

THE GANG

Members lost

1. Reuben Sanders
2. Augusta Sanders
3. Ruthyn Turney
4. Gertrude Turney
5. Myrtle Peters
6. Joseph E. James Joseph James
7. Mary James
8. Emil Hauser Emil Hauser
9. Mary Dollie Hauser
10. Edward Mason
11. Katie Mason Katie Mason
12. Myrtle L. Larsen (Transferred)
13. Charles E. Larsen

Retired

- R. Sanders
- R. Turney
G. Turney
- Mary James
- Mary Dollie Hauser
Edward Mason
- Myrtle L. Larsen
C.E. Larsen



1895

1912

PROGRAM

SEVENTEENTH ANNUAL

CHEMAWA INDIAN SCHOOL BAND

March 16- - - - -1912.

BAND CONCERT

Chapel-

P R O G R A M

March- - - -"Ponderoso"- - - - -King

Overture- -"Rhinefels"- - - - -Gruenwald
Op 467

The Wearing Of The Green-

Waltz- -"Jolly Fellows"- - - -R.Vollsted

Popular waltz-"Killarney-My Home O'er
the Sea."- - - - -Logan

Comic- - -" 3 Blind Mice"- - - -L C Read

The "ANNUAL"

We will be at the GYM in a
Few Minuets.

PRIZE Games in Order.

1. Find the Lucky Number *Ruth Evans*
2. Get Under the Hat *Lizzie O'Brien*
3. Whistling Contest-Beat *Cather Spencer* Johnson
4. Pie eating Contest- $\frac{1}{4}$ Pie. *Callista Rainelle*
5. Look for Wall Flowerd.

Floor Games

Get Acquainted.

Personal-
Chemawa Indian Band
1912
Charles E. Larsen,
Bandmaster.

Cornets-
Pickering Chalcraft
Nicholas Hatch
Mr. Swoboda

Clarinets
James Evans
Henry Evans
Walter Miller
William Dale
Philip Darrow

Mellophones
Alex Wallace
Brown Jones
William Chuck
Dominic Shawaway

Tenors
Burney Wilson
Frank Pratrovitch

Baritone
William Walters

Trombones
Lee Evans
Charles Johnson

Basses
Charles Ross
Patterson Edenshaw
Jesse Scowlie

Drums
Willie Lee
George Pratrovitch

UNITED STATES
DEPARTMENT OF THE INTERIOR
Office of Indian Affairs
Washington 25, D. C.

January 24, 1945.

To Members of the Indian Service, Tribal Councils, and other Indian Leadership, and Friends of the Indians' Cause:

You will know before this reaches you that I have resigned as Commissioner of Indian Affairs, effective upon the induction of my successor, and that the President has nominated William A. Brophy to be my successor.

In my letter of resignation addressed to the President, I have stated fully and in careful balance all of the considerations which brought me to the perfectly firm and convinced conclusion that I ought to retire from the Commissionership and enter a wider field which includes the hopes of the Indians but is not limited to them.

As most or all of you know, my own life for twelve years before I became Indian Commissioner was devoted entirely to the Indian cause. The years ahead will be devoted no less earnestly, and it may prove that the service which I can render will be effective.

Principally, I want each and all of you to know that there will be no fundamental alteration and no weakening of policy or effort under the new Commissioner. At no time since 1933 has the Interior Department as a whole, and through and through, been more united behind the Indian Service and the controlling policies of the service than now. Perhaps it has never been as perfectly united. My own relationships within the Department as well as within our Indian Service have never been as happy as during the last year or two. My own first choice for the Commissionership was William A. Brophy, whom I have known, and all of whose work I have known, across fourteen years. I have not any doubt at all that he will be a highly productive and an outstanding Commissioner of Indian Affairs. He has the full confidence of Secretary Ickes and of the Under Secretary and Assistant Secretaries of the Department. I do not know any individual who is more devoted to the Indian cause, with all his being, than Mr. Brophy; and he is intensely practical, capable of sustained and resourceful initiative and action, and politically skilful, but above all, he is utterly loyal to the Indians and their interests. He agreed to accept the nomination very reluctantly, but having been finally persuaded, he will if confirmed give to the task all that he has and is. And Assistant Commissioners Zimmerman and McCaskill remain as towers of strength.

To this communication I do not add any further words, but I trust that you will read carefully my letter to the President. All of my wishes to each of you.

(SIGNED) JOHN COLLIER,

Commissioner.

Enclosure.

THE WHITE HOUSE

Washington

January 22, 1945

My dear Commissioner Collier:

It is with particular regret that I have received your resignation of January 19 as Commissioner of Indian Affairs. I understand your keen interest in the American Indians and if you feel that you can serve their cause better from outside of the Government, I do not feel that I have any option except to accept your resignation. This I do as of the date of the qualification of your successor.

I cannot let you go, however, without saying that you have done an outstanding job in one of the most important and difficult offices in the Federal Government. One achievement of my administration in which I shall always take the deepest pride has been the progress that has been made in connection with our first Americans. I hope that the selfish exploitation of the Indians is now definitely a thing of the past over which we may be permitted to draw a veil of silence.

During the last twelve years, more than ever before, we have tried to impress upon the Indians that we are indeed Christians; that we not only avow that practice the qualities of freedom and liberty and opportunity that are explicit in our institutions. We have come to treat the Indian as a human being, as one who possesses the dignity and commands the respect of fellow human beings. In encouraging him to pursue his own life and revive and continue his own culture, we have added to his worth and dignity. We have protected the Indian in his property rights while enlarging them. We have opened the window of his mind to the extent that we have had money with which to do it. We have improved his medical service, we have enlarged his intellectual program. We have protected him in his religion and we have added greatly to his political stature.

All of these things have been done under your leadership because of your wisdom and courage. It has not been an easy task and you might have been subject to far less criticism than has been yours if you had been content merely to mark time within the limits that custom had built up in periods when the feeling was that we should no do too much for the Indians but rather as little as possible. If the Indians generally have come to possess greater self-respect and a stronger feeling of solidarity as members of the political state to which they belong, it is because, as Commissioner, you have really believed in the Sermon On The Mount, the Declaration of Independence and the Constitution and have done what you have to make these symbols by which to live.

Your contribution to the progress and welfare of the American Indians will never be forgotten. Your services as an important member of this administration since 1933 will be an inspiration to those who will follow you. You have my warmest congratulations upon a task well done and my hope that, in the future as in the past, even before you became a member of the administration, you will continue to achieve lasting benefits for the descendants of those misunderstood and misused human beings who originally possessed this great land of ours and who were displaced involuntarily, all too often with a selfish disregard of their right to live their own lives in their own way.

Sincerely yours,

(Sgd) Franklin D. Roosevelt

Hon. John Collier,
Commissioner of Indian Affairs,
Department of the Interior,
Washington, D. C.

UNITED STATES
DEPARTMENT OF THE INTERIOR
Office of Indian Affairs
Washington

January 19, 1945.

My dear Mr. President:

I have served as Commissioner of Indian Affairs continuously during three terms of your presidency. Through your leadership and that of Secretary Ickes, it has been possible to establish democracy and practical opportunity for the hundreds of Indian tribes. The tide of Indian life was flowing toward cultural and physical extinction; it is now flowing strongly and securely toward greater life.

I am now submitting to you, through Secretary Ickes, my resignation, to become effective upon the induction of my successor. My decision to take this step has been reached after a long and even anguished searching of my own heart and mind, and is based on the following considerations:

Across nearly twelve years, under directions and authorities enacted by Congress in the beginning years of the New Deal, there has been brought to bear steadfastly, at the innumerable points of Indian life, a philosophy of democracy joined with individual and group responsibility. Among tribes whose cultural and environmental diversities literally "box the compass" of human life on our planet, administrative and organizational methods have been worked out which are economical and are socially creative. We—the Indians with the help of their Service—have demonstrated in hundreds of places and through many types of organization and action that the democratic way is the efficient way; that the way which frees and enriches human personality is administratively the economical way. The current years are proving that these methods, and the philosophy which supports them, are applicable to the thirty million Indians of our Hemisphere. I believe that they are applicable to underprivileged peoples everywhere. And I share, with intense conviction, your own belief that the peace of the world, which could emerge out of the present world war, must rest on the prompt and cumulative reaching out of true democratic opportunity to the dependent and subject and underprivileged masses throughout our globe.

Even before the year 1933, working with individuals and governmental officials in Mexico and other Western Hemisphere republics, I had participated in an effort to bring into action for Indian welfare the many governments of Central and South America which are the home of the great Indian masses. In 1940, the First Hemisphere Congress on Indians was held. The Inter-American Institute of the Indian was created, and the United States joined itself into the Institute by treaty. I serve as the delegate of the United States to the Governing Board of the Inter-American Indian Institute, and as chairman of that Board, and I serve as Director of the National Indian Institute of the United States which was formed pursuant to the treaty. These tasks rightly are time demanding and energy demanding, withal unsalaried, tasks; but under the existing conditions with which the

Commissioner of Indian Affairs has to cope, and which are touched upon below, I have found myself able to do no more than meet the minimum demands of this responsibility which is as wide as the Indian race.

And in the present years, the subject of ethnic relations—the relationships of subject and dependent peoples to owning nations and to empires and to the world-order which we hope is being born—has loomed larger, as possibly the most important and the most difficult and implacable problems of our planet, and urgent in the matter of time. It is a subject which the United States cannot evade abroad or at home. If it cannot be met in the democratic way, there will be no peace after the Second World War. I believe that the principles and methods demonstrated through these years, of the devolution of power from Government to the Indian groups, and of a continuing relationship helpful but not authoritarian between Government and these groups, and of the democratic organization of the groups, conceivably can make a difference in the fate of dependent races in many lands, and therefore in the fate of our world.

I want to do justice to the Inter-American Indian field, and I want to make some contribution, if it be in my slight power, to the dominating and tragical need for increased democracy, in this wider subject of ethnic relations.

During the time when these greater summonses have been taking form, the burdens upon the Indian Commissionership have increased almost beyond the power of description. The headquarters of the Indian Service has been moved to Chicago, where nearly all of our overhead staff are located; yet most of the critical parts of the Indian Service job have to be carried out in Washington, where the Indian Office is interinvolved, to an extent true of no other Federal field service, with Congress, with the whole of the Interior Department, and with many other Federal establishments. The Indian Commissioner must try to operate one hundred per cent at each of the two headquarters, and if he falls short—and he has to fall short—the losses are registered far and deep in the service. The dual headquarters create all but insurmountable difficulties and problems, and there seems to be no early prospect of the reunification of the headquarters at Washington.

Added to the above is the trend of Congressional appropriations in recent years. It has been an unfortunate trend. This trend, in spite of all our and your efforts to the contrary, has been in the direction of staking all the hope of the Indians on the relatively costly institutional services; particularly schools and hospitals. Our Indian schools and hospitals are very good indeed, but they are not enough. The trend has been toward a denial of funds for the needed work, which is imperative and which would be controlling, at the adult level and in the Indian communities and in the sphere of Indian economic need. There have been no losses, no backsets on the legislative front; but the ample legislative authorities have undergone progressive nullification through the recent appropriation acts.

The creative development of Indian life is not being stopped, but it is being hampered and retarded by these factors. And the tasks of the workers in Indian Service, other than those tasks which have to do with routines and with the institutional operations—important operations, but not enough for the establishment of the Indians in full freedom and responsibility—are becoming heavier and more frustrating with each year.

Returning to my decision which this letter communicates: Though united in all my being to the Indian cause, yet or therefore I find myself driven by intellectual and moral impulsion toward the point of confluence of the Indian cause with the wider cause of ethnic democracy; while here and now, the truly anomalous burdens upon the Indian Commissionership, and the enormous increase of difficulty due to the factors which I have here stated, make it impossible for me to devote any energy at all to those related but wider matters wherein, I believe, the future of the world itself, for good or ill, is at stake.

I am now in my 61st year. I have not many more years of complete energy. I believe that there are others who can protect the Indian record of this Administration and can carry forward your purposes and those of Secretary Ickes, as well as the Indians' purposes, within the Indian Service. During the time left to me, I profoundly desire to work, with all that I have of strength and of ideas, in this field of ethnic democracy, viewed as a field of American national importance and of world importance. This field includes our Indians but is a wider field.

I want to say that working under your leadership and that of Secretary Ickes through these twelve years has been the most stimulating, developing and fulfilling experiences of my entire life. I believe that the Department of the Interior, under Secretary Ickes, can and ought to become an increasing influence for good in ethnic affairs. It is my hope that, freed from the demands of the Indian Commissionership, I may, as one item, help in some small measure to bring to the public mind an effective realization of this more universal potentiality of the Interior Department toward the underprivileged races of the United States and of the world.

Sincerely yours,

(Sgd) John Collier
Commissioner of Indian Affairs.

The President,

The White House.

BUSINESS LEADERSHIP THROUGH EDUCATION

ONE OF A SERIES OF LECTURES IN A SYSTEMATIC COURSE

WALTER D. MOODY

Former General Manager, Chicago Association of Commerce
Secretary, Chicago Plan Commission
Author, *Men Who Sell Things*

La Salle Extension University
- Chicago -

BUSINESS LEADERSHIP THROUGH EDUCATION

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La Salle Extension University
· Chicago ·
1921

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LaSALLE EXTENSION UNIVERSITY

BUSINESS LEADERSHIP THROUGH EDUCATION

PRACTICAL SUGGESTIONS FOR AMBITIOUS MEN

Because of the vast amount that has been said on the subject of business leadership, very often by theorists, the minds of many people are in a state of doubt. The man who is most interested in the subject, he who is actively aspiring to leadership in our commercial affairs, frequently suffers from a tendency to despair of getting real help in his problems. Many business articles, consequently, are merely glanced over listlessly by those whose self-interest really dictates the wisdom of close attention. Many times, too, readers discount what is written; they make the fatal mistake of saying, "I have known these things for years, and what 'So-and-so' says may fit his case, but mine is entirely different."

It is true that no set of rules can be definitely laid down to insure everyone's success. If such rules existed, the world would be a dreary place for us all, for then all would be perfect, and no individual would have the incentive for betterment. But there are certain fundamental principles which, if conscientiously applied, will lay the foundation for a successful career. We believe that these principles should be eternally hammered upon until they are absorbed by every ambitious man and woman. Assuming that you are really ambitious, we shall set forth for your consideration these essential principles of success. Everyone who hopes to attain leadership in business must know:

1. That the ambitious man looks ahead at his own future.

2. That in business today there are opportunities for leadership never before equaled.

3. That business leadership demands certain indispensable qualities.

4. That these qualities of leadership can be developed by education.

5. That this education can be scientifically conducted by the extension method.

6. That the instructions thus given must be supplemented by the subscriber's earnest endeavor.

7. That in addition to ambition the person who undertakes such work must have courage, perseverance, and determination.

Remember that these are not the sayings of mere theorists. They are good, common, practical facts; time and time again they have been tried and proved. Remember, too, that if the spirit of better things can be awakened in one, if his real powers can be put in motion, his possibilities are almost unlimited. Bear that in mind thoroughly. Business leadership is possible for *you*. Indeed, the degree of advancement to which you may attain depends entirely upon the breadth and depth of your preparation. In the world of today luck and chance play almost no part. In the sustained conduct of business ambition, opportunity, education, and determination are what count.

THE VALUE OF A LOOK AHEAD

The first essential for advancement is a look ahead. Take stock of your own future. Keenly estimate your own powers. An eastern railroad corporation wanted a danger sign for grade crossings. The president went to the road's lawyer, and the next day received, together with a bill for \$5,000 for special services, the warning "Stop, Look, Listen." How perfectly that sign fills its

purpose. It saves the railroad every year far more than the \$5,000 it cost. How suggestive also are these three words for the man in business who wants to rise to leadership.

STOP! At the end of a day's work, consider who you are. Where did you come from? Where are you going? Are you on the right road? Are you climbing steadfastly up a ladder to a goal, or are you merely drifting along life's roadway? Is it not your own fault if your job leads you into a blind alley?

LOOK! What is there ahead of you? What higher jobs can you hope to fill if you get ready? Are you working with a vision of your own possibilities of advancement? How have other men in your business risen from the ranks? Can you not do what they have done?

LISTEN! What kind of men do you hear going up the stairs of progress? What do you hear the failures around you saying? What is the word of those who are climbing? Who is getting ready for the next higher job? What of your own equipment? Are you sincere in your desire to be capable of filling a more responsible position? Do you hear the big business men calling for competent assistance?

Now just why is it wise for a man engaged in business to "Stop, Look, Listen"? Why study his present position in relation to his future possibilities? Because the question "How can I succeed?" is the question every red-blooded individual is asking himself. Upon his finding the answer depends the measure of his progress in life. How to rise in business, how to become worthy to accept greater responsibility, how to qualify for leadership in his line of work, these are the problems which every one of your ambitious competitors is fairly and squarely facing.

Just as surely as the difference between a day laborer and the general manager is not primarily a difference in the pay, but rather a difference in the amount of responsibility which the two jobs carry with them, just so surely one who would advance in business must equip himself for carrying larger and more vital duties than the great mass of laborers are able to carry.

OPPORTUNITIES FOR ADVANCEMENT

But the truly ambitious man will take stock also of the abundant opportunities for progress which the business world offers him. One can realize these opportunities when he considers the tremendous increases of business itself. We are at the noonday of accomplishment. Capital, formerly working on a small scale, has united in aggregations of millions and billions of dollars. The high proportions to which business has already grown, while staggering the imagination, are probably small compared to those proportions it will assume in the days to come. Industrial revolutions due to invention and improving of methods are everyday affairs, and yet the changes come ever faster upon us. These tremendous alterations in methods of business require for positions of leadership thousands of men thoroughly familiar with the changed conditions. Will you be one of those men?

The abundant opportunities in the business world today are easily understood when one realizes that everything is being interpreted in terms of business. "Business is a large word," says Andrew Carnegie, "and in its primary meaning covers the whole range of man's efforts. It is the business of the preacher to preach, of the physician to practice, of the poet to write, and the business of the university professor to teach." Everything is put on a business basis or looked at as a

commercial opportunity. The developing and beautifying of a modern city is a business problem. The national drainage is a business task. The building of the Panama Canal was a business proposition.

As an example of the fact that the old order of business is changing, we may cite the work of such firms as the adding-machine companies, the bookkeeping companies, and many others. They are out after the bookkeepers' jobs and they are after them in earnest. The old, gray-headed bookkeeper has no longer a place in business. He is driven out because the commercial world is changing. The little shops and stores were replaced by bigger ones. These in turn give way to the department store, and the department store is yielding to the mail-order house. Two large mail-order firms of Chicago have as much business in at least a number of states as all the business houses of the state combined. So the little merchant and the mere bookkeeper must seek other vocations. They must go into advertising, farming, transportation, scientific accounting, or what not; in any event, they must compete with the well-trained man.

Business leaders must be highly trained, wide-awake, and thorough-going men. Business today is almost a new occupation, and a new type of man with a new equipment will be necessary for its conduct in the future. The problem is where to get such men and how to accomplish their training. Neither the men nor the methods of a quarter of a century gone by will do. The middle-aged man of today who stands at the top of the ladder of success finds himself in the midst of a world many of whose methods he does not comprehend, and he himself acknowledges that if he were to start with his present equipment, he could not master the situation which another quarter of a century will bring before him. Out of all this grows the necessity of new methods.

And out of all of these wonderful changes in business, calling for such radical departures in business methods, will grow the abundant opportunities for the really ambitious men. To carry on the details of this great world of business requires an army of men and women—how many it would be hard to say—but at least a very large proportion of the workers of the world. It requires, too, lieutenants and captains and generals of business, and a search for leaders is going on everywhere. Here is your opportunity.

ESSENTIAL QUALITIES OF LEADERSHIP

Probably no man in America is better fitted to speak on the essentials of business leadership at this time than the former President of the National City Bank of New York. He is himself a product of self-development, having risen from the bottom to become head of one of the nation's greatest business institutions. In a recent address he said:

The mental equipment of a business man needs to be greater today than was ever before necessary. Just as the sphere of the business man's actions has broadened with the advent of rapid transportation, telegraphs, cables, and telephones, so have the needs of broad understanding of sound principles increased. It was steam processes of transportation and production that really made technical education necessary. The electric dynamo created the demand for educated electrical engineers. So the railroad, the fast steamship, the electric current in the telephone and cable, and the great economic fact of gigantic and far-reaching business combinations, are making the science of business a different thing from any conception of commerce which would have been had when Girard was the most successful of business men. The enlarged scope of business is demanding better-trained men, who understand principles. New forces have made large-scale production, and we need men who can comprehend the relation of that production in the world of markets. There has been introduced such complexity into modern business, and such a high degree of specialization, that the young man who begins without

the foundation of an exceptional training is in danger of remaining a mere clerk or bookkeeper. Commercial and industrial affairs are conducted on so large a scale that the novice has little chance to learn broadly, either by observation or experience. He is put at a single task; the more expert he becomes in it, the more likely it is that he will be kept at it, unless he has had a training in his youth which has fitted him to comprehend in some measure the relation of his task to those which others are doing.

Perhaps no keener definition of the personal qualifications needed for success in business can be found than the Sheldon classification. This definition of personal qualifications essential for a business leader is both catchy and effective. It sets a man's limitations for success as being bounded by his AREA, which is made up of his Ability, his Reliability, his Endurance, and his Action. Sheldon's table is as follows:

AREA

Ability—mental qualification
Reliability—moral qualification
Endurance—physical qualification
Action—will-power qualification

Note that ability, the mental quality, the mental equipment, comes first. But a man may be "long" on ability and deficient on reliability. He may have great physical qualifications, but lack the will-power to bring about action. It may be readily seen that his worth in the world of business will be limited to the extent that he is lacking in any of these qualities. Thousands of men go through life without appreciating how many admirable qualities they have the power to develop in themselves. They do not realize that such assets as confidence, earnestness, enthusiasm, industrious observation, and tact can be added to their stock in trade by will-power and study. How few of us after all know that we can acquire the

powers of concentration and application by merely using to their fullest extent the mental powers with which nature has endowed us.

LEADERSHIP DEPENDS ON EDUCATION

All that we have said so far urging you to look ahead, urging you to see the opportunities before you, urging you to realize what characteristics are essential for leadership, all of this is preliminary to the biggest outstanding fact in the business world today, namely, that leadership depends on education. Brains rule commerce. The best brains direct the biggest success; and as it takes *training* to have ability in executive work, the best and ablest brains are the trained and educated brains. It is ignorance which is rejected in the struggle today.

The mental qualifications which we bring to business are the results of training or experience, and of education. Training or experience begins early; it begins in the home and continues throughout our life. Everything that touches us in our environment may affect us, form part of our experience, our assets. But this general training is not sufficient; special training is necessary. This training may come from apprenticeship, from experience in a particular work, but it can come far more effectively from the faithful mastery of carefully planned courses of study.

Under our modern system, then, special education must supplement special training; the experience of the past is so great a store that it cannot all be acquired personally. This experience of the past is to be obtained through study of the experience of others by means of books and competent instruction. A special knowledge is, of course, required, but in this age of specialists, a broad and general education, other things being equal,

gives a man an advantage. It means that he has built himself a broad foundation, that he will be able to see interrelation and causes which the other man will not.

That business demands the brains of educated men is indicated by the fact that college men are flocking into commerce. Mr. O. S. Marden, commenting upon the adoption of such business careers by college men, says:

One-half of the college graduates at the present time enter business. Not very long ago about half of our college graduates studied law and ministry. It was considered the proper thing then to go into one of the learned professions. It took great courage then for a boy to announce in college that he would enter a business career. Half a century ago going into business was not a very attractive proposition; but the new civilization, the enormous commercial development of our country, has made business king, and glittering prizes are held up everywhere in business lines.

As men of the best education are thus turning more and more to the business world as the place wherein to exercise their powers, it follows that business will become more and more the domain of the intellectual American. This class of men is entering the commercial world partly because business is becoming more and more a fascinating game for men of good minds. Such men enjoy the sense of power which the direction of large business affairs gives them. This strong increase of educated men in business renders it very probable that the man who neglects his present opportunity for education will be forced to one side. In the business world tomorrow the man of narrow mental capacity must give way to the skilled and scientifically trained executive.

Andrew Carnegie, one of the strongest advocates of broader culture in business lines, was one of the earliest business men of the first rank to foresee the present trend of education. In an article in the New York Tribune some time ago, he said:

The scientific school or course of study for boys is beginning to show the most valuable fruits in the manufacturing branch. The trained mechanic of the past, who has hitherto carried off most of the honors in our industrial work, is now to meet a rival in the scientifically educated youth, who will push him hard—very hard indeed. Some young educated men have one important advantage over the apprenticed mechanic—they are open-minded and without prejudice. The scientific attitude of mind, that of the searcher after truth, renders them receptive of new ideas. Great and invaluable as the working mechanic has been, and is, and always will be, yet he is disposed to adopt narrow views of affairs, for he is generally well up in years before he comes into power. It is different with the scientifically trained boy; he has no prejudices and goes in for the latest invention or newest method no matter if another has discovered it. He adopts the plan that will beat the record, and discards his own devices or ideas, which the working mechanic-superintendent can rarely be induced to do. Let no one, therefore, underrate the advantages of education; only it must be education adapted to the end in view, and must give instructions bearing upon a man's career if he is to make his way to fortune.

It is to be noted, too, that the men turned out by universities are not entirely equipped for business success. Indeed, it is to be remembered that experience has determined that a university education is only the start in life. Numerous, active, and successful business leaders of today have given thought to the question of the college man in business. Among these is Mr. Howard Elting, former president of the Chicago Association of Commerce. Mr. Elting points out both the strength and the defects of the college-educated man in business.

Mr. Elting notes that among his good points the college graduate is to be credited with the power of concentration; he knows where and how to look for information; he has the ability to reason out difficulties from one step to another; he is adaptable, conscientious, and possessed of a large view of life; he usually has high ethical and moral standards; he is able to solve difficult problems;

and he works with an appreciation of the duties and responsibilities of life.

On the other hand, Mr. Elting is able to list some very decided negative characteristics affecting the college man's worth in the world of business. He finds that some college men suffer from impatience; some have a tendency to snobbishness; many are lacking in industry, seeming to feel that their educational advantages should enable them to get through life by an easy route; others are easily discouraged, seeming unable to bear the brunt of contact with the hurly-burly and strain of business life. In some of them lack of thrift is a weakness, while others lack technical training. Still others, it appears, are not appreciative of the value of time. They seem unable to get in touch with the march of affairs and so tend to fall by the wayside in the crucial test of actual business life.

Mr. Elting's discussion indicates that most of the good qualities necessary for business leadership can be cultivated out of college as well as in. Certainly all of the undesirable characteristics can be avoided. But the man in an apprenticeship must make up in some other way the advantages which the college offers his competitors. Education, beyond all question, is demanded by the business progress of the last few years.

How shall one holding his job become educated? College and university instruction, even business college instruction, is for the very few. It is beyond the reach of most people because of its demands for time and money. To learn by travel and observation is also too costly, yet no man, whether university graduate or apprentice rising from the ranks, can afford at this day to neglect continued and sustained educational effort. The man engaged in practical business

can secure his education through well-directed home-study courses, especially adapted to fitting him for larger responsibilities.

Old Experience is as good a schoolmaster as ever; but he is mighty slow in his methods and his lessons come high. The demands of business for educated men, for business scientists, for men who know theory as well as practice, in all lines cannot be disregarded. Today any man, no matter how humble his place in the world, can in a few months of application gain a better business education than his father could by years of experience.

EDUCATION BY THE EXTENSION METHOD

If then the essential qualities of success can be developed by education, and especially by home-study education, it is the province of the extension university to provide the instruction. There are indeed many difficulties ahead of the man of ambition who fixes his gaze upon high executive work. The extension university directs and systematizes a man's efforts to overcome these difficulties. It offers the earnest seeker after knowledge every bit of guidance possible. From its courses, all the unnecessary, the unproved, has been eliminated. The extension university provides the best method of training for the largest number. It enables a man to keep working at his job and at the same time to utilize his spare hours in systematic study under expert guidance.

Of course it is from books that one primarily seeks education. Most authors of business literature, in the preparation of their works, proceed on the assumption that their readers are already well informed. They use terms and illustrations that are Greek to the average man. Therefore their books fail to be adapted to the

worker's needs. Moreover their highly technical books are not in convenient form for study; their text is not arranged so as to make their lessons easily understood and appreciated.

The worker then needs special books, books prepared for him, books that tell him exactly the things he needs to know, books that are in a language he understands, simple, practical, comprehensive books. The extension university provides the specially prepared books of this kind for those using its services.

But text-books, valuable as they are, need to be supplemented by teachers and service. And it is in this field that the extension university renders its greatest aid to business. It carefully guides and directs the person pursuing its work and enables him to move steadily forward. It instills in the earnest man or woman an appreciation of his own ability. It fixes his purpose. The service thus offered by the University takes many forms, consultation privileges, student aid, encouragement, etc. No movement in modern times is more significant than this which brings home to every aspiring soul the means of self-education and development. University extension work has revolutionized the educational system by carrying systematic instruction to a man, whatever his previous preparation, whatever his present pursuit, whatever his limitations as to time and means.

Of the advantages of this kind of instruction someone has well said:

Men and women of mature years pursue correspondence instruction with the same zest that they would a college course, minus the embarrassment of going to school after they are grown up, or alongside their sons and daughters. Business men and women, while pursuing one line, can quietly prepare for another. The youth of the small town, dreaming of making his fortune in the city, can learn any one of a dozen or more lines—

advertising, letter-writing, court-reporting—it is needless to mention them, and go to the city equipped to accept a position that will keep him among men who are not his inferiors. A man, while holding a position as salesman, clerk, bookkeeper, stenographer, office assistant, etc., can prepare for another, better-paying position, or a more congenial line. Professional men who find themselves unsuited to their profession adopt this method of securing business training. It is, in short, the great transfer system by which men and women are enabled to go about their business and at the same time grow into another business or into greater efficiency in the line they are pursuing.

There was no more enthusiastic advocate of the correspondence method of study and no one who did more to popularize it than the late President Harper, of The University of Chicago. In a public address a short time before his death, he said:

In some respects there is an opportunity far better in correspondence study than in the ordinary class room recitation. Each student in the correspondence class has to recite on all the lessons, while in many a class room some of the students recite on only about one-thirtieth of the work of the three months' course. It is safe to say that the standard of work done in the correspondence courses is fully equal to that of the work done in the average class room. Indeed, I may say that there is a larger proportion of high grade work done by correspondence than in the class recitations. People who take work by correspondence do it because they want to get something out of it, while in many cases in classes the students take the work because it is required in the curriculum.

WHAT YOU YOURSELF MUST DO

Good text-books and expert guidance, however, will not in themselves give adequate education. To them must be added your enthusiastic and earnest endeavor. Every individual must work out his own destiny. There is no royal road to wisdom. It can be reached by many pathways, but you yourself must put forth the efforts needed in climbing.

It may be suggested, however, that the most effective way to insure good results in the advancement of which we are speaking is according to the following method. Make for yourself a plan of campaign. Put down in black and white a statement showing (1) exactly what you expect to accomplish; (2) exactly how you intend to do it; (3) what you intend to do each day, each week, and each month; and (4) just how the valuable time is to be divided among the different divisions of your work. Every course of instruction offered by the extension university tells you how to form these preliminary plans for a sensible distribution of time and effort.

Next, you must secure competent counsel and advice. You will find this in the text-books and in the systematic lessons furnished you in your courses, as well as in the individual criticism, guidance, and suggestions of your instructors. Upon the daily work outlined in these courses you must put earnest application. You must exercise your own power of thinking; you must use common sense and judgment. Your real contribution to your own progress will be your diligent endeavor to follow out the suggestions of the University's instructions.

In the third place, after you have carried out as well as you can the work outlined for you according to the letter of the prepared program, you ought to record each day the progress of your work in the following way: Let your records show (1) exactly what has been done to carry out the plan projected; (2) exactly what difficulties have been met; (3) the amount of time spent; and (4) reasons for failing to carry out the schedule if you have not been able to accomplish it. Here again the University is ready and glad to help. You may always feel free to send in your problems. Instructors will be very glad to give help in straightening out the difficulties.

However, you must remember that there is one difficulty which the extension university can not straighten out. That difficulty is a lack of earnest effort on the part of the one who would learn. Remember that in everything in this life one gets out of it good results in proportion to the earnest endeavor he puts in. Remember, too, that self-study is the best aid to self-advancement. There are many people in the world criticising others who might well use their time investigating their own characters. After the day's work is over, look into your own strength and weakness; tell yourself truthfully just where you fell down or where you succeeded on this or that proposition. Try to get the fact fixed in your mind that what you *are* depends upon what you *will* yourself to be.

AMBITION, COURAGE, AND DETERMINATION

Finally, the ambitious man seeking fitness for business leadership through carefully directed education must supplement all his efforts by staying power, by courage, by industry, and by determination. There is some danger for most of us of becoming victims of stage fright.

The aspiring man just starting out on the steep pathway to leadership finds it crowded with others interested in reaching the City of Success. The very crowd of competitors affects him with weak knees. Many a man who could, if he had the necessary courage, be climbing today toward the desired goal has been elbowed aside because he cannot face with courage the difficulties ahead of him. When Napoleon faced the well-nigh impassible mountain range with his armies, he exclaimed, "There shall be no Alps!" And for Napoleon there *were* no Alps. Many of his brigadier-generals would never have led their armies beyond the foot hills. Remember that

for the man with courage and determination "the hill has not yet lifted its head to Heaven that perseverance will not gain the summit of at last."

In this era there is no room for the man who sits by the road and cries. His wailings will be drowned by the blare of business trumpets. He will be enveloped in the dust from millions of ceaselessly tramping feet upon the highway of progress. If he would be heard, he must stand forth and join with those who aspire and toil and rejoice. If he would be seen, he must rise above the low rolling clouds of dust that cover the host of failures with a mantle like unto that of charity.

"I can" is a powerful sentence. To use it twenty times affects any normal man like a tonic. It lays the foundation for "I will" and when a man reaches the "I will" stage he is well started on the way to win.

FINAL WORD

When the last word is said, however, no matter how valuable may be the advice of one man to another seeking help toward better things, the final result depends upon sustained individual effort. The word "think" is the first letter in the alphabet of success. All the rest of it is contained in the second letter, which is spelled "W-O-R-K." In this and every other age, in the lives of all men who become leaders, who get there, and who do things, work is an indispensable requisite to success. A man may be brainy, but he must work; courageous, but he must work; optimistic, but he must work; possessed of faith in himself and his destiny, *but he must work*. The only sure way to win is to commence to win from the start, and then to keep everlastingly at it.

Begin with faith. Have confidence and faith in yourself as a first requisite to progress toward leadership in

business. Be in earnest. That will carry you through all minor difficulties. Have singleness of purpose. Set your gaze upon the bull's-eye and make every shot tell. Declare to yourself, with spirit, "I am" and "I will," and it will be surprising to you how those assertions will sustain you. The man who uses that formula frequently and with conviction, and backs it up with action, will soon accomplish all that his ability can span. For him there can be nothing but victory. As surely as water runs down hill, that man will win Success.

TEST QUESTIONS

These questions are for the reader to use in testing his knowledge of the lecture. The answers should be written out fully in a notebook, but are not to be sent in

1. What are the seven essential principles of leadership in business which Mr. Moody mentions in this lecture?
2. What spirit must be awakened in a man before the larger things of life can be his?
3. What does Mr. Moody say concerning the part that luck and chance play in business success? What is your own experience?
4. How does the safety warning, "Stop, Look, Listen," serve a useful purpose in the daily affairs of a business man?
5. What opportunities does modern business offer the big man?
6. What is the relation between modern bookkeeping machines and the vocation of the bookkeeper?
7. What reasons does the President of the National City Bank of New York give for the necessity of a broad training as an essential to business success?
8. What personal qualifications essential for business leadership are included in the Sheldon classification?
9. What evidences are there that the pace of competition in business is rapidly being set by the college-trained man?
10. What are Andrew Carnegie's views on the advantages of a broad education?
11. With what good points does Mr. Elting credit the college-trained man? With what negative qualifications?
12. What is the matter with experience as a teacher?
13. What special opportunities for educating himself are offered to the self-made man of today?
14. What were the late President Harper's views on the extension method of education?
15. What simple suggestions does Mr. Moody make for developing ambition, courage, and determination?