CHAPTER XIX

Owen D. Young - Educator

It is not often that a man of fifty-seven has made a definite and distinguished place for himself as a leader in one field suddenly emerges as a leader in another. This sudden change is the more surprising when the new position in no way dwarfs the original - in fact rather adds to its stature.

This happened rather dramatically last summer to Owen D. Young. Over night people began to think of him as an educator. A single speech did it - and this is the way the speech came about.

Down at Haverford College in Pennsylvania they have been working for a considerable time on an analysis of present day college work. They had come to a point where they wanted to state - or re-state the tests which a man must stand if he is to meet the demands of today and tomorrow. What were the tests of an educated man? They needed help and it was this point that Dr. Rufus Jones of the college appealed to his friend, Owen D. Young. Dr. Jones knew if the world at large did not that Mr. Young had ideas on the subject born of experience and reflection and he begged him to help them clarify their minds.

The request brought a notable reply, simple enough for anybody to understand and searching enough to stir an educational world.

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"In my view," wrote Mr. Young to Dr. Jones, "the objective of an American college should be to assist a student:

"1 - To develop his character

"2 - To stimulate his intuitions and emotions.

"3 - To discover his mental aptitude and to train it.

"4 - To learn enough about our organized machinery of society to apply his gifts effectively.

"5 - To acquire skill in communications with others. That means languages both oral and written and manners too.

"I think I have stated these objectives in the order of their importance. The first two items seem to me largely neglected. In the third item, too much emphasis is put on training and too little on discovery. In the fourth, too much stress is put on the selfish satisfaction of the individual and too little on his obligations to society. The fifth must be a suitable carrier for the kind of load which is to be put upon it; that is to say, if the man operates in the field of science, clearness and accuracy are essential. If in the field of politics or literature, style must be added.

"Now I know that this is all so general that it may seem like a mere set of platitudes, but it is not so in my mind. A very complete course on obligations should be developed. I do not mean a sermon or a set of them, but practical instruction in

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what is expected of a man of character and why. The extent to which the whole world must rely upon it - how states, especially democracies, must have it - how it is more important to credits and currencies than the gold which is back of them - this will give you a glimpse of the kind of thing that is in my mind. We teach man to rely so much on their minds alone that the thousand and one subconscious nervous reactions become dwarfed in the process of our education. Our emotions suffer too from our science and mathematics and our fashionable scientific methods of dealing with history, art and literature. There is not enough of human contacts and understanding of human emotions."

Astute and thoughtful as this letter is it is doubtful if it would have gone far beyond College circles if Mr. Young had not been unexpectedly called upon to present the diplomas and make what he called a "little commencement address" to a class graduating from St. Lawrence University, a class of which his own son, Phillip, was a member.

Mr. Young knew at once what he wanted to put into his "little commencement address." It was the content of the letter to Dr. Jones. He wanted to re-examine and re-state it and this he did with results which surprised nobody more than him for the public seized eagerly upon his talk. Newspspers printed it in part or in full, and frequently commented upon it editorially. At the same time letters from parents and teachers poured in on

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Mr. Young. He had put out a new educational creed and on all sides you began to hear the comment, "He's an educator. He ought to be a college President."

But the creed as set forth at St. Lawrence was not an appeal to educators, it was an appeal to the youth to whom he spoke, an appeal and a challenge, a hard challenge, for it forced on them at the moment they had finished, or supposed they had finished, the process of education, a harder set of questions than they had ever faced, and told them practically that they were not ready for the demands of the day unless they understood and could answer them.

"Have you," he asked the young people, "enlarged your knowledge of obligations, and increased your capacity to perform them?

"Have you developed your intuitions and made more sensitive your emotions?

"Have you discovered your mental aptitude?

"Have you learned enough about the machinery of society and its history to enable you to apply your gifts effectively?

"Have you acquired adequate skill in communication with others?

It was this putting up to a youth the final responsibility of his education - the setting him to look inside - to depend upon himself as the authority, rather than to look to systems and

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teachers, making them responsible for what he is, to which the public so quickly answered; ~~xxxxxxxxx~~ another proof that there is a growing conviction in the country that we have been expecting too little of the student, asking too much of the teacher; that we have had too much faith in the wisdom of the adult, too little in that of youth.

Now Owen Young is a profound believer in youth and its ability to find its own way in the world.

"In my judgment," he told the head of the various departments of the General Electric a few years ago, "the most effective forward movement of life lies between twenty and thirty and to the extent that we paralyze that area in men's lives we paralyze movement forward, and I don't care whether it be political, whether it be scientific, whether it be literary.

"The freshness of human brains is the great motive power of the world; it is only the question of whether or not men of age have the courage to recognize the freshness of youth, and it isn't a question of complacency of success that your President is worried about, it is the question of the complacency of age."

Whenever he has had an opportunity in industry to defend youth in its enterprises, sometimes so startling to experience, so upsetting to undertakings which are trying to get on a settled basis, he has seized it.

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In the early days of the Radio Corporation there was much irritation over radio amateurs. They interfered. The cry of "suppress the amateur," arose.

"No," said Mr. Young, "the radio amateurs of the world are engineers in the making. The greatest asset of any new art is to have the youth of the world interested in its development and confident of its future. The greatest inventions have been made by men under thirty. Hundreds of thousands of young men in this country are interested and at work on radio. Future inventive genius of the world is preparing to add its great contributions. Radio is today the debtor of many young men once amateurs, now great inventors. The amateurs of today will be the inventors and engineers of tomorrow, not only from the great research laboratories, but from that little spare room in the attic and that old work bench in the cellar will come new and great discoveries. Let the work of the amateurs go on."

There is no softness in Mr. Young's belief in youth. He exacts from the boy or young man seeking his advice about what he shall do one of the hardest things in the world - the discovery of his own aptitude .

And too often he finds that apparently the youth has never realized that he had anything to do in the matter more than to seek the advice of an elder.

Talking once of the curious lack of sense of responsibility for his future which a boy so often shows - his leaving it to luck

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or pull or outside direction, Mr. Young says,

"They come to me announcing, 'I want a job.'

"But when I ask, what do you want to do, they say,

"I do not know. I want a job.'

"What kind of job? What do you want to make of yourself? What target are you shooting at?

"'Well,' "they say," 'I haven't thought about that.'

"Here they are ready to go out for themselves and they do not know the direction in which they want to go.

"Supposing I tell them, 'do so and so' and give them a job and they failed, they are sure to find fault with me and with the world.

"It is not the job I can give you," he told a class of boys once. "It is what you want, what you have convinced yourselves you can make good in. Make up your mind what you want to do and go after it - don't be responsible to anybody else. The man you go to may have much more experience than you, but your own intuitions about yourself will tell you more than anybody in the world can tell you. Don't let your fathers, mothers, your teachers, your sweethearts or friends persuade you that you should be this or that. Look into your own minds, your own intuitions and follow them."

He not only sends them to themselves to find out what they want to do, he insists on their hunting their own jobs. To a boy who had written asking him to give him a position in the General Electric, he replied,

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"I can't help you - you must help yourself. If I were in your place I would storm the gates of the General Electric until they at least gave me a try out."

This may sound hard, but he followed his letter to the boy by one to his Assistant at Schenectady - "I wish you would be sure that if a boy of such and such a name comes around applying for a position, he gets attention. See if he can do anything and let me know."

The question as to whether a youth of pronounced aptitude should be trained or should be left to work out his talent as best he can, as many men of affairs believe, always receives a positive answer, with reasons, from Owen Young. He believes in training - "cultural training" - the college.

But does he believe in it if the boy is to go into business? Is college necessary for the business manager for instance? For eighteen years now he has been constantly called upon to select men for business or industrial positions. What does he prefer? A college president asked him the question and why.

"I say with conviction and confidence that the cultural college still has the advantage in training men for high positions in management.

"The problems of the modern manager, is to hold a just balance so that capital may be safe and have an adequate and continuous return, so that labor may be continuously employed at the highest rate consistent with its own interest, and so that

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the consumer may get his goods of the highest quality and at the lowest price consistent with a sound producing industry.

"This is the job of the modern manager. It is a quite different job from the job of a generation ago, and wholly different from the job of two generations ago. Such a manager, in my judgment, needs to be college trained.

"Personally, I prefer men to be trained in a purely cultural college and not a technical one, because a broad and balanced cultural education is the best qualification I know of for broad and balanced judgment."

Back of this insistence on training in judgment lies of course a much larger conception of business than the most of us have grasped. Business as a profession of equal importance with the law, the sciences, public service; industries as institutions organized and directed in the nation as other essential institutions are organized and directed, and always like them in the interests of the people as a whole, is Mr. Young's conception and this calls for men who understand what he calls the machinery of society - men of intuition, of decision, of foresight, of character.

Mr. Young realizes - nobody better - that business is hampered today in realizing its highest purposes by the lack of such men.

"Capital? There is plenty of it," he tells you. "It cries for use.

"Scientists? Engineers? More than we can employ to full capacity.

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"Markets? The earth is the market and only a fraction of it has been opened."

It is men fit to handle the growing national and international enterprises launched and bound to spread that concerns Owen Young. Produce enough of the kind he would train and we need have no fear of Big Business. It is the dearth of them that makes its menace.

But these leaders must be able to express themselves. "I have discovered after a long experience that misunderstandings arise between men largely because of the failure of adequate expression," Mr. Young told his St. Lawrence graduates.

Nobody knows better than he how a large percentage of the popular suspicion of men in public life, both industrial, political, scientific, is rooted in their inability to explain concisely and convincingly what they mean. Inarticulate, they labor for the advancement of human society and too often their return is the resentment and suspicion which lack of understanding or misunderstanding of what is going on, breeds.

"Take our great engineers," I have heard him say, "as a rule they do not know how to tell what they have in mind. They have special plans, but they do not know how to present them to the public. In great undertakings, particularly in the utilities at the present moment, they are suspected because they never trained themselves to express their ideas.

"They cannot possibly get publicity men who will do for

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them what they could do for themselves if they knew how to write and to speak. The very fact that they turn over to outsiders, pay skilled men for this job of explaining is suspected by the public, although it may be quite wrongly suspected."

In his talk to the St. Lawrence graduates Mr. Young put heavy emphasis on the last of the questions he had put to th em - "Have you acquired adequate skill in communication with others?" It was the least important in the order of statement, but unless they could answer it satisfactorily it was going to be very difficult to succeed in their future undertakings.

"Skill in communication with others," they must have to go far in the world. He did not under-estimate the difficulty of attaining it.

"At best," he told them, "one can communicate to others only a very small percentage of what he thinks or sees or feels. Language is inadequate. All languages are inadequate no matter how many of them you may know or how skillful you may be in using them. Perhaps only one percent or two percent, certainly I should think not more than five percent of what one thinks or sees or feels can be translated by language to another.

"Language, however, is the principal conveyer of understanding, and so we must learn to use it, not crudely but discriminately.

"Be careful to see that your language is clear. Words must be accurately used. Sentences must be short - then add

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style if you can. It is only half enough to have the transmitter work clearly and accurately. The other half lies with the receiver, and style, if it be compelling enough, is the sure way to make the receiver function well."

As an aid to this conquest of language which he believes so essential to success in all fields, Mr. Young some two years ago gave to St. Lawrence University what is known there as the Owen D. Young Fundamental Library. It is made up of some one hundred and fifty English books which he believes everybody who pretends to sound thinking and clear expression should be familiar.*

Mr. Young's English as we get it in his occasional speeches, listen to it in his talk, shows that he heeds his own counsel. Clarity, directness, fitness, distinguish it. He watches his phrases, listens to them, chooses words, uses illustrations born of everyday experience and somehow stamps his words with more of less of his personality. Quotable passages abound.

He gives time, if he has it, rather delights I judge in taking pains with what he wants to get over. It is a satisfaction to have the chance to test his theories of how so to say a thing that it will "make the receiver function well."

Take the little talk he gave in November 1931 at one of the Sunday evening Broadcasting programs in the interest of President Hoover's Organization for Unemployment Relief. "The President had

* See Appendix, Page for this list.

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asked Mr. Young to act as Chairman of the Committee on Mobilization of Relief Resources. He arranged a series of weekly programs as effective and distinguished and delightful as anything done in the noble compaign. In the third of these programs Mr. Young spoke - less than twelve hundred words. He dictated them first, then with care corrected, corrected for one thing to give more perfectly the sense of intimacy - ~~of a dropping in~~ as if he just dropped in to talk something over, which is the very essence of good broadcasting. (a Virginian)

It was his appeal to look after those "close to my heart and yours - the truly unemployed" that sunk deepest into the listener-ins.

"They are employable," he said, "and in good times are employed. They are conscientious and able and willing to work, when there is work to do. They are American citizens like you and me - bone of our bone, thought of our thought, conscience of conscience - who through the turn of this wheel of fortune find themselves out of a job, their earnings gone, their savings exhausted. They are the victims. It is that group of American citizens who are close to my heart, and for whom I appeal tonight. They are the people who need our special care. You will not find them in bread lines or in soup kitchens, or in public lodging houses, unless extreme hunger or cold drive them there. Thousands of them will suffer in silence unless you seek them out. They must be searched out by friendly and sympathetic hands. They must be made to understand that they are not the recipients of our charity.

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"I am glad that you are telling me in time your
recovery set;"
I see specialized —

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Their morale must not be broken by humiliating them with our gifts. We must let them know that we know they are the victims of our disorganized economic machine; that it is our duty and our pleasure, who have been more fortunate than they, to share with them. We must maintain our respect for them and compel them to remain their respect for themselves. Failure to do this can be made up by no gifts of money coldly administered. A gift which sacrifices the self-respect of the man who accepts it creates a loss to America which we cannot repair. I appeal to each and every one of you, to make it your business to see that no person or family of your acquaintance, or reasonably within your reach, suffers either from physical want or undue mental strain, or serious loss of self-respect, in the great emergency which confronts us."

It was as if he sat beside one. To many of his listeners it came as a discovery as it did to one of our lively-minded loud speaker columnists:- "Owen D. Young has radio 'it'!"

What gives real weight and importance to Mr. Young's educational creed is the feel of experience it has. No man could have worked it out in a library. It has come from dealing with youth as well as from studying his own development, & applying his own rules. Owen Young may be known to the world as a leader in industry and international affairs but long before he had ever dreamed of either for himself he was a teacher.

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From the beginning of his association in 1913 with the staff of the General Electric Mr. Young's effectiveness was due largely to the qualities which had made him so successful as a teacher:- his power of clear analysis of problems, his ability to state them so everybody easily understood his meaning, his personality - a combine of sympathy, firmness, modesty and what men call charm. In short order he became in business one whose opinions and methods interested - invited study. He began to penetrate the entire staff as an educator, not an educator in improved and formalized methods of business administration, but in the art and science of human relations - in the value of intuitions - in taking on responsibility - in the sacredness of obligation and in the necessity of being able to communicate to others what is in your mind.

It is in the developing of his immediate Assistants that Mr. Young comes closet to young men. Since entering the General Electric he has always had a young man - he picks them himself - at his elbow as his Assistant. Not two or three, but one at a time.

The office of the Chairman of the Board of the General Electric is, of course, organized to save his time and strength. The work is so varied and so heavy that Mr. Young must have at his side an Assistant, trained in his methods and ideas to supervise his office personnel and do things for him. He must have always with him wherever he goes a highly trained secretary

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familiar with his various interests. He must have an equally experienced secretary in the office making his engagements. And besides these Secretaries, he has a Confidential Secretary who handles his personal affairs so that all of his office time is working time and not taken up with personal matters.

There must be a fresh stream of these, for nobody holds more tenaciously than he does to the General Electric system of allowing no eddies or points of stagnation in the force, keeping men moving upward.

His systems of picking Assistants smacks of intuition. Possibly some of them will never know why he chose them - if he does himself. Among the present vice-presidents of the General Electric is one graduate from Mr. Young's office whom he heard make a speech at a St. Lawrence banquet ~~- and knew he wanted him.~~ It took sometime to get him for he was already starting on his legal career.

This man will tell you that his first year in the Young office was the hardest of his life. There were no formal tests there, no ordered program - what he had to prove to Mr. Young was that he understood and could answer the set of questions, not yet framed even in Mr. Young's mind, put to the St. Lawrence students - and you don't do that in a day.

From the start a young man knows that he is working on his own job - as well as Mr. Young's - knows that he must prove himself.

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One of these Assistants, now an officer with the National Broadcasting Company, talking of Mr. Young as a trainer of young men, told me that in all the three years he was with him - he sat always in his chief's office - he never heard him say to anyone, 'do this or do that'; never, 'don't do this or don't do that'; but always, 'you might consider this.'

"I never had an order, it was always a suggestion. Frequently he would say after he had dictated a letter, 'What do you think of this?' In looking over one of my letters he would say, 'maybe if we would phrase it this way it would be better.'

"He always gave you an opportunity to do things yourself, he never told me to do a thing, he let me do it, let me learn from my mistakes. His idea is that you should let youngsters take responsibility. I heard him say once, 'I don't care if a man makes a mistake, he will learn from that, but if he makes the same kind of mistakes twice running you must watch out for him.'

"Most executives never give a boy a chance. He never knows what is on their minds. They never consult him - never take him in. Now all the time I was with Mr. Young there never was a time that I didn't know all about what was on his desk. He took me in.

"A man that comes under his influence must be himself - he is not formed after a pattern."

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The Assistant to Mr. Young who has served the longest term is Stuart Crocker, now a vice-president of the International General Electric Company. Mr. Crocker had been a roommate at Harvard of Charles Young, Owen Young's eldest son. The two had had a working partnership in German - one doing the translating one day, the other the next. The partnership worked so well that mr. Crocker soon found himself an intimate of the family of his friend, and finally after graduating holding a position in the newly formed Radio Corporation.

An experience he had there is pretty good evidence that Mr. Young's choosing of assistants may not be all intuition.

"One day after I had been with the Radio Corporation several months," Mr. Crocker says, "one of the officers asked me to make a digest of a contract. 'Make it simple and understandable, one page. What we want,' "he told me," 'is to know the essential points.' This was outside my regular work and at first beyond me. It was a hard job. Easy enough, a three page digest, but one page was a different animal! After that they kept me busy with digests."

And then late in 1921 Mr. Crocker was invited to become Mr. Young's Assistant.

"I understood, after I'd been with him a little while, why the extra work of digesting contracts had been asked of me at the Radio Corporation, for Mr. Young had the digests. A man

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in his position must have the essentials of many documents. He has no time to read the long reports that are handed in, but he must know the gist of them; he must keep track of public opinion, at least Mr. Young thinks that is the part of the duty of a business man. He wants to know what all kinds of people are thinking. Of course he cannot read all the opinions so he must have some one who can make digests for him - digests that really give you the pith of the matter. He wanted to find out if I could do that. He had done so before he took me on.

"Besides that, he has to have somebody that can gather facts - that's the most important part of the work of the Assistant to such a man.

"But he had to teach me what gathering facts meant. He would say, 'Look up this for me, will you?' It might be quite a complicated matter, and as I went about the work I would form an idea of what the facts should mean - what should be done in regard to them - and I would hand him in a report in which I had marshalled facts supporting my view of the matter. The first time I did that Mr. Young looked at me and said,

"'Stuart, I did not ask you for your opinion in this matter. I asked you for the facts. I take it that what I am here for is to make decisions. Of course if you do not want to get me the facts I can get them for myself.'

"Well, I could feel myself turning red all over and I went out and said, 'that man will never catch me that way again.'

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It was a great lesson. I have secretaries to train now and I find that again and again they have to be taught to give me the facts rather than their opinion of the facts.

From the talk of these assistants one learns much of Mr. Young's methods of handling his own mind - perhaps as important a thing as he has to give us.

"I had to learn a lot about his way of working before I could be of much use," Mr. Crocker confesses. "An Assistant always must. I learned you couldn't hurry him. When he had a problem on his mind he always gave it right of way - couldn't get him to think or talk about anything else. You would think to see him he was loafing. He'd sit relaxed, that pipe of his always in his mouth - feet up - head back - or if we were in the country he'd go off by himself walking for hours turning the thing over I suppose.

"He is a trial at these times. Tho thing we thought important he would neglect. I have known of his shoving aside a letter which involved a grent sum to take time to write a long letter to a boy who wanted a position - I couldn't understand it. I see now he wasn't ready to write the letter I was interested in. He was cleaning out his mind, so to speak, doing things that were different - that he enjoyed doing. When he did come to the letter he was ready for it.

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"He might be slow in getting to a thing, but when it was worked out it was done. He has a remarkable habit of putting a thing out of his mind once he has come to a conclusion. This is because he doesn't let it go until he has what he thinks a right solution."

There comes a day when the assistant who has passed his examination in the Young office is shoved out and on. Stuart Crocker had been seven years with Mr. Young and come to the point of saying to his wife that he didn't want any other job in the world, when Mr. Young said to him unexpectedly.

"Stuart, you ought to get out and make your own job. It is time for you to go now. You ought to get into the financial and foreign end of our business - get it on your own - and find out what you can do with "responsibility for action."

"'But,' "Mr. Crocker objected," 'I don't know anything about international finance!'

"'How much are two and two, Stuart?' "he said."

"'Well,' "I said," 'they are supposed to be four but sometimes they call them five or three.'

"'Always four. How much are two times two? You know that. How much are two divided by two? You know that. Now take these as your bottom facts and add as many ciphers as you wish and if the ciphers bother you, drop them and think only of two plus two, two divided by two. You have enough of Cape Cod in you' - I was raised up there - 'to know how to handle a hundred

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dollars. I've seen yout Well, multiply it as many times as you wish and do just as you would with your Cape Cod hundred.'

"That," said Mr. Crocker, "is like Mr. Young. He always thinks in simple terms - talks in simple terms, gets his examples from the common things of life, the small things of life. The way it is with the small things of life it will be with the big things. The trick in his judgment is in not letting size bother him."

In visiting the General Electric laboratories and plants at Schenectady I have been amazed to find how there seems to be nobody that does not have a sense of Mr. Young's way of looking at things - of doing things. This is understandable in President Gerard Swope. Between him and Mr. Young there exists as fine and sympathetic a relation as present day American industry shows. Their team work is practically perfect. It is understandable in the heads of departments who directly or indirectly are in close touch with the General Electric's policies - must know how he is thinking and why. A group that particularly interested me and which I felt doubtful about his reaching was that known as the Test Boys.

Starting forty years ago the General Electric began to turn loose in its plants young men, just out of college as a rule, who were eager for a chance to show what they could do. The system has developed until today five or six hundred Test Boys

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are taken in annually and given a chance to prove themselves. They are never allowed to stand still - are rated periodically.

Does Owen Young reach down to the Test Boy? I asked this question of one of them.

"Well," he said, "I don't know and none of us know quite what Mr. Young's job is, but somehow you feel him. There isn't one of us who doesn't read everything the papers say about him and remember it; and he says a lot of things that you have got to remember. He makes you feel they concern this business. He doesn't come here as often as we would like to have him. Everybody, I guess, wishes he would stick around more, but when he does come everything he says is passed around."

The Test Boys seem to have complete faith in his friendliness to them.

"He would do more things for us," this same boy told me, "if he could."

And that is true. I have known of one case at least of his arranging something for the Test Boys that no organization in the country could have dragged out of him. That was in 1926 when the group got it into their head that maybe they could persuade him to come to a Christmas dinner and make a speech.

"It is out of the question," said his confidential secretary. "He is making no speeches."

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"But this is different," urged the boy. "There are six hundred and sixty six of us. We came from all over the world, every state in the union, from Australia and China and Palestine and South America, sixteen different countries. A lot of us cannot go home for Christmas. We have no friends to go to, so we are going to have a dinner for ourselves and we do so want Mr. Young to come."

His pleading was too much for the secretary so with some misgiving, she admits, she arranged for him to see Mr. Young.

He came out from the interview walking on air. Mr. Young would go to their dinner - come down from Van Hornesville on Christmas afternoon; he would talk to them.

I have this confidential secretary's word for it that Mr. Young was almost as much pleased as the boys themselves that he was to be at the dinner. He took the greatest interest in the ~~preparation of~~ planning the talk that he was to make. He prepared a wonderful souvenir for them - a precious one, from out of his own fine collection of manuscripts - nothing less than a fac-simile of a rare and amusing letter of Abraham Lincoln, ~~one which has been much mangled in its printing, because~~ one which for a long time ~~it~~ was supposed to have been burned in the Chicago fire. But it had come to light and around to Mr. Young's collection. And for this dinner of the Test Boys he had this fac-simile made.

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It was one of the sad things in the story that after it all he could not get there. Death came to the Young family that Christmas week and Mr. Young was at home, comforting his own in their sorrow.

But you can believe that these Test Boys of 1926 have never forgotten that he planned to go to them, that even in his grief he sent word to them, and they never will fail to preserve among their treasures the souvenior that he provided for them.

But ask whomsoever you will in the General Electric from the test boy up, if Owen Young penetrates to him, to his department, and there is an immediate emphatic, yes, with personal experiences to back it.

"Feel him?" says Dr. W. R. Whitney, the director of the concern's great research laboratories, himself one of the most inspiring personalities as well as one of the greatest benefactors of our day.

"Feel him, everywhere. That's because of what he is, fearless, wise, highly idealistic. I saw his character in a first interview - saw that if anything was right he would do it.

"He is a jovial spirit. I went to see him the first time all flustered up and found him with his feet upon the desk, that quizzical and lovely smile of his on his face. Of course, I was going to get right down to business, save his time, etc. But he said, 'Now, just wait a moment, Whitney, until I get my pipe,' and he went fumbling about in his papers until he found it.

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Then looked for tobacco, first in this drawer then in that. It all looked as if he hadn't a thing in the world on his mind and yet I knew at that time he was beset by serious problems. For the time being he put that all aside, buried it in his subconscious, I suppose, and once he was in his easy position - his pipe in his mouth - began to talk.

"I saw his character in that talk - saw his ideals - his boldness. He sees with greater vision than most of us. I don't see how a man could get an enemy out of him. He has one great passion and that is to give young men a chance. Such a difficult thing! But that does not phase Young. Anything that ought to be done can be done, is his rule. Of course this is so unlike a big part of the world where precedents rule. It has no influence in this place - not with Young. He would always take an intelligent chance, bet on himself to the limit.

"Young listens to all kinds of ideas. What does he do to you? Inspiration - that is what he puts into you - belief - a vision - new determination to attack.

"Nothing illustrates him better in my mind than that speech of his at the University of California in March 1930. Here is a copy of it that I have marked for you. I knew you were going to ask me about Young and I wanted to tell you that out of this speech you get the best of him. Isn't it a sagacious man that can say a thing like this:-

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"'It is true that Washington, as the political focus of the nation, makes our political contacts abroad, but they are relatively superficial and inconsequential, compared with these sensitive forces of quick and constant action which represent our participation in the economic activities of the world.'

"That shows his insight into what most of us overlook.

"Perhaps the greatest thing of all in this speech - the thing which we need to remember in this problem of developing men, so dear to my heart, is what he says in talking of Germany's capacity to pay, the fact that she has, 'in large measure a supply of that kind of raw material, too little taken into account in the world's affairs, namely a capacity for scientific research and the ability to apply it and organize it into production.'

"And hear what he says about the advantage of being obliged to use this supply.

"'We should all remember that the discipline of hard work and of heavy responsibility is likely to do much for a people as well as for an individual. Let no man be sure, let no nation be sure, merely because he is a creditor of another's labor, that therefore he is strong and will always remain so.'

"He understands men - he understands what some of our doctrines may do to us. Listen to this -

"'Our experience at home during the last generation

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should teach us that segregation into different groups for the selfish purpose of benefiting one at the expense of the other is a failure. It was not so many years ago that our industrial leaders in the United States thought that a low wage scale was necessary to enable capital to earn a profit. Now we have learned that a high wage scale may be consistent not only with low production costs but also with the greatest security to and return on capital investment.'

"And to this," and Dr. Whitney read with glowing eyes and voice full of the warmth of his own ~~free and noble~~ enthusiasms, this ~~splendid~~ passage:-

"'We must remember that politics and economics are not the masters of men - they are their servants. The managers of both too often think and sometimes act as if human beings were merely the fodder of political and economic mills. Because I have spoken of economics and politics I would not wish you to think that I consider them in any sense ends in themselves. Back of them stand myriads of human faces, some young, some old, some prosperous, some needy, some charitable, some selfish, some generous, some envious, but all vitally affected not only in their material but in their cultural and spiritual development by these organizations, political and economic, which they have imposed upon themselves.

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"'So long as such organizations render an uplifting service, just so long can we go forward in reaping the advantages which civilization has brought. But those faces in these days of a closely compact world can no longer be segregated into compartments, one of which shall be prosperous and the others not; one of which shall go forward and the others back. Those faces must all move together for good or ill. So politics and economics, their servants, must move together too, not in one country alone, but everywhere. That way only can the benefits of civilization be enlarged - that way only can peace ultimately come.'

"This," said Dr. Whitney, "is bold forward-looking talk, the talk of a scientist with a vision, but better than that, the talk of a great human being looking to the future. That is what Owen D. Young is to those of us who work in the General Electric. He turns our eyes to the future, to a greater love of man, to a greater determination to do with men what we are trying to do in this laboratory with materials; to work with them; to find the solution of problems like this terrific one today of giving continuous employment to men."

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