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BULLETIN No. 3

THE NASHVILLE
AGRICULTURAL AND NORMAL
INSTITUTE

MADISON, TENNESSEE
NEAR NASHVILLE

ANNOUNCEMENT 1905-06

OF INTEREST TO THOSE SEEKING
TRAINING AS MISSIONARIES

“ Industrial training is one of the most important problems before the American people. ”

“ No high degree of morals can be established or maintained without manual labor.”

“ In every school half the day should be devoted to studying from books, and half the day to manual training, out-of-door nature study, and work in school gardens.”

“ Five hours of manual labor a day will not only support the student, but will add to his intellectual vigor and conduce to his better physical, mental, and spiritual development. This work should be a portion of the curriculum.”

“ To work intelligently is education ; to abstain from useful work while getting an education is a false education.”

“ If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano ; but it is indispensable that she learn to make good bread, to fashion neatly fitting garments, and to perform efficiently the many duties that pertain to home-making.”

“ Multitudes of our boys would, through manual training in the schools, be kept from the street-corner and the groggery ; the expenditure for gardens, workshops, and baths would be more than met by the saving on hospitals and reformatories.”

"THE Bible should be made the ground work and subject-matter of education."

"Used as a text-book, the Bible will do for mind and morals what cannot be done by books of science or philosophy."

"Hold fast the Bible as the sheet anchor of your liberties; write its precepts in your hearts, and practice them in your lives. To the influence of this book are we indebted for all true progress made in our civilization; and to this we must look as our guide in the future."

CALENDAR

WINTER TERM opens Wednesday, December 6, 1905

Closes Tuesday, February 15, 1906

SPRING TERM opens Wednesday, February 6, 1906

Closes Tuesday, April 26, 1906

SUMMER TERM opens Wednesday, June 27, 1906

Closes Tuesday, August 30, 1906

THE NASHVILLE AGRICULTURAL AND NORMAL INSTITUTE

Greeting

These pages are addressed primarily to that little company to whose hearts the Spirit of work for souls has appealed, and who are casting about for a place where they can be trained for active missionary service.

The Conditions

The life of the Master-missionary was a strenuous one, and no easier time should be looked for by his followers. The one who gives himself to the cause of humanity thereby pledges himself to endure hardness as a good soldier. It is for such a life that the Nashville Agricultural and Normal Institute prepares its students. The training given is in the country, and life in this country school home is quiet, simple, and wholesome. It is the endeavor to approach as near as possible to the natural simplicity which has so far been destroyed by the city and its environments.

The school is young, and its first students have an advantage over all others in having an opportunity to unite with the founders in the up-building of the institution.

The school farm is located nine miles northeast of Nashville, one of the greatest educational centers in the territory south of the Ohio River. But this school on the farm does not endeavor to follow the plan of life or the methods of teaching pursued in most institutions of learning. It occupies a unique place in the catalogue of schools.

The Buildings

Manual training is one leading characteristic of the school. Manual training does not consist of building model houses or brick arches to be torn down and rebuilt, but of building the houses in which the work of the institution is carried on. Small cottages, neat, simple, and home-like, accommodating from four to eight students, afford unexcelled opportunity for the teaching of carpentry, while they enable the school to avoid the institutional and emphasize the home spirit. Every missionary.

will profit by an education of this character. It has a telling part to play in the training of workers.

Throughout all departments, students have opportunity to do a work which benefits the institution.

Studies and Pursuits

Agriculture and Dairying.—The farm on which the school is located is like much of the land in this part of the country. It has been over-worked in past years, and needs rejuvenating. Much of it will make excellent pasture, and from year to year student labor will be utilized in clearing it and encouraging the growth of blue grass and clover. The farm is capable of supporting a fair-sized dairy herd, and the dairy will be one of the chief sources of income for the support of laborers in the school. Instead of the inattention which characterizes many farms, it will be the purpose of the school to emphasize neatness and care in the handling of the cattle and all milk products.

Portions of the farm will be devoted to raising the various crops to which the land is adapted. These two industries offer opportunities seldom appreciated for the development of strong character. It was in such work that both David and Moses took their preparatory training.

Horticulture.—In some parts of the Southern States large quantities of fruit are raised, but this is not the case in central Tennessee. There was no fruit on the place when the school was established, but it is the testimony of many that fruit can be grown in this climate and on this soil, and this, together with divine promises, has led to the starting of a vineyard and an orchard.

Gardening.—The gospel commission, "Go ye and teach all nations," is constantly sounding in the ears of the school family. Wherever a student may go as a missionary worker, there is need of the skill and experience gained in the school garden.

The garden should furnish the tables with most of the necessities for a large part of the year. It does this while being also a most useful laboratory in the sciences.

Industrial Work for Women.—To furnish remunerative work for the women has been a problem partially solved by the vegetable garden, the flower garden, poultry raising, bee culture, the berries and smaller fruits, and handling dairy products. In these departments the school offers practical instruction to women, and when efficient, an opportunity to meet a portion of the expenses of their education.

Literary and Scientific Subjects.—The object of the school is to give a thoroughly practical, all-round training for missionary work. Students as they leave the institution should be known as advocates of certain well-defined principles.

Among these are: (1) the advantages, in this age of crowded cities, of the simple, wholesome life in the country; (2) the dignity of labor, for men and women have been educated away from handwork, and this

The first man who lived on the earth was a farmer. Gen. 2:5.

The first home on earth was a farm. Gen. 2:8, 15.

The farm was man's home after the fall. Gen. 3:23.

In Canaan every man (the Levites alone excepted) owned a few acres of land, and it was impossible for him to barter away the inheritance of his children. By the distribution of the land among the people, God provided for them, as for the dwellers in Eden, the occupation most favorable to development.

"The strength and glory of a nation depends on its tillers of the soil, and no nation will long survive the decay of its agriculture." Consequently when Israel forsook the land, the Babylonian captivity was made possible.

"I believe in a spade and an acre of good ground. Whoso cuts a straight path to his own living by the help of God, in the sun and rain and sprouting grain, seems to me a universal working man. He solves the problem of life, not for one, but for all men of sound body."

"No line of manual training is of more value than agriculture. In the study of agriculture, let pupils be given not only theory but practice. Let teachers share the work with the students."

President Eliot says, "I shall never be satisfied until one half of the curriculum of Harvard is devoted to doing things, instead of talking about them,"

school dignifies labor; (3) the benefits of a simple vegetarian diet and the rational treatment of disease; (4) the value of self-supporting missionary effort in the spread of the third angel's message. The church has largely divorced the missionary from the common people. The school wishes to make missionaries of the common people by encouraging self-sustaining missionary enterprises.

With this end in view the trades and industries are given greater prominence than in many schools. At the same time the value of a thorough literary and spiritual training is also recognized, and all those subjects are offered which are needed to train the Christian teacher for the primary school, for the preparatory school, and for the college, by the minister and Bible worker, and in medical missionary work under the direction of a physician.

City missionary work, teaching, visiting the sick and the poor, are some of the practical tests given students.

Most students will range between the ages of eighteen and thirty-six, although there are no arbitrary rules in the matter.

A good general education is required and deficiency in any branch must be made up.

Correlation

With progressive educators the correlation of subjects is a characteristic method. Some use one subject, some another as a central theme. In this school the Word of God is the subject with which all others are correlated.

The first requisite of every Christian worker is faith in God and a thorough acquaintance with his Word. It is not a theoretical but a working knowledge that is needed, and this can best be acquired, not by separate and distinct Bible classes alone,—although these are given,—but by a continual study of the Scriptures throughout the school life. This is attained by the correlation of all subjects with the Bible.

For Christian workers the Bible must be the basis of language, history, mathematics, and the sciences, both natural and social. If any other method is pursued, the student is left at the mercy of human reason and philosophy.

Correlation proves effective also in eliminating non-essential subjects, in strengthening the fundamentals, and in reducing the number of subjects pursued at any one time. Students are expected to divide their time between manual, intellectual, and practical missionary effort.

By many students a multitude of subjects are lightly touched upon and then left. A smattering of knowledge may satisfy some minds, but those who expect to continue study through life—who wish to make of life a school—must learn to concentrate the mind upon one subject and continue that study until a working knowledge is gained. In harmony with this principle, the student in this school carries one intellectual subject at a time, and leaves that for another when

a practical application can be made of the subject matter. This makes strong students and independent thinkers. By following the plan outlined, a student completes a definite amount of work in a short time. His ability as a student is put to the test, and in the course of a year he has covered as much ground as by the other method.

Laboratory Work

The laboratory (labor-atory) method is in constant use by all teachers. "Learning by doing" is the motto of the school, and thought is vitalized by being worked out by the hands.

The field, the garden, the kitchen, the dairy, the building department are all closely connected with class-room instruction, and constitute the laboratory for language, the sciences, and mathematics. Each class-room instructor is also instructor in some one or more of the industries.

It is by this method of education that young people who enter the school inefficient, and with character unformed, can be sent out strong, capable, and independent workers,—men and women who are able to do something in the world, and who do not have to be guaranteed a salary before launching a missionary enterprise.

Developing a Self-sustaining Class of Missionaries

When J. Hudson Taylor invited men and women to cast their lot with others in the great China Inland Mission, they were offered no stipulated salary. The result was that only those who were devout and who had proved their ability to do efficient work were ever accepted. This is considered the secret of the success of the China Inland Mission. Men who are able to do and to dare are the only ones who can meet such conditions, but it is by such that the work before us will be accomplished.

It is on this basis that the little company who first started this school worked, and it is this spirit which still pervades the institution. It is for the purpose of preparing young people to work for Christ, without a salary if need be, that every feature of this school is shaped and every energy is directed.

This training of workers, able, in case it seems best, to sustain themselves without drawing upon the funds of the conference, is not in opposition to the plan usually pursued in missionary work, but it is a strength and an addition to it.

We are aware that one hundred should be actively engaged in Christian work for every one now so engaged. This is but an effort to put ninety-nine to work. Before the message of salvation can go to the world, this spirit will be manifest. And when this spirit characterizes Christian laborers, men of the world will give of their means to forward the work.

The institution has the free use of a large farm, and to it the teachers are to look in the main for their support. The building and equipment fund consists of the small gifts of many friends.

Ask a Man Who Has Tried It

And he will tell you that no service is better

BETWEEN

CHICAGO AND ST. LOUIS

Than that of the Frisco Road

Day trains carry handsome Smoker, Free Reclining Chair Car, Club Car, Library Cafe Car, and Observation Parlor Car; electric fans in each car. Night trains carry handsome Smoker, Free Reclining Chair Cars, and Pullman Sleepers with berth lights. :: :: :: :: ::

Leave La Salle St. Station, Chicago, 10:37 a. m. and 11:32 p. m.

Leave St. Louis, Union Station, 9:30 a. m. and 11:30 p. m.



CHICAGO @ EASTERN ILLINOIS R. R.

W. H. RICHARDSON, G. P. A., Chicago, Ill.

Are You Interested in the South?

Do You Care to Know of the Marvelous
Development Now Going On In

The Great Central South?

Of Innumerable Opportunities for Young Men
Or Old Ones — to Grow Rich?

Do you want to know about rich farming lands, fertile, well located, on a Trunk Line Railroad, which will produce two, three, and four crops from the same field each year, and which can be purchased at very low prices and on easy terms? About stock raising where the extreme of winter feeding is but six (6) short weeks? Of places where truck growing and fruit raising yield enormous returns each year? Of a land where you can live out of doors every day in the year? Of opportunities for establishing profitable manufacturing industries; of rich mineral locations, and splendid business openings?

If you want to know the details of any or all of these write me. I will gladly advise you fully and truthfully.

G. A. PARK, General Immigration and Industrial Agent

LOUISVILLE @ NASHVILLE RAIROAD CO.
LOUISVILLE, KY.

Like the leader in the missionary work of China, this school finds that it is the "countless gifts of the many, however small their average ability, that promotes the cause, because every giver is incited by the fact of his gifts both to secure greater information and to offer more earnest supplications for it." Many are already connected with the school in this way, and many others will in like manner become associated with this school and its branches in the future.

The Mission

The mission of the Nashville Agricultural and Normal Institute is to train men and women to fill positions of usefulness on the farm, in the school-room, in the home, by the bedside of the sick,—anywhere and everywhere that Christian work is required throughout the vast region before us. A love of the country grows in the heart of every student educated on the farm, and this leads them to give the gospel message of country life. Teachers will be prepared for our own States and to go into Mexico, South America, and the islands to educate the children and youth.

Throughout this part of the country, private schools are popular, and many small industrial schools, following in general the plan of the parent institution, will be opened. The way has been paved in many localities for such schools, and in places noble-hearted men and women are already working out these principles.

In one mountain region of Kentucky five men have banded together to teach the mountain youth. For salary they take what is left after the expenses of the school are met. Sometimes they get \$5 a month, and sometimes not a cent.

A woman in Georgia has opened several industrial schools, in each case starting the enterprise by gathering together a few children to whom she told Bible stories. Mountaineers caught her spirit, prepared the lumber, and helped build the school.

The Nashville Agricultural and Normal Institute is centrally located, and those will attend who want to learn how a few consecrated men and women can go into a new place, secure a few acres of land, and, although drawing no salary, can by trusting God to give them means for equipping an institution, carry on a school for the children, medical missionary work, and improved farming.

Those wishing to enter a field where such work will be greatly appreciated are invited to correspond.

Government

The school deals with students of maturity who, when they connect with the institution, enter upon a life of service for God, which demands self-reliance, independence, and self-control. A strong co-operative and democratic spirit has characterized the work since its incipency, and those who wish to uphold this spirit will be welcomed into the school family. All rules and regulations are made and executed by the

members of the school family, students and teachers together constituting the legislative and the executive branches of the government.

Those wishing to enter the school should make definite arrangements by correspondence with E. A. Sutherland, Madison, Tennessee.

The Expense

The school endeavors to place a training for missionary life within the reach of all. All the work about the institution is performed by students and teachers. Some students can be given a sufficient amount of work to meet the cost of board, room, fuel, and laundry.

It is the custom for each member of the school family to have a part in the chores and other general work, requiring 2 hours per day (52 hours per month). The object of this is to lessen other expenses, and to cultivate a spirit of usefulness and generosity, always so much needed by the missionary.

The institution serves two regular meals per day, on the European plan. The cost varies according to the individual, from \$4 to \$7 per month.

An evening lunch is served when desired at the same rate as other meals.

Rooms rent for \$1.50, \$2.00, and \$2.50 per month.

Plain laundry is done at a price covering actual expense.

The cost of fuel and light is covered by a pro rata assessment which varies with the season.

What to Bring

The home life here is very simple, and the equipments consist only of bare necessities. Students may bring with them such things as rugs, curtains, and other articles that will increase their comfort.

Every one should bring sheets, pillow-cases, blankets, a pillow, bed-spread, table spread, napkins, towels, and substantial work and rainy-weather clothes. All washable articles should be plainly marked with the full name.

How to Reach the School

The Nashville Agricultural and Normal Institute is on a farm nine miles northeast of Nashville, the nearest station being Madison, Tenn., on the Louisville and Nashville R. R. The farm is two miles from the station. Students should write when they will reach Madison, and they will be met by a conveyance. If in Nashville, call up telephone 4105W.