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How Madison meets the present demands on our educational institutions for trained leadership

Charles G. Sharpe
University of Massachusetts Amherst

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HOW MADISON MEETS THE PRESENT DEMANDS ON OUR EDUCATIONAL INSTITUTIONS FOR TRAINED LEADERSHIP

SHARPE - 1936
HOW MADISON MEETS THE PRESENT DEMANDS
ON OUR EDUCATIONAL INSTITUTIONS
FOR TRAINED LEADERSHIP

Thesis Submitted for Degree of Master of Science
Massachusetts State College
Amherst

1936
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INTRODUCTION

To-day there are hundreds of thousands of thinking people in the United States who are finding that they are not prepared to meet successfully the conditions confronting them. These same people are demanding, and are joined in their demands by all who are concerned with the future, that the oncoming generation be better prepared to meet the conditions as they exist.

It is natural that the people turn to our great social institution, the school, to meet this demand. As a result we find many experiments being tried. Any study of the situation reveals considerable chaos in the minds of some of our educational leaders as to just what constitutes the correct response to these demands.

The Nashville Agricultural Institute was started by a group of teachers in 1904. These same teachers had been carrying on an educational experiment in the state of Michigan and, previous to that, in the state of Washington. In both instances they were concerned over the lack of adequate preparation for the great is-
sues of common life, which so handicaps the ordinary college graduate, when first facing the world for himself.

At the Nashville Agricultural Normal Institution of Madison, Tennessee, there is seemingly a considerable degree of success being attained in meeting the present situation of unpreparedness. This study is to see whether the Nashville Agricultural Normal Institution, hereafter referred to as Madison, (its better-known name) is successful in some degree in preparing its graduates for leadership in meeting our social conditions as they are found today in our rural communities.

From the very first, the same problems under as nearly as possible the same conditions that the students would meet out in their future environment are presented. In teaching the students by actual participation in the working-out of these problems, it is found that upon graduation the students find no great change, no entirely new problems, or very much of a re-adjustment necessary.

It is manifestly impossible for all of the people in a rural community to attend a central training institution. The first step therefore in doing constructive work in a rural community is to place well-trained, capable leaders at strategic points who, by example and patient, carefully-planned, co-operative labor, will meet successfully the same problems in the same place as their neighbors.
How Madison Meets the Present Demands
On Our Educational Institutions
For Trained Leadership

The problem, "How Madison Meets the Present Demands
On Our Educational Institutions for Trained Leadership", resolves itself into three parts as follows:

1. Are the objectives of Madison in harmony with
the demands being made upon our educational insti-
tutions for the better preparation of our
young men and women in meeting the conditions
of life to-day?

2. What are the curriculum activities in view of
these objectives?

3. If the principles and objectives are acceptable,
what evidence is available to indicate their
realization?

In regard to the first part, past quotations com-
pared with present statements will reveal continuity of
objectives if present, and will show what is expected
of a Madison graduate. Comparison of these objectives
with a number of recent statements from recognized edu-
cational authorities will also show agreement with pres-
ent-day demands being made upon our educational insti-
tutions.
In regard to the second part, the peculiar feature of the Madison program is its work-study, self-supporting phase coupled with emphasis on a Christian life. A presentation of the curriculum and training set-up will reveal the process whereby they seek to obtain their objectives.

In regard to the third part, scattered through the South are groups of Madison graduates, busy at constructive community work based on the principles learned at Madison. A descriptive list of some of these groups, together with a detailed study of the development and work accomplished by a representative group, will serve to show the realization of Madison objectives.

This study is also of value in pointing out some objectives and general principles under which a school may be so operated that the student can be self-supporting, produce his share of surplus so that the institution may be self-supporting and be so trained that upon graduation he becomes a successful, productive leader in the larger rural social group.
MADISON OBJECTIVES

In relation to its objectives, the charter of the institution contains these words: "...for the teaching and training of missionaries, teachers, and farmers who are willing to devote at least a part of their time to unselfish, unremunerative missionary labor for the glory of God and for the benefit of their fellowmen." This statement was made in 1904.

In 1934, in an official report to the Southern Educational Association, the following statement appears: "The founders had two well-defined objects in view, namely, to afford worthy young men and women who are not able to meet the financial expense of a college education with cash, an opportunity to work for their training and to provide facilities whereby all students might be thoroughly trained in hand as well as in heart and head to meet the problems of life."

Quoting from the 1935-1936 calendar, "The college offers four years' work leading to the B. S. degree. It is open to a select class of Christian men and women with a clearly-defined purpose of preparing for Christian service in the fields of agriculture, education, home economics, health, and medical evangelism. In harmony
with the pressing social needs, it stresses rural life and self-maintenance from the soil, and other basic activities. By classroom instruction and demonstration in its industrial departments it seeks to prepare the student to meet the problems of life that confront them on leaving the classroom." To those who are following the modern trend of educational ideals, there sounds a familiar note in the above statements.

F. G. Bonser says, "Is it not time to include in the schools the kinds of problems which people must meet face to face outside of schools and the kinds of activities in which they do and must engage in daily life?"¹

Surely as one sees the students at Madison learning how to solve the problems of necessary daily food, shelter, and clothing, co-operating with and being of help to their fellow students, and with it all obtaining a full measure of formal learning, it would seem in harmony with Bonser's idea of what ought to be.

John Dewey states, "There should be a natural connection of the everyday life of the child with the business environment about him and it is the affairs of the school to clarify and liberalize this connection, to bring it to consciousness, not by introducing special studies like commercial geography and arithmetic, but by keeping alive the ordinary bonds of relationship."²

¹ F. G. Bonser, School and Society, June 11, 1927, p.678
² John Dewey, The School and Society, p. 68
Ross L. Finney sounds a similar note. He says "The ultimate aim of education is, of course, the self-realization of all persons. But, as we have seen, self-realization is to be achieved through a balanced participation in all the institutions of society. The immediate aim of education therefore is to prepare young people for effective participation in those institutions. The institutions of society are the objectives of education. It follows as a corollary that the curriculum must be composed of the intellectual resources used in operating those institutions."¹

Richard Welling, director of the National Self-Government Committee, and one of the foremost advocates of student government, says, "A good school is a place where young people of any age come together to educate themselves and each other, with the help of good teachers, in those social habits of co-operation and studies needed for effective citizenship."² Mr. Welling evidently has in mind the necessity of placing before the student, while in school, opportunities for helping not only themselves but also their fellow-student. Factual knowledge alone does not prepare the young man or woman to meet the basic issues of life.

It might be well to see what the reaction is of one who has had good opportunity to become well-acquainted,

1. Ross L. Finney, Sociological Philosophy of Education
2. Richard Welling, The Civic Leader, March 16, 1936
over a period of years, with the Madison program.
Dr. Alva Taylor, Professor Social Ethics, Vanderbilt University, says, "Near the village of Madison, in the environs of Nashville, is a unique college... It affords any youth who is willing to work a chance to get a full collegiate education and, in so doing, to learn to love the land, build a healthy mind in a strong body, develop an interest in the common good, and to graduate with a desire to devote as much of life as possible to some form of concrete service to his fellowmen. His diploma means he has become proficient as a student and as a craftsman, able to work with both head and hands.... Graduates are encouraged to go into needy communities and join their specialties in a community center in which they teach ways of better living, administer medical and health service and help the neighbors to 'make two blades of grass grow where one grew before'."

As United States Commissioner of Education during the ten-year period, 1911 to 1921, as president for the past five years of Austin Pey Normal School at Clarksville, Tennessee, and with his close association for fifty years with the rural life of the South and its needs, Dr. Philander Priestly Claxton is peculiarly fitted to evaluate an institution like Madison. He says, "Here (at Madison) students, teachers and directors, working together, constitute a self-supporting, democratic, educational community, the

1. Dr. Alva Taylor, Madison Survey, Jan. 1, 1936
like of which I do not know - a fulfillment of the hopes and dreams of educators and philanthropists. To know the school and feel its fine spirit, one must see and live with it. In no other way can its great purpose, its soundness of theory, its correctness of method be understood.¹

Thus it is readily seen that Madison objectives are basic and are in full accord with the demands being made upon our educational institutions as expressed by our leaders in this field.

Madison at its very beginning recognized the demand being made upon our educational institutions to so train the young men and women, while in school, that, upon graduation, they will be prepared to meet the problems of the larger social group.

Madison has furthermore held continuously to these early objectives and these objectives are found to be in harmony with the ideals as expressed by some of our outstanding educational leaders of today.

¹ Dr. Philander Priestly Claxton, An Appeal
MADISON ORGANIZATION

The location of any institution determines in many instances its usefulness or success. The location of Madison has proved to be ideal. It is on high ground, on a nine hundred acre farm. It is bordered by the Galatin Pike, one of the main highways of the state. Rail service to the town of Madison, a suburb of Nashville, puts it within easy reach.

About fifty acres are set aside for the campus. A scientific planting over a long period of years for both educational and ornamental purposes has resulted in a steady increase in both variety and number of shrubs, vines and trees. This planting is held open for general inspection. As it now contains well over a thousand varieties, among which are many new and unusual plants, a considerable number being from foreign lands, this planting is attracting considerable attention.

The building program is continuous. Careful planning has resulted in a beautiful campus. The main building now in the process of construction at this time is the library. The design, plans, excavation, much of the material and all of the construction of this building is provided by faculty and student labor.
The community numbers about five hundred men, women and children. Control of the various activities rests in the hands of the faculty. There are two main committees, the Executive, reporting to the Faculty, and the Educational, reporting to the Executive, and twelve sub-committees, reporting to the Executive and six reporting to the Educational.

Due to the increase and steady growth of the student body and the resulting activities, it is the purpose of the faculty to place more responsibility in the hands of the students. The following is the next proposed step in this direction:

The labor charge for operating the student government is assessed directly on the student group.
Being a co-operative organization, one of the early lessons that the student learns is that the success of the institution, and thus his own welfare, depends largely upon his own individual effort. This holds true for all and thus the work in all its phases is strongly motivated.

Faculty members and full-time workers are added by vote of the faculty at regular meetings. Students are secured mostly through recommendations of former graduates or those who are acquainted with the school. A good percentage of the college students are drawn from graduates of the various Madison Units scattered through the South. Questions on the application blanks (copies of which are in the appendix) together with personal letters enable more or less selection so as to secure the type of student that will fit into the program.

The labor supply and availability of work in the various departments tends to balance. In fact the variation throughout a period of one year, taken month by month from March, 1934 to March, 1935, did not vary over 2.8%. With the exception of the nursing department, and a few of the more responsible or specialized clerical positions, general shifts in work are made at the end of each quarter. Seasonal variation or some special emergency may call for special concentration of labor. This is easily done and takes care of the extra unforeseen
jobs. On the thirtieth of April, 1936, morning assembly was called, school work called off and clean-up squads washed windows, raked lawns, scrubbed floors until the entire campus and all buildings were cleaned.
A grade school is maintained with average enrollment of twenty students. Two teachers care for this work. The grade school is organized as a demonstration school and thus affords material for those taking educational subjects in the college. These students are children of the faculty, of the workers, and in some instances of the adult college students. This makes it very convenient for those living on the place who have children of elementary school age.
THE HIGH SCHOOL

There are sixty-seven enrolled in the high school this year, which is somewhat less than usual. They are distributed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>13</td>
</tr>
<tr>
<td>Sophomores</td>
<td>8</td>
</tr>
<tr>
<td>Juniors</td>
<td>16</td>
</tr>
<tr>
<td>Seniors</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
</tr>
</tbody>
</table>

Mature, well-recommended students, needing a few subjects to finish college entrance requirements, are enrolled in the senior year of the high school and this accounts for the large senior class in proportion to the rest. This seems to work out very well for the students become accustomed to the schedule and the spirit of the place and enter in the first year of college well at home. It also serves as a try-out for the student to see if he is able to go on. The high school is accredited by the Southern Educational Association. An examination of the curriculum (a copy of which is in the appendix) shows the usual studies arranged in accordance with the plans of the state educational department. The school is well-equipped and furnishes much material for the college educational classes.

In the student membership of the high school are found a number of adults. This is characteristic of the
South for it is not at all unusual for parents to send their children to school, become interested themselves, and go to school. This type of student is particularly interested in agriculture, manual training, home economics and, to a lesser degree, music and art.

The teachers of the high school are men and women chosen not only for scholastic ability but for ability in some industrial line so that they can do their part in the supervision of student industry. This is also true of the members of the college faculty.

It is in the high school that the students begin to earn their way. Some of the more mature students are able to earn their entire expenses from the very first and on through. The average labor load for the high school student is not as great as for the college student, being only 425 per quarter for the former and 540 for the latter. As the average number of subjects for the sixty-seven students is 3.8, it is not too great a load.
THE COLLEGE

The college offers four years' work leading to the B. S. degree. It is open to a select class of Christian men and women desirous of preparing for Christian service in the fields of agriculture, education, home economics, health and medical evangelism. In harmony with the pressing social needs it stresses rural life and self-maintenance from the soil and other basic activities. By classroom instruction and demonstration in its industrial departments, it seeks to prepare its students to meet the problems of life that confront them on leaving the schoolroom.

Many opportunities for industrial education are offered including farming, dairying, gardening, orcharding, greenhouse work, viticulture, carpentry, wood and metal work, printing, plumbing and steamfitting, electrical work, weaving, sewing, cooking and the manufacture of health foods. Special emphasis is laid upon household economics and practical training is given young women to fit them to meet life's duties and to teach others to do the same.

Four quarters constitute the college year. Each quarter is twelve weeks in length. The quarter hour is
the unit of credit. One hundred and ninety-eight quarter hours together with one hundred and ninety-eight quality or honor points constitute the graduation requirement.

The requirements for a degree are the usual ones and are as follows:

- Major subject: 36 hrs.
- Minor subject: 27 hrs.
- Orientation: 3 hrs.
- Library Science: 1 hr.
- Education: 19 hrs.
- Psychology: 8 hrs.
- Social Science: 18 hrs.
- Health: 11 hrs.
- English: 18 hrs.
- Science or Mathematics: 12 hrs.
- Electives to make 198 hrs.

The enrollment for 1935-1936 is two hundred and eight. The distribution in classes is as follows:

- Freshmen: 43.7%
- Sophomores: 27.8
- Juniors: 11.5
- Seniors: 11.5
- Special: 15.5

The average age in this group is 21.4 years. The average credit hours per quarter is 12.27, the greatest being 18 and the least, one. The number taking five or less hours per quarter is eleven and the number taking seventeen or more is three.

Study of the labor load in conjunction with the study load reveals but little variation between classes
and is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Credit hrs. per quarter</th>
<th>Hrs. of work per quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>12.64</td>
<td>491.8</td>
</tr>
<tr>
<td>Sophomores</td>
<td>11.45</td>
<td>528.3</td>
</tr>
<tr>
<td>Juniors</td>
<td>12.66</td>
<td>458.1</td>
</tr>
<tr>
<td>Seniors</td>
<td>12.40</td>
<td>575.53</td>
</tr>
<tr>
<td>Special students</td>
<td>12.00</td>
<td>539.4</td>
</tr>
<tr>
<td>Total average for the year by quarters</td>
<td>12.27</td>
<td>539.4</td>
</tr>
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If nothing unexpected happens and the student is industrious, it is possible to finish all requirements in four years. Some of the students plan ahead and by working full time during one quarter will accumulate enough work hours credits so that for the time they are carrying a study load the schedule is made much easier. Other students will plan from the beginning to take five years to finish the requirements.

As all of the students live right on the place they are able to budget their time so as to get in the required hours per day. There is no spare time. Going to and from classes, meals and work, together with the care of their rooms and persons, make it a full schedule for each one. The students are selected with a view to their Christian character, good health and willingness to undertake such a program. Thus, a visitor is invariably impressed with the fine spirit manifested.
THE SANITARIUM

The sanitarium and hospital is one of the major activities. The standard of work is such that the Medical Association gives it official recognition. This enables the graduates from the nurses training course to become registered in the state and thus they are eligible for membership in the national organization.

The official rating is One Hundred Bed Capacity. Of this number of beds, twenty are numbered in the student hospital. There are three resident doctors and seven associate doctors on the medical staff. Six graduate nurses are regularly employed. There are seventy student nurses. Affiliation is with the Children's Hospital, Cincinnati, Ohio.

Unusually attractive design of buildings together with beautiful grounds make it a popular place for those in need of regaining health. Regular instruction in physical, mental and spiritual hygiene is given to patients. Radio connection and broadcasting facilities make it possible for those who are confined to their rooms to hear the various studies and entertainment programs.
As much as is possible, all patients are instructed in fundamental health principles. By means of lectures, demonstrations and full co-operation with all local health programs, these same principles are brought before the people in the surrounding community.

There is hardly a community for many miles around from which there has not been someone at the sanitarium as a patient. These former patients are very helpful in fostering the community health and uplift work of Madison. Through the friendship of these former patients, openings are presented for lectures, demonstrations and individual work in their communities.

The position of the sanitarium and hospital in the working-out of the objectives of the institution is of first importance. It is the chief source of cash income. It is a necessary laboratory whereby those who elect to be nurses may receive their training. It furnishes a home market for much material that can be produced on the place. It furnishes a goodly portion of the lighter labor which makes it possible for the students to earn their way. It brings many of the students in contact with a class of people within the large group that they would ordinarily not meet.

It furnishes means of making contacts with people in the immediate vicinity. It is a center from which community health programs can be engineered. In the fall of
1935 just such a program was put on in the form of a three-act play presenting, in a simple way and with local setting and characters, the mosquito as a cause of malaria. It was received so well and attracted so much attention that it was put on by request before the convention of state health workers which was held in Nashville the following spring. Much local charity medical work is given.
Particular emphasis is placed upon the benefits to be derived from tilling the soil. Agriculture and its related rural activities play such an important role in the South that this emphasis is well justified. The nine hundred acres of farm land with its diversified soils ranging from the bottom land of the Cumberland River to the light soils of the Highland Rim give a farm laboratory of unusual range.

Garden soils with and without irrigation, eight acres of bearing vineyard, fifteen acres of peach orchard, sixty acres of pear and apple orchard, many acres of small fruits together with the general farm land growing corn, alfalfa, other hays and small grain along with the dairy and poultry plant gives a very practical turn to the agricultural subjects.

Power machinery with the problems of operation and maintenance furnish much material for study and practice. In connection with this is the blacksmith shop where, with the ordinary equipment such as would be found on the average farm, repairs are made to the many farm implements.

Farm projects to a much greater degree and on a much larger scale are made available to the mutual ad-
vantage of student and institution. This phase of work is very practical and gives the student a good opportunity to test out under supervision some of the theory learned in the classroom.
OTHER INDUSTRIES

On the campus are many other industries. Just the maintenance of an institution the size of Madison requires mechanics and artisans of all kinds. The food factory perhaps is the largest single industry. Here many health foods are manufactured and sent out all over the country. The demand for these foods is increasing beyond all expectations and returns thousands of dollars each year.

The broom shop is another busy place. Several times a week a large auto-truck load of brooms is seen headed for town. The plumbing shop, the electrical shop, the industrial arts shop and the central heat plant are all very busy places.

The cannery, the bakery, the tailor shop, the laundry and the shoe repair shop are other daily centers of activity. A very well-equipped and busy print shop turns out all the local printing jobs and reaches out and takes many outside jobs. Here the Madison Survey is published weekly and has a mailing list of several thousand. Beautiful three-color work is done on the large automatic press and books are published.

This extensive industrial set-up is the means of giving work to the students under expert faculty supervision.
and at the same time getting necessary supplies and repairs for the co-operative group at cost. It is the basis for the financial success which has enabled Madison to keep out of debt, continue to grow and at the same time with no endowment furnish a good education to thousands of young men and women who, because of their lack of funds, would never have received it elsewhere.
Ordinarily the word curriculum brings to mind organized formal learning with its retinue of standardized subjects. At Madison the word curriculum includes much more than this.

The following outline gives the first part of the Madison curriculum and by comparison is very much up to standard.

I. Agriculture (Total of 44 hrs. available)
   A. General Agriculture
   B. Field Crops
   C. Poultry
   D. Projects in Agriculture
   E. Orcharding
   F. Dairying
   G. Gardening
   H. Physics of Agriculture
   I. Bee-Keeping
   J. Projects in Agriculture
   K. Animal Husbandry
   L. Farm Mechanics
   M. Animal Breeding and Genetics
   N. Materials and Methods of Teaching Agriculture

II. Biology (Total of 44 hrs. available)
   A. General Biology
   B. Anatomy and Physiology
   C. Elementary Principles of Bacteriology
   D. General Botany
   E. General Zoology
   F. Systematic Botany
   G. Materials and Methods in Nature Study
   H. Problems in Anatomy and Physiology
   I. Materials and Methods of Teaching Biology in High School
   J. Advanced Bacteriology
   K. Parasitology
### III. Chemistry (Total of 43 hrs. available)
- A. General Chemistry
- B. Organic Chemistry
- C. Organic Compounds
- D. Agricultural Chemistry
- E. Qualitative Analysis
- F. Quantitative Analysis
- G. Food Chemistry
- H. Materials and Methods of Teaching Chemistry
- I. Physiological Chemistry
- J. Directed Teaching of Chemistry

### IV. Education (Total of 28 hrs. available)
- A. Orientation
- B. History and Philosophy of Education
- C. Classroom Organization and Control
- D. Teaching Arithmetic in the Elementary School
- E. Materials and Methods of Teaching Art
- F. Principles of Secondary Education
- G. Teaching of Junior High School Mathematics
- H. Observation and Directed Teaching in Elementary School Subjects
- I. Observation and Directed Teaching in Secondary School Subjects

### V. Psychology (Total of 20 hrs. available)
- A. General Psychology
- B. Psychology of Childhood and Adolescence
- C. Educational Psychology
- D. Tests and Measurements
- E. Abnormal Psychology

### VI. English (Total of 73 hrs. available)
- A. How to Use the Library
- B. Composition
- C. Literature of the Old Testament
- D. Literature of the New Testament
- E. Prophetic Literature of the Bible
- F. Readings in English Literature
- G. Readings in American Literature
- H. Readings in World Literature
- I. Children's Literature
- J. Word Study
- K. Spoken English
- L. Materials and Methods of Teaching English, Including Reading
- M. Teaching English in the Secondary Schools
- N. Milton and His Times
| C. English Romantic Poets                  |
| D. Survey of Present-Day Literature      |
| E. History of the English Language       |
| F. Advanced Composition                   |
| G. Southern Literature                    |
| H. Victorian Poetry                      |
| I. Nineteenth Century Prose               |

| VII. Health (Total of 32 hrs. available) |
| A. Physical Exercise                      |
| B. Personal Hygiene                       |
| C. Community Hygiene                      |
| D. First Aid                              |
| E. Home Hygiene and Home Nursing          |
| F. School and Institutional Hygiene        |
| G. Current Health and Social Movements    |
| H. Child Hygiene                          |
| I. Health Education in the Community      |
| J. The Teaching of Home Hygiene and Home Nursing |
| K. Individual Problems in Hygiene and Health Education |

| VIII. Nursing Education                   |
| A. Principles and Practice of Nursing     |
| B. Nursing Ethics                         |
| C. History of Nursing                     |
| D. Hydrotherapy                           |
| E. Massage                                |
| F. Surgery and Operating Room Technique   |
| G. Case Study Method                      |
| H. Current Social and Health Movements    |
| I. Obstetrics and Gynecology              |
| J. Materia Medica and Solutions           |
| K. Diseases                               |
| L. Nervous and Mental Diseases            |
| M. Pediatrics                             |
| N. Orthopedics                            |

| IX. Household Arts Education (Total of 32 hrs. available) |
| A. Art and Design                                      |
| B. Textiles                                            |
| C. Clothing                                            |
| D. Home-Making and Decoration                          |
| E. Elementary Dressmaking                              |
| F. Home Management                                     |
| G. Social and Family Relationships                     |
| H. Child Care and Training                             |
| I. Methods, Observation and Directed Teaching of Household Arts |
X. Food and Nutrition (Total of 36 hrs. available)
   A. Food Preparation
   B. Food Economics
   C. Nutrition
   D. Dietetics for Nurses
   E. Table Service (Theory and Practice)
   F. Advanced Nutrition and Metabolism
   G. Diet in Disease
   H. Nutrition of Infants and Children
   I. Advanced Cookery and Catering
   J. Animal Experimentation

XI. Industrial Arts (Total of 72 hrs. available)
   A. Mechanical Drawing
   B. Woodwork
   C. Electricity
   D. Art Metal Work
   E. Typesetting
   F. Presswork
   G. Woodworking
   H. Architectural Drawing
   I. Carpentry
   J. Building Materials and House Planning
   K. Auto Mechanics
   L. Proofreading
   M. Architectural Drafting

XII. Music (Total of 57 hrs. available)
   A. Band
   B. Orchestra
   C. Chorus
   D. Elementary Piano
   E. Advanced Piano
   F. Hymn Playing
   G. Elementary Band and Orchestra Instruments
   H. Advanced Band and Orchestra Instruments
   I. Vocal

XIII. Modern Languages (Total of 72 hrs. available)
   A. Elementary French
   B. Intermediate French
   C. French Conversation
   D. French Literature
   E. Elementary German
   F. Intermediate German
   G. German History and Biography
   H. German Literature
   I. German Composition
XIV. Mathematics (Total of 33 hrs. available)
A. Solid Geometry
B. College Algebra
C. Plane Trigonometry
D. Analytical Geometry
E. Differential Calculus
F. Integral Calculus
G. History of Elementary Mathematics
H. Teaching of Junior High School Mathematics
I. Teaching of Senior High School Mathematics

XV. Physics (Total of 37 hrs. available)
A. Principles of Physics
B. General Physics
C. Physical Measurements
D. Household Physics
E. Physics of Agriculture
F. Sound
G. Physical Optics
H. Introduction to Atomic Structures

XVI. History (Total of 43 hrs. available)
A. Survey of the Ancient World
B. Ancient and Medieval Europe, Stressing Greece and Rome
C. Europe from Rome to the Reformation
D. Europe from the Reformation to 1815
E. Europe since 1815
F. English History
G. Current History of Asiatic Countries
H. American History to 1829
I. American History from 1829 to 1898
J. Recent American History
K. The American Constitution
L. Governments of Modern Europe
M. Problems of American Government
N. Current World History
O. Material and Methods of Teaching the Social Sciences
P. Philosophy of History
Q. American Constitutional Law

XVII. Economics (Total of 3 hrs. available)
A. Principles of Economics

XVIII. Sociology (Total of 3 hrs. available)
A. Rural Sociology

XIX. Geography (Total of 3 hrs. available)
A. Geography of the United States
XX. Religious Education (Total of 27 hrs. available)
   A. Life of Jesus and the Apostolic Church
   B. Survey of the Old Testament
   C. The Bible as Inspiration, Doctrine, and Literature
   D. Literature of the Old Testament
   E. Literature of the New Testament
   F. Prophetic Literature of the Bible
   G. Ancestry of the Bible
   H. Science and Religion
   I. Philosophy of Religion

This is a curriculum such as is found in collegiate institutions throughout the country with very little or no variation, with the exception perhaps of the Religious Education Department which ordinarily is not included.

There is another part to the Madison curriculum, equally important to the success of the "Madison Plan". This is the industrial phase. First of all, every boy and girl must take proper care of their clothes and their rooms. If they do not know how to reach the standard set, they are taught. There are no large dormitories. There are many cottages, most of them having two rooms. There is the girls' "Cabin Court" and there is the boys' "Cabin Court". This brings into being the room-mate, the necessity for living with some one besides yourself.

There is the individual meeting with the Social Committee. At this meeting, the proper solution of the many problems culled from the experiences of previous students are considered and frankly discussed. Then comes the
contact with the Labor Division, for all students are assigned to some form of work. The physical condition of the student, his past experience and the particular needs of the institution are all factors in determining the allotment of labor.

This part of the curriculum may, from the very first, be the outstanding factor in deciding the future life work of the student as the following two or three instances will illustrate.

Upon being accepted, a young man from a northern state was found to be a good electrician and interested in that particular work. He was placed in that department and showed such aptitude and skill that the head of that department took every opportunity to instruct him in the more skilled details of the work. Quoting this young man after he had been there but a short time, "I can see that if I stay around here a while I can get a real job when I leave."

Another younger boy, coming into the high school, was able to milk and was interested in farm work. After a while he took a contract to chop and haul firewood. He made a good job of it and was highly pleased. When the call for wood slacked down, he found himself in the blacksmithing class. Here he showed such skill that at the present writing he is taking over the repair of the farm implements and doing work that he is enjoying and that is
of outstanding value to the institution.

A young woman was particularly pleased with her home economics class work. She studied along the lines of cooking and diet. Even before graduation she is in charge, under very little supervision, of the diet kitchen. She likes her work, has developed skill in it and is carrying the actual heavy responsibility of a position rendering real service to the institution.

What is called the "labor shift" comes at the end of each quarter. At this time changes in the work assignments are made and those students who have not shown some special aptitude or ability to take over some responsible part of the industrial program have another try-out. There is a large amount of what might be called common labor such as would be encountered at the present time in the completion of the new library.

One of the faculty members is responsible for the design and the supervision of construction, but the students furnish the labor. There are several of the boys who are particularly interested in architecture and building. The building is of modern construction which, together with its high quality of design, workmanship and material, would make it an acceptable addition to any campus in the country. The necessary planning, the purchase of the material and the final installation of the plumbing, and the electric wiring make wonderful projects
of great value to the students. Always in addition to the regular routine of maintenance and repair, there is some major building being constructed.

In a community the size of Madison with its shifting student labor, there is no doubt about everything not being perfect. This would be too much to expect and would not be attained elsewhere. It is interesting to note how soon the students, due to the intensive, active and rather restrictive program, come to some of these points. They serve as good objective lessons and are remedied or are lived with patiently and with fine spirit.

One season the broom factory did not operate at the profit it ought to have made. There was a report that it was to be closed this last season. One of the students studied the situation and, in collaboration with a member of the business office, made a proposition to the faculty. His proposition was accepted, the broom factory is going big under his management and is showing a substantial profit each month besides supplying labor for a group of other students.

Many thousand tons of coal are used each year. Two students submitted a contract for hauling this coal. It was accepted. They are satisfied and the institution is getting better service. Various phases of the building of the library were handled under the contract.
system. The making of cement blocks, digging the foundation, furnishing rock for the facing, making the tile for the roof, the plastering and several other parts were all done by this method. This gives the student a chance to earn a bit more than the base pay, gives him an opportunity to put to actual test the knowledge he gains in the classroom, and supplements that knowledge with actual experience which he could never gain in the classroom but which is so necessary when he is out fending for himself.

In the print shop a student who has once assumed the responsibility for certain work and who makes a mistake in the work has to make good the loss involved. In the same shop, if the student advances an idea for a new type of product or some change in operation, and so forth, that nets an increase in profit to the shop, he is allowed a certain bonus.

On the farm, with its great diversity of opportunities for both profit and loss, the student learns the "sweat value of the dollar". All constructive work in a rural community centers in soil products. Here it is that he gains by actual contact not only with human forces but also with those great elemental forces of nature that vital experience so essential to success. Even in the short space of time he is at the school he
sees that these forces of nature have to be reckoned with as factors affecting his own welfare. If, due to poor weather, lack of good management or what not, about the only surplus that is produced is spinach, he eats spinach all winter. The following spring he is foremost in devising ways and means of correcting the conditions of the last season and of getting something other than spinach to eat.

It works, not only with the student who is directly responsible, but with all the others for they too are affected by the outcomes. Under the "Madison Plan", the student, no matter how humble or seemingly unimportant his work, soon learns that he is accountable to others for the outcome of that work. He learns that he is affected for good or bad by the quality of work the other fellow turns out, that he is a responsible part of the social group just as long as he remains a part of that group.

The setting in which these tasks are performed is nearly the same as would be found in any of the surrounding communities. The equipment to do the task is the ordinary equipment. The standard of living is not artificially high but is comfortable and satisfactory. It is in no degree an artificial environment and each day of his stay on the campus the student has practically
the same problems to work out that he would have in his future home.

This is true even in the social relationships, for the students are organized to govern themselves. The labor charge of administering this student government comes out of the earnings of the student body. The economic margin is so small that those who infringe those social courtesies which tend for the good of the greatest number find it impossible to meet the added burden of fines imposed upon them by their comrades.

No Madison student can successfully segregate the work in the classroom from the work of many kinds done outside the classroom. The two are so closely connected that each carry equal weight in the sum total of his learning experience.

There is a practical side to this program. Under this plan the student leaves the institution with no debt hanging over his head. During his stay at the institution the parents are not burdened with the many regular and the multitude of unexpected demands for money. It would be admittedly impossible for the majority of the students who attend Madison to do so on any other plan than that of earning their way as they go.

This is actually being done. C. P. fired boilers, worked in the school's health food cafeteria in Nashville, in the laundry, in the dairy and in the plumbing
department. He was leader of the Young People's Society. He made all expenses and enough to pay his way to medical school in California.

C. B. worked on a farm, ran a tractor, hauled coal, mowed lawns, kept the apparatus in the operating room of the school sanitarium and hospital in order and in repair and was a member of both band and chorus. He earned expenses and twenty-one dollars.

Many other such records are being made every year and show that it can be done. Not only that, but the standard of scholarship is high. The American Medical Association accepts the work of the pre-medical students. The Southern Association of Colleges and Secondary Schools accepts Madison work as do all examining and accrediting agencies.

Throughout all work and study, in all problems as they are met and solved, in all phases of curriculum activities, emphasis is laid upon the necessity of a good, strong Christian experience. Thus education is made to take hold upon life and become a part of it.

In the words of Dr. P. P. Claxton, 'Students are trained to do the common things of life uncommonly well, to do still better the things for which each is best fitted by nature. The constant practical combination of study, work and spiritual devotion in normal living gives these young men and women self-reliance, self-
control, hardihood, practical ability and power of leadership."

1. Dr. P. P. Claxton, An Appeal, p. 13
The proof that Madison is training young men
and women for leadership in rural communities is
found in the "units". Scattered through the South
are institutions smaller than Madison, operated up-
on the self-same principles as Madison. The follow-
ing are some that are directly connected with Madison:

Reeves, Georgia
Portland, Tennessee
Atlanta, Georgia
Greenville, Tennessee
Old Fort, N. Carolina
Peewee Valley, Kentucky

Sunshine Health Center
Chestnut Hill Farm School
Georgia Sanitarium
Takoma Hospital and Sanitarium
Pine Cove Rural Sanitarium
Peewee Valley Sanitarium and
Hospital

Morgantown, N. Carolina
Lawrenceburg, Tennessee
Knoxville, Tennessee
Fountain Head, Tennessee
Florence, Alabama
Candler, N. Carolina
Fletcher, N. Carolina
Chunky, Mississippi
Birmingham, Alabama
Ganner Elk, N. Carolina

Glen Alpine Rural School
Lawrenceburg Sanitarium and
Hospital
Knoxville Sanitarium and
Hospital
Fountain Head Sanitarium and
Hospital
El Reposo Sanitarium
Pisgah Industrial Institute
Asheville Agricultural School
and Mountain Sanitarium
Alabama-Mississippi Academy
Birmingham Agricultural School
and Pine Hill Sanitarium
Laurel View Sanitarium

The following are some others not so directly con-
nected with Madison:

Long Island, Alabama
Trussville, Alabama
Woolum, Arkansas
Dahlonega, Georgia

Sand Mountain Sanitarium
Mountain Park Floral Farm R. #1
Bethany Rest Home
Dahlonega Farms, Inc.
Louisville, Kentucky  
Marshfield, Missouri

Chloride, Missouri  
Weatherford, Oklahoma

Red Boiling Springs,  
Tennessee

Memphis, Tennessee  
Monteagle, Tennessee

Louisville Treatment Rooms  
James Valley Agricultural Academy

The Wildbirds  
Dr. D. Gaedes' Sanitarium

Leslie's Bath House  
Memphis Treatment Rooms

Cumberland Mountain Sanitarium

All of these centers had their inception at Madison and are carrying out at least some portion of the same plan. The permanent personnel of these units numbers nearly three hundred, among whom are many Madison graduates. In some instances it is the work of one individual in the unit who shows outstanding leadership ability.

I. H. Sargent, General Manager of the Laurenburg Sanitarium and Hospital, is one of the most active agriculturalists in that group of counties. He is the leading spirit in the agricultural fairs of those counties and for years has been the leading spirit in stock and land improvement.

Mr. K. Oertly of the Glen Alpine Rural School developed an especially fine red raspberry and strawberry market by producing a high quality of fruit. In this same unit has been developed a community nursing service upon which the local people place considerable dependence.

In the last few years, Neil Martin, through his radio program from the local station, has made Florence, Alabama, and that immediate community very health conscious. He has done more, for he is putting out whole
wheat, grain and bakery products suitable for a healthy diet.

Mr. J. T. Wheeler is successfully demonstrating to the government authorities at Peewee Valley, Kentucky, how the sick and needy of the community can be properly cared for very inexpensively and put back on a self-supporting basis.

The Fountain Head Rural School early specialized in strawberry culture. By experiments in growing and packing, a high grade article was produced. By cooperative shipping and inspection the demand for their berries brought top prices. Others in that district saw the results and are now profiting by it. At this same school the making of a special lawn chair was started and soon grew into a fair sized industry, several thousand chairs being sold each year. This provided a good home market for local selected oak.

In Georgia, the state authorities are satisfied that Mrs. Mabel B. Wheeler has demonstrated how undernourished or boarder-line children, when young, can, with very little expenditure of means, be given a chance to acquire good health and at the same time continue their schooling. This eliminates the necessity of becoming state wards and a source of economic loss to the community later on.
In the following quotation, where Dr. Claxton speaks of elementary schools, Madison calls them "units".

"The educational work of this school (Madison) does not stop with itself. Former students have opened elementary schools in the hill country near Nashville and in the mountains of Tennessee, the Carolinas, Georgia and Alabama. Their spirit and methods are the same. They are self-sustaining except for the small amounts of money necessary for the purchase of land and buildings. Pupils do productive manual work daily. Teachers visit the homes of the children. Parents and other men and women of the community meet at the school to discuss their problems of home and farm. Results are quickly seen in better farming, better home-making, better health and health habits, and better living generally. At some of these schools are small sanitariums for the use of the community. Nowhere have I seen more practical results in elementary schools. These smaller schools would alone justify all the cost of the school at Madison."

The size of the unit varies according to the time it has been in operation, the location and the type of work undertaken. Some of them will always be but a small group, as a small group will function best under the local conditions. Others are nearly unlimited as

1. Dr. P. P. Claxton, An Appeal, p. 13
to opportunity for growth, and can serve in the type of work undertaken a large surrounding community. A good representative of the former would be the unit at Portland, Tennessee - the Chestnut Hill Farm School. Here is located one of the small, elementary rural "schools", mentioned by Dr. Claxton. Here only four adults constitute the permanent personnel. Fifteen students would be about the maximum number that could be expected from the local community. Within the past year a boy and a girl were outfitted and sent by this unit to a larger unit where they are taking full high school courses and are earning all their expenses, besides standing well up in their school work.

At each of these units some outstanding community work is being done. This work usually takes the form of community health and agricultural problems. In every instance full co-operation with the local agencies is maintained and in many instances the local authorities are depending on them for very material aid in carrying out necessary programs.

At Madison the student meets the same problems of budgeting of time, energy and what little cash they have access to, as they will meet out in life work. Cooperative pooling of mental and physical assets on the part of two or more people enable them to settle in a rural district where the standard of living is entirely
too low, and actually demonstrate how to be self-
sustaining on a much higher standard of living and
help those around about them to do the same.

In order for the needed work to be done in many
communities the individual who has the leadership
qualifications must have associates trained to work
together for a common end. Therefore, in the workers
of the units are found great diversities of abilities.
The following list of the various positions, held by
these workers as taken from a compilation of the per-
sonnel, shows a large vocational spread:

Superintendent
Nurse
Farmer
Mechanic
Teacher
Medical Director
Supt. of Hospital
Instructor of Nurses
Operating Room Supervisor
Anesthetist
Librarian
Supervisor of Nursing
Stenographer
Bookkeeper
Chef
Industrial Manager
Auto Repair Man
Music Instructor
Purchasing Agent
Engineer
Painter
Purchasing Manager

Laundry Supervisor
Laboratory Technician
Matron
In charge of Diet Kitchen
School Principal
Shop and Repair Manager
Building Manager
Treasurer
Baker
Charge of Fruit, Berries
and Flowers
Business Manager
Charge of Dairy
Dietitian
Gardener
Charge of Treatment Rooms
Horticulturalist
Charge of Poultry
Industrial Manager
Auto Repair Man
Chaplain and Bible Teacher
Electrician
Pharmacist

As the work of the units increases there are addi-
tional calls for workers and for replacements.
The general plan of procedure in establishing one of these working centers is about the same in each case. At Madison and in full co-operation with it is the Layman Foundation. This is a permanent legal corporation chartered under the General Welfare Act of Tennessee. The names of those who are on the Board of Directors also appear in similar capacity with those on the Madison corporation. It acts as a holding company for the property invested in those units directly connected with Madison.

In the beginning funds are provided for equipment and land. Counsel in the management and activities is given. As the unit prospers, aid is withdrawn and turned to new centers. Thus the fund in the hands of the Foundation is used repeatedly to aid in establishing new units.

The school may be a day school. In this case the maintenance deals only with what permanent personnel may be needed and the up-keep of the buildings. If the school is to be a boarding school, then the problem of the proper care in housing and feeding the students becomes much greater. In either case, a certain cash income is essential. This is provided by some industry, special cash crop, student tuition, or some health work such as a sanitarium or small hospital, or a combination
of all. At these units the basic industry is agriculture. This is so for the more nearly the unit can produce the necessary food it needs, the more nearly it equalizes the largest item of expense. Internal labor is not paid for in cash but in credit which in turn is applied to the chargeable expenses of the various members. Thus the only cash transactions are those dealing with outside items and that portion of salary remaining to the credit of the worker. The students furnish the large bulk of labor for which they receive credit which in turn is applied against board, lodging and tuition. If the supervision and set-up is right, each student earns in labor enough to pay his way and enough extra for the school so that the overhead per capita is mostly provided for.

In order to see more clearly how this works out, it might be well to examine a financial report of one of the average sized units. This unit has a permanent personnel of eleven with an average of thirty-five boarding students for the year 1935. Provisions are made in one of the cottages for taking care of three or four patients.
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patients &amp; Boarders</td>
<td>$890.63</td>
</tr>
<tr>
<td>Students</td>
<td>$84.67</td>
</tr>
<tr>
<td>Donations</td>
<td>$54.19</td>
</tr>
<tr>
<td>Berries Sold</td>
<td>$133.81</td>
</tr>
<tr>
<td>Sale of 3 cows and 1 calf</td>
<td>$41.55</td>
</tr>
<tr>
<td>Nursery (community)</td>
<td>$25.25</td>
</tr>
<tr>
<td>Groceries sold</td>
<td>$5.74</td>
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<tr>
<td>Rent of Mule</td>
<td>$.50</td>
</tr>
<tr>
<td>Clothes sold</td>
<td>$1.50</td>
</tr>
<tr>
<td>Loans</td>
<td>$86.32</td>
</tr>
<tr>
<td>House repairs</td>
<td>$12.83</td>
</tr>
<tr>
<td>Freight &amp; Express paid</td>
<td>$3.55</td>
</tr>
<tr>
<td>Doctor's bill paid</td>
<td>$1.00</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$1341.54</td>
</tr>
</tbody>
</table>

Note that the largest source of income is expressed in two items:

- Patients and boarders $890.63
- Berries sold $133.81

As the total income was but $1341.54, the few patients
furnished 66% of the cash income and one item of the farm, a cash crop of berries, very nearly 10% or the two together, 76% of the cash income. Likewise the greatest expenditure was for food. This item of $351.95 was but 26% of the total. From this it is seen that only a relatively small cash income will, under the above conditions, carry a large group of people.

In the school work of the units, the local educational boards set standards and requirements which are recognized and complied with. In the medical work, due to the fact that Madison meets the requirements of the various medical associations, the local state requirements work no hardship on the nurses who go into this work. In the items of income of the unit mentioned above, there is one sum, $25.25, that is interesting. This is brought in as the result of community nursing. As the greater part of this type of work is unremunerative except as articles of farm produce are brought in, it would indicate a considerable amount of community nursing done by this unit.

One of the larger units, located at Fletcher, North Carolina, having a permanent personnel of forty-three, will illustrate the fact that a successful set-up is attained only where each step in the development is carefully planned by leaders trained and experienced in just
this type of service. A somewhat detailed study of the organization and work of this unit will show further how Madison, in training a few leaders and having them go to a distant point and put into operation those principles of self-support and community service which they learned at Madison, comes directly in contact with the rural problems and helps in their solution over a larger area than would be possible otherwise.
ONE OF THE MOST ENTERPRISING RURAL CENTERS OF THE SOUTH, OPERATING ON A PLAN SIMILAR TO THAT OF MADISON, IS THE ASHVILLE AGRICULTURAL SCHOOL WITH ITS MEDICAL DEPARTMENT KNOWN AS THE MOUNTAIN SANITARIUM AND HOSPITAL. IT IS LOCATED IN HENDERSON COUNTY, NORTH CAROLINA, ON A MAIN HIGHWAY BETWEEN HENDERSONVILLE AND ASHVILLE.

The elevation is about 2200 feet. The climate is so delightful that Henderson County is very popular with northern tourists in the winter and southern tourists in the summer. The institution covers over 700 acres of land, 70 to 75 of which are under cultivation. Recent purchase of adjoining land gives control over a bountiful water supply.

A large tract of timberland has furnished lumber for building. The school operates its own sawmill and by careful cutting a very adequate supply of timber and fuel is assured.

There are forty-five in the permanent personnel. Eighteen of these are graduates of Madison, others have been trained for their present work right at the school.
In its Certificate of Incorporation, it states:

"Article 4. The General Purposes of this Corporation more particularly are: the founding of an agricultural and normal school and a sanitarium for the training of medical missionary nurses at Fletcher, North Carolina, and, if desired, at other places in the state of North Carolina, and elsewhere in the United States for the training of missionaries, teachers and farmers who are willing to devote at least a portion of their lives in unselfish, unremunerative missionary labor for the glory of God and the benefit of their fellow-men.

Article 8. The general object for which this charter is obtained is the general welfare of society and not for individual profit, hence its members are incorporators and not stock, or share holders. It has no capital stock."

There is a grade school with 30 students and a high school with 85 students. Preference is given to boys and girls from the immediate country. Seven teachers are employed. Mrs. Jasperson, a graduate of Madison, is principal. The school is accredited by the Southern Accrediting Association.

The high school building is a beautiful, modern building in a wonderful setting. It was designed by a member of the faculty and the labor was furnished by
students. The shingles for the roof are all hand-cut, the lumber sawed and finished on the place. It is of brick construction and these bricks are community made. Even the trim, door and window frames are made in the wood-working shop. The lighting fixtures, electric, are designed and made on the place.

The surplus raised on the farm is canned for winter use. In addition, greenhouses furnish fresh green vegetables through the winter. A power-operated modern laundry is one of the busy places. A well-equipped bakery furnishes bread to the institution and to the city cafeteria and sells considerable surplus in the town.

Mr. Lewis, another graduate of Madison (1910), is in charge of the farm and has proved so successful that the T. V. A. has selected the school farm as one of ten to be used as a demonstration project.

Largely through the co-operative efforts of the school in leading out, the first agricultural fair in Henderson County was held last year, 1935, and proved a great success. Here, as at Madison, the farm occupies a very important place in the schedule. It furnishes food for the school, the sanitarium, and the workers, and at times gives an excess of some special crop which acts as a medium of exchange with the local markets. It furnishes labor for the students. It is also a demon-
stration of right farming for that community.

Another center of activity for the boys especially is the "shop". Here wood-working, machine work, farm blacksmithing, tinsmithing, ornamental iron work and general auto repair is carried out. This serves to give many hours of labor to the students and at the same time prepares them for some of the home problems.

A large building program is just ahead. The school is out of debt, is self-supporting, has made wonderful growth and is looking forward to erecting a hospital unit consisting of two large buildings.

This wonderful growth is due primarily to the large income derived from the Sanitarium. Thus the medical work here, as at Madison, is part of the vital school activities.

High school students clean patients' rooms, help with the cooking, carry trays, act as call boys, as firemen, as orderlies, and cut wood and haul coal for sanitarium boilers; the shop keeps the sanitarium in repair; the print shop does the printing; high school teachers contribute by furnishing music and entertainment for patients; and the school cafeteria feeds sanitarium workers. Thus is the medical work interwoven with the very fiber of the institution's life.

The Mountain Sanitarium and Hospital has a bed
capacity of thirty-seven, of which twenty-seven are private rooms. The institution is equipped to do surgery and to care for obstetrical patients; it has a good X-ray machine, and a laboratory in which over three thousand tests were made during the past year; and there is a fairly well-equipped physiotherapy department for both men and women.

Two years ago the institution was fully accredited by the American College of Surgeons.

Mrs. Lowder, who took two years training here and graduated from Madison, has charge of the physiotherapy department. Mrs. Witt, the first graduate to take North Carolina State Board, is nurse supervisor in the outpatient department; Mrs. Nestell, who took some training in our School of Nursing and graduated from Madison, is operating-room supervisor. There are fourteen student nurses.

During 1935, nearly 600 patients were admitted, of whom 67 per cent were from this immediate vicinity, or Henderson and Buncombe counties; 80 per cent of the patients were from our own state. Patients came from nineteen states, and one from Canada. Total patient days for the year was 9021, a gain of 900 over the year 1934. Number of surgical cases was 217, with 51 major and 168 minor operations. Obstetrical cases in the hospital were
42, and 53 in the homes of our neighbors. During August, 1935, 73 patients were admitted.

Much medical work among the sick in the community is done. The out-patient department showed a gain of 300 patient visits over the previous year, a total of 2404. During the year, Mrs. Sheldon, wife of the pastor, assisted by the senior nurses, conducted two very successful home hygiene classes for the women of the neighborhood. The course consisted of twenty two-hour lessons. Twenty-three women completed the first course which was held here at the institution and received the home preservation certificates. A very interesting closing program was held in their own chapel last May before a house packed with neighbors and friends.

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

Although the main object of this study is to point out how Madison is meeting some of the demands made upon our educational institutions for men and women trained
to serve as leaders in the rural communities, there is also a great value which Madison renders to society at large.

Dr. John Reisner, executive secretary of the Agricultural Missionary Foundation in New York City, is instrumental in helping those engaged in social service who come from foreign lands or who are going to foreign lands, to visit various places in the United States that will illustrate practical ways of carrying on that type of work. By this means, Principal V. W. Chang of the Rural Leaders' Training School, College of Agriculture and Forestry, University of Nanking, China, paid Madison a visit. After his visit, he wrote ".....It was a great pleasure to visit your school. Certainly you have done a wonderful piece of educational work at Madison. I have never seen anything like it elsewhere in the world. Educators in different countries have dreamed of a new type of school. I was so pleased to see an ideal school in action at your place.....From my visit to you, I learned a great deal that will help in our work......If possible, we would like to send some of our students for training. Many thanks for the inspiration and courage you have given me."

The experience of Mr. Chang is repeated over and over again. Visitors at Madison are numerous. These visitors
come and see the "Madison Plan" in operation; they return to their own field of activity greatly influenced by what they have seen at Madison.

Many students elect to go from Madison and complete their education along special lines elsewhere. Many do not enter a "unit" to work; they go here and there throughout the world field and engage in various activities. Who would dare deny that, through these also, Madison reaches out in service to humanity?

Many times a definitely expressed opinion from those who are in a position to observe at first hand is of great help in evaluating a specific activity. By permission, the following quotations from letters written to Dr. S. E. A. Sutherland, President of Madison, will express such an opinion:

University of Tennessee
Knoxville, Tenn.

H. A. Morgan, President January 30, 1930

My dear President Sutherland:

The University of Tennessee is glad to express confidence in the program of the Nashville Agricultural Normal Institute. We have followed your work for many years and commend your plan to anyone interested in contributing to the training of men and women for leadership.

Sincerely yours,

H. A. Morgan
Conference of Southern Mountain Workers

Helen H. Dingman, Executive Secretary

Berea College,
Berea, Kentucky,
April 3, 1930

Dear Dr. Sutherland:

It is with real interest that I hear of your hope to make the Nashville Agricultural Normal Institute a senior college. The daring of your plan of practical Christian education based on the principles of service and self-help has intrigued me ever since I first heard of your school, and even more since I have had the privilege of visiting Madison and of seeing the scheme in actual operation. Your students are really learning by doing, not is the "doing" an artificial program of giving them work and experience, but an efficient means of earning their way by rendering a most important and needed service.

One of the most fascinating parts of your program to me is the way it works out in the service rendered by your graduates in small rural communities. I have had five years experience in religious and social service in a rural section and know the difficulties of "helping the people to help themselves," even when the maintenance and equipment of the center, as well as the personal support of the workers, have been contributed by outside sources. The faith and courage, therefore, of your workers who enter a community without salary on the same economic footing as the people residing there, and work out with them the problems of making a living as well as a richer, more satisfying life, quite thrill me.

It is with real happiness that I endorse the expansion of an institution that is turning out graduates who can and are doing such efficient and sacrificial service. Your enterprise is a real demonstration in modern education and will, I hope, be studied and supported by more and more people.

Helen H. Dingman
Protestant Hospital
Nashville, Tenn.
Dr. E. M. Sanders, Superintendent

Dec. 16, 1929

Dear Doctor Sutherland:

I am writing to say that since I became acquainted with your institution, which was about twenty years ago, it has been one outstanding institution in its far-reaching influence on the human family.

Having been in daily communication with you and your people, I feel that I am peculiarly fitted to express an opinion as to the value of the rather peculiar type of education that you are giving. In my judgment, it is one in a class by itself and far ahead of any other educational institution with which I am acquainted. Your students are serious-minded men and women who have a definite plan in life and go out into the world to project the principles taught in your institution and perfect a system to reach that class of people who otherwise would not have the advantage of education and all the blessings which go with it.

Yours truly,

E. M. Sanders, M. D.

Executive Committee of Foreign Missions
of the
Presbyterian Church in the United States

Office of Secretary                  Post Office Box 330
                                      Nashville, Tenn.
                                      Nov. 29, 1929

My dear Dr. Sutherland:

For more than twenty years I have known you and other associates with you in the Nashville Agricultural Normal Institute. I have, therefore, had an opportunity to observe the fine work you are doing in educating and training worthy young men and women for Christian service.
You have a host of friends in Middle Tennessee. The Madison Sanitarium and the Agricultural Normal Institute have been a great blessing to the people of this community and to the hundreds of young men and women who have come from other states to be trained for life service.

With many good wishes, I am

Cordially yours,

James O. Reavis

William P. Cooper, Lawyer
Nashville, Tennessee

March 11, 1930

Dear Doctor:

About twenty-five years ago, I recall distinctly seeing you and a little handful of associates settle on this then rough land near Madison and institute the work which has now grown into a great school and hospital on a now fertile farm. I have seen your hospital and school at Lawrenceburg. I have met and come in contact with many of the educators, doctors, and scientists who are conducting your activities from devotion to your cause. I know the high standing and general public respect and good-will which your institution deservedly enjoys in this community.

I know of no public institution which translates its Christian beliefs and teachings into visible deeds and action rather than words of mouth alone, with the force and effect which your institution has done. Certainly it is worthy of public support in any effort to broaden its work and extend its activities.

So as to identify myself to strangers who may see this letter, I think proper to state that for twenty-one years I have been a member of the Nashville Bar and for twelve years past, among other clients, I have been and am now General
Counsel of the Tennessee Bankers' Association, an organization including about five hundred fifty banking corporations of this state.

With kindest personal regards, I remain

Yours very truly,

W. P. Cooper
SUMMARY

There is no single remedy for the educational ills of society today. Many different set-ups for the purpose of meeting some of these educational problems have been tried. Some of these set-ups are showing considerable merit and withstand the test of application over a fair period of time. Antioch College started in 1853 with no outstanding differences in its aims and methods from others in the central states. In 1920, when Dr. A. E. Morgan was elected president, a change took place and the educational philosophy of Horace Mann, adapted to present needs, was inaugurated. Here the student body work under the co-operative plan. It has, with some considerable degree of success, withstood the test of time for the past sixteen years.

Madison has been in operation for over thirty years with no notable changes in its set-up. The main objective, training young men and women so that they are able to move into a rural community, successfully support themselves on a fairly comfortable standard of living and teach and help others to do the same, is in full harmony with modern demands upon our educational institutions.
In qualifying for leadership in a rural community it is necessary for the individual to learn how to deal successfully with others in those everyday life problems so frequent in a rural community. Madison meets this requirement and in doing so meets a second one.

This second problem is the one of meeting the expense involved in obtaining a college education. Many young men and women who are otherwise equipped to receive a college training cannot do so because of the expense involved. At Madison enough remunerative work is made available to the students so they can care for this necessary item.

In order to do the required work, both outside and inside the classroom, the student must budget all resources. This includes their time, their physical strength, their mental resources, and available cash. In meeting the standard set for remunerative labor, the student soon faces the need of producing not only enough for self but also a little extra for the institution. These factors, combined with self-government for the student body present the same every-day problems the student will be called upon to face when out in the world.

The training received during the years in college in providing necessary shelter, food and clothing, in obtaining the formal learning required in the chosen field,
and in living in Christian fellowship with others, has provided an exceptionally well-prepared group of people to enter the field of social service in a rural community.

The large number of self-supporting groups rendering real community service that have spread out from Madison to many parts of the South is real evidence that the work of Madison contains a large element of success.
BIBLIOGRAPHY

Bonser, F. G., The School and Society

Finney, Ross L., Sociological Philosophy of Education

Taylor, Dr. Alva, Madison Survey, January 1, 1936

Claxton, Dr. Philander Priestly, An Appeal
THE APPENDIX
Student's Application to Enter
The Nashville Agricultural Normal Institute
Madison Rural Sanitarium
Madison, Tennessee
A training school for self-supporting missionaries

Date of application

Applicant's name in full ___________________________ Date of birth ___________________________

Home address in full ___________________________

Name and address of nearest kin (state relationship) ___________________________

If married, state size of family ___________________________

Are you sending three letters of recommendation including one from the principal of your school? ___________________________

Have you read the school calendar? ___________________________

What other Madison literature have you read? ___________________________

Is it your purpose to enter self-supporting missionary work? ___________________________

Can you make the $35.00 deposit? ___________________________

How will you meet your tuition expense? ___________________________

How will you meet other school expenses? ___________________________

Are you in debt to any other school? If so, name the school, and give the amount ___________________________

Are you free from domestic responsibilities that might interrupt your course in school? ___________________________

If accepted, when do you wish to enter? ___________________________

For what do you wish to prepare? ___________________________

How long do you plan to remain in school? ___________________________

Extent of education? ___________________________

Obtained in what schools? ___________________________

Give list of high school subjects you have had with amount of credit allowed for each:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(Over)
If you have taught, state amount and character of work

Of what church are you a member?

Location (city and state)

Give full name and address of your church elder

Give lines of church work in which you have had experience

Nationality

Are you able to do laundry work? gardening? sweeping?

Of what trades have you a working knowledge?

State your qualifications for work

Will you come provided with proper clothing and other articles as outlined under “What to Bring” in calendar?

Remarks:

NOTE: Application to enter the Institute is considered a guarantee that the applicant puts himself in harmony with the principles and rulings of the institution and will help promulgate them.

N. B. Rulings to which the attention of students is especially called:

1. Anyone at Madison found guilty of stealing, forfeits his place in the school.

2. Students out nights without making previous satisfactory arrangements, thereby forfeit their place in the school.

3. By the use of tobacco or intoxicating liquors, a student voluntarily forfeits his place in the school.
Statements of Physical and Dental Condition

Note: Before applicant can be accepted, statements of physical and dental condition must be received by the college.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Age</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
</table>

(Last name first)

1. **APPLICANT'S STATEMENT**

Note: 1. The applicant should answer each item with a "yes" or "no" or brief descriptive term; or, if more room is needed, put number of the item on last page and write beside it the necessary information.

2. For any items on which the applicant can not state that he is normal, a physician's statement is required; that is, in addition to the general statement under II below, which is required of all applicants.

In your immediate family, has there been any (1) tuberculosis (2) abnormal nervousness (3) insanity or suicidal tendency Describe your general health (4) in early childhood

(5) in adolescence Are you subject to (6) headaches (7) weakness of the back (8) neuritis (9) rheumatism (10) anemia

(11) digestive troubles (12) bad breath (13) fickle appetite (14) loss of weight (15) excessive weight (16) poor sleeping (17) frequent colds (18) throat disorders (19) rupture (20) bladder trouble (21) Are you incapacitated for work during your periods? If yes, (22) for how many days and (23) what seems to be the cause?

(24) Take charcoal or carmine and report the number of hours before first appearance , heaviest appearance , and last appearance (to indicate whether constipated). (25) Do you have a habit of worrying?

(26) Are you habitually cheerful? State whether normal, or supply descriptive term: (27) eyes

(28) ears (29) nose (30) tonsils (31) heart (32) lungs

(33) abdominal organs (34) pelvic organs (35) lymph glands (36) skin

(37) arms (38) hands (39) legs (40) feet (41) nervous system (42) Have you been inoculated against typhoid? If yes, give dates for last series: 1st dose , 2nd dose , 3rd dose . (43) Have you had a diagnosed case of smallpox? (44) Have you been successfully vaccinated against smallpox as shown by vaccination scar?
II PHYSICIAN'S STATEMENT

Do you consider __________________________ has the physical and nervous health to carry a school program 
(applicant's name here)

and at the same time earn (his) (her) expenses by manual or clerical labor? __________________________

Remarks __________________________

(Signed) __________________________ (Physician)

(Address) __________________________

Note: If a complete physical examination is given and laboratory tests made, it is suggested that findings be recorded on a 
blank which the physician uses regularly and attached to this sheet.

III. DENTIST'S STATEMENT

What is the condition of __________________________'s teeth and gums? __________________________ 
(applicant's name here)

Remarks __________________________

(Signed) __________________________ (Dentist)

(Address) __________________________
Student's Application to Enter
The Nashville Agricultural Normal Institute
Madison Rural Sanitarium

Madison, Tennessee
A training school for self-supporting missionaries

Date of application

Applicant's name in full

Home address in full

Name and address of nearest kin (state relationship)

If married, state size of family

Are you sending three letters of recommendation including one from the principal of your school?

Have you read the school calendar?

What other Madison literature have you read?

Is it your purpose to enter self-supporting missionary work?

Can you make the $35.00 deposit?

How will you meet your tuition expense?

How will you meet other school expenses?

Are you in debt to any other school? If so, name the school, and give the amount.

Are you free from domestic responsibilities that might interrupt your course in school?

If accepted, when do you wish to enter?

For what do you wish to prepare?

How long do you plan to remain in school?

Extent of education?

Obtained in what schools?

Give list of high school subjects you have had with amount of credit allowed for each:
If you have taught, state amount and character of work

Of what church are you a member?

Location (city and state)

Give full name and address of your church elder

Give lines of church work in which you have had experience.

Nationality

Can you do heavy farm work?

Present occupation

Of what trades have you a working knowledge?

State the experience you have had in these trades

Will you come provided with proper clothing and other articles as outlined under “What to Bring” in calendar?

Remarks:

NOTE: Application to enter the Institute is considered a guarantee that the applicant puts himself in harmony with the principles and rulings of the institution and will help promulgate them.

N. B. Rulings to which the attention of students is especially called:

1. Anyone at Madison found guilty of stealing, forfeits his place in the school.
2. Students out nights without making previous satisfactory arrangements, thereby forfeit their place in the school.
3. By the use of tobacco or intoxicating liquors, a student voluntarily forfeits his place in the school.
Statements of Physical and Dental Condition

Note: Before applicant can be accepted, statements of physical and dental condition must be received by the college.

Name ___________________________________________ Date __________ Age ______ Height ______ Weight ______
(Last name first)

I. APPLICANT'S STATEMENT

Note: 1. The applicant should answer each item with a “yes” or “no” or brief descriptive term; or, if more room is needed, put number of the item on last page and write beside it the necessary information.

2. For any items on which the applicant can not state that he is normal, a physician's statement is required; that is, in addition to the general statement under II below, which is required of all applicants.

In your immediate family, has there been any (1) tuberculosis _______ (2) abnormal nervousness _______ (3) insanity or suicidal tendency _______. Describe your general health (4) in early childhood ________________________________ (5) in adolescence ________________________________ Are you subject to (6) headaches __________ (7) weakness of the back ________ (8) neuritis _______ (9) rheumatism _______ (10) anemia __________ (11) digestive troubles _______ (12) bad breath _______ (13) fickle appetite ________ (14) loss of weight _______ (15) excessive weight _______ (16) poor sleeping _______ (17) frequent colds ________ (18) throat disorders _______ (19) rupture __________ (20) bladder trouble ________

(21) Take charcoal or carmine and report the number of hours before first appearance _______ heaviest appearance _______ and last appearance __________ (to indicate whether constipated). (22) Do you have a habit of worrying? __________

(23) Are you habitually cheerful? __________ State whether normal, or supply descriptive term: (24) eyes ______

(25) ears _______ (26) nose _______ (27) tonsils _______ (28) heart _______ (29) lungs _______ (30) abdominal organs _______ (31) pelvic organs _______ (32) lymph glands _______ (33) skin _______ (34) arms _______

(35) hands _______ (36) legs _______ (37) feet _______ (38) nervous system _______ (39) Have you been inoculated against typhoid? __________ If yes, give dates for last series: 1st dose _______. 2nd dose _______. 3rd dose _______. (40) Have you had a diagnosed case of smallpox? __________ (41) Have you been successfully vaccinated against smallpox as shown by vaccination scar? __________
II  PHYSICIAN'S STATEMENT

Do you consider __________________________ has the physical and nervous health to carry a school program
(applicant's name here)
and at the same time earn (his) (her) expenses by manual or clerical labor?

Remarks

(Signed) ____________________________
(Physician)

(Address) __________________________

Note: If a complete physical examination is given and laboratory tests made, it is suggested that findings be recorded on a
blank which the physician uses regularly and attached to this sheet.

III. DENTIST'S STATEMENT

What is the condition of __________________________'s teeth and gums?
(applicant's name here)

Remarks:

(Signed) ____________________________
(Dentist)

(Address) __________________________
Nashville Agricultural Normal Institute
Madison, Tennessee

RECOMMENDATION

(This blank should be handed to someone who is not a relative of the applicant, put who is in a position to answer the questions intelligently.)

In order that we may do our utmost to develop students spiritually, intellectually, and physically, we wish to learn something about their interests, ideals, and experiences before they come to us. The information you furnish will be confidential. Please answer the questions as fully as possible. Send the blank directly to the College, and not to the applicant.

Name of applicant. ___________________________ First Name ___________________________ Middle Name ___________________________ Last Name ___________________________

Address in full. ______________________________________________________________________

1. What is the applicant's reputation for honesty? ___________ Integrity? ___________ Morality? ___________


Ready to take advice? ___________________________ Neat? ___________________________

3. Does the applicant use tobacco? ___________ Intoxicants? ___________________________


5. What use is made of spare time? ______________________________________________________________________

6. What type of reading is chosen? ______________________________________________________________________

7. Write briefly of religious life and activities. ______________________________________________________________________

8. Attitude toward principles of diet, health, and hygiene? ______________________________________________________________________


10. Applicant's experience in supporting himself? ______________________________________________________________________

11. Present occupation? ______________________________________________________________________

12. Present financial condition? ________________________________ Economical? ________________________________

13. What are applicant’s strong points as an employee: Cooperative? ________________________________
    Steady? __________________ Dependable? __________________ Carry responsibility? __________________
    Maximum time in one position? __________________ What was it? __________________

14. What are applicant’s strong points as a student: Cooperative and obedient? __________________
    Intellectual ability? __________________ Classified in school work as:
    Superior? __________________ Medium? __________________ Low? __________________

15. Write anything else which you think may be of interest or of value in helping the applicant, such as some outstanding trait which should be restrained or cultivated. ________________________________
    ________________________________
    ________________________________
    ________________________________
    ________________________________

Date ________________________________

(Signed) ________________________________

Official Position ________________________________

Address in full ________________________________
## HIGH SCHOOL CURRICULUM

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
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<td>History, Anc.</td>
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<td>Comic and Problems</td>
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<tr>
<td><strong>Electives 5 units</strong></td>
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<tr>
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<td>Com'l. Arith.</td>
<td>Bookkeeping</td>
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<tr>
<td></td>
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<td>Music</td>
<td>Music</td>
</tr>
</tbody>
</table>

1. Pupils of the first and second years must restrict their choice of electives to those subjects listed as such for first and second years; pupils of the third and fourth years must restrict their choice of electives to subjects listed as such for third and fourth years.

2. All girls are required to take one unit of home economics.

3. Particular emphasis is laid upon the teaching of agriculture, the school farm affording ample facilities for practical work and demonstration.
Acknowledgment is hereby made to:

Professor Winthrop S. Wells, Department of Education and Psychology, Massachusetts State College, for his kindly, efficient and constant direction and instruction;

and

the directors and teachers at the Nashville Agricultural and Normal Institute, for the many courtesies and great help extended during my year of residence at Madison.
Approved by:

W.W. Welles

Carl B. Fellers

V.O. Run

Committee