

EDUCATION:

Deal with ODY's education at St. Lawrence and Boston Law School in chapter on his early life.

His interest in education has been as follows:

No material as to his activity as an alumnus prior to coming to N.Y. See Appleton or Brewer

He taught in Boston Law School for seven years. Course in Common Pleadings. Get material from some of his students.

Work for St. Lawrence:

See sheets on St. Lawrence for details.

1914. Made Vice-Pres. G.E. in charge of policy. Welfare, education etc. of employes came under his supervision. Molding of public opinion through advertising also.

1922 (?) Member, General Education Board.

1925 Chairman, Board of Trustees of WalterPage School of International Studies.

ODY's ideas on education shown from letters, speeches, etc.

Faith in St. Lawrence and its ideals. Believes it has a real place in the north country, and that some of the best college material produced in the U.S.A. is at its doors. Keep it simple, with high scholastic standards. Campus a thing of beauty as an influence in lives of students. Keep it small, with about 30% women. Denominational- Universalist--freedom of worship.

Education should stress importance of facts. Should teach student to think clearly. Approves of small college, and of co-education. Apparently thinks that dormitories coddle women too much.

ST. LAWRENCE UNIVERSITY

1890-1894 College days. See memoranda of Spurr and McKinney.

1894 A.B.

How soon made a trustee? In a speech made in 1921, he said that he had been a trustee "for nearly 20 years."

1913 January. Just after he came to the G.E. he was invited to meet the trustees of the Brooklyn Law School to discuss questions of policy, its relations to St. L., etc.

May. Appointed, with McKinney and Chas. Appleton to pass on question of a curriculum for the law school.

June. Asked by the trustees to investigate work of the school.

October. Wrote Chandler Wood requesting that he attend some of the B.L.S. lectures and write a report. Apparently made it in Jan. or early Feb., 1914.

1915 January. Rec'd notice to attend Directors' meeting. Had he been formally appointed a director?

1916 October. Appointment of committee to investigate relations of Law School and University. ODY a member.

1917 April. Report rendered, drafted by ODY

July. Plan for establishing special course in law for women.

His interest in the Law School apparently actively continued until June, 1922. Did he resign his trusteeship then?

1918 February. ODY a member of committee for Garrison Memorial Fund.

March. Decided to use fund for a chapel. Set about raising money. See file for particulars.

1921 December. Establishment of wireless station by at Canton in connection with college. Through influence of ODY.

1922 February 21. Letter of E.S. Hulett to SMC

"St. L. is a rather unique institution. There is something in the atmosphere up here which is not seen but is strongly felt. Some call it St. L. spirit. I can hardly explain what it is, but it is a something with which we all become inoculated. It has definite symptoms and generally the same end. This may sound like a disease, but it is not, for it has none of the unpleasant reactions of disease. It seems to bring out from everyone the best that is in him, and I believe makes a better man a better woman of everyone who comes under its influence."

1922. June. Appointment of special committee to raise money for Endowment Fund. ODY a member.

October. Meeting of Com. at dinner at Place given by ODY. Ray Gunnison appointed vice-chairman of General Committee. Letter from his father to ODY says, "But to you we owe very much for starting the 'ball rolling.'" See File, St. L. Miscellaneous.

October 30, 1922. Letter from Dr. Sykes. See same file.

"The two dinners which you gave not only were most artistic but were occasions which awakened the interest necessary to get the St. L. Campaign properly launched. The brief but spirited conversation around the table at the Lotus Club dinner which you seemed to deplore really was most beneficial because it stirred us all to determined and I believe wise action. Your native ability, supplemented by long experience in managing great affairs, makes you most skilful in directing groups of men who are eager to promote the welfare of institutions. I feel that things are started right and that results will eventually justify the action taken at the dinner last Tuesday evening. Indeed, I am confident that that occasion will in after years be regarded as historic in the affairs of St. L. In my own and in behalf of the college I wish to express gratitude."

See American Magazine, January 1923. Article about ODY

1923-24 January. See File, ST. L. Miscellaneous. Article by Irving Bacheller on "The Light House of the North Country." Possibly quote from it.

May. St. L. Dinner in N.Y. Speech on financing small college by ODY. See Fiel as above.

May, 17. Colliers' Weekly. Article by ODY

June. L.H.D. at Commencement given to ODY.

ODY started Students' Loan Fund.

1924. April. Correspondence in Dr. Sykes's hands to him from friends of ST. L. re ODY. See his letter to ODY under date May 20, 1924.

June. Elected President Board of Trustees.

Who established ODY Chair in International Law at this time?

1925 June - August. Exhibition of old manuscripts, mostly lent by ODY.

ODY began acquiring large plots of land in Canton for the University. Golf course laid out. 9 holes.

August. Cornerstone of Hepburn Hall and Beta Temple laid.

1926 March. Beta Temple dedicated. Given by ODY and Mrs. Abbott.

June. Miss Dean gave \$25,000 for a women's dormitory. \$2000 by ODY for a memorial room to his mother.

In mentioning amusements of his times do not forget to include Straw Rides.

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"One of the most interesting jobs in the world is making maps; one job more interesting is the things that map makers put on maps. Maps display the great courage, vision and imagination of men. What a wonderful story a map tells. Today every hill, velley and stream is outlined on the map. I always test a map by seeing whether or not Van Hornesville is on it."

As a freshman in college, with all the modest proverbially attached to a freshman, I demanded a special examination for advanced standing in mathematics. The professor who was kindly and wise, asked me to his room on Saturday morning at ten o'clock. He received me coldly and said that my examination was written on the blackboard. By that time, even the confidence of a freshman was somewhat shaken. My consternation increased when I saw the single question which was to determine, as it seemed to be then, my whole future. The question was - "Two times two equals what and why?" Mr. President, every sentence I tried to write in answer to that question looked so stupid and silly that I destroyed it as soon as written. Then it occurred to me that there must be some deep fundamental principle of mathematics which I had not yet learned and finally, in the greatest humiliation, I said to my professor that I thought I had better go back to the freshman class.

%III Education

Case is always interesting about Young. I talked about studying organization ~~of~~ General Electric as a basis. He says, of course, the General Electric was already thirty or forty years old when Young came in as Chairman, that his relation to it was a little like that of a new college President to his institution. He ^{inherited} fixed an established thing to carry on - cannot change - must add to it slowly.

Tells story of a talk that he gave at Schenectady to Executives. There had been a cranky officer or official who had been grumpy in talking with a customer, at least I think that must have been the basis of the talk. At all events Young thought that goodwill was being destroyed by a lack of proper ^{courtesy} ~~different~~ on the part of certain people. Goodwill, he said, is a ^{different} ~~good~~ thing to ^{ap-} praise in your accounting. We will put it down at a Dollar, but that has no relation to its value. It is one of those intangibles

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Young (Continued)

that cannot be measured. Young comes down grumpy in the morning. ^{are} ~~is~~ called to the telephone - ~~is~~ unfriendly - disobligng - ^{you are} ~~he~~ destroying goodwill. Now, let me beg of you if you feel that way ^{When} ~~why~~ do you come down in the morning - bring a stick of dynamite and blow up ^a ~~the~~ building. We can ^{eliminate} the damage that Young ~~did~~ - we can replace it. It is a simple matter, but what you may have destroyed by your discourtesy can never be measured or replaced.

"The northern part of the State of New York and certain corresponding territory in northern New England are the breeding places of what we may call the early American stock. Into this north country of New York State came the descendants of the pilgrims and puritans of New England. Into it came also from the valleys of the Hudson and the Mohawk, the descendants of the Dutch settlers of New York. A little later came the immigration of the Scotch and the Irish and other northern countries of Europe. These people cleared the land - developed the lumbering and the farms, and they exist today in purity of ancestry much as they did one hundred years ago. In this territory, there have been no great industrial developments and their consequent problems of Americanization. The farmers - the country storekeeper - the carpenter - all individualists and independent actors on their own account are the backbone of that country, and it is for their children that St. Lawrence desires to provide the facilities of education. What will the response be?

"The American people have not hesitated to provide ample facilities for the education of all kinds of special groups in America. Great institutions have been provided for the negroes - facilities of all kinds have been provided for the immigrants. Extraordinary sums have gone into technical schools. The question now is whether there will be a response to the call of St. Lawrence to enable her to give a cultural education of the highest type to the children of the seasoned pioneers of American life, who, after all, represent the backbone of America. If we undertake to

assimilate immigrants from all countries of the world, as I think we should, then it becomes necessary that we intensify and multiply in every way possible the usefulness of the descendants of the kind of people who originally cleared the land and who have for many generations maintained not only our best community life, but our most treasured ideals."

The early show of the intellectual interest in Young comes out in his Mother's talk. An interviewer ~~from the Watertown Daily Times~~ - from the Albany Knickerbocker Press - reports her as saying, when she called and questioned her, "that the boy, often after he got home from church would go out into the woodshed, get up on a pile of wood and preach a sermon to an imaginary congregation."

Somebody reports, too, of her saying with a chuckle that whenever he was interrupted he would quickly pretend to be doing something quite different.

In the same interview from the Knickerbocker Press, Mrs. Young is reported as saying, "He was not much different from other boys. From the first he had a great leaning towards books, study. He cared more for books than he did for the farm, ^{though} He always did his work and helped his father. He was a good boy, always did as he was told. When the time came and he decided that he wanted to go away to school we felt that he ought to go."

Somewhere else, F. M. C. notes, she said, "It is a poor job picking something for somebody anyway."

It was to this reporter she confides that there were many of the neighbors who thought it was a shame for the boy to go away and leave his father with the farm. Just the old fashioned way of bringing the boy up, I said. ^{She laughed and} the reporter speaks of ^{her} contagious laugh.

In connection with the wood shed orating should be ~~that~~ something that one of the old hired men ^{who} remembers the boy tells, "That he used to talk with him in German, also that he would go into the

Education (Continued)

cow barn and standing on a stool would address the cows. And if anybody entered he stepped down and pretended to be doing something else.

This man - George Kesselinger - who as I understand it is still living in Springfield or near by. Evidently a reader of books and frequently discussed their contents with Owen. It is he who tells of Y. taking up geology, which was not in his regular course and so mastering the text books^{that} he passed the regent's examination in it.

In the matter of the speaking, Mrs. Young tells how, after they would come home from church on a Sunday, the boy would go into the parlor, push the plush sofa away from the wall and standing on a behind it would gesticulate, make believe speech. It greatly disturbed Grandfather Peter who came out ^{ed} to her one day with a stormy face, "What is the matter Grandpa," she asked. "Oh, I am afraid that boy is going to be a minster and that I would hate." Grandpa Beter seems to have been an altogether difficult character. After his son took the farm he refused to do any work whatever. Once in awhile, Mrs. Young would say, "Grandpa, don't you think you could do this?"

"I could but I won't," he would say. There are other anecdotes of him among the file, if needed.

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From Miss Chandler's letter of May 7, 1931

"I spoke of the laying of the cornerstone in Van Hornesville on July 4, 1928. The following sentence is taken from a letter which Mr. Young wrote to his mother at that time. "I would like to get together all of my old teachers who are now living on the 4th in Van Hornesville." One of the articles placed in the cornerstone was a typewritten record of the correspondence from the time of the burning of the old schoolhouse. A copy of that record is in the apartment at 830 Park Avenue, in case you are interested in knowing more about that period."

Wm. J. Hefman born 10 March
from here - born at
age 5 college
at the time of the
mission of education in
St. Louis - born
over 100 years old
living - he had no
relatives in America
travelling in the
hospital at St. Louis
in the country

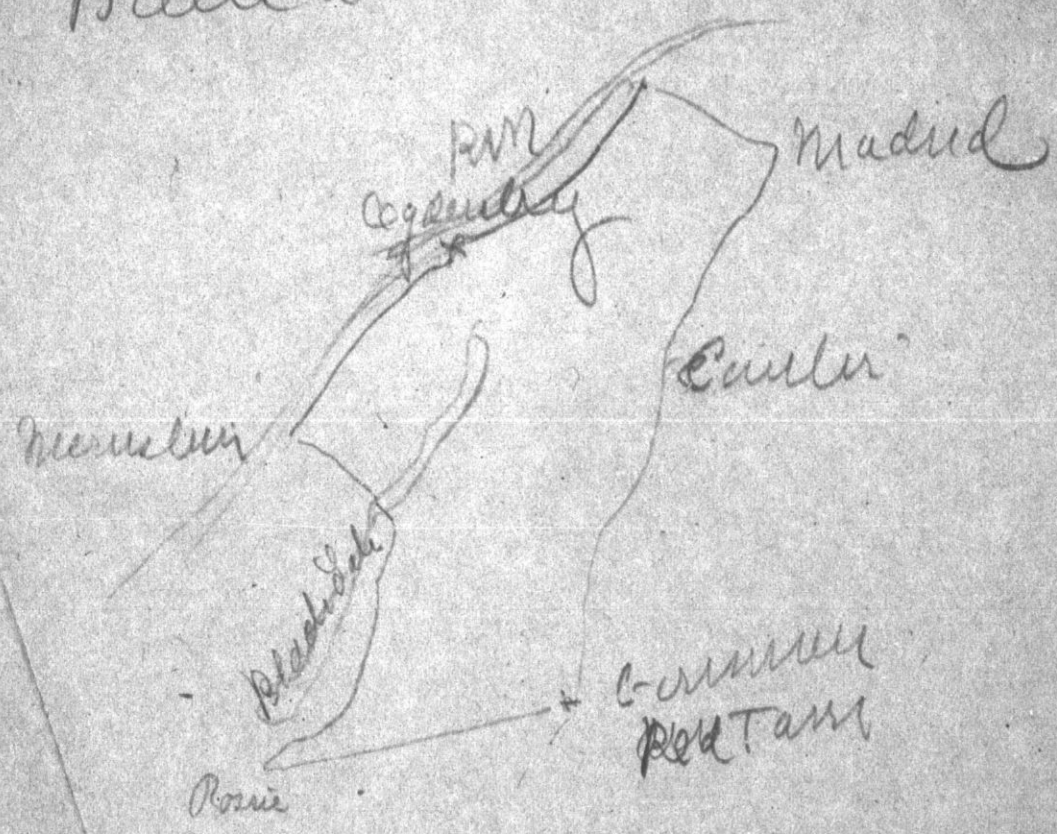
15/8 Ellsworth -

112 miles - C. walk to Madrid. n.w. 4.
egdenburg - at Q saw the Parrie House
now Fred. Pennington Museum. see NW
Parrie House. a French lady's car -
underway E. 2. 1/2 miles to the (some)
then it is (possibly) changing (some)
Pisagut - now Public Library
then a r.e. section in middle of
Mills is monument to Per Peguel -
now in 1746? / built - first here to
wheel - see museum - not a year
from river to Hamilton - left River
2 go s.w. to Beach Lake - cross it. east
a narrow of canal - road under way. Mill -
sharp corner between great (some)
with shoulder - glacial? - on the
road Parrie's again - came to Rossie
ion river - follow the (some) from
(x Bow) to Governor - where we live
at Red Tarn

15/18

2

Red Tarn Bull - in 1878 by Peter Van Buren
 nephew of the painter - a road house
 on coach route between Vinea & Agandeg
 P.V.B. placed the skin of the
 animal in the room -
 Bull to Carlin - 26 miles



13/8

g. Porch -

Cannot recall crest from Ellenville that
 you saw much of this territory in
 Thaul or is interested in it - now Hugh
 is moving from V. H. he comes here
 G. answered I principal interest of life
 notion of ^{made} ~~made~~ pupils was gathered -
 from sub all farms - sacrifice as
 lived every one.

did know Thistle by needed -
 spirit came - He didn't know. He
 nailed it - Best they wanted -
 By S. City after sleep.

The life of Matthew Fairbairn - graduated
 1871 - Per parents - wanted to be a
 came home finally to care for family
 did few years ago & left her estate
 4000 - to wife - & out of it "Maudy" gave
 was "died" & a monument put up

Man now for 40 yrs carried mail
 to village - sends 3 boys to St L,
 2 graduates - fine careers -

Secularists offered to H. side - in call -
 pay of well to the man later first -
 give of my pen - amilton found
 Big says give it to her - father after -
 the summer teacher - be a proper
 mission

All along the route later of the west
 College up in developing student
 in following time - fine principles
 kind of things native to young
 they hummed up student at

men your feel they are too much
 interested in their missionary side -
 too little in secular life
 education as a panacea - a magic

Little of head-fact -

Occasional glances of y. from
 E. confirm the habit of listening
 "this is what you mean" - certainly
 "No question here - this is the point
 until - can't do anything ^{with} ~~it~~ ^{it}
 until just is decided - Delator
 position of 2 questions - ~~which~~ ^{which} ~~one~~ ^{one}
 then comes further. Tell it -
 then find even valuable in
 most meeting - come regularly -
 depend on time - fairly good
 before - good politician (?)

Seriously considered -

clearness of statement - evidently
 natural clarity of mind - stating things
 to make them plain in order and clear -
 Thurst's should clear a number of things

Mr. R. H. Hunsicker

This is an excellent exam-
ple of what might be done
eventually in Westmore
County

See R 8 - on Road Making