to the institution.

These workers who need suitable homes so badly are very much encouraged and are taking hold to do what they can to clear and prepare a building site as well as a plot for gardening. The land along this new road will make good gardens.

The enthusiasm of these workers is sure to be contagious, and the Madison family looks ahead in anticipation of seeing these homes take shape one by one as the necessary funds can be supplied. It is needless to say that any gifts or loans will be very thankfully received. Correspondence should be addressed to the President of Madison College, Madison College, Tennessee.



# The Madison Survey

Vol. XXXI, No. 14

MADISON COLLEGE, TENNESSEE

July 15, 1949

## Education for What?

W. E. STRAW

IN THE 1948 autumn number of the magazine, *Rural Missions*, Dr. Toyohiko Kagawa, the great Japanese Christian, said: "The success or failure of rural evangelism will decide the destiny of the Christian movement in the whole of Japan. I have always emphasized its vital importance as Christian strategy. Especially do I feel it keenly when we are facing a crisis by the encroachment of materialistic communism."

In the same magazine, M. C. McFeters, of Assuit College, Egypt, has an article entitled "New Doors Open in Egypt." In this he says: "A course in Vocational Agriculture is now being offered by Assuit College. Egypt is an agricultural country. Yet the vast majority of Egyptian students have their hearts and minds definitely set upon life pursuits leading away from the soil. Even many of the students who attend agriculture schools seek other employment. This drains intelligent leadership and uplifting influence away from village life.

"In normal times, the offices of the government and business are overcrowded with applicants for jobs. Many educated young men cannot find employment and are forced to sit at home in idleness. Some never find a life work. A sad part of this situation is that the expensive education they have received has in a large measure actually unfitted them for living useful and happy lives in their villages among their own people."

On page 6 of this same paper, we have the following: "Farm School in Africa." From this we quote: "Under the leadership of the Reverend Ira E. Gillet, edu-

cational and industrial missionary of the Methodist Church in Mozambique, Portuguese East Africa, a recently acquired farm of 2,000 acres is being developed as a farm-school for the training of young men. Twenty-acre plots are being assigned to young Christian Africans and their families. They will reside on them and farm according to modern methods taught by Mr. Gillet and his associates. . . . Most of the graduates will move to farms of their own when trained."

This plan of the Rev. Gillet seems to fit into the native life pattern of the Africans. They are the product of the soil. Practically all their food comes from their gardens. In many parts of Africa barter is the only means of exchange. What they eat and what they wear come from the land, not the store. It is the missionary who brings to them higher ideals and a broader outlook on life. There is any amount of land available in most parts for the native to cultivate, yet an acre or less is about all the ground a family works for his subsistence. What they need in becoming Christians is a vision of living upon a higher plane here and now. And it is the possibilities that agriculture and vocations can bring to them that can enable them to realize this possibility.

Although the African is naturally shiftless and unprogressive, yet when the missionary introduced classes in vocations and agriculture, the natives became enthusiastic. The agriculture classes are the most enthusiastic on the mission, and did the most to interest the government in our work. The government officials saw the benefit this work

(Continued on page 3)

## *Williams Hall and Gotzian Home*

NO DOUBT it will be of interest to many readers of the SURVEY to know who will be in charge of the young women of Madison College the coming year. We are pleased to state that Miss Marjorie Cates will be the dean in charge of Williams Hall. She is a graduate of Union College, College View, Nebraska, having received her B. S. degree with majors in education and English, and minors in religion and speech. She comes to us now from Plainview Academy, where she has been dean of girls since graduating from Union College. She comes with excellent recommendations both as to her college training and her work in Plainview Academy.

The one who will be in charge of Gotzian Home, where the pre-nursing students and those taking training in nursing reside, is Mrs. Nettie Copeland. She comes to us from Pisgah Institute, where she has been dean of girls for the last two years and has assisted in teaching home economics and health sub-



MISS MARJORIE CATES

jects. Prior to this, she was engaged in educational work in Pine Forest Academy in Mississippi.

With these experienced workers in charge of our dormitories, we feel confident that the young women of Madison College will continue to be properly cared for.



MRS. NETTIE COPELAND

## *Summer School*

THE SUMMER quarter enrollment of Madison College is the highest it has been for many years. On July 3 the number enrolled in the college was 169; and in the eleventh and twelfth grades of the high school, seventeen, making a total enrollment of 186 who are actually taking classwork.

Since June 1, forty new students have come in. Many of these are not taking classwork this summer but are working hard to get credit ahead for the fall quarter. Besides these new students, a number of our old students are also working full time this summer.

The prospects for the fall quarter are excellent, perhaps, we should say, too much so. More applications are coming in from young married people than we can possibly accommodate. It is saddening to have to write eager applicants that we have no place to house them. Madison could easily use twenty-five new housing units for married students. We are receiving applications from quite a number of young people who give every evidence of being assets to the school, and to us it is a tragedy to be forced to discourage them from coming to school.

—WALTER SIEMSEN, *Dean of Summer Session*

### *Class in Evangelism*

SOME TIME AGO an announcement was made regarding a special training course in Lay Evangelism at Madison College during the summer quarter. We are glad that Elder W. D. Frazee has come and that this work is now under way.



ELDER W. D. FRAZEE

We feel especially fortunate in having been able to secure the services of Elder Frazee, who is an experienced and successful evangelist. Besides spending a number of years in that

line of work, he has also had successful experience in training young people in evangelism.

It has been arranged for this training course to continue through the summer and fall quarters. The work will be both theoretical and practical. Besides conducting the classes in methods, Elder Frazee will conduct regular Sunday night evangelistic services, and will organize and direct those taking the course in practical, soul-winning work. More than one hundred of the Madison family—students and workers—have volunteered for this work, and enrolled for the course.

### *Dr. Thomason Visits Madison*

DR. R. F. THOMASON, Dean of Admissions of the University of Tennessee, visited the campus a few hours on July 1, discussing with the administration the problems of education. He stated that he is a regular reader of the MADISON SURVEY and enjoys its articles. He expressed himself as quite interested in the practical program of Madison, although he himself received a classical education.

In parting, Dr. Thomason assured us that the University stands ready to assist Madison in any way it can in its program for the youth.

### *Education for What? (Continued from page 1)*

would be to the native in the village when these students from the mission went to the villages as teachers. If anywhere on earth agriculture should be the A.B.C. in education, it is in the mission fields, especially in Africa.

Of all countries, England has been one of the most hide-bound, reactionary, and interested in everything in education except things that are practical. They have had their restricted courses leading to matriculation in college and confining their work to the select few. However, I just noticed in the June 3, 1949, issue of "The Times Educational Supplement" the following on page 368: "If Great Britain is to maintain her position as a great industrial and commer-

cial nation in the face of economic difficulties and increasingly severe competition, many more skilled technicians will be required. Therefore, many of the best brains which previously found their way into grammar schools will be needed in the secondary technical schools. . . . The purpose of the secondary technical schools was . . . to develop their aptitudes so that they could enter the calling for which they were fitted and be more capable of assimilating the specialized instruction which they would receive in the workshop, factory, or office."

All this goes to show that men are waking up to the fact that what people need to fit them to meet life's problems is instruction in practical lines. But more than seventy-five years ago, when most of the schools were following the regular, old-line, impractical subjects, the following instruction came to us in regard to the type of education needed:

"The world is full of one-sided men and women, who have become such because one set of their faculties was cultivated, while others were dwarfed from inaction. The education of most youth is a failure. They over-study, while they neglect that which pertains to practical business life. Men and women become parents without considering their responsibilities, and their offspring sink lower in the scale of human deficiency than they themselves. . . . The constant application to study, as the schools are now conducted, is unfitting youth for practical life. The human mind will have action. If it is not active in the right direction, it will be active in the wrong. In order to preserve the balance of the mind, labor and study should be united in the schools.

"Provision should have been made in past generations for education upon a larger scale. In connection with the schools should have been agriculture and manufacturing establishments. There should also have been teachers of household labor. And a portion of the time each day should have been devoted

to labor, that the physical and mental powers might be equally exercised. If schools had been established upon the plan we have mentioned, there would not now be so many unbalanced minds." Vol. 3, p. 153.

"The students' employment and amusements should have been regulated with reference to physical law, and should have been adapted to preserve to them the healthy tone of all the powers of body and mind. Then a practical knowledge of business could have been obtained while their literary education was being gained." *Id.*, p. 142.

## News Items

Among the weddings taking place at Madison during the short interval between the spring and summer quarters was that of Mr. Bertil Boer, of Madison College Music Department to Miss Helen Bush, daughter of Captain and Mrs. C. D. Bush, of Madison campus.

Mr. Harry Wickham and Miss Ella McComas, also, students of Madison College, were married the same day in the Sanitarium parlor. Elder R. E. Stewart officiated at both of these weddings.

Dr. Brooke Summerour has completed his year of residency in the Madison Sanitarium and Hospital and has moved his family to Texas where he will engage in private practice.

Mrs. Ruby Wilson, who has been in charge of the dormitory for nurses, has accepted a call to do Bible work.

Mrs. Nettie Copeland has taken over her duties as dean of Gotzian Home, the dormitory for nurses.

Miss Clara Belle Culver has come to Madison College from Lodi Academy in California to be librarian in charge of the Druillard Library. Both she and her assistant, Miss Mary Kate Gafford, are experienced librarians and each has a degree in library science.

President Straw, Dean Tucker, and Registrar Floyd Byers attended the recent meeting of college administrators held in Boulder, Colorado.

# The Madison Survey

VOL. XXXI, No. 15

MADISON COLLEGE, TENNESSEE

AUGUST 1, 1949

## Education for What?

W. E. STRAW

MANY A college student on graduating from a prescribed college course has said to me, "Now I would like to return to college and take the subjects I am interested in and that I think I will need in life." Why such expressions? Could they have any relation to the findings of Dr. Brink of Northwestern University, who found that more than fifty per cent of young people who begin high school quit before graduation because they find the subjects taught uninteresting, unsatisfying, and not adapted to what they expect to do in life? Since life is so short and there are so many things one would like to learn, why should one spend time on courses he will never use in life, when there are so many things he could use to great advantage?

A few days ago a young man asked me if we require Latin of students to graduate at Madison College. "No," I replied, "we do not even teach Latin at Madison College." We do teach some foreign languages for those who desire them, but they are not required for graduation. I find that many other colleges are doing the same.

Another young man asked me why colleges require a person to study a foreign language to graduate. He said, "I can't see how I will ever need it in what I expect to do." He wanted to know why one cannot study the things he is interested in and that he will use in life, instead of spending time on things he will not use and does not even care about. That is a very perti-

nent question. It is one that all educators should think about.

It is a question that I could not answer satisfactorily, so far as actual practical use is concerned. I can understand why in certain parts of the world certain languages are required. But I have never been able to see why every young person must necessarily study some foreign language in order to graduate from college. So I could only tell the young man that changes in life and accepted practices come slowly, that most teachers are inclined to require of others the subjects they themselves took in school, and that the idea of foreign language study in school is somewhat of a carry-over from the Middle Ages. Fifty or sixty years ago a person was not considered educated unless he knew Latin and Greek. For years these were required subjects in school. But as time has gone on, they have been considered less and less important until most schools no longer require them. But as they were finally given up, it was still felt that some foreign language must be necessary, and so these have continued down to the present time.

I tried an experiment last year, which I think was good. I said to the head of one of the departments in Madison College: "Brother, I am coming in to see you tomorrow and am going to challenge every course you offer in your department. If there is any you cannot defend satisfactorily, we are going to throw it out." At the conclusion of our interview the next day we threw out two of the courses he had been offer-

ing because he could give no satisfactory reason for offering them.

I quote from the text book, *Elementary Sociology*, by Finney and Mills, page 27: "Even our schools, fine as they are, still fall somewhat short as yet of providing equal opportunities. The course of study interests and profits only certain types of mind. Those types stay in the schools as teachers, and serve up similar courses to the young people of the next generation. The types of mind that do not respond to the academic program often get out of school too little that profits them. If the school program were better adapted to the varying wants of various types, the school would open opportunities to many whom it now helps but little. This is especially true of our high schools, although they are fast correcting this very defect. As for vocational training, our public schools have as yet made little more than a beginning. A century from now, in all probability, the schools will offer free and readily accessible opportunity for all to get some kind of vocational education for which their natural abilities fit them. At the same time, they will furnish to all classes alike the arts and sciences by which men live well when off duty."

This text was first written about 1923 and has passed through several editions, the last being in 1941. It recognizes that schools have not yet come to the place where they recognize the need of applying the school program to the problems of life. However, just the other day a pamphlet came to my desk that was written by Hugh M. Finney, President of George Pepperdine College. The title of the pamphlet is "How Can Our Academic World Help Implement UNESCO?" In this he said: "A new day has dawned for the college and university. The day of the smug, self-satisfied, isolated college is over. No longer can the professor sit in his 'ivory tower' in solemn meditation on the unrealities of life and expect to fulfill his role as a guide for youth. Colleges must adjust their programs to new objectives, new emphases, new methods, and new and revitalized curricula to meet the needs of this new age, or simply cease to exist. If our colleges and universities fail to assume leadership in terms of these new challenges, other agencies

will surely come forth to compete for freshmen, friends, and funds.

"Several forces have been responsible for this radical change in conception of what the modern college and university should be. First is the student. The G.I., serious minded and practical, has returned to the campus. He is not satisfied with unreality. He resents the professor with the 'yellow notes' of bygone days who lives in his 'ivory tower,' unconscious of a live, changing, dynamic world on the outside. The G.I. wants to learn how to live, how to make a living, and how to build a world of security and peace. His needs and problems are real, and he wants a dynamic program of education.

"Second is the advent of a new age. Educators have suddenly awakened to the facts of life. First is the fact that we are living in an atomic age, when survival is no longer essentially an economic, nor even a political problem, but a social, moral, and spiritual one. In the words of Dr. Aranha, of Brazil, 'We have disintegrated the atom; we must now learn how to integrate humanity.' The words of H. G. Wells are taking on a new meaning in that 'civilization is a race between education and catastrophe.' Second is the fact that we are living in 'one world'; therefore, our thinking, planning, and teaching must be geared into a 'one world' pattern. This fact in itself should revolutionize our educational systems and call for changes in objectives, curricula, and methods."

## *A Message To Prospective Students*

FLOYD BYERS, Registrar

FREQUENTLY we receive letters of inquiry from persons interested in the program of Madison College. Much of the information requested is found in the catalogue for 1949-50. Unfortunately, because of quite extensive revisions and additions, the catalogue is not yet ready for distribution. It should be ready by August 15.

The following information is given for the benefit of those who may need to make an immediate decision regarding

their college work for next year. It is also given for the purpose of emphasizing, and in some cases clarifying some of the new material to appear in the catalogue.

## Financial Information

### *Board and Room*

Room rent continues at the rate of \$8 per person when two or more occupy a single room. In order to assure the reservation of a room, the student is required to make an advance deposit of \$10. This is later applied to his account and does not, therefore, constitute an additional charge.

Board is on the cafeteria plan, at an average cost of \$25 per month. For women, the cost may be considerably less, and for men, somewhat more.

### *Tuition and Fees*

The bases for tuition charges and fees have been simplified. The matriculation, library, registration, student activity, and health service fees have been abolished. The income formerly derived from these sources will be included in the regular tuition charges. Tuition will be \$5.25 per quarter hour when the student takes ten or more hours of work during the quarter, and \$5.75 when he takes fewer than ten hours per quarter. This arrangement, while it encourages the regular student to take at least ten hours, does not severely penalize the special student who may wish to take only three or four.

### *What Can I Take at Madison College?*

In harmony with its primary objective, the education and training of men and women for self-supporting missionary service, Madison College as a senior college has greatly increased its offerings. Three distinct majors each are offered in the Division of Agriculture, the Division of Industrial Education, and the Division of Household Arts and Nutrition. New majors in other fields have been added as follows: Science (Chemistry and Physics or Chemistry and Biology), Accounting and Business Administration, and Secretarial Science. A number of upper division courses in education have been added.

### *Medical Technology and X-Ray*

A limited number of students can be accepted for training in Medical Technology and X-Ray. In order to prepare for this specialized training, the student should complete the basic work of the first two years of college work, including certain prescribed science courses.

### *Nursing*

Nurse's training at Madison College should be attractive to both men and women. The location of the Sanitarium and College on the same campus makes possible a close integration of nurse's training and college education. While taking training, men can add a limited number of courses in Agriculture or Industrial Education, for example; and women can take a few courses in Secretarial Science, Nutrition, or Education. To the nurse in training or to the graduate, Madison College offers obvious social advantages.

### *College Work for Non-High School Graduates*

Mature persons at least twenty-one years old who have not completed high school may be admitted to college on the basis of passing certain standardized tests of ability to do college work.

### *Housing—An Embarrassing Problem*

One of the greatest needs of Madison College is adequate and suitable housing for married students and faculty members. Nothing is more distressing than to be forced to inform ambitious and consecrated couples that this college, which offers so many advantages for all-round training, is unable, because of inadequate housing, to grant them admission.

Something should be done to correct this situation. Something is being done; but it must be done quickly.

Many of our readers will recall a recent article in the SURVEY, describing plans for building several new faculty homes. It should be emphasized that every such home completed will make possible the acceptance of at least one married couple and, in some cases, two or three, who could not otherwise attend Madison College.

*The Present Need*

Several workers at the College and Sanitarium have offered to give 50, 100, 150 hours of labor toward the completion of this project. Thus, the labor costs will be reduced to a minimum. The great need at present is for funds with which to purchase materials. This situation offers a real opportunity to those who wish to invest their means at a nominal interest rate of two per cent and at the same time make a substantial contribution to the educational work carried on by Madison College.

Those wishing to assist in this way are urgently requested to correspond with President W. E. Straw or Dr. Julian C. Gant, of Madison College and Sanitarium.

*Campus News*

★ We are informed that Elder and Mrs. H. J. Welch sailed from New York on July 9, enroute to the African Gold Coast to join the staff of the mission training center there. The following paragraph is from a letter written by Mrs. Shirley Throckmorton-Moore, former Madison student, now in Washington, D. C.

"Eager not to be outdone by the family at home, the Madisonites now dwelling in Washington, D. C., gave Elder Welch a farewell party on Sunday night, June 26, at 6 P. M. We were graciously entertained at the home of Dr. and Mrs. Nis Hansen. Each person attending contributed an item to a pot-luck supper. Representatives were present from 1914 to 1947, and there was much merriment over reminiscing about the intervening years. We gave Elder and Mrs. Welch a send-off with a purse and instruction to have a good time in New York."

★ In a letter from Professor E. C. Waller, of Pisgah Institute, Candler, North Carolina, he states their need of a registered nurse for night supervisor in their sanitarium, and suggested that

a widow with one or two children of academic age would be acceptable. This looks like a good opportunity for a mother with children in need of educational advantages.

★ At a recent morning worship hour in the Sanitarium, Mr. Barker, of the National Gideon Society, presented the Sanitarium with one hundred fifty Gideon Bibles for use in the patients' rooms. This is a very welcome gift, as Bibles are constantly in demand.

At the same time, the nurses were presented with small New Testaments bound in white leather, with gilt edges, and with the nursing insignia and printing in gold on the cover. The Testaments also contain the Florence Nightingale pledge and well-loved hymns.

The institution is sincerely grateful to Mr. Barker and the Gideon Society for this fine gift.

★ Work on the housing project is proceeding nicely. Several builders united in securing the service of a bulldozer for digging basements, clearing and leveling house sites, and landscaping. Prof. Wm. Sanborn, head of the college Industrial Education Division, and Mr. W. H. Gorich, architect and contractor, are rendering service in connection with building plans.

★ Dr. Aileen Ludington, having completed her year's residency in Madison Sanitarium, has left for Atlanta, Georgia, where she and her husband will make their home. Dr. Louis Ludington has accepted a surgical residency at the Georgia Baptist Hospital in Atlanta.

★ Pastor and Mrs. E. L. Marley, of Muscle Shoals, Alabama, were recent visitors on the campus. Pastor Marley was for many years connected with the United States Indian Service as a school administrator in South Dakota and Arizona. He was an active and successful lay evangelist of the Seventh-day Adventist Church. Through his influence one of the most lawless Indian communities in South Dakota became known as the most law abiding.



# The Madison Survey

VOL. XXXI, No. 16

MADISON COLLEGE, TENNESSEE

AUGUST 15, 1949

## Accreditation

W. E. STRAW

NOT LONG AGO we received a letter asking if Madison College is accredited. The answer to that question depends upon what is meant by "accredited." If it means, "Are our grades accepted by recognized colleges and universities?" I would say, "Yes." If the writer meant to ask whether Madison College is a member of the Southern Association of accredited colleges, I would have to say, "No." We are not working to that end, for the simple reason that we believe we can best carry out the unique program to which Madison College is dedicated if we keep free of the restrictions and direction of the accrediting association. We believe that Madison has a program of its own that should be carried out, and we doubt if we could do it and comply with all the requirements of that kind of accreditation. Madison is not alone in taking this position. Only about fifty per cent of the colleges of this country are upon the accredited list; but still they carry out their program and give acceptable training to the young people that come to them.

In talking some time ago to the president and another high official of a university, I discovered that even the universities find the accrediting association something of a "yoke of bondage." One remarked that the accrediting bodies are made up so largely of reactionary educators that they hinder many colleges from advancing and from carrying out their individual program. Another likened them to the labor unions that circumscribe and control the workers and take away their individuality. The university president remarked that his greatest worry as president of the uni-

versity was the accrediting association. If that is true of a state university, what must be the effect upon schools trying to carry out a special mission in the field of education?

The following quotations from an article by Benjamin Fine in the *New York Times* of December 5, 1948, are interesting in this connection:

"In a move that may have a far-reaching significance, the Association of American Universities, a body of great prestige and influence, has abandoned its thirty-five-year-old practice of accrediting colleges and universities.

"Quietly, and with no public fanfare, the Association decided at a recent meeting that it would no longer set itself up as the Educational Supreme Court, nor would it pass judgment on the nation's many institutions of higher learning.

Probably no other college body in the country has had as rigid membership qualifications as has had the Association of American Universities. . . . Of the one thousand or more colleges and professional schools in the country, only 301 are on the Association's approved list. . . .

"Dr. Henry Wriston, President of Brown University, explained the reasons for the drastic change in the accreditation of colleges. Dr. Wriston, who has been elected president of the Association of American Universities, declared that the time is ripe to reform, if not abolish altogether, the present system of listing institutions on the basis of "good" and "bad." For some time, critical educators and harried college administrators have resented the growing influence of the accrediting a-

gencies. These agencies have sprung up on the local, state, regional, and national levels. Some professional accrediting bodies dictate to the colleges the amount of space that a chemistry laboratory should have or the number of volumes that must be kept in the college library. Colleges and universities frequently find themselves bound rigidly to standards that actually harm rather than improve their educational offerings. . . .

"When the Association of American Universities began its system of improving colleges, no other accrediting agency existed, Dr. Wriston explained. There was a definite need for this type of activity. . . .

"The situation has changed considerably within recent years. Colleges and universities offer a diversified course of studies. In addition to liberal arts, the institutions now give degrees in business administration, agriculture, vocational fields, and scientific areas. Dr. Wriston asked, Can these diverse subjects be evaluated? To do it accurately and fairly would require a tremendous amount of time and energy, and even then little would be gained.

"I'm not sure we know how to accredit a school at present," Dr. Wriston remarked. "Educational aims are getting more and more diverse. We have liberal arts and vocational schools. One is no more legitimate than the others. It is just different. If we are going to diversify in education as much as the President's Report on Higher Education suggests, any approved list is liable to bring about a rigid pattern."

"Colleges and universities, in the opinion of Dr. Wriston, should have a great deal of freedom without being dominated by the graduate schools. That is not possible when the standards are iron-bound and the institutions are forced to follow a hard and fast line dictated from above.

"It is essential, Dr. Wriston stressed, that the entire system of accrediting be studied and evaluated. Years ago when the colleges were expanding and when many poor practices such as 'diploma mills' were in vogue, it was necessary to have a rigid control over the institutions of higher education. Dr. Wriston believes that the early need for close inspection and supervision has

passed. As a matter of fact, his plea is to take the shackles from the colleges.

"The difficulty with establishing an adequate system of accrediting, many educators are now convinced, is that such a system does not go to the roots of the educational problem, but touches upon the externals. For example, a college may be required to employ a certain number of men with Ph.D.'s, but there is no way of knowing whether the possession of a Ph.D. by itself will make a person a better teacher.

"It's the enthusiasm, the drive, the sincerity and the reality of purpose that make a university great," Dr. Wriston asserted. "These are things that you cannot measure. . . ."

"Colleges and universities throughout the land may in some way or another be affected by the A.A.U. policy. If Dr. Wriston and other leading educators are correct in their analysis, the abandonment of the accrediting system will mean that institutions of higher learning will have greater flexibility. This can be achieved, the educators are convinced, without in any way sacrificing any of the existing high standards of professional practices."

## *A Prospective Student Writes*

WE RECENTLY received a letter from a young man, who said:

"My mother and father were both members of the Seventh-day Adventist Church, and I was brought up in that faith. I have never lost my belief in what I was taught then; but instead of adhering to principle, I forged ahead in the profession which I had chosen. I succeeded, but in succeeding I lost something which I had earlier prized—the desire to assist in finishing the Lord's work in this earth.

"I have come to the point where I am once again ready to resume my earlier ambition to become a minister of the gospel. I want my children to have a Christian education. I want to be able to say that I and my house serve God.

"I am a journeyman sheetmetal worker, and have a working knowledge of the plumbing, welding, pipe-fitting,

electrician, and carpentry trades. . . . I would like to make application for admission to your school for the fall term. I have four years of education due me under the G.I. Bill of Rights, and I am most certain that I could be of assistance in your shops."

## In Defense of The Faith

OCCASIONALLY a minister discovers a rare gem hidden away in the library of some brother preacher. It was my privilege to meet with such an experience just a few days ago in the library of Prof. W. E. Straw, President of Madison College. I refer to a booklet, *Sabbath or Sunday*, written by him at the request of some of our people. It is his personal answer to a prominent clergyman's attack on the Sabbath. It is terse, clear-cut, and logical. It contains the strongest answer to the arguments of those who hate the Sabbath of any work I have ever read.

Professor Straw has been connected with the educational work of Seventh-day Adventists for over thirty years, and has helped to train scores of ministers, Bible teachers, and other conference workers. He is at his best when defending the faith as in this booklet. I heartily recommend this little book to fellow ministers and others interested in the subject. I learned that it can be secured for the nominal price of five copies for \$1.00 by addressing Madison College Book Store, Madison College, Tennessee.

GLENN A. COON, *Pastor of Madison College Church*

## Campus News

★ Professor J. G. Rimmer, of Madison College Department of Chemistry, received a Red Cross award for fifteen years of faithful service as First Aid instructor at the August 1 meeting of the Nashville Chapter of the American Red Cross Association.

★ On the evening of July 28, a group of about sixty parents and teachers met for a social "get-together" on the lawn of the Demonstration School. Miss Catharine Shepard, Principal of the grade

school and director of the elementary teacher training program, presented plans for the coming school year. Other items on the program were a community sing, refreshments, and games.

★ Mrs. Rachel Haughey, Dean of Williams Hall, has been in the sanitarium for surgery, from which she is now recovering rapidly.

★ A large rubber boat, partly filled with water, is furnishing a great deal of fun and comfort these hot days to the children of the pre-school. Resting on a slight slope, the "pool" has a deep and a shallow end.

★ Among recent improvements to the Sanitarium are a new fire escape from Surgical Wing, steel reinforcements on the ramp of the new wing, a new sanitary garbage disposal room, and new furniture for the medical library.

★ A dozen new overhead fans have been installed in Assembly Hall, making the hall much more comfortable for chapel and Sabbath services.

★ A new public address system has been installed in the auditorium of the Demonstration Building. It can also be used in public meetings held off the campus.

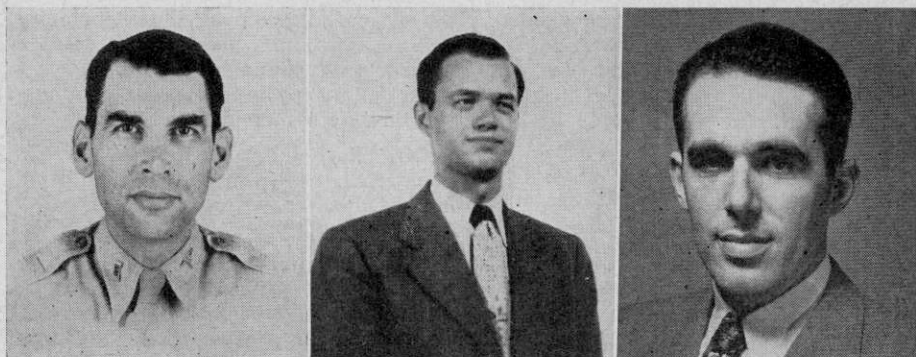
★ A radio broadcast studio has been set up in the basement of the Science Building by two young men of the college, Richard Rimmer and Travis Truitt. At their own expense these young men have been enthusiastically piecing together odd parts and pieces and are now able to broadcast Sabbath and Sunday evening services for the benefit of those on the campus or nearby who may be unable to attend the meetings.

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## ANNOUNCEMENT

The National Association of Seventh-day Adventist Dentists will hold its seventh annual meeting in San Francisco on October 14 and 15. The meeting will be held at the Bellevue Hotel on the corner of Geary and Taylor Streets. A fine scientific, spiritual, and social program has been planned. All Seventh-day Adventist dentists are urged to attend.

ALBERT C. KOPPEL, D.D.S.—*Sec'y-Treas.*



Dr. Lawrence Hewitt

Dr. Robert Rittenhouse

Dr. John Zumwalt

### *New Resident Doctors at Madison Sanitarium*

AS ONE BY ONE the resident doctors of last year have departed, a new one has come in; and now that all three are here and at work in the Sanitarium, we will introduce them to SURVEY readers.

Dr. Lawrence Hewitt is not a newcomer to Madison College, having graduated here with a B.S. degree in 1935. During his school years and after graduation, he taught at Madison from 1933 to 1934. In 1936 he received his Master's degree from the University of Alabama. In 1947 he graduated from the College of Medical Evangelists, Loma Linda, California, and interned at Nashville General Hospital.

The past two years were spent in the United States Army, where he holds the rank of captain. His period in the Army was divided between teaching in the Medical Department of the Reserve and Graduate School in Washington, D.C., and in Shanghai and Formosa, where he took care of the medical needs of the Army personnel and members of the American Consulate, etc. In Formosa he was chief medical and surgical advisor to the Nationalist armies and had charge of the malaria control program.

Dr. Hewitt was discharged from the Army on June 20, 1949, and now resides with his wife and daughter in the apartment house on Madison campus.

Dr. Robert Rittenhouse was born in Flint, Michigan, the son of a Seventh-day Adventist minister. In childhood he attended various church schools as his father moved from one field of duty to another. He graduated from Union Springs Academy, New York and attended Washington Missionary College, after which he took medical training at Loma Linda, California, graduating with the class of 1949. His internship was with the White Memorial Hospital, Los Angeles. Dr. Rittenhouse is temporarily residing at Mother D. Lodge on the campus.

Dr. John Zumwalt has just finished his year of internship at San Bernardino County Hospital, San Bernardino, California. He was born at College Place, Washington; and most of his preparatory education was received in that state. He graduated from Union Academy and Walla Walla College. He, too, is a graduate of the College of Medical Evangelists, class of 1949.

Dr. and Mrs. Zumwalt will make their home in the apartment house while here.

We welcome these fine young physicians to our institution and our community and hope their stay will be pleasant and profitable to them and to the institution.

# The Madison Survey

VOL. XXXI, No. 17

MADISON COLLEGE, TENNESSEE

SEPTEMBER 1, 1949

## College Entrance Requirements

W. E. STRAW

THE QUESTION of college entrance requirements is one of vital importance to students and has long been discussed among college administrators. The time was when only a small per cent of young people attended college. Then the requirements were rather definite and exacting. Greek, Latin, English, and mathematics were required. If anyone lacked these, he did not get in.

However, this method of prescribing specific subjects as prerequisites for college entrance has been declining in popularity with many colleges for some time. And since World War II and the report of the committee appointed by President Roosevelt to study the educational problems and needs of the United States, the requirement of specific subjects to enter college has been quite largely discontinued by most colleges. In a recent meeting of educators at George Peabody College one man stated that a college that still requires specific subjects for entrance is not up to the best educational methods.

In 1946 Brown University, one of the outstanding universities of the land, tried an experiment with returned veterans who then had not the entrance requirements of that university. They permitted a group of 486 veterans to enter upon a special program. They were given two years to demonstrate that they were able to carry college work. They were given the same college entrance tests as others. The results of those tests showed that at least half of the veterans were as good as 75 per cent of the regular freshmen at Brown University. By the end of the first semester 139 were given regular

undergraduate status in one fourth of the time allotted to them to prove their eligibility for undergraduate status.

In the book, *Problems of College Admission*, by M. E. Mattox, we have the following: "The young people offering themselves for admission to the colleges vary in preparation and in mental ability to a greater extent than in former years. We have changed from the time when only those preparing to enter college went to preparatory schools to a time when we have public high schools serving a major portion of the youth of our country. Less than one fifth of our high school students are preparing to enter college of any kind. When the chief function of a preparatory school was to prepare students for college, the responsibility for admission requirements could be placed on the high school principal. That time has passed.

"If the colleges are to serve those who are asking for admission, we must provide curricula to meet their varied needs. If we maintain our college standards and admit those who are not prepared by training or mental ability to succeed in the program, we are committing a grave injustice against the student. We cannot be satisfied to let him enter and try without a fair chance of success. Because this is expensive to him in time and money, such a college record would then be a liability rather than an asset to him.

". . . Each college should carefully consider its program and make such modifications as to offer work suitable to the needs of all those who are admitted. Such a program should provide a college program of high order, a pro-

gram that will require the best efforts of those who have mental ability to develop into leaders in the various fields of society. . . .

"If the colleges accept their responsibility for accepting those who cannot meet the requirements suggested . . . , a curriculum should be prepared to meet the needs of these people. . . . Students admitted to the program with psychological test scores and other criteria indicating lack of mental ability to succeed in the regular college courses should be directed into more practical courses of a vocational nature where they would have an opportunity of succeeding in the program and in preparing themselves for a more useful life."

Another writer has said: "No two institutions have the same requirements, and that is as it should be. People are not standardized, and institutions should

be different. People want different kinds of education. It would be a misfortune to try to have a pattern and mold human beings to fit the pattern. We need a variety of people to do a variety of functions, and a variety of young people placed where they can develop. It is a mistake to say that one institution has higher requirements than others. They are just different. They are different because the institutions are trying to perform different functions for different types of people. . . . "There is no one-way setup. There is no one way to carry out any educational project. . . . It would be tragic indeed if the new direction in which the high schools were moving before and during the war. . . . should bog down in a morass of college admission requirements designed to control the crowd of applicants who wish to go to college."

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## The Roving Reporter

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M. BESSIE DEGRAU

FOR A MADISON teacher, a long-time resident on the college campus, to have the rare privilege of a trip to Europe caused no little excitement among the friends of Dr. Frances Dittes.

Of her father's relatives in Germany she had but little knowledge, except that they lived in Bretten, home of Melancthon. This was always an item of interest to her as a student of the history of education, especially as it pertained to the sixteenth century Reformation.

During World War II and later, a brisk correspondence developed with some members of the Dittes family who passed through the hardships of the war with loss of property and in some cases of members of the family. Packages of food and clothing were sent through CARE, and some of these relatives were thus introduced to our ministers in Hamburg and elsewhere. Then came the opportunity for the trip and first-hand acquaintance with people and with conditions under which survivors

of the world struggle were contending, and also a chance to see some of our own self-supporting institutions in Denmark, Norway, and Sweden.

Madison alumni, and hundreds of other Madison students, are so well acquainted with Dr. Dittes as head of the Department of Diet and Nutrition in the College and as dietitian of the Sanitarium, that I take this opportunity to pass on some of the interesting items that have come through her letters.

On the 22d of June, she set sail from New York harbor aboard the *Marine Shark*, bound for Hamburg, Germany. Her first letter, mailed July 1, at Plymouth, England, the first land touched out of New York, had been written a few paragraphs a day as she crossed the Atlantic.

On the second day out she wrote: "The weather is clear and the sea calm. There is a wonderful group of students and teachers on board. Several religious organizations are represented. The

Friends (Quakers) have a large group of young men aboard who are going over for two months to clear away debris and reconstruct housing projects at Dusseldorf. There is a group of Methodist young people going to Frankfurt to reconstruct a hospital. The Y.M.C.A. has eighty-seven aboard who will scatter out in the rural areas to help farmers and to bring back to us the reaction of these farmers, as well as to demonstrate the spirit of democracy to the people they contact in Germany.

I met a Baptist missionary returning to the Belgian Congo, Africa, who knows some of my people in Minnesota and is acquainted with a Methodist minister cousin of mine in Duluth."

Half way across the Atlantic, in a reminiscent mood, she wrote: "This all makes one feel that he should be sure of his mission. My mind is full of precious promises of God, and I have the assurance of the prayers of friends back home. Elder Spicer, whom I met in Washington, was so glad I could go and bade me Godspeed in my mission. Dr. Sutherland was such an inspiration. I hope never to forget that I am a delegate of the self-supporting missionary work."

Nearing the southern point of England, she wrote: "It has been announced that the British zone in Germany is now open to tourists, so I can go from Hamburg to Sweden and return. So, if all goes well, I shall visit Denmark, Holland, and Sweden before going into Southern Germany."

"From Plymouth the *Marine Shark* crossed to LeHavre, France; and the next day, continuing the journey with only one hundred passengers, we sailed north through the English Channel, coming into the Narrows near Calais and Dunkerque, with the white cliffs of Dover rising eighty feet on the English shore. Sunday we reached Hamburg on the Elbe River, and early Monday morning I was met by relatives."

Writing on the 7th of July, she says: "I am safely settled with my cousin in an apartment house that was badly bombed. I shall spend Sabbath here, and have been asked to speak in our church."

On the 14th of July, Dr. Dittes wrote from Skodsborg Sanitarium, near Co-

penhagen, "a beautiful spot by the sea. Today we go to Sweden to see some self-supporting treatment rooms and farms. When I return to Hamburg, one of our ministers will take me to Bielefeld, West Germany, where the real project of small farms and mud houses is being worked out.

"This institution, known as Bethel, is a Christian service institution, where foreign missionaries are trained. It has students from all over the world. They train nurses, called deaconesses. They have maintained their simplicity and devotion to a marked degree all through the years and have built up a very large institution with industrial shops, printing, ministerial work, and medical laboratories on one thousand acres of land. The place has grown up somewhat as our own work at Madison.

"From here I go to Frankfort-on-Main to Heidleberg, Sprayer, Worms, Darmstadt, Nuremberg, Baden-Baden, site of the famous baths, to Ulm, the Black Forest, Lake Constance, and then into Switzerland."

She tells of homes totally destroyed, institutions, such as our publishing house at Hamburg, laid waste, and of the courageous struggle of the people. At Frankfort, she says, "I had an interesting session with Mr. Garnett, who is in charge of the food, agriculture, and forestry of the Control Office. The U. S. Government has taken over the buildings used by Hitler organization, in which were laid many of the plans of the war."

On the 20th of July, she wrote: "I am in Diedelsheim, the old village of my father's ancestors." From this center Dr. Frederick Dittes, well-known German author, writing of the education of the Reformation, is quoted by Dr. Painter of Harvard, as follows:

"If we survey the psychology of Luther in all its extent, and imagine it really realized in practice, what a splendid picture the schools and education of the sixteenth century would present! We would have courses of study, textbooks, teachers, methods, principles, and modes of discipline, schools and school regulations that would serve as models for our own age. But, alas! Luther, like all great men, was little understood by his age and adherents; and

what was understood was inadequately esteemed, and what was esteemed was imperfectly realized."

Dr. Dittes is visiting the country of the great reformers, both Luther and Melancthon, to whom was given a vision of Christian education such as it is our privilege today to expand and exemplify in our self-supporting institutions.

Before leaving for home the last day of August, Dr. Dittes plans to see Belgium and Holland and to spend a few days at Stanborough Park Sanitarium, Watford, England.

### *Seeing Is Believing*

HAVING heard much at conventions and in the columns of our Roving Reporter about the Cumberland Heights Community on the mountains near Coal-mont, Tennessee, it was with happy anticipation that we went to keep a Sabbath appointment there.

We enjoyed the warm hospitality of Elder and Mrs. C. E. Weeks and their comfortable mountain home. We had the privilege of sleeping in their new house trailer, and enjoyed everything from the cool mountain air to frozen strawberries and fresh goat's milk.

We attended service in their beautiful little church, built by the members themselves, and saw the neat frame building across the drive, the school house that was built in a day with practically every member of the community helping. It was finished, fitted up and ready for school in one week, the labor all being done by the group except the plastering.

Elder Weeks took us around to see several families, and we can only say that what we saw of their comfortable, commodious homes set amidst the natural beauty of the hills, their wonderful gardens, and the varied pursuits of this enterprising group, was all and more than we had expected to see.

Besides the quiet, health-promoting surroundings, there was ample evidence of prosperity and happy, contented living. They are a missionary-minded group and try to be helpful to the mountain people. One busy sister, a nurse in charge of a rest home, answers calls far and wide over the mountain and is known as a friend in need. The two retired ministers living there also travel near and far, visiting and giving spiritual comfort and help. To us these people seem like a modern example of Isaiah 52:7: "How beautiful upon the mountains are the feet of him that bringeth good tidings, that publisheth peace." Seeing is believing.

Mrs. W. E. Straw

### *Campus News*

★ A number of students and some faculty members have left the campus for vacation trips. New families and students are arriving, and there is much activity on the campus in preparation for the opening of the new school year in September. Graduation exercises were held the last week end in August.

A great deal of repair work and painting has been in progress all summer, and work on three new faculty homes is being pressed. A number of yawning excavations speak loudly of the faith and hopes of others who also desire to build as soon as funds permit. We are very grateful for the help thus far received on this project.

★ In a letter to the SURVEY, Wilfred Newell, a former student of Madison College, tells of the sudden death of another former student. Paul Sato was almost instantly killed in a logging accident, July 14, near Rosenberg, Oregon. His ambition was to be a missionary doctor and he was working to earn money with which to begin his training at the College of Medical Evangelists, Loma Linda, California, this fall. This is another sad example of how uncertain this life can be.



# The Madison Survey

VOL. XXXI, No. 18

MADISON COLLEGE, TENNESSEE

SEPTEMBER 15, 1949

## Progress in Evangelism

**O**FTEN AN UNDERTAKING begun with much enthusiasm and publicity soon begins to lag and no more is heard of it. That our readers may not think that this is happening to the summer evangelistic program at Madison we wish to recount a few of the things we are seeing and hearing each week end.

At a Friday evening vesper service reports were given by the young folk and others of their visiting among the people of the surrounding communities and villages. We know that some of these started out in fear and trembling; but there is no fear or hesitation or lack of something to say when they stand up to tell their experiences. Their enthusiasm and pleasure in doing so is an inspiration to others.

One young lady, speaking of the Monday-night class, said: "If I never learn another thing outside of what I am learning in these wonderful lessons taught by Elder Frazee, it will be well worth my coming two thousand miles to attend Madison College."

One sister had visited a certain family and invited them to come to the Sunday-night meeting, even offering to come and bring them. They gave her no encouragement that they would come. But sitting in the auditorium Sunday night a few minutes before time for the service to begin, she felt very strongly that she should go and get this family. Surely they would not be

expecting her, she thought. They would not be ready, and they would all be late. But she decided to go, and drove as fast as she dared. What was her surprise to find the entire family dressed, ready, and waiting for her. They enjoyed the service and have been coming regularly.

An elderly lady, sitting alone on her porch one afternoon praying in her heart that God would send someone to help her understand the Bible, was very thankful and appreciative of the help given by the brother and his wife from Madison, who came just then to call upon her.

A young man handing out invitation cards found a very poor woman with a sick baby.

He gave what comfort he could, and that night, with one of our good doctors, went to see her again. They took food and clothing given by campus friends, and the doctor gave the needed medical attention. Needless to say, this little family was encouraged and made happier by such helpful neighborliness.

These are only a few of many such experiences. We hear more each week. Why do we not do more of this kind of work for the Master? We stay at home, thinking people would be offended if we called uninvited, especially with the idea of giving help of any kind. But those who have courage to try find many people who are friendly and appreciative, some of them lonely or sad

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"There is no limit to the usefulness of one who, putting self aside, makes room for the working of the Holy Spirit upon His heart, and lives a life wholly consecrated to God. All who consecrate body, soul, and spirit to His service will be constantly receiving a new endowment of physical, mental, and spiritual power."

*Ministry of Healing*, p. 159

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or ill and really in need of just such kindly service.

Quite a number of those who have been visited are attending and enjoying the Sunday-night services in the College auditorium.

Elder Frazee is making these meetings extremely practical and challenging. Christianity is presented as a way of life rather than a set of doctrines or a creed. The general topic is "How to Solve Life's Problems." The theme running through them all is that God has a remedy for every human problem, whether of the body or the mind or the soul. The creator has written His laws in every fiber and cell of our being. He understands human needs. Thus, if we seek to understand and follow God's plan, His way of life, He will help us to a healthier, happier, holier life. As is stated in the Scriptures, "Who forgiveth all thine iniquities, who healeth all thy diseases." Ps. 103:3. "Oh that thou hadst hearkened to my commandments! Then had thy peace been as a river, and thy righteousness as the waves of the sea." Isa. 48:18.

Sometime during each service one of the Sanitarium doctors is called upon to discuss some problem of health or nutrition. One evening Dr. Schuler talked about the effect of the emotions—the mental state—upon health and disease. It is recognized by doctors that a great deal of sickness originates in the mind; and, he said, so also does health.

He discussed the causes of peptic ulcer, such as fear, worry, insecurity, and

pointed out that trust in God and faith in His power to help us solve our problems, can bring relief. "Acquaint now thyself with Him, and be at peace: thereby good shall come unto thee." Job 22:21. He quoted an English doctor as saying that the best medicine he has discovered in his practice is prayer. If we desire to live a healthy, happy, holy, helpful life we must live in harmony with God.

Many of these talks and sermons, and sometimes the songs, are illustrated with colored slides.

In the Monday-night class the subject is learning to witness for God. The point is emphasized that we cannot give to others that which we ourselves have not experienced. Our witnessing must be backed by a life that speaks as loudly as our words. We must make first things first.

One theme thought that runs through all the lessons is that there is time enough for everything God calls us to do, that we need to "learn to live on twenty-four hours a day." We should take time to get acquainted with God, time to rest, time to eat properly, and time to be helpful. God does not require one to work himself to death. A living, cheerful, healthy man can witness better than a dead one. These principles and many others are pointedly applied to everyday experiences.

The Sabbath sermons each week fit in and emphasize these themes so that all the church and student body are receiving a blessing and spiritual uplift.

## *Commencement at Madison College*

THE GRADUATION exercises at Madison College began Friday evening, August 26, with a consecration service. After appropriate opening exercises and introductions, the call to consecration was made in an address by Elder E. H. Schneider, from Cincinnati, Ohio.

Following the theme of the aim and motto of the class, "To Follow Him," and "Into the Furrow of the World's Great Need," Elder Schneider spoke of the love of God revealed in the gift of His son, Jesus, who gave Himself in sacrifice for the salvation of lost humanity. This places upon His followers the re-

sponsibility and privilege of serving even as He served.

He spoke to those who are nurses or medical workers, of the wonderful opportunities they will have of following the example of Jesus in the relief of human sufferings. He reminded those who will be teachers, of the admonition of Jesus to "feed My lambs . . . feed My sheep." He emphasized that God has a special work and place for each member of this class. To each he said, "The commission is 'Go ye.'" He spoke of the joy to come when they will look into the face of Jesus and enter

the great school of the hereafter with Him as Teacher.

Dr. Lester Littell, Jr., of the senior class, who has just graduated from the College of Medical Evangelists, was present to receive his degree in science, and he responded for the class in expressing their determination to dedicate their lives to the service of the Master.

The consecration prayer was given by Elder E. L. Pingnot, pastor of the church in Nashville.

### Baccalaureate

Elder Stanley Harris, from the Southern Publishing Association in Nashville, gave the baccalaureate sermon Sabbath morning, August 27. He referred to a similar occasion twelve years ago when he himself was a member of the graduating class at Madison.

Elder Harris introduced his sermon with the story of a pioneer mother who lay dying in a humble cabin in the wilderness of Indiana. Calling her ten-year-old son to her bedside, she admonished him in these words, "Abe, be somebody." In later years President Lincoln said those words of his dying mother had followed him through the years and made it impossible for him to be satisfied with being mediocre or second rate. Whatever his task, he must do his very best. "Be somebody" was the watchword of his life.

"Most people," Elder Harris said, "desire to be somebody, and most of them have in mind popularity, wealth, or high position. But I am talking about being somebody for God." He told of two brothers living in England more than a century ago who aspired to be somebody. One was ambitious to be a great financier, the other to be a missionary for God. Today J. Hudson Taylor is still known and honored for his great missionary endeavor; his influence still lives. His brother became a financial wizard, but has long since been forgotten, or known only as the brother of J. Hudson. He left no monument to his greatness.

Speaking of his own schoolmates, Elder Harris said that those who had desired to attain wealth and popularity soon became swallowed up by the

world, and we hear little of them. Others who dedicated their lives to the service of God have accomplished great things. Some of the most, unpromising and awkward boys have become accomplished surgeons, keen of mind and deft of hand. Some have gone out and established other institutions on the order of Madison. Others bear responsibilities in other lines. Many of them reached a higher plane than we would have thought possible. They did not attain to these heights because of any natural superiority over others, but because of their purpose to serve God. Like Joseph and Daniel, who rose from slavery to the position of prime minister in two of the greatest kingdoms this world has known, their success is not due to having any greater talent or ability than others, but to the fact that each determined in his heart that he would be true to his father's God.

Speaking very earnestly to the class, he said in words something like these: "If you are willing to follow Jesus Christ, God can make somebody of you. You will make your mark. Put God above everything. Love your country and your flag, yes, but put God first, and He will make you truly great. Do not be satisfied with being second-rate. 'Whatsoever thy hand findeth to do, do it with thy might.'"

### Commencement Address

At eight o'clock Saturday night, August 27, the members of the graduating classes marched to their places on the rostrum to the strains of "Pomp and Circumstance," played on the Hammond organ by Miss Sarah Ann Goodge. This was commencement night, to which they had looked forward for a long time. Appropriate music and beautiful flowers contributed to making the occasion one of happiness and inspiration.

The address of Elder Anderson was a fitting climax to the graduation exercises of the year 1948-49. He spoke of the many phases of education, of what it means to be educated, and by what standard we would decide who is the best educated person. Some men trained in military strategy, and even in the devising and making of instru-

ments of torture and destruction, may be considered highly educated. Many are trained and educated in methods of amassing great wealth or erecting great edifices. What constitutes education? How do we decide?

"We might speak of some members of this class as being better educated than others," he said, "but it is our standard of measuring that makes the difference."

He contrasted the wisdom and education of the world which leads to emulations, envyings, and warfare, with that ordained of God, the fruits of which are thus stated in James 3:17: "But the wisdom that is from above is first pure, then peaceable, gentle, and easy to be entreated, full of mercy and good fruits, without partiality, and without hypocrisy." "A man's education," declared Elder Anderson, "is determined by his conduct, rather than by his knowledge." An unlettered heathen might be a better educated man than the president of a university, if he chose that wisdom which is from above.

Many think of riches and worldly honor as indications of being highly educated, and so seek an education that will help them in reaching such a goal. But the wisdom that is from above will make a person gentle, kind, unselfish, and self-sacrificing. The aim of a Christian education is to receive that one may give.

Elder Anderson appealed to the class to dedicate their education and training to the service of God and humanity, to go out where the need is greatest and to throw themselves into the furrow of that need, to get close to the people. Don't stay around the large, established institutions, he admonished. Go out into the neglected places and start smaller schools where boys and girls can be educated for God. Start sanitariums and medical centers where you can help those in the greatest need.

Preach the gospel and raise up churches in dark places that they may shine as lights upon the hills of this great Southland. May your commencement be truly the beginning of a larger service.

#### *Presenting of Diplomas and Degrees*

With a few remarks of explanation, Dean Tucker presented the classes, assisted by Professor Walter Siemsen, acting dean of the summer term, and Miss Ruth Hopper, superintendent of nurses. The degrees and diplomas were conferred by President Straw.

And so, with handshakings, congratulations, and bidding of Godspeed to those who are now leaving Madison, another school year passes into history. What the future holds for these graduates we do not know, but our hopes for them reach even into the Great Beyond.

## *Sanitarium Patronage*

MADISON SANITARIUM is recognized as having a capacity of 165 beds. During the month of July, the patient list reached a new high with a daily average of 154. The first six days of August it ran as follows: 155, 157, 167, 157, 163, and 167.

We are not happy that people are sick, but it is gratifying to know that so many have confidence in the doctors and nurses of Madison Sanitarium.

Inasmuch as students of the college work most of their way instead of paying cash, and most of their work is in the operation and upkeep of the institution, the cash income of the Sanitarium must take care of a large part of the operating expenses of the institution.

# The Madison Survey

VOL. XXXI, No. 19

MADISON COLLEGE, TENNESSEE

OCTOBER 1, 1949

## Cheering Reports

ON A RECENT Sabbath morning the Madison College church enjoyed a special treat. First, Elder Stewart read a very interesting letter from Elder Howard Welch, former dean of the college, who, with Mrs. Welch, is now engaged in missionary work in the African Gold Coast.

It was a very real privilege to have as speaker at the morning service Brother Rogers Henderson, who, one year ago, graduated from Madison College. Immediately upon graduation, Brother and Sister Henderson were sent by the Kentucky-Tennessee Conference to an out-of-the way place in Kentucky to engage in medical evangelistic work. Both of them had taken the course in attendant nursing and work in lay evangelism.

Brother Henderson believes they have found a mission field as needy and fruitful as can be found in any foreign land. They lack many conveniences they might enjoy in other communities, but there is no lack of opportunities for Christian service. In one short year they have gained the confidence of these mountain people and are able to minister to their physical and spiritual needs. He gave a number of interesting examples of their efforts in trying to help them.

One neighboring man appealed to Mr. Henderson to come and talk to his wife and try to dissuade her from leaving him. As he was under the influence of liquor, Mr. Henderson told him to come back when he was sober and he would go with him. When he went, the wife said she couldn't put up with the man any longer. He was drunk all the time and didn't support the family, etc.

A few days later the man reported that she had taken the children and all the furniture and gone away. He wanted Mr. Henderson to go and bring her back.

This was Mr. Henderson's opportunity. He told the man he would have to clean up, leave off his vices, and go to work before he would help him get the family back. To his surprise the man did. He stopped drinking and began to work and went to church. A great change came over him; and when Mr. Henderson was satisfied the man was in earnest, he went with him to see his family. The next day they were all back home together and things have been going fine with them, and all are happy again.

Brother Henderson said he and his wife have no desire to go to an easier field. They are happy where they are in teaching and helping their community to a happier and better way of life. The Sabbath School they started has outgrown any room in a private home, and they are working to raise money to build a church. Poor as these people are, many of them having an income of only about \$200 a year, still they are glad to give a few dollars to help build the church. The Madison College church was glad to give a liberal offering for this good work at the close of the service.

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Is life worth living? It depends  
If we live for self or others;  
No day's worth living if it ends  
Without service to our brothers.  
Selected

## *An Open Letter to the Self-Supporting Workers of the Southland*

ONE OF THE leading events of the year with the self-supporting units and their groups is their annual convention. They will come to Madison for the thirty-ninth time for such an event when the 1949 convention convenes from Thursday evening, November 3, to noon of the following Sunday.

This is your meeting; and since 1949 is an unusual year in other respects, we hope you and your representatives will make this an outstanding convention.

Madison is the mother of the self-supporting rural enterprises in the South. The area comprising the Southern Union Conference sets a pace for the self-supporting missionary work by the laity of the church which is now being approached in other sections of the country.

A cordial invitation is extended to those who are engaged in this type of missionary service, or deeply interested in it, to attend this convention. The opening session is at 7 o'clock the evening of November 3. Come early and remain to the close.

### *Organization*

The Commission on Rural Living is the General Conference organization for promoting this work by the lay people of the denomination. While the Southern Conference has led, other unions are following by appointing secretaries for their Rural Living Departments. Then follows the appointment of a local conference secretary to foster and direct the activities within his territory. Wisconsin is the latest conference to make such an appointment. President H. J. Capman went to Wisconsin from the Alabama - Mississippi Conference, where he had been intimately connected and deeply interested in the self-supporting work in his territory. The Wisconsin Conference has appointed C. F. Ruf as secretary of the rural work within its bounds. So it is that this movement is growing.

While referring to the self-supporting work in these more distant states,

we wish to extend to their individual self-supporting projects an invitation to have representatives at the convention on southern soil. In the Rally of Self-supporting Enterprises, we hope to have them share. Remember, November 3 to 6.

### *Physicians in the South*

One of the special efforts of the southern units has been to encourage rural-minded Christian physicians to locate in this territory. Physicians are sadly needed. Many of the states themselves are calling. The public press is sounding the appeal. When a Christian physician can locate where he has access to a clinic or sanitarium, he is fortunate. Several young physicians are building a rural practice with just such advantages. For instance, Dr. Byron Steele recently took over a clinic in Fairmount, Georgia, ready and waiting for just such a physician; and he becomes also the physician and surgeon for the Scott Sanitarium at Reeves, Georgia. Dr. Bayard Goodge has a wide field open to him in connection with Little Creek Sanitarium, near Knoxville. Drs. Reuben Johnson and Albert Dittes built their own clinic and have a wide practice in Portland, Tennessee.

Without mentioning others, we do want to extend a hearty invitation to the two score, or more, physicians located in the South to attend the coming convention at Madison. We would like to see the Assembly Hall rostrum well filled with physicians from this and neighboring areas. Come and contribute to the success of this group meeting of self-supporting rural workers.

### *Attractions*

Every self-supporting unit and group should have a liberal representation. Everyone should make a contribution to the success of the gathering. There will be speakers whose message you cannot afford to miss; discussions in which you should take part; exercises that will be good for both mind and spirit.

The alumni of Madison College are invited to participate. There should be a sizeable demonstration by them. The alumni have furnished many of the workers for these rural enterprises—nurses, teachers, agricultural instructors and foremen, mechanics, laboratory technicians, and others, and have given the mold to many a pre-medical student that brought him back to the land of his adoption for his professional practice.

The alumni are invited to be present for the opening session, which we know

they will enjoy, to the time of the adjournment.

You have a month to consider, but do not wait for a second invitation. Decide on a program which will embrace the convention. Choose the member of your group who will be your spokesman in the *Rally of the Units*. Then write *how many* are coming, and *who they are*, addressing this information to

M. BESSIE DEGRAW

Convention Secretary

Madison College, Tennessee

## *The Earth's Green Carpet*

THE ABOVE caption is the title of a very interesting book that has been presented to the Madison College library, along with several others on related topics. The donor is not only a friend of Madison, but a true friend of the land, interested in the improvement of our soil and the conservation of our natural resources, and anxious that the young people be trained in the appreciation and right use of these things.

Besides these very fine books, this friend has also given subscriptions to several magazines, including "The Land," "The Farmer," and "Organic Farming." We appreciate these additions to our library facilities and believe many students and teachers will read them with profit as well as pleasure. Sincere thanks to our good friend.

"The Earth's Green Carpet" was written by Louise Howard, an international authority on agricultural problems. She discusses the use, and also the misuse, mankind has made of the rich mantle of verdure that covers the earth and is the source of our food and most of our raw materials. A very striking picture is presented of Nature's effort to replenish and restore this carpet—to try to anchor and hold in its place the precious top layer of soil, without which man would vanish from the surface of the earth. The book ends with a bright picture of what might be if man would cooperate fully with Nature in his use of the earth's green carpet.

"Nutrition and the Soil," by Dr. Lionel James Picton, of England, is another of these books. Dr. Picton discusses the

relation that exists between the condition of the soil and the health or disease of plants and animals, including man, that obtain their nourishment from the soil. The book is extremely interesting and enlightening.

We mention one more book, "The Organic Front," by J. I. Rodale, concerning which the publishers have this note:

"Again J. I. Rodale calls the attention of his readers to the fundamental principles which underlie successful gardening, and, more important still, our health. 'Is our health related to the soil?' he asks. Although this may seem a radical question, the author presents evidence in abundance to show how closely plant growth is tuned in with the soil. He points out how quickly plants show abnormalities and deficiencies as the result of bad cultural practices or of derelict soils which may be deficient in any of the many constituents of a living soil. Good soil practices are promptly reflected in disease- and pest-free plants, healthy animals, and a healthy and happy people. . . . Mr. Rodale turns away from artificials of all kinds to natural methods, natural foods, and a happy, healthy people."

From the book itself we quote this paragraph: "The soil is not a dead, inert substance. It is very much alive and teems with such micro-organisms as bacteria, fungi, yeasts, protozoa, and algae. As a group these lower plants and animals are referred to the biologic life of the soil. . . . In a richly fertile earth the amount of bacteria in an acre

may weigh as high as six hundred pounds. . . . These tiny living organisms are part of the digestive processes of the soil. They are the wrecking crews that turn anything with which they come into contact into soil, even rocks. What a marvellously integrated system God through Nature has wrought in this subterranean world of microscopic, specky beings. It is breath-taking to behold the beautiful interplay of natural forces and the biological activity going on in Old Mother Earth as these gleams of life go about their task of manufacturing plant food. Without the aid of this microscopic world man would cease to exist."

Mr. Rodale discusses the effects of artificial fertilizers and poisonous sprays upon the population and life of the soil, and, consequently, on the animals and people that eat the food produced from such soil.

### *Campus News*

★ Mr. H. E. Clough and family have returned from a trip to Chicago, where Mr. Clough, who is assistant sanitarium administrator, attended a meeting of the American College of Hospital Administrators, held September 6 to 16.

★ Mr. J. A. Tucker, dean of the college; Dr. W. E. Hancock, head of the foreign language department; Mrs. P. W. Stuyvesant, assistant professor of English; and Miss Catherine Shepard, professor of elementary education, attended the Teacher Training Convention held recently in Washington, D.C.

★ Mr. C. O. Franz, manager of the institution, has been ill for a few days. His counsel and services have been greatly missed in the rather strenuous program of preparing for the opening of school, September 19.

★ Dr. Frances Dittes, who has spent the summer abroad, visiting in England and a number of European countries,

has returned to take up her duties again as head of the Dietetics Department of Madison College.

★ Mr. H. B. Thomas, administrator of the sanitarium, attended the annual convention of the American Hospital Association in Cleveland, Ohio, September 26 to 29.

★ Mr. Kenneth Knight, associate professor of business, attended a meeting of the American Accounting Association, held September 8 and 9 at the University of Michigan, in Ann Arbor.

★ As this paper goes to press, a new school year is getting under way, with indications that the enrollment will be the highest in the history of the institution. A full report will be given in the next issue of the SURVEY.

★ President and Mrs. W. E. Straw spent a few days recently, visiting relatives and friends in Wisconsin, Michigan, and Indiana.

★ Mrs. Gertrude Siemsen, instructor in household arts, has returned from an extended vacation in the West. She and her little daughter, Helen, have been greatly missed, especially by Professor Siemsen, who has been dean of the summer term, carrying on while many others were taking vacations. We doubt if he had time to be too lonely. His parents accompanied Mrs. Siemsen to Madison to visit their son.

#### NOTICE OF ALUMNI MEETING

The regular annual business meeting of Madison College Alumni Association will be held at four p.m. Thursday, November 3, 1949, in the Faculty Room, Madison College campus.

Election of officers and other important matters of business will be taken up at this meeting. All members, including honor, associate, and affiliate (graduates of Madison College and Madison Sanitarium School of Nursing) are urged to be present, if possible.

ELSIE WRINKLE, *Secretary*



# The Madison Survey

VOL. XXXI, No. 20

MADISON COLLEGE, TENNESSEE

OCTOBER 15, 1949

## Opening Convocation at Madison College

Address by President Straw

ON BEHALF OF the Faculty I wish to extend to each one of you a most hearty welcome to Madison College. To the old students I would say we are glad to see you back again; and to the new ones, we welcome you to our joys and our sorrows, to our work and our problems.

Some of you have left home for the first time. It will be hard for you to adjust yourselves to the program. You find yourselves in a new environment where you will be meeting new people and new conditions. You will have to adjust yourselves to different rooms than you have been accustomed to, and adapt yourself to new associates and teachers with their peculiar ways. These things may cause a feeling of loneliness and homesickness. Here is where adjustment and adaptability are needed. The best way to overcome homesickness is to concentrate your mind upon your work and get interested in the program. If you do this, Madison will soon seem like home to you.

Many educators claim that the ability to adjust oneself to his environment is an indication of intelligence. The very necessity of facing and adapting oneself to a new and strange environment is really a blessing, for life is made up of just such problems. Hence it will be seen that dormitory life is a valuable means of preparing one to meet life's problems.

Madison College is primarily a religious institution. Its program is based upon religious convictions, especially those of Seventh-day Adventists. We believe that religion is basic in life and

needed by the people. So we take it for granted that those who have come here are at least interested in religion. We do not ask people to become Adventists, but we do expect all to conduct themselves in an honorable way and be present at religious services.

This institution was established for the specific purpose of preparing people to go out into the hill country of the South and help the people to a higher state of living. The founders came to this place because they believed some reforms were needed in education, especially that the practical should be emphasized. We believe that our work should meet the standards of other institutions, but we believe we should do some things that many schools do not endeavor to do. The reason for the establishment of this school, and early experiences in the work here, will be told you next Wednesday night by Miss DeGraw, who was one of the founders.

From the beginning this school has believed in and followed the work-study program. No student is accepted who is not willing to work at least eighteen hours a week. That is why we schedule classes for four quarters with from ten to fourteen hours classwork. Here even the teachers enter into the physical work program. This, we believe, is wholesome and in harmony with the ideals set forth in the teaching of our denomination. That is the way Madison has been built up. Most of the buildings you see on the campus were built by teachers and students working together—the library, the demonstration and science buildings, the girls' dormitory, and others.

This idea has also been carried out in many of the units that have been developed in many parts of the South by Madison-trained men and women. The Little Creek Sanitarium and School, near Knoxville, is a good example of this. There, the founders came direct from Madison to start the work. All the buildings on the place have been built by teachers and students. All the plumbing, the wiring, and the finishing work have been done by those who also teach the students in the classroom. Scarcely a dollar has been paid for outside labor in all the construction and development of the place. By that method they have been able to make a dollar go two or three times as far as in ordinary construction work. It enabled them to erect their sanitarium, built of speed brick, 30 by 40 feet, and two stories, for less than \$4,000. They built their dormitory and chapel of the same material, 30 by 60 feet and two and one-half stories, for \$6,000.

That is the type of young people Madison endeavors to train and send out. That is why the work on homes now being built for our teachers is being done by the teachers and students of the construction classes, so that when they leave Madison, they will know how to build and how to save from fifty to sixty per cent in cost of construction. We have two houses already under construction on that basis and several other basements excavated.

We have received sufficient money in response to our call in the SURVEY to construct two homes. We hope to put up four more besides those already under way. We believe the money will be forthcoming for this purpose. I just received a letter from a person in Vermont who recently received some money unexpectedly and is willing to let us have it for this work. Another wrote from a state in the mid-west, saying he had just received \$1,000, which he could let us have if we need it. Thus, people are being led to assist us in this important work, some by gifts, some by loans without interest, and some at a low rate of two per cent. It might be interesting to you to know that the first \$1,000 for this project was a gift from a person who is not an Adventist but is interested in the program of Madison

College. I want to say to you that watching these providential openings compensates considerably for the sacrifices required in this kind of work.

In many ways Madison College is different from most other colleges. We believe that every student should learn some trade that he can engage in if need be, no matter what other occupation he may prepare for. I have never been sorry that I learned the carpenter's trade while gaining my college education. It helped me earn my way through school, and has stood me in good stead many times since. But the training in industry was more valuable than the trade itself.

The first instruction that came to this denomination regarding education contained these words: "Daily, systematic labor should constitute a part of the education of the youth, even at this late period." *Fundamentals of Christian Education*, p. 44. It does not say that labor should be provided in our schools in order that young people can earn their way through school, as is too often interpreted. It says that labor should constitute a part of the education. While labor is a help to many in gaining an education, it should also be a part of the education itself. It is in itself education.

Most people cannot see that, and do not believe it. To most people, education is the study of books. When I presented my grades to the university to check up my work for graduation, my major professor looked down the list until he came to the item "carpentry." "What has that got to do with education?" he asked. I told him our college believed that was a necessary part of training. But this book from which I quoted says that not only is a trade necessary, but that labor itself should be a part of the education given our youth. We believe that. And I have found that when we get out in life and have to meet its problems, we learn that the training we got in industry, in getting to work regularly and on time, and doing faithfully the tasks assigned, is of more importance to us than the study of certain authors in literature, or memorizing the dates when certain battles were fought.

We believe the program of Madison

College will help you more in preparing to meet the problems of life than any type of classical education. So we trust you will enter into it with all your hearts. Do not grumble if things are not as you would like them. If you think things can be improved in any way, be free to come and talk it over with us. We do not have all the wis-

dom, and it will never be held against you to suggest improvements. In fact, we urge you to come and let us help you in your problems. It is possible that you can help us also. Suggestions from students are often very helpful. Let us work together to make Madison a school that will fulfill the purpose for which it was founded.

## *Work Experience and Education*

J. A. TUCKER

Work experience has come to be recognized as an essential part of American education. The following statements from the *Twenty-first Yearbook of the American Association of School Administrators*, pages 62-63, are typical of the many statements that have been made by educators and educating groups in the past few years:

"Work experience has advanced to a point where it demands a place in the school's organization just as well as provision for competence in the mother tongue, guidance service, or activities to help develop a love for one's country. This will, of course, demand changes in school organization, and will require greater administrative competence than to operate a school without the inclusion of work experience.

"There is no factor of general education which is more important to consider than work. This statement should not be thought of as applying to a few marginal cases, but should be accepted as a principle of the widest possible application. Those who are to enter the professions need to labor at some period in their lives in order to gain an understanding and appreciation of what labor is. Those who are going to earn their living by labor have a right to be trained under competent supervision so that they may enter on their careers under the most favorable conditions possible.

"If the schools are to adopt work as a genuinely acceptable part of their program, they will have to be prepared to yield some of the preferred hours of the day which are now devoted to their traditional courses."

From the very beginning of our educational work, emphasis has been placed on the value of a work program being

connected with our schools. *Fundamentals of Education*, page 38, says:

"Provisions should have been made in past generations for education upon a larger scale. In connection with the schools should have been agricultural and manufacturing establishments. There should also have been teachers of household labor. And a portion of the time each day should have been devoted to labor, that the physical and mental powers might be equally exercised."

This year Madison College has placed work experience in its program, in the last two years of high school and the first year of college. From the very beginning we have been instructed that work is an essential part of true education. Doing the practical, everyday things has value in character training above that which many of us have realized. This year it is the purpose of the college to recognize these values by giving credit toward graduation for WORK EXPERIENCE. In grades eleven and twelve, one-half unit each will be given; in grades thirteen and fourteen, one quarter hour each will be given for three quarters. If there are others who need it and desire it, credit in WORK EXPERIENCE will also be allowed.

A careful reading of the Spirit of Prophecy, I am sure, will lead one to the conclusion that a work program in our schools is not only for the purpose of helping young people to pay their way, but the work program in itself has certain inherent character-teaching qualities. In harmony with this belief, Madison College has set up a blank with the following twelve character traits on it: 1. punctuality, 2. regularity,

3. interest in work, 4. pride in work, 5. cooperation, 6. loyalty, 7. ability to get along with others, 8. ability to accept responsibility, 9. skill obtained, 10. accomplishments, 11. leadership developed, 12. care of property and tools. We check each of these on the basis of awarding credit.

### *School Opening Week*

After a week of the flurry and tension of tests and registration, the students and teachers have settled down to the regular routine of school and campus activities for the year 1949-50, this being the forty-sixth year of Madison College. The week began with the opening convocation on Monday night, September 19, at which time President Straw introduced the faculty members to the student body and gave a short address.

On Wednesday night the school and community had the special privilege and pleasure of listening to the thrilling story of the beginnings of Madison as told by Miss DeGraw, who was one of the founders of the institution and has been here continuously these forty-six years. It was an inspiration to all.

The first vesper service of the year was conducted by Professor Tucker on Friday evening. In his short talk he asked two questions, both of which are found in the Bible: "What doest thou here?" I Kings 19:13, and "What went ye out for to see?" Matt. 11:19. In other words, "Why have you come to Madison?" and "What do you desire to learn here?"

The response of the students was very interesting as they told of providential leadings that opened the way for them to come and of their determination to make this the best year of their lives. Parents who have sacrificed to make it possible for their children to come to Madison would have rejoiced to hear these testimonies.

At the Sabbath-morning service for the student body, President Straw spoke from the text, Luke 2:10; "Fear not;

for behold, I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the city of David, a Saviour, which is Christ the Lord." "Is this a true story?" he asked. "Did the authors know that what they wrote was true? If it is true, it means everything to us." He answered these queries by citing many facts and records of history which prove abundantly that the birth of Christ, His life on earth, and His crucifixion are as well authenticated as any event in history. His life of unswerving devotion to the high purpose for which He came into the world and His unselfish ministry were held up as an example of what our lives can and should be. This, only, brings true joy and peace.

We do not have the actual count of the enrollment as yet. Students are still coming in. It is very evident that there is a substantial increase over the enrollment of last year. It has been necessary to divide the congregation for Sabbath services, and still the Assembly Hall is filled with students, including some wives and children of married students. In the dormitories, it is necessary to have three students in a number of rooms. Several new trailers have been added to the G. I. trailer camp to provide room for married students who have come.

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### *Convention at Madison College November 3 to 6*

Each southern self-supporting group should have a good delegation at this annual meeting which opens Thursday evening, November 3. Others interested are cordially invited. This applies especially to physicians in rural practice and members of the College alumni. The program will be interesting and inspiring. Send names of those who are coming, and to insure comfort, let each bring a blanket. Address,

M. Bessie DeGraw,  
Convention Secretary,  
Madison College, Tenn.

# The Madison Survey

VOL. XXXI, No. 21

MADISON COLLEGE, TENNESSEE

NOVEMBER 1, 1949

## A Trip over the College Farm

J. A. TUCKER

A VISITOR TO Madison College is here and wishes to see the College farm. Under the direction of one of the members of the Agricultural Division he would be guided over the following route:

Starting from the administrative offices of the school he would wend his way down to the Science Building, where are located the classrooms and laboratory for the teaching of agriculture. In addition to the regular laboratory followed in the school program, our Agricultural Division makes use of the entire eight - hundred - acre farm in its various departments for its laboratory work.

### Dairy Industry

Just beyond Gotzian Hall and the laundry we visit our dairy industry building. The milk is brought from the dairy barn to this building for processing and pasteurizing and is prepared to be sent to our Food Department in both the school and sanitarium. A portion of the milk is skimmed to furnish cream. The skimmed is, in turn, made into cottage cheese, to be served on our table. The income from the dairy industry, including the bottling of fruit beverages, amounted to \$50,000.

### Farm Headquarters

Wending our way down the winding road to the College farm buildings, we first visit our farm shops and farm offices. Here, each morning, students and teachers gather for worship before starting the day's work. On Sunday morning one hour is devoted by the entire division to discussion and planning. Many helpful suggestions are made that are useful in our teaching and farm operation.

### The Barns


Around these buildings we find the horse and mule barn — the newest of our farm buildings — the machine sheds, hay-barns, and the dairy barn. In connection with the dairy barn are two silos.

### The Dairy

The College herd consists of approximately 120 head, which includes about 70 head of milk cows and 50 head of growing young stock for replacement purposes. The production last year by the dairy herd, which is made up largely of registered Jerseys, was 50 thousand gallons.

### Poultry

Not very far from the main farm buildings is one of the most recent de-



### SLEEPING SEED

*In each bur and pod and hull,  
In each tiny sleeping grain,  
Beats a drowsy heart, to wake  
When Spring comes singing  
back again.*

*Mother Nature's cozy cribs  
Treasure food while giving rest;  
Pods are warm and hulls are  
strong,  
Burs protect from hungry pest.*

*When we eat our daily bread,  
Let us think of God's wise plan  
Thus to treasure life and food  
For beast of burden, bird,  
and man.*

H. H. KROLL



velopments in the agriculture industry—modern poultry plants built on the unit plan. Nine units care for approximately 1000 laying hens and include buildings for offices and supplies, brooding houses, and rain shelters for raising pullets for annual replacements. We have found it advisable to keep the laying hens for one year only, replacing them with pullets that begin to lay at five to seven months. We are supplying fresh eggs for both the cafeteria and sanitarium food departments and also for our community store.

Recently, the Purina Feed Company, from which we purchase our laying and growing mash, brought approximately 100 poultrymen here for a poultry school. This gave us good recognition among poultry men of this area. The men were from Tennessee, Georgia, and Kentucky.

#### *Garden and Fruit*

Nearby the Poultry Department is the garden area, where we do intensive garden production. On the College farm we also grow considerable fruit, including peaches, plums, grapes and strawberries. These are produced mostly for our own use, though some surplus is sold on the open market.

At Ridgetop, fifteen miles away, we have 40 acres of apple orchard. Brother Wheeler is moving there in the near future to take over, with a view to further development of this fruit farm. I believe our production has been around

three or four thousand bushels for the last few years. The products of the Fruit Department have supplied a large part of our own institutional needs.

In addition to these specific crops, the College farm produces several thousand bushels of corn, our hay, and silage. We are just getting under way a pasture development, which is being more fully discussed in another article.

#### *Corn Production*

Brother Kendall, who has been with the College farm for a good many years, has a plot on which he has been growing corn. A part of this plot, about two acres, is producing this year a little over 100 bushels per acre.

We close with this brief quotation:

"The school and all its surroundings should be object lessons, teaching the ways of improvement, and appealing to the people for reform, so that taste, industry, and refinement may take the place of coarseness, uncleanness, disorder, ignorance, and sin. Even the poorest can improve their surroundings by rising early and working diligently. By our lives and example we can help others to discern that which is repulsive in their characters or about their premises, and with Christian courtesy we may encourage improvement." *Vol. 6, p. 188.*

Much more can be done in the coming years to make Madison College a better object lesson to those both near and afar.

## *Soil Conservation on Madison Farm*

MADISON COLLEGE has, from its inception, committed itself to the thesis that manual labor is indispensable for teacher and student alike. It has had abundant recourse to the counsel given the denomination from the beginning. "Let the teachers share the work with the students and show what results can be achieved through skillful, intelligent effort." *Education, p. 219.*

At this point may we consider the setting of the quotation referred to. It was made in direct reference to agriculture at a time when the denomination had failed to properly evaluate its cumulative benefits. The following counsel is confirmation of this: "No

line of manual training is of more value than agriculture. A greater effort should be made to create and encourage an interest in agricultural pursuits." *Education, p. 219.*

Teachers and divisional directors of the Agricultural Department here at Madison College find ever present encouragement in the early tradition of the Madison farm and messages spoken concerning it. In the pamphlet, *An Appeal for the Madison School*, we find the following: "There is plenty of land lying waste in the South that might have been improved as the land about Madison school has been improved." And this message given in 1909: "I be-

lieve that God will continue to bless you and that He will bless this school farm . . . . This beautiful farm at Madison is a means of support; and it is not to hinder us from doing the very work God has appointed us to do."

That the encouraging portrayal of beauty as existed in those pioneer days of Madison's founders may be and remain a reality of the present, we accept the challenge. To more fully meet this responsibility we have turned to what we consider is a very helpful adjunct in the program—the Soil Conservation Service of Davidson County.

The function of the soil agency provides technical assistance and supervision. The procedure consisted in having the entire farm mapped and classified on the findings of auger borings, with respect to soil types and capabilities. By shading and coloring, the map legend establishes cropping and practices. The services of federal engineers are supplementary for establishment of terraces, strip-cropping, and sodways. Coordinating the data of the farm map is the farm plan, indicating for each field a feasible crop rotation for successive years. In counsel with district directors we have begun establishment of twenty-five acres of Ladino-Fescue pasture. In seed-bed preparation, in seed-rate, time of seeding, fertilizer and lime application we have followed recommendations from the Tennessee Soils Laboratory. Recent rains give promise of good grass establishment. We feel such is in keeping with current emphasis on pasture as the most practical forage for consistent economical maintenance of our dairy herd. It

should be added that this free service from the Federal Department of Agriculture entitles us, through cooperation, to certain substantial subsidies for fertilizer, lime, and seeds. Also, reforestation with adapted plantings is integral in his program.

We who bear the responsibility of operating the farm as well as instructing agricultural classes feel this is a step in the right direction, since, with such scientific crop and livestock counsel, we may coordinate teaching and practice, which, with the blessing of a kindly Providence, can repeat history of the institution's early days. The messages of the past strengthen such faith:

"In the study of agriculture, let students be given not only theory, but practice. While they learn what science can teach in regard to the nature and the preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use . . . . Thus may be awakened a genuine interest, an ambition to work in the best possible manner. Such an ambition . . . . will create a love for agricultural labor that, with many youth, will determine their choice of an occupation." *Education*, pp. 219, 220.

Mrs. E. G. White wrote: "I encouraged the purchasing of the farm on which the Madison school is established . . . . It is well established and will produce its treasures . . . . The Madison school farm is to be an object lesson for the Southern field."

LEE E. EUSEY

*Instructor in Agriculture*

## *Campus and Gardens*

THE CALL OF Nature to take a walk on a hazy afternoon in late October is simply irresistible. So we leave our desk for a stroll across the campus and beyond to the gardens and fields. The feel of autumn is in the air. Leaves are falling and squirrels are scampering about, hiding nuts and acorns. The rains have revived the grass and flowers, and the campus is beautiful.

An errand takes us off the campus road, and we catch a glimpse of a little garden all tidy and tucked in for winter

under a thick blanket of leaves. A compost is seen in the rear. Mrs. Locke is a good gardener.

As we cross the campus, we meet two girls carrying a basket of tomatoes up from the garden. Others with rakes and wheelbarrow are busy raking up leaves from the lawns. A food cart is being pushed across the campus to the Sanitarium kitchen. Students, those who worked during the forenoon, are hurrying past with their books as they change from one classroom to another.

Everyone seems busy. Here is a construction crew in charge of Brother Gorich, making a cement ramp for wheel chairs at the entrance to Assembly Hall. Some patients like to attend church and other meetings in the chapel. Another crew under Professor Sandborn is putting in a new cement floor and making other repairs to the laundry and bath house in Sunshine Court. We glimpse a painting crew busy in the library and another one in Demonstration Building. It is a busy place, and everyone seems to be enjoying the out-of-door activities.

Farther up the hill we find Brother Face digging for a cement walk to his house. We stop to admire the flowers. The Faces are nature lovers and good gardeners. In reply to our query in regard to the little orange tree so laden with beautiful fruit, we are informed that it is a Japanese persimmon. The fruit is almost as large as oranges and the same color. We find the little vegetable garden behind the house all beautiful with a border of flowers and a cover of green clover. Compost heaps tell part of the secret of their fine gardens.

We go on past the laundry, the bottling plant, and the food factory. The old building where furniture is stored appears to be undergoing a good cleaning. We peep into a little old building where sweet potatoes are being cured. And now we see on the right a large patch of beautiful greens and long rows of young carrots, beets, salsify, and chard. Much of the garden area has been cleared, plowed, and planted to winter cover of clover, which is just showing green. Farther along are more greens, some cabbage and broccoli, and then a nice large patch of young okra, just beginning to bear well.

To the left is the peach and plum orchard, neat and thrifty looking with its carpet of clover for winter soil protection and improvement. Up over the hill we find the late tomatoes that are now in bearing. Looking across the fields to the river and the woodlands,

now taking on their autumn colors, we catch glimpses of workers, here and there on the farm.

As we retrace our steps, we feel that the walk would not be complete without a look at Brother Walker's flower gardens back of the Sanitarium. He supplies flowers for the Sanitarium and for the pulpits on Sabbath. How beautiful they are in their long rows—tall dahlias in every dahlia hue, lovely chrysanthemums, and other fall varieties. Would we like some to carry home? Would we!

We meet Professor Siemsen, and he tells of the pleasure and pride he and Mrs. Siemsen feel in the plot of land allotted to them for a home. It has been cleared and plowed and a cover crop sown. A lawn will be seeded, too. Although they cannot build just yet, they are setting out berry plants and a number of fruit trees and planning for a large garden. The soil is rich and mellow.

We think of our own little garden that was so hard to clear and cultivate in the heat of summer. Now a good stand of rye is coming through the light mulch of compost and leaves, and clover will show later, we hope. The strawberry plants have weathered the dry hot weather and taken on new life. The few rows of winter vegetables are looking good and coming into bearing.

As we turn homeward with an armful of lovely flowers, we feel a deeper gratitude for God's gift of the fruitful soil, and for the capacity given the human soil to enjoy and appreciate the bounties and beauties of nature.

Mrs. W. E. Straw

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#### *Increased Enrollment*

★ With all the records in, it seems that Madison College has the largest enrollment in its history, and increase of 20 per cent over that of last year.



J. E. Peoples  
file

# The Madison Survey

## What Education? ✓

W. E. STRAW

IN *The Education Digest* of September, 1949, I noticed an article written by Pedro T. Orata, a member of the Philippine Commission of Education. The article was entitled "UNESCO's Concept of Fundamental Education." I quote portions of it as follows:

"Fundamentally, fundamental education is not a new idea. It is as old as education itself—education for life. After centuries of fumbling in formal education, educational leaders have come to realize that education must go back to fundamentals, not to reading, 'riting, and 'rithmetic, but to the essentials of right living. Bagley's *essentialism* is in a sense a movement back to the fundamentals. So is Hutchins' '20 books' of antiquity and his advocacy of classicism an attempt to resurrect the old to replace the new, in the belief that the 'fads and fallacies in education' cannot long endure . . . .

"But *fundamental education* as used by UNESCO is a new name and a new idea in education, in the sense that it aims to provide a 'common ground for all peoples.' It is a type of education that will unify the peoples of the world and make it safe for democracy, the common factor that will make possible the 'intellectual and moral solidarity of mankind,' which, as the UNESCO constitution says, is the foundation of enduring peace in the world. . . . Used by UNESCO, the term 'fundamental education' has to do with peoples, the entire human race. A world half *with* and the other half *without* fundamental education cannot be united, for the peoples lack the elements that should bind them together—those moral and spiritual qualities and the economic and physical

stability that alone make for a 'united nations' and unified outlook on life—that outlook being peace and international understanding . . . .

"No sooner than this concept of fundamental education was announced than it met with the suggestion that 'literacy is not enough.' Among the first to raise his voice was I. L. Kandel, who cited the high literacy of Germany at the time Hitler was preparing for the last war. He said, in part: 'It would be a serious mistake to approach the whole problem of fundamental education within the terms of reference of the present inquiry as though it was solely a problem of the liquidation of illiteracy.' So, the first volume of *Fundamental Education* contained the following words: 'The attack on illiteracy is not the whole of fundamental education; other elements, spiritual as well as material, appear as factors in the problem.'

"What are these elements? First, freedom from ignorance; second, freedom from poverty; third, freedom from discrimination on account of race, religion, economic status, political beliefs, and other factors; and fourth, freedom from fear. These are the four fundamental freedoms which *fundamental education* should seek to establish, maintain, and protect, if it is to accomplish its mission of 'uniting the peoples of the world in greater enjoyment of life in their own environments.' These elements cannot be easily earmarked, but they are contained in the early statements and deliberations of the organization. . . .

"It may truly be said that education in its traditional forms has failed to save us from the scourge of war or to

promote social progress in larger freedom. . . . Fundamental education is largely a democratic movement of the peoples themselves.

"*Fundamental education*, then is not to be identified with the acquisition of the tools of learning or even the tools of living. It is a movement to free man from himself—from ignorance, poverty, prejudice, and fear. In this sense, everybody, including the most favored peoples of the earth—materially speaking—needs *fundamental education*, each needing what the others may have in abundance and giving of his own to make the lives of others richer, and his own more significant and noble."

In previous articles we have discussed the need of vocational and the practical in education. We have considered the necessity of those who finish high school being prepared to make a living for themselves and their dependants.

However, there seems to be another phase to life more vital than simply making a living. One must also make a life worth living. This the UNESCO seems greatly concerned about. Traditional education has been so much concerned about traditions, of following in a precise manner the form that has been handed down from the past—the form that custom prescribes—that it has not taken time to consider the real needs of the ones being trained. That has led to conflict among people and wars among the nations. Now since the world nearly destroyed itself in the last great war, people are waking up to the fact that something must be done to save the world. The old type of education does not fulfill our needs. What shall we do?

Some are beginning to realize the fact that times have changed and conditions are different than when the traditional education began. Now we are living in an industrial and mechanical age. The traditional, classical education does not prepare the young to meet the situation. Hence the urge for the vocational and mechanical. But will even that fully meet our need today? It is possible for one to be well prepared to earn a living for himself and his dependants, and not be prepared to make a home, or to do his part in the community. That is why UNESCO urges

what it calls *fundamental education*, the object of which is to "unite the peoples of the world" and "make the lives of others richer, and his own more significant and noble." That means that the ideal must be stressed and goals worthy of one's endeavor held up toward which to strive. How can this be done?

We are beginning to realize that something more is needed than accumulating and memorizing facts. When we come face to face with the responsibilities of life, we find that there are problems to meet and decisions to be made. Then something more than the memory of names and dates will be needed. Then an appreciation of life and its values will be needed. Then we must know how to live in our homes and among our neighbors and how to discharge our duties to both. Then we shall need a vision of life and stamina to stand for what we believe is right.

Today the nations have come to realize that the traditional education does not suffice for these times, even to keep peace and make the world a safe place in which to live. But how can this be done without bringing in the element of religion? Moral and spiritual values center in religion.

We must remember that to live is to act, and to act is to choose between acts. Some things we should do, and some things we should not do. Some things are right, and some things are not right—are wrong. This is basic in all activity. Life itself imposes the sense of responsibility and obligation. Some things I ought to do, and some things I ought not to do. These obligations carry with them the sense of duty, the highest moral sense we have and that which causes men to live up to the highest standards of nobility. But where did this sense of duty come from? Not from ourselves, for we too often find ourselves fighting against it. This is not self-imposed, but it is here. From whom? From the moral governor of the universe to whom we are responsible.

All this implies a moral standard, an ideal of life by which all activities are measured, which again implies an overruling power that brought about this standard and obligation and to whom we are accountable. The idea of an overruling power is the basic element

in religion. Hence the need of religious education in establishing the moral and spiritual in the education of today. That is why Madison places religion first in its educational program.

From the book, *Education*, I quote: "True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; above intellectual acquirements, character. The world does not so much need men of great intellect as of noble character. It needs men in whom ability is controlled by steadfast principle. . . .

"Character-building is the most important work ever entrusted to human beings; and never before was its diligent study so important as now. Never was any previous generation called to meet issues so momentous; never before were young men and young women confronted by perils so great as confront them today." p. 225.

## *A Letter from Africa*

THE MADISON FAMILY enjoyed this letter written September 22 to Professor J. G. Rimmer by Howard J. Welch, former dean of Madison College. We are glad to pass it along to readers of the SURVEY.

P. O. BOX 45  
BEKWAI, ASHANTI  
WEST AFRICA

Dear Brother Rimmer and family,

We wish we had some adequate way to tell you how much your good letters have meant to us. We at times feel a touch of homesickness for Madison, and the letters certainly help.

It hardly seems possible that we have been here nearly two months; time has gone so quickly. I think these have been the two most interesting months of our lives, and about the busiest. In addition to being principal of the Seminary, I am superintendent of a district with eighteen churches and seven out-schools. I teach eleven hours per week and usually preach at least two sermons through an interpreter. We are not sorry we came to the Gold Coast. The people are friendly and receptive to our message. Truly the harvest is ripe, but how few the laborers! We are needed here much more than at Madison.

Just now we are doing much repairing of buildings and beautifying of grounds. The compound is already lovely with flowers and stately palm trees. We wish we could share our oranges, tangerines, guavas, and grapefruit with you. Ethel (Mrs. Welch) is putting considerable in cans to use during the dry season. We are learning to use and enjoy the native foods, cassava, yams, plantain, etc. We have had many avocados. They far surpass anything to be purchased in the States in both size and flavor. We are now in the rainy season with torrential rains every day.

Our objective is to get the school on a self-supporting basis as rapidly as possible. Already we are planning for a self-help plan for students—something new in this area. Our farm can be made the beauty show spot of the Gold Coast. Our greatest need is for a small tractor that can cut grass and plow the soil. Everything is done by hand. So much time is consumed by laborers and students keeping the grass cut that there is little time for productive agriculture. We are working to the end of producing practically all our own food. Horses and oxen cannot be used because of the tsetse fly.

I wish you could hear our students sing. They are the most musically inclined people I ever met. Last Sabbath I was preaching on 2 Tim. 1:12. After I read the verse, the whole congregation spontaneously broke into singing "I Know Whom I Have Believed." They sang in Twi, the native language, but the tune was familiar.

We trust that this letter finds you all well. We are both feeling well and happy in our work. Tell the Madison family we often think of them and pray that God will bless Madison College. May God bless you all.

Sincerely your brother,  
HOWARD J. WELCH.

## *Week of Prayer*

THE ANNUAL week of prayer at Madison College has just been concluded. Elder W. D. Frazee was in charge, assisted by Mrs. Frazee and a number of local helpers. An unusual feature of this series of meetings was a model of the ancient sanctuary with its surround-

ing outer court and a background scene of Mt. Sinai and the camp of Israel. The overall length of the model is fifteen feet. The sanctuary with its pillars and furniture painted to represent gold and its hangings in beautiful colors of fine embroidery work made a very beautiful and impressive sight, especially at night when the lights were on.

A small chorus directed by Mrs. Ostlander, college voice teacher, added to the enjoyment of the meetings. The quiet moving of the Spirit of God upon hearts was felt from the first meeting and continued throughout the week, as the question of sin, the atoning sacrifice of Christ, and other subjects related to the work of Christ in the heavenly sanctuary were presented. The influence of this week of spiritual revival and uplift will no doubt be long felt in the institution and community.

### *Girls' Club*

THE GIRLS OF Williams Hall organized a girls' club on the night of October 2. The following officers were elected: President, Marie Wilson; Vice-president, Evelyn Bradford; Secretary, Sue Townsend; Treasurer, La Sina Harrison; Sergeant at Arms, Nell Arashiro; Chaplain, Geneva Byram.

On the evening of October 9 the former members of the club welcomed the new members in a beautiful candlelight ceremony in the Assembly Hall. A short program on the subject of friendship was enjoyed by all.

Miss Cates, our new Dean of Women and advisor for the club, introduced the subject of friendship sisters. As she talked, each girl was handed a candle—a short one to the girls who are new here, and a longer one to those who were here last year. At the base of each candle was a small slip of paper bearing the name of a girl. This girl was to be the secret friendship sister of the one who held the candle. Friendship is like an unbroken circle—it never ends. From the candle of our mother-friend, Miss Cates, the unbroken circle

of light began, the old students transmitting the warmth of friendship to the new by lighting their candles. As the candles glowed in the darkness, telling of many newly-found friends, everyone joined hands and sang softly, "Blest be the tie that binds our hearts in Christian love; the fellowship of kindred minds is like to that above."

Marie Wilson

### *Campus News*

★ Mr. Aaby reports that the institution has nearly reached its goal of \$300 for the Community Chest. It is hoped we can do as well in the gift of blood when the Red Cross Bloodmobile visits the campus within the next few days.

★ Teachers and children in the pre-school are enjoying some new additions to their equipment, including seven easels for budding artists, two tricycles, two chair swings for out-of-door play, and a large box of beautiful white sand. For the kitchen, there is a new Mix Master and new stainless steel forks and spoons.

Since Professor and Mrs. A. W. Spalding have moved away from Madison, the work of the pre-school has been taken over by Mrs. Gilbert Johnson and Mrs. James Schuler. We feel very fortunate in having these two talented women on our faculty. Mrs. Johnson is a registered nurse, and has overall supervision of the pre-school. Mrs. Schuler is a graduate dietitian, whose duties include the teaching of the Nature Class for college work, and instruction of the attendant nurses in the care and study of pre-school children. This is a regular part of the course in Attendant Nursing.

★ A large part of the student body attended the first Youth's Congress of the Kentucky - Tennessee Conference, which was held in the West End High School in Nashville, October 21-22. They report a most interesting time.

# The Madison Survey

VOL. XXXI, No. 23

MADISON COLLEGE, TENNESSEE

DECEMBER 1, 1949

## The 1949 Convention of Self-supporting Workers at Madison College

THE 1949 CONVENTION of Southern Self-supporting Workers began Thursday evening, November 3, with a rousing song service led by Pastor G. A. Coon, of the Madison College church.

Mr. J. M. Swain, chairman of the convention, and representing the Takoma Hospital at Greenville, Tennessee, welcomed the delegates in a short talk. The greatness of this self-supporting movement and its ever-widening influence he likened to the movements of mighty ocean tides, but with this difference, that God has set no bounds to it except the ends of the earth and the end of time.

It was a source of inspiration and real pleasure to have the veteran leader of this work, Dr. E. A. Sutherland, founder and father of the Madison movement, with us as usual. He spoke briefly of the goodness and blessings of God during the forty years since these conventions started, and of the encouraging outlook for the future of the work. He said there are now about one hundred of these groups of laymen in the self-supporting work in North America and as many in other lands.

Dr. Sutherland mentioned the fact that although this was a layman's convention, many conference workers were present. Many of these layman groups are working in close cooperation with the conferences, which, he said, is as it should be; for it will take both working together to complete the task.

Further words of greeting were given by President Straw, of Madison College.

Elder V. G. Anderson, President of the Southern Union Conference, gave the opening address of the convention, the topic being "The Challenge of the Self-supporting Work." It would be im-

possible to do justice to this inspiring appeal in the little space we have. We know that his kindly interest in and appreciation of the unit work in the Southern Union means much to the men and women who labor at their own charge to carry it on. We appreciate Elder Anderson's presence and contribution to the program of this convention.

It seems fitting that we should pause here to express the sincere regret of the convention that Miss M. Bessie DeGraw, who has been a leading spirit in this work and secretary of the conventions for many years, was unable to be present. However, her careful planning and work with the program committee had done much to insure the success of the convention. All were happy to know that from her campus home she was in close touch with the convention and able to listen in over the telephone hookup, which some of our boys had set up for her.

### Attendance

Approximately one hundred fifty persons signed the guest register and were given accommodations on the campus. These represented about forty of the fifty or more self-supporting missionary enterprises now operating in the Southland. We were glad to welcome several representatives of groups who were with us for the first time, and also some from new groups.

Among these is the New Park Sanitarium and Hospital at Hot Springs, Arkansas, which has been in operation for some five or six years. This enterprise is fostered by Mr. M. C. Holmes and his wife, M. Charlotte Holmes, M.D., with a number of associates. They have

a thirty-five-bed institution and also a thirteen-room clinic and a health food store in separate locations and supervised by different members of the group.

Mr. N. A. Howard, recently of Madison College, reported the opening of the Bethel Convalescent Home on the site of old Bethel Academy at Arpin, Wisconsin. His son, Harold Howard, and wife, and a daughter, Mrs. Garner, and husband, are associated with the parents in this project. They are equipped to care for as many as fifty patients, with the possibility of expanding to one hundred fifty.

Mrs. Bessie McGuffey is operating a convalescent home in Gadsden, Alabama, with a capacity of thirty-five to forty-five guests. This is her first convention.

The Cumberland Valley Sanitarium at McMinnville, Tennessee, was represented by Doctors J. P. Dietrich and James Van Blaricum, and by Miss Ila Mary Speaker, R.N., all former Madison students. Dr. Van Blaricum this past summer built a ten-room clinic in Spencer, the county seat of adjoining Van Buren County, which is being operated by Dr. B. E. Herndon. Dr. Herndon is the only doctor in the county, and his family the only Seventh-day Adventists. Dr. Van Blaricum related some interesting experiences in his work with the people of this area.

Mr. Carl Erickson told of the little rest home he and his good wife are operating in the Valley of the Moon at Celo, North Carolina, under the shadow of Mt. Mitchell. They care for six or eight patients. The Ericksons are both graduate nurses of the Madison Sanitarium.

The Cumberland Mountain Sanitarium and Hospital at Manville, Rhode Island, has been opened just this year by Mr. and Mrs. Walter L. Spady. They are situated on forty acres of land, and have a capacity of sixteen beds. They made the long trek to Madison College to attend this convention.

Mr. and Mrs. C. B. Howe have renovated the old Glen Alpine Sanitarium, Morganton, North Carolina, and are caring for upwards of twenty-five guests.

The good attendance of students and community residents bespeaks a growing interest in this phase of the work. Doubtless many students now in college

will one day be numbered among the representatives of the self-supporting unit work at conventions of the future.

#### *Interesting Features*

Elder A. V. Olson, Vice president of the General Conference, was here to represent that organization, and his two sermons were inspiring and timely. Friday night he spoke on the self-supporting work in world fields. Having labored and also visited much in these foreign fields, he was able to present a very vivid picture of the conditions and needs there as well as of the progress and outlook for the future. On Sabbath morning he spoke of the stupendous task confronting God's people today, of the many difficulties and issues to be met, and the need of complete consecration and dependence upon God.

Dr. Frances Dittes, of Madison College, now on leave of absence for a few weeks, wrote a paper on her recent tour of European countries, which was read and much appreciated. We shall try to give it in some detail in a later issue.

President K. A. Wright, of Southern Missionary College, spoke of the contribution of the rural-unit schools to the Southern Union Conference. He mentioned the medical phase of this work as probably giving the greatest contribution, since "ministering to a man's body opens the avenue to his soul." In the industrial work, too, he sees a definite contribution. He recalled the saying that "education is what you have left after you have forgotten most of what you learned in the classroom." This, he said, is especially true of these rural schools, where experience in many kinds of work goes hand-in-hand with the school program. This work program makes it possible for many youth to be in our schools who could not be otherwise; and it helps them also in developing habits of industry and thrift by which they may help earn their way later in college.

A part of the Saturday-night program was a striking demonstration, presented by the Madison College Alumni Association, of the fruits of the Madison educational program. Dr. J. C. Trivett, president of the association, and Miss Elsie Wrinkle, secretary, had rounded up a large number of alumni, who filed onto the rostrum through the side en-

trance and stood at attention while Miss Wrinkle read a touching tribute of appreciation for their Alma Mater and a declaration of their loyalty and devotion to this movement.

As a part of the educational session, Mrs. Gilbert Johnson, who this year is in charge of the pre-school work at Madison College, gave a very beautiful study on the training of mothers and their babies. Many helpful suggestions were given for teaching a love of nature, helpfulness in the home, health habits, discipline, and other points in the development of Christian character.

#### *The Agricultural Division*

Mr. Roger Goodge, vice chairman of the convention, presided, and his spirit of optimism and enthusiasm was reflected throughout this interesting morning session. This program of education on a farm where young people can earn their way while learning is ordained of God, he said. It is the thing needed to prepare people to meet the difficult times to which we have come.

Mr. A. A. Jaspersen, business manager of Asheville Agricultural School and Mountain Sanitarium at Fletcher, North Carolina, spoke of the farm as a basis of security — security from hunger, from the corruption and dangers of the city, from the conflicts of capital and labor. "We are not promised the luxuries to which we have been accustomed," he said, "but we are promised that 'the land, if properly cultivated, will, with the blessing of God, supply our necessities.' As the ark was security for Noah and his family at the time of the flood, so our farms will provide refuge and security in times of depression and strife."

Professor Adolph Johnson, now head of Pine Forest Academy, related some of their experiences in trying to build up their soil so they can raise an abundance of the vegetables and fruits, as well as farm crops, that are so vital to health. He told how young city lads learn to love the farm by working along with their teachers in this work.

The question of field crops and dairy work was well presented by Mr. Clayton Hodges, of the Fletcher school.

Roger Goodge discussed the farm's contribution to students; and Professor E. C. Waller, principal of Pisgah Institute, Candler, North Carolina, de-

scribed the type of man who should head the school farm.

One of the most instructive contributions to this division of the program was a talk by Mr. J. A. Bozeman, head of the government Soil and Water Conservation Service in this area. Mr. Bozeman has been working with the men in the Agricultural Department at Madison College in a program of soil and water conservation and soil improvement.

He spoke reverently of the soil as the one indispensable gift of God to man, something that cannot be replaced or substituted. Already in the United States, he said, fifty million acres of our precious land is totally useless, and fifty millions more are approaching that condition as a result of neglect and bad usage. This gross neglect is sin, he said. If we are to continue to produce the food we need, we must learn to raise more on less land and at the same time maintain the fertility of the soil at a level where it can continue to produce.

#### *The Educational Division*

Mrs. A. A. Jaspersen, principal of the high school at Fletcher, was chairman of this division. Some of the speakers and their talks are mentioned elsewhere. There were some interesting displays of handicrafts from some of the units. A large part of the time was devoted to a symposium, in which a teacher from each of a number of rural schools gave a talk on some distinctive feature of his particular unit. Many interesting points were brought out in this manner.

#### *Rally of the Units*

The Sabbath afternoon session was devoted to a roll call of the units. The entire representation present from each place came forward as called, and a chosen member spoke briefly for the group. We were rather intrigued with the names of many of these places: Chestnut Hill, Pee Wee Valley, Cumberland Heights, Glen Alpine, Wildwood, El Reposo, Whispering Pines, Little Creek, Rising Fawn, etc. The very names of them sound like an invitation to a vacation in the country. Wouldn't you like to visit each one of these rural retreats?

Retreats they are—secluded spots where the sick like to go for rest and

treatment, good food and pure air; where the aged, and in some cases the very young, find a home away from the noise and rush of modern life; where students can study and work and play in a healthful, happy, wholesome environment.

Who can measure the influence of these various and varied institutions? A little demonstration of what they are doing for their young people was seen in the number of younger members who were delegated to speak for their groups or had some other part on the program. Some of these are children, and at least one is a grandchild of pioneers in the self-supporting work. Edwin Martin, grandson of one of the pioneers, is a son of our well-known veteran worker, Neil Martin. He and his brother, Charles, who took an active part in the convention last year, together with their wives, are working with their parents at El Reposo and are building a new sanitarium in Florence, only a few miles away. Both of these young men seem to have imbibed the spirit and enthusiasm of their forebears, and one feels that the future of El Reposo is well provided for.

A number of young women also, who are teaching in these rural schools, told of their work and plans, such as the young lady from Whispering Pines. Gruetli, Tennessee, where "there are only two men in the group and one hundred and one things to do, and problems to be met every hour of every day." Nevertheless, this unit, established by Brother and Sister Charles Sharpe, is moving forward in a plan to start an orphanage, or home for babies, in addition to what they are already doing.

#### *Medical Division*

The final session was given over to the Medical Division. This was in charge of Dr. Gant, who had with him on the platform a very impressive group of our physicians, together with dentists and some hospital administrators. Those present were:

Dr. E. A. Sutherland, of Washington, D. C.; Dr. Charlotte Holmes, of Hot Springs, Arkansas; Dr. Edmund Frank, of Meridian, Mississippi; Dr. Julius Diet-

rich and Dr. James Van Blaricum, of McMinnville, Tennessee; Dr. Arthur Pearson, of Hickory, North Carolina; Dr. Alan Harmer, of Wildwood, Georgia; Dr. Wesley Osborn, of Hendersonville, Tennessee; Dr. J. E. Sutherland, of Madison, Tennessee; and Dr. Fay Little, of Nashville.

Our own hospital staff was represented by Dr. Julian C. Gant, internal medicine; Dr. Cyrus E. Kendall, pathology; Dr. James D. Schuler, surgery; Dr. Roy R. Bowes, obstetrics and general practice; Dr. Gilbert Johnson, radiology; Dr. J. C. Trivett, dentistry; and our three residents—Dr. Lawrence Hewitt, Dr. Robert Rittenhouse, and Dr. John Zumwalt.

Time did not permit all of these to speak. It was real inspiration to hear these young physicians tell of their experiences and speak of their hopes and plans for the future. We were made to realize that there is a new day for the work here in the South. It was announced that there are now approximately one hundred graduates of the College of Medical Evangelists located throughout the South. There are many wonderful opportunities for our young graduates to step into fields of great usefulness where they can be the means of giving character to the work of a large group of our lay workers.

Dr. E. A. Sutherland gave a brief message, making it clear that the General Conference is back of these young physicians as they go forward in meeting the challenge of the Southland in this medical missionary program. Madison Sanitarium and Hospital, through its resident training program, is giving its full cooperation in providing young, medically-trained men for this area.

Mr. H. B. Thomas and Mr. W. H. Hilgers brought to our attention the real opportunities that are before our people in the operation of sanitariums and hospitals in this area.

Following this session, the College of Medical Evangelists alumni had a luncheon meeting, at which time they were organized for the purpose of more concerted action in forwarding the work here in this area.



# The Madison Survey

VOL. XXXI, No. 24

MADISON COLLEGE, TENNESSEE

DECEMBER 15, 1949

## Report of Madison College Alumni Association

By the Secretary

PRESIDENT Nicholas Murray Butler once said that the alumnus is always and everywhere, whether willingly or not, consciously or not, a representative of his college's training and ideals. H. L. Donovan, President and Director of Public Relations, University of Kentucky, speaking of these former students, says: "If somehow the spirit of the place can be kept alive in their hearts through the years, every challenge to the school can be met with assurance. The continued interest and support of its alumni can mean the difference between a mediocre institution and a great institution."

The alumni of Madison College have given every indication that they are definitely behind the institution

to aid it in every way possible in carrying out its objectives as stated in its charter.

The list of graduates as it stands at present shows a total of 769 since 1927. These figures do not include those graduating from short courses, nor a large number who completed premedical work after 1933, when the institution became a senior college. Considerably more than one hundred of our doctors had their premedical training at Madison College.

Now, you will be glad to know that we do not actually have to send out 769 separate alumni letters. In spite of rules regarding "conspicuous associa-

tion," we find that the young people have a knack of combining interests so that at least after they leave the institution a large number may be addressed Dr. and Mrs. Blank, or Mr. and Mrs. Blank. To be exact, we sent out only 558 letters a couple of weeks ago.

How are Madison College alumni employed? In self-supporting missionary enterprises we find more than one hundred. This number is variable, of course, as changes are made from time to time. There are several yet whom we have not been able to locate, though the response to our call for addressees was good. In spite of the fact that Madison is definitely a training school for lay workers, we find considerably over one

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### The Gospel of Labor

THIS is the Gospel of Labor—  
Ring it, ye bells of the kirk—  
The Lord of love came down  
from above  
To live with the men who work.  
This is the rose that he planted  
Here in the thorn-cursed soil—  
Heaven is blessed with perfect  
rest;  
But the blessing of earth is toil.  
—Henry Van Dyke

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hundred employed in conference work—ministers, doctors, nurses, dietitians, laboratory technicians, and teachers. Of these, thirty-three are assigned to foreign fields.

We are proud of our alma mater. Its founders by faith launched out into an untried field. Any student, honest and willing to work, was given opportunity to get an all-round Christian education. We think of a number of our premedical and premedical students—now doctors practicing their professions—who can build a first-class cabinet or even a house, if necessary. These were trades learned as side-lines while the students were doing their regular school work.

Madison blazed the trail, and a plan has been demonstrated whereby thousands may be employed as lay missionaries, regardless of the state of the conference exchequer for salaried workers. We are told that there should be hundreds of small institutions developed after the Madison order. It is encouraging to note that the number of such institutions is growing. (Pointing to map) There is a "sound of going in the mulberry trees," and the laymen in this last great movement, as laymen in previous great religious movements, are going to have no small part.

The founders of this institution were not novices in education, we are told. The man who served as president for its entire history until the last three years, previously served as president of three of our oldest educational institutions—Walla Walla College, Battle Creek College, and Emmanuel Missionary College, a combined period of twelve years, before coming to Madison in 1904. These rugged pioneers were foremost in the launching of the church school work of the denomination. They were leaders in the moving of Battle Creek College to Berrien Springs in the endeavor to place the educational work of the denomination in line with the Spirit of prophecy. When the call came to take another advance step, human reasoning presented the difficulties, but only for a moment; for these were devout men of God who followed His leading, even when they could not discern all that God had in mind for the institution.

Today, young people here for training, keep in mind that this institution did not just happen. It was built by sacrifice. Our alumni here tonight never heard its founders and operators complain about the hardships, and neither will you. For a number of years their salary was \$13 a month, and most of their clothing came from the North in barrels.

The founders and operators of this institution through the years were proprietors, not hirelings; and when their income happened to be such as to allow an advance in salary, many are the times when they voted it instead for needed improvements in equipment or buildings. We think of some of these faithful workers and friends, now passed on to their rest, who stood

staunchly by the institution through those difficult days—Mrs. E. G. White, Mrs. N. H. Druillard (Mother D.), S. N. Haskell, Dr. Percy T. Magan, Mrs. Josephine Gotzian, Nis Hansen, Sr., W. C. White, Dr. Geo. T. Harding II, Miss Florence Dittes, Mrs. Lida F. Scott, and others.

Our buildings and equipment and the land on which the institution stands are the result of sacrifice on the part of the founders, teachers, and friends, who believed the instruction that came through the Spirit of prophecy and desired to make possible a practical training for missionary service for any of our young people willing to work. No earnest young person seeking a Christian education was ever turned away from Madison's doors, and many are the men and women in the work today who would not be but for Madison. Yes, the ground on which the institution stands is hallowed ground, divinely chosen, and called a beautiful spot.

We were told that our educational work should be the head and not the tail, and that if we carried out God's plan, we would become a spectacle to men and to angels. This calls vividly to mind many fine things said about this institution by such outstanding educators, business and professional men, as the late Dr. Bruce Payne, who for years was president of Peabody College; Dr. P. P. Claxton, formerly United States Commissioner of Education; Mr. A. M. Burton, President of the Life and Casualty Insurance Company; Dr. Arthur E. Morgan, Dr. Shelton Phelps, and others. You will remember that Brother Swain, in his address Thursday evening, called our attention to the favorable publicity given to Madison College through leading magazines and newspapers, such as the *New York Times*, *Reader's Digest*, *Coronet*, and many others, including a Catholic publication.

Dr. Porter Claxton, son of the former United States Commissioner of Education, now in educational work himself, writes, desiring to bring a group of men from South America to study Madison's educational plan. A Scarritt College teacher brings an outstanding Chinese student out to Madison for practical training in agriculture. Dr. John Reiser, of the Agriculture Missions Foundation, New York City, sends educators from foreign lands to Madison for ideas

on practical education. Are these men advised to come here because of our fine buildings and equipment or our professors with strings of degrees? No, many an institution outranks Madison in these assets, but it is the simplicity of our divinely-given, three-fold educational system that trains men and women to meet the practical problems of life and to be of service to their fellow-men, that appeals to thinking men and women in these unstable times.

The builders of this institution have left to us a great heritage. May they never have cause to regret the sacrifice made. *Madison has a mission*, and may the alumni and others of the institution, and all who believe in this type of education, meet the challenge to lend aid in every way they can to see that this mission is fulfilled.

ELSIE WRINKLE

## *Opportunities for Self-supporting Enterprises in Europe*

*A report prepared by*

DR. FRANCES DITTES and read before the Convention of Self-supporting Workers at Madison College

RE PRIVILEGES are sometimes afforded those who claim the promise of Psalms 37:4,5: "Delight thyself in the Lord and He shall give thee the desires of thine heart. Trust also in Him and He shall bring it to pass." The fulfillment of this came to me this past summer in a trip to Europe, in which I visited nine countries for the purpose of making a nutrition survey in the cities as compared to rural areas, especially in Germany. It was my privilege also to visit Adventist schools, health centers, and rural enterprises, as well as places and people of historic church and family interests, dating back to 760 A.D. For a teacher who has spent years helping to develop a self-supporting missionary enterprise and a system of industrial education, it was a thrilling trip indeed.

One cannot describe the devastation of the cities in western Germany. Only the sight and the feel of it and the stories told by the people themselves can give you a little idea of what these

people in all these countries have passed through.

All the nine countries visited have suffered from the war, whether directly or indirectly involved in the world struggle. The northern countries including Holland, Denmark, and Germany have not seen a banana or an orange since before the war, except a few stray ones carried in by visitors. Food conditions have been greatly changed, and people have existed largely on what they could secure within their own borders, which, in general, is fish, a little cheese, black bread, a few vegetables, and berries.

During and after the war, people who lived in the country or in small villages with land outside had food such as they could produce themselves, even though the government gathered from them a certain percentage of all produce. They were paid for this, but as there was nothing to buy, it profited little. Nevertheless, farmers had enough for themselves and a slice of bread to hand to the poor who came begging to their doors.

City people came with their valuables, such as watches, rings, clothes, furniture, relics of all kinds, to trade for a few potatoes, flour, a little milk, meat, or fruit. Hunger and cold winters came alike to all, but especially to the city dwellers. After the stabilization of currency in Germany, supplies reappeared in the markets; but the people have had little money with which to buy. While conditions are better than two years ago, many city people are still going through much privation.

Thousands of people in bombed, fire- and famine-destroyed cities of Germany eke out an existence in shelters unfit for human habitation, with a little too much food to die but not enough to live on. Tuberculosis, kidney diseases, cardiac diseases, hernia, and other forms of mal-nutrition and exposure, are picking off the city population fast. Herein lies a challenge for true educators to get these souls out of the cities on to small pieces of land where they can develop schools, small health centers, and true evangelism. Laymen who have prepared themselves for missionary enterprises now have their golden opportunity for a real program of demonstration among these distressed people. With open arms they are waiting.

Most of the people in these countries are great flower lovers. Many are trying to make a living by selling flowers grown on heaps of rubble and along the railway tracks. Many people from the large cities which have been destroyed have moved out, constructed small homes out of rubble, and developed gardens along the railways, where they can produce their vegetables and flowers for the market. Some of them have a goat or two or a few chickens and geese. Since the land is highly developed and fertilized vegetation flourishes, flower growing becomes rather remunerative. This could be another way for self-supporting work to be carried on.

Vegetarian restaurants, popular in these countries, have opened the way for laymen to carry on missionary enterprises in connection with food stores and feeding centers. Here is a real avenue of approach to the people. Few, however, are being conducted by our people.

Few Seventh-day Adventist church members in Europe are living in the country; consequently they were caught without food and fuel and endured much suffering. Many of our members in Europe do not seem to understand that a part of the great gospel plan is to live in a garden and eat the fruit of their own toil. It is rather strongly entrenched in the European mind that each man having a trade and settled in a certain strata, must always remain there.

The Scandinavian Union Conference has self-supporting enterprises operating under the leadership of Dr. A. Anderson and his corps of workers centered at the Skodsborg Sanitarium near Copenhagen. There they offer to young men and women a three-and-one-half-year physical therapy course, which is recognized by various countries. From this point, their graduates scatter out into all northern Europe to open treatment rooms. Some large ones give as many as two hundred treatments a day. Other smaller ones in small towns do a thriving business. Three of these are within the Arctic Circle, including a small hospital for the Laplanders.

Doctors are taught the value of these treatments and gladly send their patients, thus making treatment-room work a financial success. There are twelve thousand Adventists in this union conference, one thousand of whom are engaged in this type of work. One out of every thirteen is a self-supporting layman actively engaged in missionary work. Once every two years they have a convention, where representatives from these enterprises gather for keeping up on new methods, and to encourage each other in their evangelistic program.

The eleventh-hour call has come to the layman of our ranks. The people's hearts are softened and prepared to listen to the gospel. They are reaching out for some balm to heal their diseases and bring them peace. Europe is ready for a demonstration of the gospel through a back-to-the-land movement, in which many small schools, health centers, and other enterprises can be opened on land where food can be grown. The people are willing to become the vinedressers, hewers of wood, and drawers of water, if only they can be given opportunity to make a living. This is our privilege now while opportunity is still afforded.

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Glenn Bowes, of Loma Linda, California, reports a recent dinner get-together of ex-Madison students in Sylvan Park at Redlands. The following were present: Dr. and Mrs. William Swatek; Florence Fellemente; Mrs. Ida Wayne; Glenn, Dorothy, and Ronnie Bowes; Mr. and Mrs. Russell Herman and two girls; Kay and Paul Saxon; Jack Schaefer; Charles Kantzer; Johnnie, Mari Lynn, and Sheldon Spencer; Audrey, Jim, and Linda Lee Whitlock; Fred, Dorothy, Nancy, and Ginger Black; Harold, Juanita, Glenn, and Linda Giles; Mary and Orville Thompson; Robert and Syble Gallagher; Les, Helen, and Dolly Reeves; Ralph, Earline, Mary, and Johnnie Moore; Dr. and Mrs. Richard Lukens, Dixie, Rickie, and Betty; Frances Lausten; David and Evelyn Ruggles; Charles and Naomi Michaelis; Mr. and Mrs. J. B. McQueen, and two children.

# The Madison Survey

VOL. XXXII, No. 1

MADISON COLLEGE, TENNESSEE

JANUARY 1, 1950

## Reports from the American Vocational Association Convention

### The Life Adjustment Program

Sanford E. Peck

ONCE A YEAR business men stop and take inventory of their business. Teachers likewise should take time to evaluate their business. Last week, from December 6 through 10, Brother Eusey, Brother Sandborn, and I had this opportunity when we attended the convention of the American Vocational Association in Atlantic City, New Jersey. Here we learned of some of the things that are being done in the field of vocational education.

The problem of correlating work and study was the theme of the convention. The method apparently followed by most of the schools represented was to permit the students to go to school in the morning and work in the afternoon for some concern in the community. It is true that the students who live in the larger cities have the advantage of choosing from a large selection of jobs, such as carpentry, bricklaying, auto mechanics, radio repairing, baking, welding, plumbing, retail store management, and many types of agriculture. But even the students from the smaller schools are being trained for a useful place in society.

In implementing this work-study program, a coordinator is assigned to every thirty or forty students. It is his responsibility to see that the student is not just another source of cheap labor. The coordinator spends all his time visiting the employers and the students on the job. He also settles all differences between the student and his employer. Since it is true that many employers are poor teachers, the coordi-

nator seeks to meet some of their deficiencies.

This vocational program serves a great need. Layton S. Hawkins, Director of Educational Research, American Technical Society, Chicago, Illinois, stated that only twenty per cent of the students graduating from high school enter the professional fields, such as medicine, law, or engineering. Another twenty per cent enter the technical field, which is comprised of the laboratory technicians, X-ray technicians, machinists, and mechanics. The remaining sixty per cent enter life untrained in making a livelihood. The problem in modern vocational education is what to do with the sixty per cent. This leads us back to the work-study program, which will succeed only when the community and faculty work together. One educator stated that in his school seventy-five students wanted to go into this program. He found employment for sixty-five, while in other communities the demand was greater than the number of students. This kind of employment is based on the intelligence of the student.

Charles Hassard, Supervising Principal of Schools, Union, New Jersey, stated that students who had from four to six high school credit hours were not handicapped when entering college, but were actually helped. For example, the University of Michigan does not require graduation from high school, but only that the student be able to do college work.

The servant of the Lord over fifty years ago, laid down the same principles for the students of our schools. "Young men are anxious to become teachers, clerks, merchants, physicians, lawyers, or to occupy some other position that does not require physical toil. Young women shun housework, and

seek an education in other lines. These need to learn that no man or woman is degraded by honest toil. That which degrades is idleness and selfish dependence." Many of our schools have not followed closely this pattern. We believe in it, and are striving to carry it out here at Madison.

### Solving the World's Problems

William Sandborn

TODAY the world is facing many problems, and is solving only a few. Leading educators, political scientists, and economists admit that they do not have the solution that will heal the world's ills. One has only to attend a meeting of the world's leading educators, such as the American Vocational Association to appreciate better God's wonderful plan of education.

It must be admitted that from an organizational standpoint the public schools are doing a much better job of giving practical education than the schools of Seventh-day Adventists, who claim that to be their special feature. If only God were taken into account in the education of the world today, its problems could be easily solved.

Education faces a real challenge and opportunity as it deals with industry and business in the training of young men and women. Representatives of business management and organized labor played an important part in the convention. The great plea of organized labor was for cooperation and the good will of educators in the training of men for industry, especially in the line of apprenticeship. The idea was expressed that there seemed to be an attitude of hostility on the part of educators toward organized labor. Leaders of two outstanding unions in the United States plead for a closer unity of effort in the training of young men.

Douglas Whitlock, Chairman of the Board of Directors of Structural Clay Products Institute, gave some timely advice and information. He stated that "it is time to stop soft drinks and start eating oat meal." In short, let's give a man something that will make him grow. Continuing, he said: "The main purpose of the Smith Hughes Act is to fit American young men and women for useful employment. The aim of the Vocational Education Association is to fit

one for useful employment and economic competence. Vocational education provides the important role in bringing peace and recovery to America. America can be saved by producing. All our tools mean nothing if we cannot develop leadership in industry. One fifth of our total economy is represented by the building industry. It is second only to agriculture. Eight million people are employed in this industry. Three hundred thousand business enterprises are represented by it. In the year 1945, the average age of the bricklayer was fifty-seven years. Since 1945 the building trades have outstripped all other trades in apprenticeship recruiting. At present there are 3,208 labor-management committees on construction. We must learn the new methods in industry and train our youth in them. American production is the key to the success of the world. America has a tremendous responsibility, but a glorious opportunity."

Thus Mr. Whitlock has given us a brief glimpse of the field he represents, and also some timely advice on how he feels we can help to solve the problems of a tottering world. His statistics show that agriculture is the A B C of the world's economy, and thus it should be in the world's educational program.

Yes, America has a tremendous responsibility—too big a responsibility to leave God out, and too glorious an opportunity to achieve without His help. The world will go blindly on, stumbling around and not solving its problems, unless a spiritual attitude comes into the hearts and the programs of our educators and leaders of business and industry. Man is building a modern Babel because he continues to try to accomplish tasks in his own feeble way without seeking the help of God who awaits with omnipotent power.

The question of population trends and future building needs brought out some interesting statistics. It is estimated that by the year 1960 we will have thirty-four million elementary and secondary students, with eight million, two hundred fifty thousand being secondary students. This will mean an increase of about 29 per cent over 1947 in the high schools. For industrial education this will mean an estimated expenditure of fifteen million dollars per year for the next ten years to provide adequate buildings.

What does all of this mean to Madison? It means simply this: We have the ideal plan as given through inspiration to the founders of Madison, while

the public schools follow the plans of men. They have the advantage of good buildings, good equipment, well-organized curriculums, and well-trained teachers, but a goal that is based upon preparation for this life only.

If we at Madison are to be leaders, we must raise our material standards in keeping with our spiritual standards. We need modern, well-equipped shops and the best possible grade of teaching. Our position should be one of constant improvement. Every one of us as teachers should be willing to step aside if a person is found who can do a better job than we. We have slumbered long. Let us arise and do the work for which Madison was established.

### Current Trends in Agricultural Education

Lee E. Eusey

IT WAS the writer's privilege, together with two other teachers from the Industrial Education Department of Madison College, to attend the Forty-third Annual Convention of the American Vocational Association, held in Atlantic City, December 6 to 10. The meetings were broken down into general, special, and sectional, so scheduled as to allow all delegates to attend such sessions as held respective interests.

The guest speaker for the general evening session was Albert S. Goss, Master of the National Grange. Mr. Goss referred to the past seven years in which agriculture production in basic commodities has achieved 35 per cent increase, with five million less workers; while during the same period, the backlog of demand has decreased. This disturbing fact stresses the need for labor, industry, and the American public to pull together, rather than to allow politics to play class against class. It is to those of middle- and lower-income brackets we must look for increased consumption of our high production.

During the sectional meetings devoted to agricultural education, speakers of national repute addressed the delegates. Among these were G. P. Deyoe, outstanding for his texts written on agricultural enterprises; and C. B. Davenport, whose former students today hold key positions on the Grange, Farm Bureau, F. F. A., and like organizations. This gray-haired, gentlemanly scholar

presented a father and son in person to testify how practical interest in farming can consummate the teacher's endeavors. The young "American Farmer" told simply the story of his projects in registered dairy cows and hybrid seed corn. This was followed by the parent's comment on the junior-senior partnership as regards effectiveness and satisfaction.

At one session of this division, the topic of discussion was "Establishment in Farming" and its attainment through vocational agriculture. Dr. Warren, from the Department of Agricultural Economics at Cornell University, approached the problem of establishment on the land by suggesting a \$40,000 capital investment, the estimated valuation of a forty-cow setup under favored Northern resources. He likened farming to big business in terms of capital requirement. The older farmer could gracefully let go and the younger get control for successful perpetuation of business through junior-senior partnership agreement.

Contrasted to this suggestion was one presented by the vocational agricultural instructor in Georgia, who promoted, through courses for young-farmer classes, a successful placement of youth on modestly equipped farms. His objective was to plug the gap between the interested youth of the F.F.A. and his actual establishment in a farm situation. To this end the Sears Roebuck Founda-

tion sponsors calf projects for youth wishing to become dairymen, on the recommendation of the vocational instructor. Local bankers and business men likewise make loans for this kind of vocational guidance. The South is on the march for relief of its long-standing problems in migratory labor and cash-crop soil depletion. Vocational agriculture points the way out.

T. G. Walters, State Supervisor of Agricultural Education, led the panel discussion of research reports on agricultural education. Studies conducted among the armed forces showed that only 20 per cent of those having pursued agricultural courses were engaged in farming. This called for a readjustment of the vocational program to the needs of the local community. This, in turn, called for a "Youth-Adult" farm program to substitute the conventional outmoded "All-Day" program. School administration needs to understand how to better coordinate the "On-the-Farm" training program with the "All-Day" program of the classroom. Such revolutionary ideas called for new legislation and appropriation. Some states already have made it mandatory for students of vocational agriculture to spend one-half days on the farm. In thirteen states where students have qualified for "State Farmer" degree, 65 per cent are engaged in agricultural occupations. Thus, all in all, rapid changes are in the making.

This report would be incomplete without mention of the trip to the Seabrook Farms, famous for frozen foods, so familiar to the Eastern housewife. This was an all-day tour sponsored by courtesy of the Sears Roebuck Foundation. Jack Seabrook, grandson of the vegetable huckster who early acquired the first farm, introduced a battery of five speakers, who reviewed the development of the corporation and conducted a tour of the processing plant.

The personnel director explained how week-end absenteeism was reduced from 15 per cent to 3 per cent by establishing whole families on the farms in place of hiring seasonal labor. During winter, slack labor is taken up by processing potatoes into French fries as a

specialty. Of the 19,000 acres owned and rented, 16,000 are tillable for spinach, peas, sweet corn, etc., with lima beans stressed above other vegetables. A soil specialist directs fertilizer application so as to give the vegetables a nutrient balance and palatability to suit the most exacting taste.

The farm director explained how cost accounting reaches such scientific exactness that daily morning reports, involving labor, supplies, and income, are delivered to department heads, enabling them to estimate, within safe margins, the proper labor force and supply expenditure for the day. Thermal units become the basis for acreage plantings so as to provide uniform capacity flow of vegetables to the processing plants. This flow needs planning, since vegetables must be processed within one hour after reaching plants to prevent deterioration. Another feature of interest is the exactness with which temperature controls deterioration of vegetables by preventing the activation of enzymes. Also, in place of using chemicals to set color for the highly marketable product, proper steaming and cooling are relied on.

While in the denominational promotion of the rural-life movement such elaborate farm practices find no place, yet lessons of efficiency can be gained for operation of our institutional farms and dairies.

Sweeping changes in practical approach have made pre-war publications out of date. The best in talented research is being given to this new approach to the "On-the-Farm Program."

We should awaken to the fact that great changes are in the making and agriculture is rapidly coming into its own. Notable was the fact that credit is given for work experience, as in the case where vocational high school students spent one-half days off school premises, down on the farm, engaged in projects. In this, Madison College has well-rated company.

All in all, the convention proceedings verify the value of instruction given to the denomination more than fifty years ago.





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