The Autobiography of Dr. Edward A. Rumely: The La Porte Years, 1906-1914

*Edited by Philip Morehouse McGarr**
*Contributed by Mrs. Fanny Scott Rumely***

The first four completed chapters of the Edward A. Rumely autobiography, "The Formative Years, 1882-1900," were presented in the *Indiana Magazine of History* in March, 1970. In these chapters Rumely included an account of the events and activities of his early life and his recollection of pioneer days in La Porte, Indiana. He noted the successful establishment of an agricultural implement business by Grandfather Meinrad Rumely, the wholesome and positive atmosphere in the Rumely home which stimulated his desire to learn, his early parochial education and attendance at Notre Dame from 1898 to 1900, and finally his decision and plans to continue his education in Europe.

The next four completed chapters of the Rumely autobiography, "Student Days Abroad, 1900-1906," were published in the *Indiana Magazine of History* in September, 1970. Rumely here described his impressions, observations, and experiences as a medical student in England and Germany. His first year was spent at Ruskin Hall in Oxford, England; a second year at Heidelberg University, Heidelberg, Germany; and the last four and one half years at Freiburg University, Freiburg, Baden, Germany. Of particular interest were Rumely's comments on the work-study program at Ruskin Hall; his discussion of the cooperative British labor movement; his mention of correspondence with Leo Tolstoy on proper diet and educational philosophy; his discussion with Rudolph Diesel, the inventor and design engineer; his close friendship with Gerhart von Schulze-Gaevernitz, internationally known professor of economics and government; and his reflections on German culture, education, and government. In the spring of 1906 Rumely received an M.D. degree *magna cum laude* and completed the requirements for a degree in economics at Freiburg University.

While in medical school at Freiburg Rumely held a part time job at the *Licht und Luft Heilandstalt* (Light and Air Sanitarium). One of the patients there was Julius G. Gütermann who visited the sanitarium twice a week for treatment of psoriasis. A rapport developed between Gütermann and the young medical student; their association proved exceptionally rewarding and developed into a lifetime friendship. Rumely became a frequent weekend guest at the Villa Orehta,

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the Gütermann family home, which was located on a ten acre estate near Gutach, northeast of Freiburg. Rumely formed a close bond with the entire family, and in particular with the three older boys to whom he was both companion and counselor.[1]

In the eight years following his graduation from Freiburg Rumely saw the fulfillment of two of his dreams: the building of Interlaken School for Boys and the development of the Rumely OilPull farm tractor. The final installment in this series, "The La Porte Years, 1906-1914," chapters 12-15 in the autobiography, is primarily concerned with these two endeavors. The author describes his return to the serenity of La Porte, Indiana, in 1906. Many men in his position would have been content to settle down to a comfortable medical practice and raise a family, but not Rumely. As he indicates in the installment which follows, Rumely practiced medicine in La Porte for six weeks upon his return, but this was merely a prelude to other activities. Since his days at Notre Dame and the reading of Jean Jacques Rousseau's *Emile* and Herbert Spencer's *Education: Intellectual, Moral, and Physical* he had dreamed of establishing a school where he could experiment with progressive educational methods.

In the spring of 1907 Rumely located a suitable site in La Porte, the former private estate of S. B. Collins, to begin his boys' school. He rented the estate property which included a half mile of shore line on Clear Lake, a spacious three story brick building with thirty-five rooms and a large basement adaptable for shop classes, a two story barn, and an ice house.[2] The school opened in September, 1907, with thirteen students.

Rumely made his school a model institution. He integrated the more traditional classroom subjects with shop and farm activities and created an environment conducive to learning. Rumely hoped to influence the entire American public school system, which he regarded as wholly inadequate for a world in flux. He felt that unless in-

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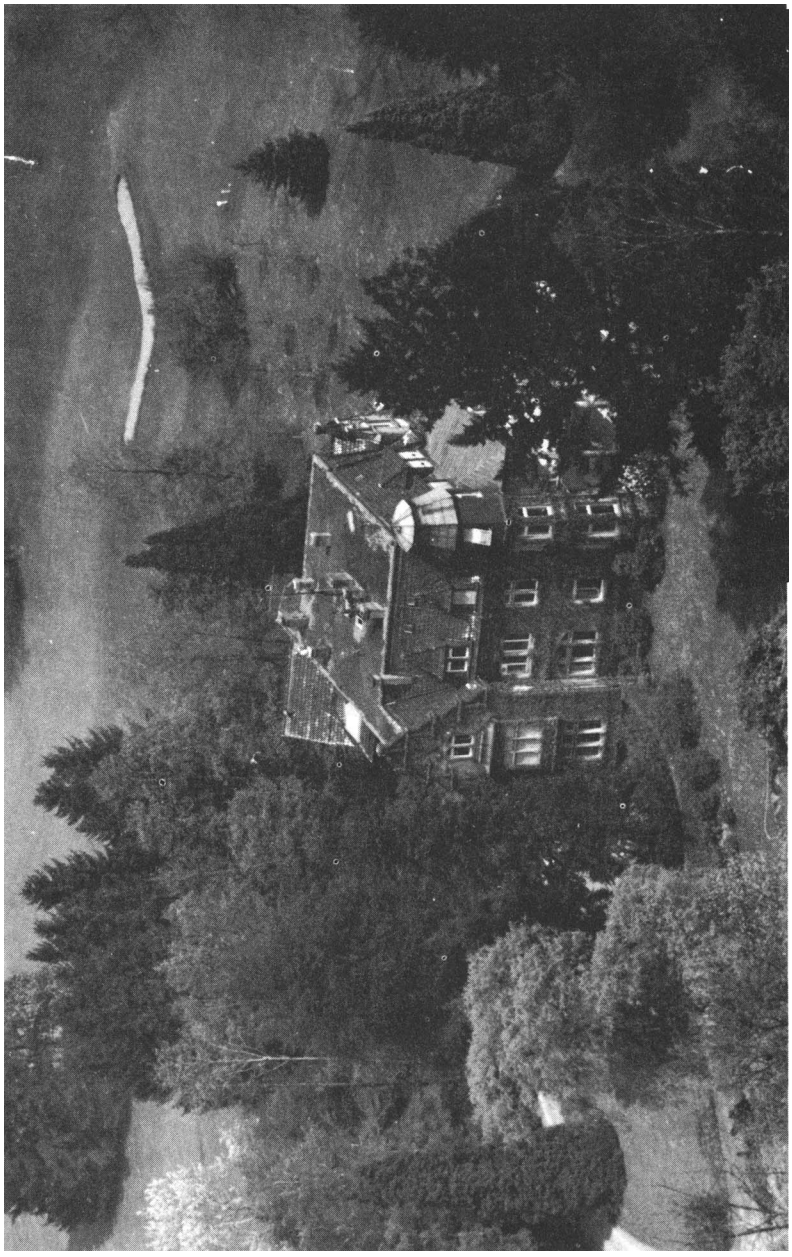
[1] The Gütermann children included: Oskar, Richard, Ehrich, Hedwig, Thea, and Annie. The Gütermann family, which was of dual Swiss-German nationality, owned Gütermann Schapp Seide Company, an international silk manufacturing and spinning concern with factories in Germany, Italy, Austria, France, and later Belgium, Poland, Hungary, Argentina, and Brazil. Information on the Gütermanns may be found in the Edward A. Rumely autobiography, Chapter 10, Edward A. Rumely Papers (Lilly Library, Indiana University, Bloomington). This chapter is not being published in the *Indiana Magazine of History*. Also not to be published is Chapter 11 which deals with Rumely's close association and friendship with three prominent German faculty members at Freiburg University: Professors Bernh Kroenig, surgeon; Kraske, a biologist; and Kliniks, the developer of twilight sleep.

[2] Dr. S. B. Collins' estate was located on Pine Lake Avenue in La Porte. When Rumely purchased the Collins Building in 1907, it was the old Interlaken Sanitarium. The building is now part of the Community Hospital in La Porte. Michigan City *News Dispatch*, October 13, 1964.



VILLA OREHTA

GUTEMANN FAMILY HOME, NEAR FREIBURG, GERMANY.

Courtesy Lilly Library, Indiana University, Bloomington.

novative educational techniques were adopted, America's youth would be unprepared to "meet the problems of its environment."[3]

To expand Interlaken to accommodate between 125 and 150 boys Rumely needed capital. Therefore, the story of the La Porte years is also the story of Rumely's involvement with his grandfather's agricultural implement business, the M. Rumely Company. Edward assumed direction of the company shortly after his return to La Porte when his father's health deteriorated. Rumely brought his gifts for innovation, organization, management, and salesmanship to the business. He saw the need for the development of a heavy duty traction engine that would use a fuel such as kerosene for combustion. Therefore, he persuaded John Alstyne Secor, inventor of a kerosene burning engine, to join the corporation's engineering department. Secor came to La Porte and developed a method of adapting his engine to the Rumely farm tractor.[4] Rumely coined the descriptive trade name, OilPull, for Secor's adaptation. The Rumely OilPull tractor helped to revolutionize American farming practices and made possible extensive farming of the sod prairies of the Great Northwest and Canada.

As he describes it in the chapters which follow, success in the implement business provided Rumely with the capital to expand Interlaken. He found an ideal new site for the school near Rolling Prairie, northeast of La Porte. The property included 720 acres of beautifully wooded land and a lake. He moved Interlaken to this location in 1911.

Rumely's description of the beginning of Interlaken and his account of the expansion of the M. Rumely Company conclude the portion of the autobiography published in the *Indiana Magazine of History*. The great length of the memoirs combined with space limitations for documents make it impossible to print chapters 16-23 of the manuscript which Samuel Thurston Williamson helped Rumely to prepare. These chapters include the author's recollections of Henry Ford's visits to Interlaken; his courtship and marriage to Miss Fanny Scott of La Porte; his friendship with Hugo Junkers, German aerodynamics engineer; the failure of the M. Rumely Company due in part to the economic conditions caused by World War I; his purchase of the New York *Evening Mail* and subsequent move to New York

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[3] Edward A. Rumely, "The Dearth of Skilled Labor, Our National Problem and the Interlaken School Movement," *Interlaken School Bulletin* (La Porte, Ind., n.d.), 4-6, Rumely Papers.

[4] John A. Secor was born June 28, 1847, in New York City. His father, Samuel Secor, was an eminent marine engine designer, as had been his grandfather. After moving to La Porte in 1908 where he resided until his death June 2, 1935, John Secor invented an adaptation of his kerosene combustion engine to the Rumely farm tractor, known as "Kerosene Annie" or the Rumely OilPull Farm Tractor. Both Henry Ford and Thomas A. Edison hailed Secor's invention as an important step in power development. See La Porte *Herald-Argus*, "The Story of John A. Secor," July 1, 2, 1969.

City; his close association with the Progressive party and Theodore Roosevelt; and the problems resulting from America's role as a neutral during World War I.

In addition, a number of uncompleted chapters of the autobiography may be found in the Rumely Papers, Lilly Library, Indiana University, Bloomington. These chapters contain Rumely's account of other business interests such as Vitamin Foods, Inc., which pioneered in the introduction of vitamins and vitamin containing foods to the retail market, and the Agricultural Bond and Credit Corporation, which aided farmers in purchasing farm implements and supplies. Rumely also describes his involvement with national political questions and the problems of deflation, including his service as executive secretary to both the Committee for the Nation and the National Committee to Uphold Constitutional Government and his help in establishing the Committee for Constitutional Government.

In 1959, after forty-four years of public service in New York state, Rumely retired and returned to La Porte. He continued to lend active support to those organizations whose purpose and philosophy was consonant with his view of American democratic institutions and the free enterprise system. He remained active, cheerful, and outgoing until his death in November, 1964, at the age of eighty-two.[5]

Rumely's successful career was a continual search for ways and means of improving American society through education and reform. He was an exceptional man with an unusual combination of talents, one deeply involved in the social and cultural milieu of his time.

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[5] New York *Times*, November 24, 1964.

CHAPTER 12

MY NEW SCHOOL IDEA TAKES SHAPE[1]

It was while I was studying medicine at Freiberg and acting as sort of counsellor-companion for the Guetermann boys that my ideas about the school I would found began to take expressive shape. Its basic policy centered around my own educational experience "hand and muscle work as well as brain work and development of the mind." Naturally I was not alone in revolt against traditional education. Many others were aware of the failures of the school to equip the rising generation to meet the problems of its environment. The growth of the industrial system, modern transportation and crowded cities created entirely new environments and wholly unsuited to fulfill entirely the needs of healthy child growth. The existing public school system of the latter half of the 19th century was shaped to meet the needs of another and earlier civilization, when industry was centered in the home where they used to grow their own food, spin and weave their own cloth, make their soap, dip their candles. The majority of the population was agricultural. Father if he happened to be a cabinet maker or blacksmith shaped his wood and forged his metal near his home within sight of his children and each child was called upon while still young to share the parents' activity. It gave not only insight into industrial processes of that day but the child also acquired habits of work, discipline and moral training for its future occupation, and the school was properly a place to which children were sent for a few hours each day to pick up the essentials of reading, writing, spelling, and figuring and a little information about geography and history.

The traditional school became out of date, chalk and blackboard and books, even when supplemented by so-called manual training

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[1] The version of the Rumely autobiography which appears below is that prepared by Samuel Thurston Williamson, a family friend of the Rumelys and a professional writer. The "Williamson" manuscript was produced from a typescript of wire recordings provided by Edward A. Rumely and was typed, triple spaced, in pica type. The present editor worked with a carbon copy of this version of the Rumely autobiography on which were a number of additions and/or deletions. Since it was impossible to ascertain exactly when—or by whom—the changes in the "Williamson" manuscript were made, the following practices have been used in preparing the autobiography for publication: words which were obviously added or deleted when the original manuscript was typed have been added or deleted in this reproduction; words which were marked out at a later time have been printed with a line through them; handwritten additions have been reproduced in italics. Throughout the manuscript there are occasional handwritten words which are illegible, repetitive, or seemingly irrelevant. These have been omitted. Obvious typographical errors—such as shcool for school, move for more, hishop for bishop, bibical for biblical—have been corrected. Otherwise, spelling, punctuation, and grammar have been retained exactly as in the original. Whenever possible first names of people mentioned have been added in brackets or in footnotes.

The order of Chapters 12 and 13, which appear below, was determined by the editor on the basis of internal evidence. Various markings indicate that the order had not been decided prior to the present editing.

were no longer enough. Our civilization had its own needs. One attempt, of course, to meet the problem of changed environment was the so-called progressive school movement. At that time it was as yet unborn for its great prophet John Dewey was just then beginning to write.[2] But the school I had in mind was not an outgrowth of this movement.

It was the outgrowth of a long experience of my own in schools previously.[3] At the parochial school in LaPorte as I have already recalled all grades of students were in a single room with Barney J. Kohn, the teacher. Other students recited and younger students could hear recitations. This enabled me to follow the work of two or three grades ahead of me and then when I went to grammar school I was able in the first year to pass through three grades—or 3½ grades—and a year later to enter high school. Now the one-room school house is anathema to modern education but what it supplied ~~is~~ in the way of being able to advance a pupil is something that is still a problem for modern education. As much as school and college did help me, it was my grandfather who had been one of my greatest teachers for he allowed me to do every kind of physical work in the plant. He let me work in the foundry, the machine shop, and the woodworking department, and I had experience such as few young men ever had of seeing all the processes of a manufacturing plant. I knew how much that had given me and then the viewpoint that was afterwards formulated by John Dewey was in my mind and I knew that that kind of experience was very valuable to me. So I wanted a school where the things I had received from practical work would be part of the course and at Oxford I had discovered that famous sentence of Tolstoy which put into words what I had only before had in thought.[4]

At Freiberg I wrote in a letter to Father [John B.] Scheier, my Latin teacher at Notre Dame, "My intention is to become a teacher,

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[2] John Dewey, 1859-1952, was one of the most important American reformers in the field of education. He suggested numerous innovations to alter the traditional nature of the public school curriculum such as introducing industrial arts subjects in the high schools. Dewey promoted the philosophy of pragmatism and its applicability to education. For information on Dewey's background and the progressive school movement see Morton G. White, *The Origins of Dewey's Instrumentalism* (New York, 1943); and Merle Curti, *The Social Ideas of American Educators* (New York, 1935).

[3] For a discussion of Rumely's education see Philip Morehouse McGarr, ed., "The Autobiography of Dr. Edward A. Rumely: The Formative Years, 1882-1900," *Indiana Magazine of History*, LXVI (March, 1970), 2-3, 24-39.

[4] Rumely includes in his book on Interlaken some comments by Leo Tolstoy: "Do these things for your children," "Let them do all they can for themselves; carry their own water, fill their own jugs, wash up, arrange their own rooms, clean their boots and clothes, lay the table. These things train the children to simplicity, to work, and to self-dependence. If you can add work on the land, if it be but a kitchen garden, that will be well." The quotation is reproduced exactly as it is in Edward A. Rumely, *The Interlaken School* (Chicago, 1915), 1.

but I feel that I should be forced by antagonism to the routine in established institutions to begin anew on an independent footing. One idea which I shall certainly strive to put into practice may on account of its nature be accepted by a college in which the sons of mostly wealthy parents are trained; namely, I believe that the separation, in any period of life, of mental from manual labor is a serious mistake. Growing boys should be brought into contact with nature and with work and with manual work several hours each day."

In the disecting room at Freiberg a student who worked next to me was a Russian woman about 38 years old. She had been a school teacher and felt that in the Russian villages, where for 20 miles there wasn't a physician, she could fulfill her purpose better by studying medicine. I told her why I was studying medicine, that I too wished to enter educational work and I discussed with her some of my plans. "Why," she said "you should go to Glarissegg and see Werner Zuberbuhler's school."[5]

This school was located on the south shores of Lake Constance near the Swiss city of Steckborn. It was on the edge of the Lake behind some blue hills at the point where Lake Constance narrowed into the Rhine. Across the Lake lay the province of Baden, in which of course lay the city of Freiberg. This school was one which stemmed from the educational experiment and rural school of Cecil Reddie who had pioneered in a new type of rural education.[6] To Abbotsholm in England came Zuberbuhler and also Dr. Herman Lietz. Lietz became head of three German rural educational schools[7] and being in Germany he had had a much more difficult struggle than had Zuberbuhler. The formalism of the German state educational system was hard to break through and the new school movement represented a revolt against established routine. Its [new school movement's] fundamental principle was an effort to get out of each individual all possibilities that are within him by the maximum amount of spontaneous self-expression. Discipline based upon force and routine was sub-

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[5] Werner Zuberbuhler and Wilhelm Frei were cofounders of Glarisegg in Steckborn, Switzerland. They obtained many of their ideas on experimental rural education from their visit to Dr. Cecil Reddie's pioneer rural school in Abbotsholme, England. *Ibid.*, 5.

[6] In 1889 Cecil Reddie began at Abbotsholme, Derbyshire, England, a new school, the purpose of which was to "develop harmoniously all the powers of the boy—to train him in fact to *live*, and become a rational member of society." According to Reddie training in the school included "(1) physical and manual, (2) artistic and imaginative, (3) literary and intellectual, and (4) moral and religious." Cecil Reddie, *Abbotsholme* (London, 1900), 21, 24.

[7] In 1896 Dr. Herman Lietz came to teach at Reddie's school; in 1898 he opened a school of his own, Landerziehungsheim, at Ilsenburg in the Harz Mountains, Germany. Other schools headed by Lietz included Haubinda in Thuringia, Schloss Bieberstein near Frankfort, both in Germany, and Gladyseck in Switzerland. Rumely, *Interlaken School*, 5; Reddie, *Abbotsholme*, 254-56; Sir Michael E. Sadler, ed., *Moral Instruction and Training in Schools: Report of an International Inquiry* (2 vols., London, 1909-1910), II, 228-29.

ordinated in these new schools of Lietz, and Reddie's and Zuberbuhler. Punishment was avoided except in very rare cases and as a last resort. Dr. Lietz placed a low estimate upon the formalism of drill and routine that was customary in the Prussian schools. The school authorities sensed that the spirit of his school movement was subversive of their mode of training to obedience and submission, hence the Lietz schools suffered from serious handicaps imposed upon them by official Germany. Zuberbuhler at Glarissegg had had less trouble and at the time that I was told of his school it was already operating and assured of success.

At my first visit to Glarissegg I sought out Werner Zuberbuhler but found him very short with me. He almost shooed me off the place. He had been over-run with visitors and had no time to answer questions. So I went. I sat down in the yard and watched the boys working. They were trying to move a huge stone or boulder. The teacher would bear down on a lever once, then a couple of boys each one in turn would bear down and never once haul together. The boulder remained immovable. It was evident that the teacher who supervised the moving of the boulder had never tackled such a solid job before. So I watched the goings on for about ten minutes, then I remembered how my grandfather would whistle when he wanted to move a boiler and get everyone to move at the same time. So I took off my coat, forgot myself completely and joined the group and I said "Don't do anything till I tell you to start." Before long the boys began to follow my direction and they exerted their effort all at the same time and we just walked the stone away to where it was to be placed. Meanwhile Mr. Zuberbuhler had been watching and he sent a boy with this message "I've seen that performance with the boulder and if you know how to handle students that way, come and stay with us awhile." Then he came to meet me in a very cordial way and made inquiry about my studies. He asked about the length of my vacation and then as I turned to leave he called one of the students and said "Go with Herr Rumely to the Inn at the village about a quarter of a mile off. Get his bag and belongings and place him in our guest room upstairs. I wish him to be our guest as long as he will stay."

I was soon acquainted with all the students in the school and the teachers. About 35 of the boys were Swiss, a few Italian, a few German, and a handful from other countries like Russia. Werner Zuberbuhler and I became good friends. When I left we corresponded and I visited the school thereafter often. He sent school students on excursion trips to visit me at Freiberg. I became intimately acquainted with the teachers of his school and met the woman who was to become his wife. And when their marriage was to take place Mr. Zuberbuhler asked me to take charge of the school and of its group of students

during his wedding trip to Corsica. This I did and I wrote my experience in a long letter to my father and this letter I later incorporated in the appendix of my Interlaken school catalogue. Here it is.

(Pick up letter from Dr. Rumely to his father.)[8]

I took groups of boys on bicycle trips over the Alps to Italy and made other trips with them to Switzerland. We visited a meeting of the Cantons—one of the Swiss states—at which all the 10,000 voters came together at A~~tt~~*pp*enzell in the public square to decide matters of state the ensuing year. As we walked over the mountains toward this village we moved along with hundreds of these voters carrying an umbrella and sword strapped together and used as sort of a cane. At Appenzell the public square was fenced off guarded by soldiers and nobody was permitted to enter inside as a voter unless he wore the sword. It was an old rule of the Canton that no man who could not defend the country could participate in its decisions. This was an indication that democracy must be maintained by universal service of men who guard their own liberty. This story I told and retold in the New York Evening Mail and it inspired many to assume the initiative of pushing the thought of universal compulsory service in the United States.

My contact with Zuberbuhler and with Dr. Leitz and subsequently Dr. Reddie of the Abbotsholm school greatly aided me in developing my own ideas. These teachers and the literature of new school movements greatly aided me in developing my own ideas. None of these schools and none of these educational ideas seemed to appreciate the importance of muscle training and muscle perception. There's a difference between manual training and the recognition of what muscle training contributes to education, for there is more involved than merely muscular exercise and development of the body. It was and still is my concept that the muscle is basic for mental development. I experienced that when I returned from London to begin my cramming studies for my medical degree at Freiberg. I was mentally fagged and worn out and those few days up in the mountains skiing restored my mental health. Also, Dr. Gaevernitz informed me that by tiring him out by muscular work or long walks that it gave him the equivalent of two more hours of mental work a day.[9]

Few realize how much muscle means to the brain, yet the brain is taught by the muscle as well as by the two nerves of ear and eye,

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[8] A portion of Rumely's letter to his father has been published in Rumely, *Interlaken School*, 48-53. It has not been inserted here.

[9] For Rumely's account of his friendship with Professor Gerhart von Schulze-Gaevernitz see Philip Morehouse McGarr, ed., "The Autobiography of Dr. Edward A. Rumely: Student Days Abroad, 1900-1906," *Indiana Magazine of History*, LXVI (September, 1970), 225-32.

and fully 95% of our life is guided by muscular sensation. The baby depends upon it almost wholly during the long period of its early life. Its first education is a physical education, an education of the muscles. Its development through the training of life and experience is a type of the later education that is practical. Through its every muscle—above all by its hands—it drinks in the knowledge of the outside world. Man dominates over all other living creatures because he has a thumb which can take hold of material and because with his fingers he can measure weight resistance and inner properties of the material which he cannot get through eye or nose. Man is an animal that has a highly developed hand to take hold of things, for example, when one whittles wood—pine or oak wood—one notices how different these materials are. He sees the color and remembers that one is pine wood and the concept of that pine wood, how light it is and how easily cut is something that you must experience first through your hands. As the human race went through a muscular state like that in which savage people still exist today so the child goes through in epitome the history of the race. But now so-called civilized man has become a new sort of cave dweller. Even in our suburban home we have accepted the automatic way of apartment house life and industry has passed forever from the home to the factory. Thus the old school, the traditional school, became out of date and it was necessary for a new school[,] for children now need the training of their muscles as well as of their minds and they need the training of their minds through the muscles. I have already shown how the baby goes through the stages of the human race, but through every muscle, above all the hands, man drinks in knowledge of the outside world. Nor is this importance of the muscle lessened, either in later childhood or adult years. The eye, through the nerve of seeing, teaches us form and color. We see iron—the gray metal—its crystals, its lustre, its surface but we need to bend and break it, we need to weld and hammer it, to file it, to test it and put it to the mechanical uses with our hands before we can truly know much about that metal which has become the main carrier of our civilization. The hands interpret what the eyes see, and the eyes become efficient alone through their muscles. The mechanism of the eye is as perfect in the babe as in the grown man. Yet the babe stretches out its hand for the moon as if it were within reach. In the end he learns to gauge distance and he does this through the muscles of the eye. We now know that we are able to estimate distance by the eye movement that is necessary to obtain a perfect focus that our whole conception of space is built not upon eye sensation but muscular sensation.

Indeed muscles express the most intimate sensations of the soul. The Romans made a true guess at them which is preserved in our

word "emotion"—a moving out of sensation through the muscles. Our feelings are most vividly portrayed by gestures and the shifting play of expression of the facial muscles give the face. See an angry man through a glass door and you need not hear a word to know his state of mind and so joy, grief, love, every mood and passion have their instantly recognized physical expressions. And so close is the relation between mind and muscles that the counterpart is true. Try the old actors trick, mimic a man's expression and you'll have the key to his thought. Assume the expression of a laugh and the sober mind will at once feel the effect. Of course, play and organized sports are essential to our organized civilization, but when you use tools against materials you get what organized play doesn't give you, you get muscular coordination through organized play but you don't get the knowledge of the properties of the material. I had much of that in my Grandmother Rumely's home. She made soap and apple butter and the work activities of the home were still a tradition and it is those work activities, the feeling that manual labor is as dignified as mental work [that] is one of the essentials of modern civilization and an essential that in many places has been seriously neglected. For it is through manual labor that one discovers that enterprise demands the cooperation of others thus one learns the laws of social interdependence and becomes either a forceful leader or a patient helper with reference to the requirements of common ends.

These, in brief, were the fundamentals behind my plans for a new school—plans I was now ready to put into effect. Although I was but 24 at the time, they had been hammered out over a period of a score of years on the anvil of personal experience and trial and error in my own education. And when I finally had in my hand my medical university degree, I was ready to put those ideas into practice. I paid my last visits to Glarissegg and, as I have related, made my final journey to Italy with the Guetermanns and at Genoa boarded a Hamburg-American liner which continued on to Naples before turning around and heading for New York.[10]

Knowing Naples from my student trips to that city and being very fond of it, I looked forward to the stop there between nine in the morning and ten at night, when my ship was scheduled to sail. I went ashore and revisited the town. After dark I headed back to the harbor and the landing stage where a launch would take me back to the ship, but I lost my way. When I reached the harbor the last boat had left. With some difficulty I found a fisherman about 23 years old, and a 13-year-old boy and engaged them in their boat to haul me

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[10] Rumely describes his trip to Italy with the Gütermanns in Chapter 10 of the autobiography. See Edward A. Rumely autobiography, Chapter 10, Edward A. Rumely Papers (Lilly Library, Indiana University, Bloomington).

out to the liner. The deal was two lira. About half way out, the elder man stopped rowing. The boy was behind me on the end with a steering oar. He said "Not two lira but twenty." I surmised that if I yielded and offered him twenty lira he might just as well raise the fare to two hundred lira, so I decided the best thing was to stand pat. Putting my hand as if reaching for a pistol, I said "No—two lira is the bargain." The man would not move. But I heard the boy behind me move about, and not wishing to be hit over the head with a steering oar I crowded up close to him so that if I should be attacked I could throw the boy into the water and have only the man to deal with. Then I squeezed him against the seat to force the pair to proceed. After about a minute of this the boy waved his hand to his companion—I thought a sign that he had had enough of the pressure and wanted him to row ahead, which the older man did. In a short time [we] were at the ship's ladder. I stepped out of the boat and breathed easier, thinking that I had made a narrow escape.

I walked up the companionway and watched the boatmen depart, then went down to my stateroom. I reached for my purse. It was gone! I felt in my pocket for some bills. They too were gone! The only money that remained was a few silver coins—about 12 German marks and some pfennig and small Italian coins. Between Genoa and Naples I met a girl who had been studying music abroad—Miss Michaelson, afterwards a very famous pianist. Instead of money enough to get from New York to LaPorte, I was now without funds to pay tips on the boadt and cut a figure before Miss Michaelson.

On the first day out of Naples, I saw a few passengers playing chess for money. I watched them, sized up their abilities, then entered the game. At Notre Dame for a period of time I had been winner in chess tournaments among other students. While I had not played chess for many months, under the necessity that confronted me I put up a fairly good game and won. Before long my funds had increased from twelve to forty marks and I had reason to be thankful for those summer months on "C" Street in LaPorte when I played chess with Father Messman and pulled at a length of binder twine which rocked the cradle of my baby sister Florence, across the street.[11] I raised my bets and soon had enough money to entertain Miss Michaelson occasionally and to tip the ship's stewards in the style to which they were accustomed.

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[11] For a fuller description of these activities see McGarr, "The Formative Years," 25.

CHAPTER 13

"KEROSENE ANNIE"

I reached New York with little more money in my pocket than Grandfather [Meinrad] Rumely had when he landed at Castle Garden fifty seven years before.[12] Fortunately, Father and Mother met me at the boat and helped me get my books and souvenirs through customs. They appeared as glad to see me as I was to see them and their curiosity was as great as my certainty as to what I proposed to do when I finally settled down, as they hoped, in LaPorte. Only I didn't tell them—then.

Arriving at LaPorte my reunion with my brothers and sisters was almost like encountering a new family.[13] When I had left the country nearly six years before, none of them was grown up and 1 or 2 were scarcely out of the cradle. Now I had brothers and sisters who were young men and women. I was in splendid physical condition, thanks to my mountain climbing and skiing, but when I tried out my brothers' strength in wrestling, ~~and~~ four of them put me on my back, while with the fifth I could only maintain a tie. One couldn't remain a vegetarian long at a Rumely table, so I gave up the practice I began at Heidelberg.

My family received my declared intention to start a boy's school with as much bewilderment as when I announced I was going to Oxford to study for the priesthood. I was already familiar with the previous comment "We thought you went to Europe to study to be a priest, and then you decided to be a doctor. And now that you have become a doctor you want to start a school."

It was apparent that I would get no help from my family to realize my ambition to start a school. Fortunately for my state of mind, Dr. [J. H. William] Meyer, a friend of mine from boyhood, wanted to go to his ranch in Colorado for a few weeks and asked me to take over his practice. He knew that I did not intend to stay in medicine and therefore I would not take any patients away from him. I practiced for about six weeks. Medicine fascinated me and I got on well with the patients. Had I continued medical practice, I believe I would have chosen obstetrics and followed up for two or three years with the care and supervision of the infants I might deliver.

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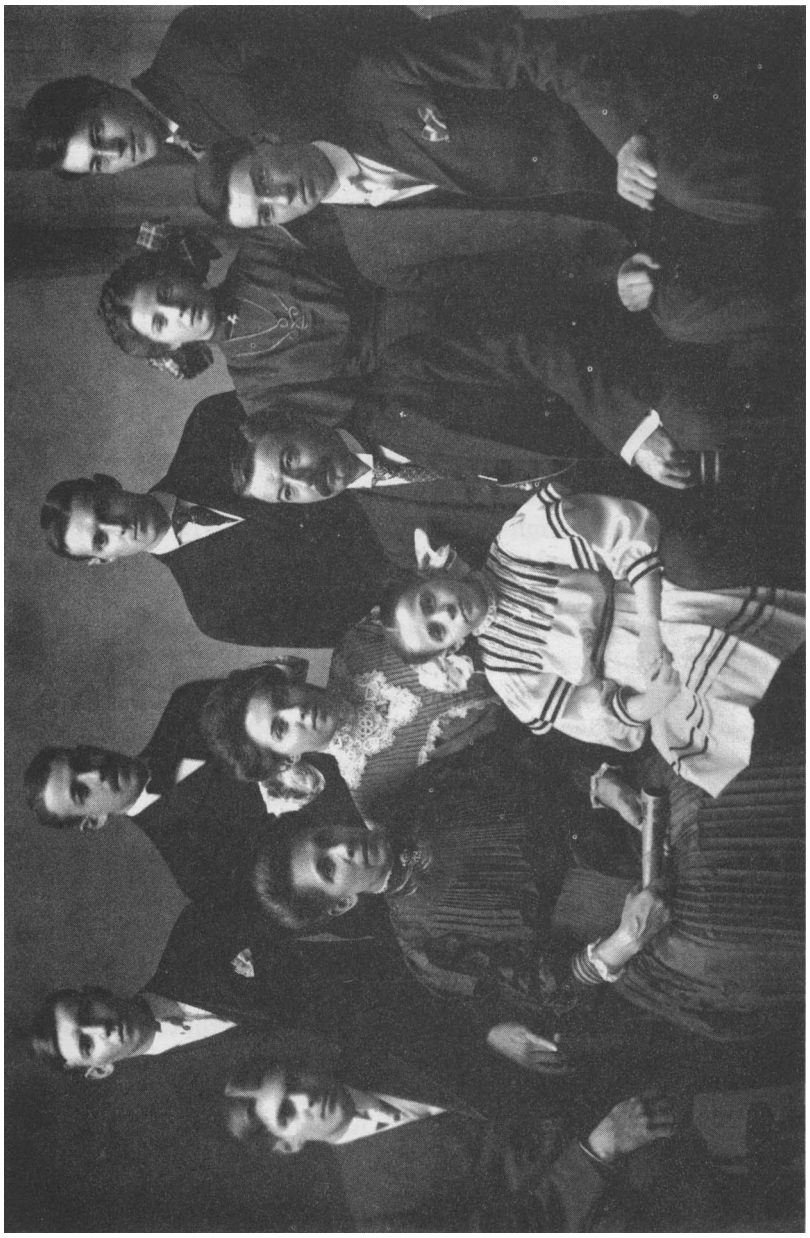
[12] Meinrad Rumely immigrated from Germany to the United States and arrived in New York City in 1848. Since the Castle Garden immigrant depot was not in operation until 1855, presumably he was admitted through the immigration center located on Ward's Island in the East River. Later, in 1892, Ellis Island became the entry point for immigrants. See Maldwyn Allen Jones, *American Immigration* (Chicago, 1960), 128-29.

[13] According to Mrs. Fanny Scott Rumely, Joseph and Margaret Rumely had nine living children at the time of Edward's return from Europe in 1906. He was the oldest; then came Joe, Leo, Cornelius, Vincent, John, Florence, Helen, and Cecelia.



THE RUMELY FAMILY

SEATED, FROM LEFT: CORNELIUS, MRS. JOSEPH RUMELY, FLORENCE, JOSEPH, FATHER JOHN.
STANDING, FROM LEFT: VINCENT, LEO, JOE, HELEN, EDWARD.

Courtesy Lilly Library, Indiana University, Bloomington.

I had always thought that the obstetrician should do more than merely deliver babies—he could render important service in their first years of development.

My efforts to start a school were further retarded by conditions in M. Rumely Co. Grandfather Meinrad had died two (?) *1902* years before.[14] He had left his estate to his children with major portions going to my Uncle William [N.], who had handled the mechanical side of the business, and to my father [Joseph H.], who had handled sales and finance.

My father's health had given out. He had alternate periods of depression when he would make few decisions and periods of exaltation when he made decisions that were not wise. Will Rumely being interested primarily in machinery and mechanics was habit-bound in his thinking. As a result the business had become virtually stagnant.

The aggregate capital of the plant was about $1 million and the company had approximately 5% of the total threshing machine business. Its annual turnover was around $800,000 a year. The profit had shrunk to $40,000 a year.[15] But this did not come from the operation of making and selling engines and threshers. That activity broke even. The profit was the equivalent of the interest earned by some $800,000 of farmers notes which the company owned. Here was a concern building machinery whose profit came solely from interest on time payments on those machines.

The threshing machine market had become saturated. While the country was opening up and expanding and new lands were planted to wheat the capacity of threshing machine plants had increased but now no new lands were opening up, expansion ceased and there was more plant capacity to build threshers and engines than the market could consume.

Indeed, the market was oversold. A threshing outfit represented $2500 or more of investment. And an owner required from forty to fifty days' operations from one farm to another to make a profit. But in the early 1900's so many threshing outfits were at work that the average thresher had only 20 or 30 days' operation which made it difficult to earn and pay for the machine. Consequently threshing outfits were sold with no cash down and from 3 to 5 years time to pay. This was the situation when I returned from Europe.

When Dr. Meyers came back from his vacation and resumed his

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[14] Meinrad Rumely died in 1904 at age eighty-one. See E. D. Daniels, *A Twentieth Century History and Biographical Record of La Porte County, Indiana* (Chicago, 1904), 407.

[15] In 1906 another Indiana agricultural firm, the Gaar Scott Company of Richmond, Indiana, had sales totaling $2,218,838.00, and the net profits were $253,238.00. See Reynold M. Wik, *Steam Power on the American Farm* (Philadelphia, 1953), 257, 204.

practice I went down to the Rumely plant to help out my father. I soon realized what the problems of the company were. I understood the business because as a boy from ten to eighteen I had worked in the office and copied the letters and had seen all the correspondence in and out, and had from that an understanding of all aspects of the business from the office end; while from my grandfather's interest, enabling me to see every part of the factory, I had acquired an understanding of the factory end of the business. It was two months before I was put on the payroll, and then I had to put myself on for $83.33 a month—$1000 a year. Without any formal assignment of authority, more and more authority passed to me.

Now I had a chance to develop the idea of substituting an engine for animal power plowing—an idea that had been in my mind ever since that night I had drunk beer with Rudolph Diesel in Heidelberg and that dinner in London with Professor von Schulze Gaevernitz's friends who discussed the opening up of Canada. I had found that in a few places in America experiments were under way to adapt the steam engine to plowing.[16] But many of them had failed because of attempts to adapt the threshing engine to the plow and the engine had not put its full power through gears to [a] draw bar that pulled the load. The problem was to strengthen the gears so that the full power of the engine could be put into traction to draw plows. The Rumely Company had developed probably before any other threshing machine concern strong gears. This was after my brother Leo, who came back from a sales trip in Kansas to insist that the gear be widened from 3 to 5 inches. The engineers declared that this was more strength than needed. "How much" asked Leo "would it cost us to add a two inch width to the gears?" "Not over $15 to $20" I said. "It costs me" Leo replied "about $200 of sales effort to overcome doubt in farmers' minds whether these gears will stand up. So why save $20 of metal and sacrifice $200 worth of sales effort?" Thus it was that the Rumely engines had the easily visible gear strength to draw plows all of which gave us an early start in steam plowing.

The opening of such a market seemed to be a golden opportunity for The Rumely Company. Two of our buildings opposite each other on Madison Street were connected by an overhead bridge that had been painted red since it had been built many years before. One day I ordered the painter to put on it a sign "Plowing, Threshing, and Hulling." William Rumely stopped the painting, came in to my of-

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[16] For Rumely's discussion with Diesel and his dinner in London see McGarr, "Student Days Abroad," 214-16, 235-37. For a discussion of American experiments to adapt the steam engine to power plowing from 1885-1912 see Wik, *Steam Power*, 82-107.

fice and said: "That sign is wrong. 'Steam Engines, Threshers, and Clover Haulers' is the wording." I said "Uncle William, the big end of this business is going to be plowing; and besides, how long has that bridge been up there?"

He said "fifteen or eighteen years."

I said "You never painted anything on it and now, when I want to paint what belongs there, you stop it. The wording that I gave you is the wording that is going on that sign."

That marked the day when William Rumely's authority over the business passed; from that time on it was under my direction, although my uncle still retained his financial interest and official position as president.

I begin to push the market for steam plowing in this and the Ideal Threshing Machine, which at that time was just being developed, and since then became the standard machine more widely used than any other in the country. And to inspire district salesmen of the Rumely Company to wear out more shoe-leather and less seats of trousers and get out and get business, I took two pages in the Thresherman's Review with the heading "There Must Be a Reason for the Success of The Rumely Company and its Steady Growth in Volume."[17] This was in 1907, a year of financial panic. And the activity of The Rumely Company that I had spurred up greatly disturbed A. B. Farquahr of York, Penna., who had been one of my grandfather's best friends.[18] He telephoned me to meet him in Chicago where he said "I think you should know that a very hard year is coming. If you try to do more business you will fail and incur great expense. I know that your grandfather would want me to advise you thus. I expect the Farquahr Co. will only do 65% of its normal volume of business."

But Mr. Farquahr's business was serving the agricultural market of the East; they were not strong in Kansas and other markets where the need for tractors and other tools was opening up. So that the opportunity we saw was not clear to my grandfather's friend.

Instead of reducing we laid our plans for 125% of our normal volume. Receipts increased that year from $800,000 to $1,250,000 and our profits instead of $40,000 were $140,000. The time was right for settlement of new land of the still unused lands of Texas, Kansas, the Dakotas, Montana and especially of western Canada.

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[17] Edward A. Rumely, "There Must Be a Reason for the Success of the Rumely Company and Its Steady Growth in Volume," *Threshermen's Review*, XVI (1907).

[18] A. B. Farquhar started his career in the 1850s as a machinist's apprentice in William Dingee's machine shop in York, Pennsylvania. Within a short time he was part owner of the Dingee Company and by the 1880s had established the A. B. Farquhar Company of York, Pennsylvania, which specialized in the manufacture of threshing machines. Wik, *Steam Power*, 31, 34, 92, 96. See also A. B. Farquhar, *The First Million Is the Hardest* (New York, 1922).

Some of the men who had gone out as pioneers in this territory had bought steam plowing engines to break this tough prairie land—some of it with undergrowth so dense that it was impossible to use horses.

The steam engine, however, had great disadvantages. It consumed a ton to a ton and a half of coal a day and eight times as much water. In districts where the ground water was alkaline it was impossible to keep the engine boiler in condition. I realized that what these men needed was a new dependable tractor power which was not then on the market. We gathered reports from salesmen from all parts of the country and our branch managers made a study which convinced me that the time for plowing by the internal combustion engine had arrived. A study of the fuel situation showed that gasoline was scarce and increased demand for it would increase its scarcity and price. On the other hand, kerosene was plentiful and cheap. This was before discovery of the "cracking" process by which crude oil was subjected to fractional distillation; at one temperature crude oil yielded its gasoline, at another its kerosene was drawn off, and the more gasoline was distilled, the more comparatively unwanted kerosene resulted.[19]

Accordingly I outlined a policy of building a kerosene engine instead of a gasoline one. The dream I had since my meeting with Diesel was becoming realized. At the same time another dream of mine was approaching realization. I had hired the old Collins estate for $1000 and had sent out circulars announcing the opening in the fall of 1908 of Interlaken School. My adventures in this educational pioneering require separate chapters. I was living at the school but spending most of my working days at the Rumely plant.

M. Rumely Company engineers worked with steam and designed for steam; their only acquaintance with the internal combustion engine was with the occasional automobile of which up to that time only 150,000 had been built but there was some talk that a man named Henry Ford had bought land to build a huge plant in Highland Park, Michigan, just outside of Detroit. We had no internal combustion engine experts. William Rumely told me that he had met at a Fair in the East John A. Secor who had an idea for an oil-burning engine and might be the man I was looking for.

We sent for Secor who came to LaPorte and explained that his grandfather had designed the steam engine for one of the first steamboats on the Hudson [River] and that since that time his family had

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[19] The "cracking" process was patented by Luther Atwood in 1892 and soon spread throughout the petroleum industry. The yield of kerosene was increased approximately 25 per cent because of this process of fractional distillation. For a discussion of the "cracking" process see Ralph W. Hidy and Muriel E. Hidy, *History of Standard Oil Company (New Jersey): Pioneering in Big Business, 1882-1911* (2 vols., New York, 1955-1956), I, 90-91.

been marine engineers. Secor lived with me at Interlaken School for about 15 months and we became close friends. All of our financial dealings were on the basis of absolute trust. On a verbal agreement, Secor surrendered his entire patent rights except in the marine field in return for $212,000 of M. Rumely Company stock.

Secor believed the problem of a plowing engine was similar to that of an ocean boat in that both had to have great reserve strength. The plowing engine to surmount a hill or negotiate more difficult and tough spots in the soil would have to have reserve power. On this basis we started designing the Oil Pull tractor. In about six months Secor and his draughtsmen had worked the design for the engine out and four months later the first test machine was completed. Within a short time it was operating satisfactorily.

Our kerosene tractor had virtually the same traction mechanism though half the weight [of] the Rumely steam tractor which had proved so sturdy under the severest conditions. It replaced steam engine and boiler with a light but strongly made internal combustion engine driven by kerosene broken into a fog of fine globules. On light loads, only kerosene was drawn into the carburetor; on heavy loads as much water as kerosene was fed into the mixture. Two to three *2½ to 4* gallons of kerosene were required to plow one acre.

Exhaust and a boxlike cooling system were attached to the chassis over the front wheels. Instead of water the cooling medium was oil which had several advantages over water. Oil has a higher boiling point. It does not rust the system's parts nor does oil deposit sediment. As a result the life of an Oil Pull radiator was as long as that of the tractor itself. As time went on the tractor was improved; it became lighter as well as more powerful but its basic operation was the same as in the first model. Many of these tractors were used 30 years or longer.[20]

In the meantime, spring and the plowing season had arrived. Our great test had come. About ten one morning we moved the engine out to a 40 acre field south of LaPorte. Immediately after luncheon we were to see it plow for the first time. A number of the executives in the business and I sat under a tree eating our lunch. Across the field was the tractor and we saw a man climbing over it. I asked who he was, and test crewmen said they did not know. Shortly after the stranger walked towards his car. I told Arthur Cromwell, my chauffeur, to follow him and tell me where he went. Meanwhile a two-hours test of the engine surpassed our rosiest expectations.

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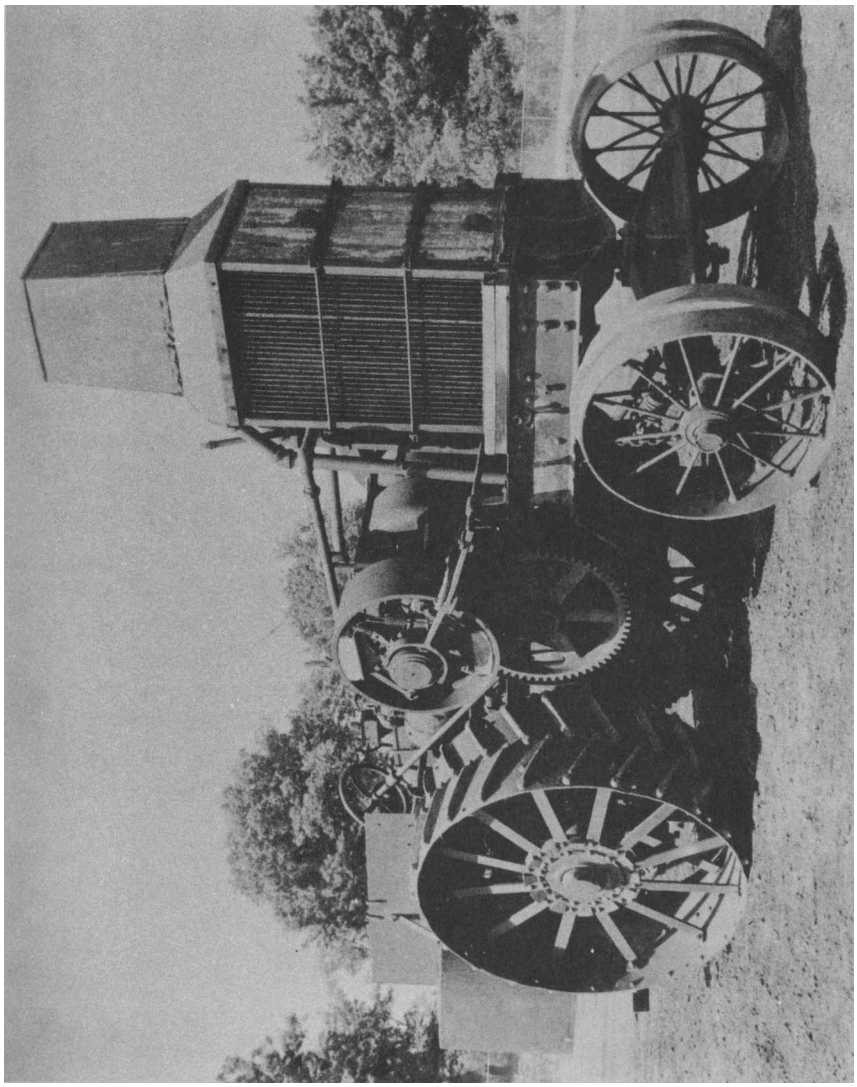
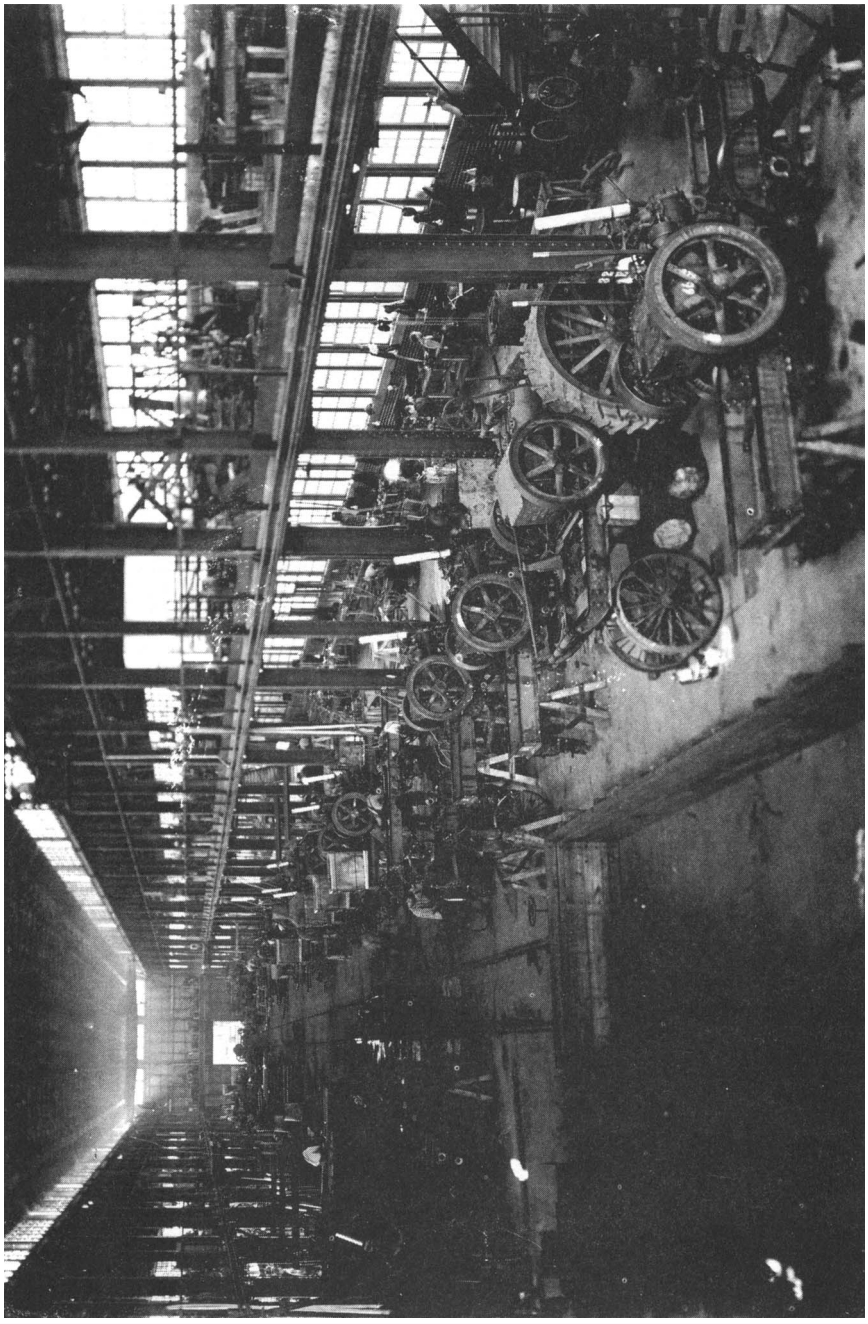
[20] From 1908 until about 1930 the M. Rumely Company and its successor in 1916, the Advance-Rumely Company, made OilPull tractors in La Porte, Indiana. Sixteen different models were made, ranging in weight from three to fourteen tons. La Porte *Herald-Argus*, June 25, 26, 28, 1969.

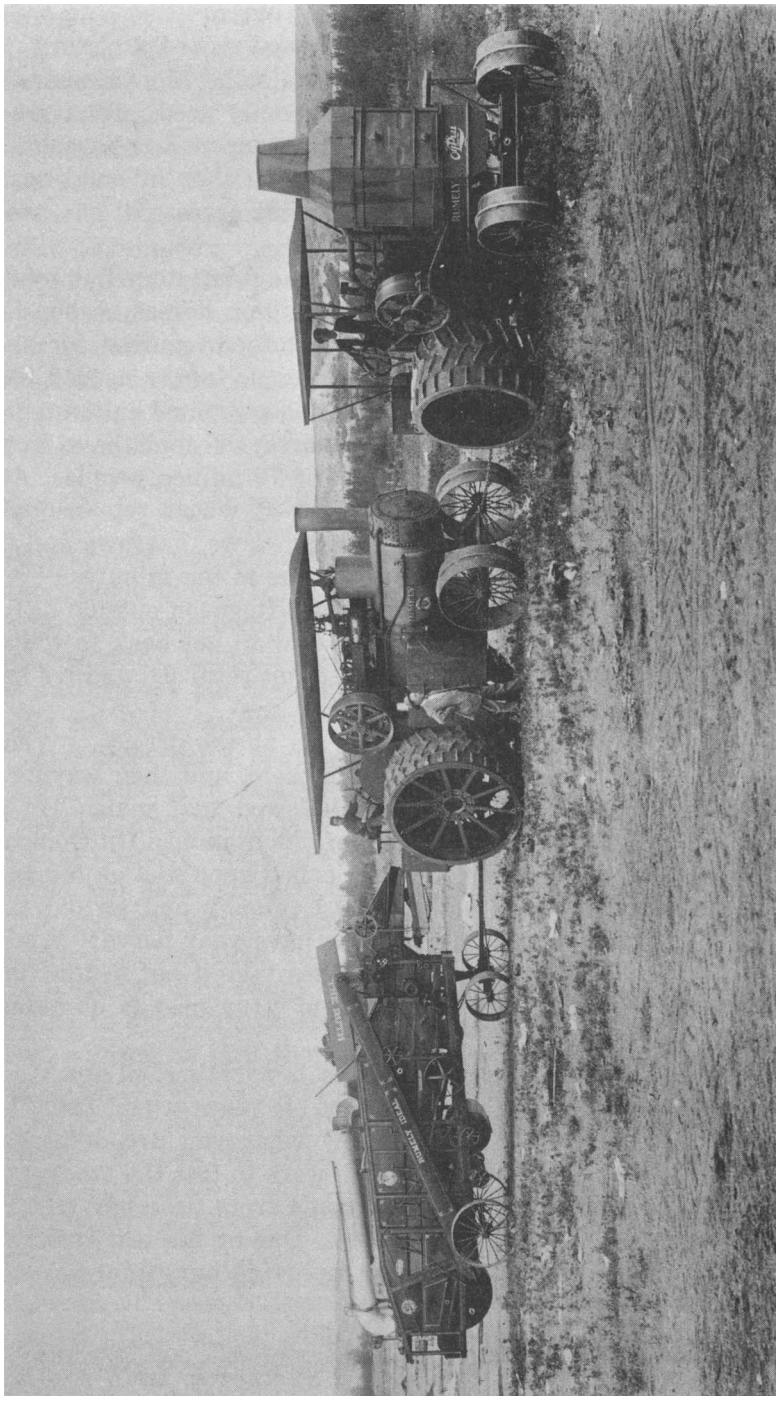


"KEROSENE ANNIE"
ONE OF THE FIRST RUMELY OILPULL TRACTORS.
Courtesy Mrs. Fannie Scott Rumely.



ONE OF THE RUMELY FACTORIES, BUILT c. 1909-1910.

Courtesy Lilly Library, Indiana University, Bloomington.



RUMELY IDEAL THRESHER, STEAM TRACTOR, AND OILPULL TRACTOR, c. 1910.

Courtesy Lilly Library, Indiana University, Bloomington.

Agricultural history was being made that afternoon on the 40 acre field south of LaPorte. For what we were witnessing was the end of an epoch which began, far back beyond recorded history, when man first drew a forked stick through the soil. More human labor was spent for plowing than for any other daily need. We were witnessing certain proof of a new epoch which opened the world's last great power market to mechanical motors. Other internal combustion tractors would follow, but with our first successful one, we had a head start.

Not only was power plowing to open new territory but by doing away or eliminating the necessity of 18 million horses on our farms that liberated one acre in every five heretofore required for animal subsistence. The estimated 50 million acres no longer needed for the feed of farm horses, slightly more than the combined cultivated area of Kansas and Nebraska. For every horse we don't have to feed, four more persons can be fed or a total of 70 million people. At the end of the American Revolution a bushel of wheat represented between 2 and 3 hours of toil, tractor-drawn plows, harrows and drills and 12 foot combines all today have cut time to ten minutes.[21]

All this was not (?) in my mind that afternoon outside LaPorte. The most immediate problem then was how to get back to town for when we were ready to leave Arthur had not returned and we had to telephone for another car to take us in.

About five o'clock, Arthur turned up at the office. "What do you mean," I said, "taking us out to the field, and then leaving us." He said "I did what you told me, I followed that man. He went straight to South Bend and the office of the Standard Oil Company."

The next time I went to Chicago I called upon *met on the train* a regional manager of the Standard Oil Company and an old family friend. "Guilfoyle," I said, "you people have your nerve! We work ~~eighteen~~ *10* months to build a tractor, then take it out to test it; and before we have a close look at it, one of your men is climbing all over it."

He said: "Our company furnishes lubricating oil for tractors and we just wanted to see what kind of oil yours would use. I had instructions from New York to follow what you are doing." He wouldn't tell me how he knew when we were to test the tractor but I found that a telephone call had been made from near our factory to South Bend on the forenoon of the test. One of the test crew was a Standard Oil employee and had been reporting our progress.

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[21] For a discussion of Rumely's ideas on agricultural machinery, power plowing, and machinery replacing men and horses see Edward A. Rumely, "The Passing of the Man with the Hoe," *The World's Work*, XX (August, 1910), 13246-58; and Lynn Webster Ellis and Edward A. Rumely, *Power and the Plow* (New York, 1911).

This seemed to be an appropriate time for a talk at Standard Oil Company headquarters in New York. At 26 Broadway I called upon L. J. Drake, whose father drilled the first oil well at Titusville in Pennsylvania, and later became president of the Standard Oil Company of Indiana.[22] "Mr. Drake," I said, "it's a strange thing—your man examined our tractor before we had a chance to see it in operation ourselves." "We have a surplus of kerosene," he said, "and because trade papers announced that you were experimenting with a kerosene-burning engine we were interested, and Guilfoyle carried out our instructions very efficiently. We meant no harm to you—in fact, we meant to encourage, because we have already tried to get friends of ours to bring out a kerosene-burning engine. There is a shortage of gasoline, and to make gasoline for automobiles we would have to make a lot of kerosene that we can't sell. Therefore the market for kerosene is keen—we would be very much interested."

more to be added here[23]

Up to now we had never thought of a suitable name for this tractor. Some of the boys in the shop—a few of them being twice my age—had their own name: "Kerosene Annie." One day I said to my secretary, Charlie Beal, "Charlie, don't let me go home any night until I have put down two or three names for the tractor."

We set down about 50 names. Two stood out—one was "Oil Pull" and the other I have never mentioned in the belief that some day I might use it in another tractor development. We protected the "Oil Pull" name quickly by registering it as a trade-mark which we put on the tractor. We also had made a dimunutive of the trade-mark which we put on a typewriter key so that it stood out prominently in a letter and was easily read. This trade-mark was used in all our advertising at the time and emphasized that we were pioneers in power plowing. The result was that the word "oil pull plowing" was picked up to designate power plowing and before long our patent attorneys advised us that they were having trouble in Washington because officials there contended that oil pull plowing was a generic term for power plowing and that we could no longer copyright it for ourselves. We had considerable difficulty and several trips had to be made to Washington to prove to the patent people that we had coined and projected the word "Oil Pull Plowing."

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[22] Edwin Laurentine Drake, 1819-1880, struck oil on Oil Creek, near Titusville, Pennsylvania, on August 27, 1859. His son Lauren J. Drake, 1842-1918, in August, 1896, became manager of all Standard of Indiana's domestic market in refined petroleum products. Several years later he moved to New York and in 1911 was elected a director of Standard Oil of New Jersey. See Hidy and Hidy, *Pioneering in Big Business*, I, 5, 314, 321-22.

[23] A large blank space in the original manuscript suggests that Rumely intended to insert additional material at this point. Apparently this was never done.

Not like Mr. [John D.] Rockefeller, we had no fear that the oil business would not last long enough to keep our tractors supplied with fuel. Indeed, had Mr. Rockefeller's Standard Oil Company been able to draw off and exhaust all the petroleum in the earth, Kerosene Annie could have become Alcoholic Annie. One acre of potatoes could have yielded commercial alcohol fuel sufficient to plow that acre for two centuries.

CHAPTER FOURTEEN

I FOUND INTERLAKEN SCHOOL

Of all my varied occupations and endeavors none has been closer to my heart than Interlaken School. In the ten years of its life we received and taught some 1200 boys, and after that experience I have often thought that the world might be a better place if it was run for a time by schoolboys of between 8 and 16. Then ideals are the cleanest. Then loyalties are the deepest. Then enthusiasms are the strongest. And then impressions are the clearest.

One of the great joys of my life has been to witness the development of young men from their studies to achievement in life. Generally I was able to recognize among the boys the ten percent destined for real leadership. I studied the students. I knew their backgrounds and in many cases their family histories, and I bought books for many a student in order to stimulate his interest in [a] direction in which I felt he was fitted to go. Many a former Interlaken boy told me in later life that these books had headed him on the road to success.

Most of our boys did well. One is the head of a great mercantile establishment in Chicago. Another is in charge of a great railway operation. A third manages a huge industrial organization. A fourth is one of Japan's foremost architects. A fifth is one of the world's leading and most interesting sculptors.[24]

The school was a great stimulus to me. It needed $25,000 to $35,000 a year more than expenses and I had to hustle to earn that amount of money to make up the difference. In all, between my 26th

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[24] The head of a great mercantile establishment is probably Hughston Maynard McBain, president and director of Marshall Fields in Chicago and at one time (1932-1934) general manager of the Merchandise Mart. *Who's Who in America* (Chicago, 1970), 1489. Isamu Noguchi, a world famous sculptor, was a former pupil of Rumely and has exhibited at Cordier and Ekstrom, New York; Gimpel Fils, London; and Gimpel Hanover, Zurich. Dorothy B. Gilbert, ed., *Who's Who in American Art* (New York, 1970), 316. In Chapter 16 of the autobiography Rumely mentions Sui Mutsurikaba, "one of the best architects in Japan," whose buildings include a large hotel at one of the Shinto shrines. Rumely autobiography, Chapter 16, Rumely Papers. The other men to whom Rumely referred have not been identified.

and my 36th year I put into the school more than a quarter of a million dollars of my first earnings. Several times when the school was in need I turned to business deals which made larger amounts than were required at that time for the school.

From the time it started until the summer of 1918, I was never free from thought of the school. All my financial and business plans, all my vacations and travel were regulated in its interest. The school gave me breadth and contact, a motive and satisfaction in life. I have never cared for money and its possession, but the school gave me something to spend my money for, something to make the money worth the trouble of earning it, and this was a great spur to my business activities.

It was more than a year after my return to LaPorte that I was able to see a beginning to my cherished ambition. Because of my father's health and the condition of the Rumely Company, I had to turn to and help out in the office and sales management. My father refused to help me start the school and I had no money of my own. But out of my $83 a month pay from the M. Rumely Company I managed to save some $400 by the spring of 1907. From where I worked in the Rumely Company office I could look north across Clear Lake to a rise in the land where stood a large brick building with a French mansard roof. It was a former sanitarium, three stories high, 35 rooms with about 20 fireplaces and a large basement. It had been built originally by "Doctor" Collins, one of LaPorte's colorful characters of early days. He had been a hodcarrier and then developed an opium cure which he had sold far and wide around the world. He said he had carried bricks for hundreds of other people's homes and that this time people were going to carry bricks for his home. So he built the place with brick walls fourteen inches thick. Today the building still stands surrounded by a newer facade comprising the LaPorte General Hospital *Fairview Hospital.*

But for my purposes the place was ideally suited for the school. The rooms were spacious and well lighted. There was plenty of hot and cold water and with a basement story well-suited for our shop work. There was a two story barn, a storeroom for vegetables, and an ice house on the shore of Clear Lake. The estate was surrounded by trees, shrubs and vines and had a half mile of water front on Clear Lake. A short distance away was Stone Lake with its clear sandy beach, densely wooded bluffs, and crystal waters, and connected by a channel with Stone Lake was Pine Lake one of the most beautiful of Indiana's inland lakes.

In this setting between lakes there was no question about a name for the school—Interlaken.

This place I rented for $1000 a year and since my salary was $83 a month it can be seen that I was figuring my expenses quite closely. I moved out to the Collins place and lived there during the late spring and summer of 1907. Meanwhile I looked up Dr. Frank O'Hara who had been a student with me at Notre Dame and induced him to come to LaPorte and join with me in beginning the school. He, too, had a little capital. I wrote the catalogue in the evenings of the spring, after spending the day at the factory office. Then I sent it off to the printer. His bill was $400. O'Hara complained "you might at least have saved out enough postage to mail the catalogue out." And then he put up the necessary money for stamps.

I had little difficulty in writing out the catalogue because by that time my ideas had been well formulated and almost daily talked out with anyone who would listen. I was certain that once the catalogue stated the idea those ideas would attract people and I would be able in one way or another to earn enough money to get the school going. We issued the catalogue in late May of 1907, inserted an advertisement in the Chicago Tribune, then began to get inquiries.

In September 1907 when we opened with 13 students, three of them I took on scholarship, ten of them paid the regular tuition of $600 per year. During the first year the number increased to 27. The second year we opened with about 40 boys. The third year with 65, and the fourth year our number had increased to 120.

Interlaken differed from other boarding schools in that work, purposeful work was an essential part of the course of study. Each boy devoted several hours a day to work in the shop—wood shop, copper shop of the school.

(On the balance of this paragraph the record is scratched and will have to be dictated over.)[25]

As superintendent of the school and assistant to me, I engaged Dr. William N. Hailmann,[26] who had been superintendent of schools at Dayton and also in charge of Indian schools for the United States Government. One of the first teachers I employed was John Cory, my friend at Oxford and Heidelberg whose sterling character I had come to admire, and Margaret Cory, his sister, was for a time my secretary and teacher of French and German. Later came Alexander Lattimore and Alexander Smith who had been with me at Ruskin

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[25] There are several missing paragraphs in Chapters 14 and 15 where the "Williamson" manuscript is not complete. Evidently the wire recording made by Rumely was scratched so that a transcription could not be made.

[26] Professor William N. Hailmann was an educator of national reputation. He served as superintendent of schools of La Porte in the 1880s and as superintendent of Indian schools of the United States in the 1890s. *Pictorial and Biographical Record of La Porte, Porter, Lake and Starke Counties, Indiana* (Chicago, 1894), 103.

Hall at Oxford.[27] As art teacher we had John Ward Stimson, uncle of the late Secretary of War [State] Henry L. Stimson.[28] Later, Dr. Hailman was succeeded by John Foster Carr a Baylor College Oxford graduate.[29] Usually the faculty numbered from 10 to 20 teachers with a few assistants. I did not employ many Germans. One who came to us on recommendation of a New York banker proved himself incapable of handling boys. A gardner and teacher of Botany whom I imported from Baden, he too failed. Next before we got in the war I tried a man named Elert to introduce drill and elements of military training at the school when the preparedness movement was becoming strong. He, too, failed because of his inability to handle American boys. The other German was one I secured through a New York teachers agency. He was a good teacher and able to maintain discipline but he liked a glass of beer occasionally and sometimes didn't stop with one.

One of my problems was to get teachers willing to combine practical manual work of craftmanship with schoolroom work. Many a teacher who was good in the classroom like a boy disliked manual work. So I had written into the contract of every teacher that he had to participate in all practical work of the school and I had all applicants read the catalogue so that they would have clearly in mind what confronted them. But one of our early Latin teachers abhorred garden work. He couldn't get over the notion that there was something wrong in manual work. And one day I happened to watch from the window. He had a group of boys digging up sweet potatoes that we had planted. A little chap from Chicago said "my aunt didn't send me down here to work in the garden. She sent me down here to learn something." And the Latin teacher felt just as the boy did, as I watched his feeble effort in digging along with work detail of boys.

One of my finds a Hungarian coppersmith, Herman Deutsch, who had great skill in hammering metals into beautiful bowls

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on the reverse side of the cracked record.)

The enrollment of the school was thoroughly American. Boys

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[27] For a further description of John Cory and Alexander Lattimore see McGarr, "Student Days Abroad," 202, 207-208, 210-12, 218-19.

[28] John Ward Stimson, 1850-1930, was an artist and lecturer at Princeton University before joining Rumely's Interlaken faculty. *Who Was Who in America, 1897-1942* (4 vols., Chicago, 1952), I, 1188. Henry L. Stimson served as President Herbert Hoover's secretary of state from 1929-1933. Richard N. Current, *Secretary Stimson: A Study in Statecraft* (New Brunswick, N. J., 1954), 43.

[29] John Foster Carr, 1869-1939, was an educator, author, and lecturer, whose major writing interest was Italian and Jewish immigration to the United States. *Who Was Who*, I, 196.

came from all parts of the United States but many of them from wealthy or prosperous homes in and around Chicago. Interlaken appealed particularly to fathers, successful men who had had farm backgrounds and remembered what the farm had given them as young men. In this way two of our staunchest friends were James A. Patton,[30] who came from a farm in Sandwich, Ill. and Henry Ford, who felt that his farm background had been valuable to him and this aspect of the school interested him.

The school, of course, gave me many contacts. One of the earliest was Luther H. Gulick, who was one of the American pioneers in physical training and at that time was the founder and director of the Child Hygiene Department of the Russell Sage Foundation.[31] Earlier as director of physical education of the YMCA he had made a study of human instincts which are the basis of men's play activities. He outlined the experience of primitive men running after game or being chased fleeing from game or chasing them, striking with clubs, throwing with stones, teaming up in a group to overcome an animal. All this had been the work of man for thousands of years through the stone age. And these primitive instincts had become the basis of play activities of our time. He went on to outline football and baseball as descendants of these early instincts and that knowing these facts it would be possible to lay down the rules of a new game and with that and another athletic director he devised and wrote out the rules of basketball. I looked up Gulick in New York and found that he had become overworked and was nervous and not sleeping well. The same state that I found a few years earlier [in] Professor von Gaevernitz. I induced Gulick to pack his bag and come west with me that afternoon. He spent six weeks at the school. Arrived there the school assigned him at once to a job of pulling one end of a crosscut saw with a boy at the other. This unusual task and his desire to make a good showing before the boys caused him to tire himself out completely. As I expected, the next morning he told me

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[30] James A. Patten, 1852-1928, was widely known as a member of the Chicago Board of Trade. He became its president in 1918 and served in that capacity until his death. From 1901-1903 he was mayor of Evanston, Illinois, was a generous benefactor of Northwestern University, and gave several millions of dollars to other charities. In 1903 Patten and his brother George became members of the grain broker firm Bartlett, Fraizer & Carrington, which later became Bartlett, Patten & Company. Allen Johnson and Dumas Malone, eds., *Dictionary of American Biography* (22 vols., New York, 1930), VII, 297-98. Hereafter cited as *DAB*.

[31] Luther Halsey Gulick, 1865-1918, was interested in hygiene and physical education and wrote numerous books on health and exercise. He was also an active promoter of the YMCA, the Russell Sage Foundation, 1907-1913, and was president of the Camp Fire Girls in 1913. *Who Was Who*, I, 494. Russell Sage, 1816-1906, was from Troy, New York, served as a United States congressman from 1852-1856, and was a successful financier and railroad builder. The Russell Sage Foundation was established to direct his many philanthropies which included the education of more than forty Indian children. *DAB*, VIII, 292-93.

he had slept better than he had for a month. Thereafter I planned it so he would be drawn into the work activities of the school and put in the position where his pride would cause him to exert great muscular effort to hold up his end of the effort. The boys took Gulick on trips and gave him a great deal of outdoor muscular work. At that time he was planning the Campfire Girls and John Collier was writing the poetry that went into the ritual of that group. He had made fair progress during his stay at Interlaken but needed $25,000 to $30,000 to start him off. At that moment—and simply at that moment—I had a little more money than Interlaken needed so I contributed $5000 to the start of the Campfire Girls and was in some way connected with the work in its formative period. Gulick introduced much to the school's athletic standards. Another visitor who also contributed to its work or manual standards was Harrington Emerson, the great efficiency engineer of Chicago.[32]

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One Sunday, when a group of boys returned from a weekend hike, Gerald Lambkin, nicknamed "Happy" because he always woke up in the morning with a broad smile, came to me. "Doctor," he said, "you told us that some day you wanted to move the school to the country. I know the place. We camped out at a lake just beyond Rolling Prairie, and it's a fine lake with a nice sandy beach for swimming. You go out and buy all the farms around that lake and you'll have a fine place for the new Interlaken School.

The next Sunday, I drove out eight miles to Rolling Prairie where I found Silver Lake in the center of a section of land exactly as Happy Lambkin had described. I thereupon engaged a real estate man to get an option on the farms around the lake. He secured immediately option on all but one. Eventually Interlaken acquired the hold-out property. Then it owned the entire shoreline and under the laws of Indiana had complete control of Silver Lake. Including 180 acres of lake, we had some 700 acres of woods, water and farmland.

A group of boys went out early in the spring and laid the foundation and erected a dining hall in eight weeks. Plans for this building had been made in the drafting room of the old school on the edge of Clear Lake as part of the work of the drawing class. Constructed of cypress lumber was an extremely attractive building with a large stained glass window at one end made in the school art department.

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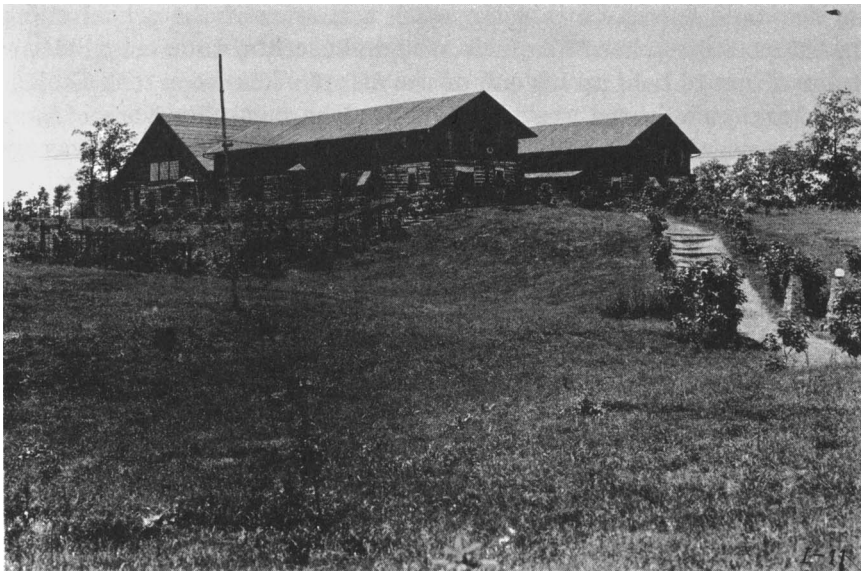
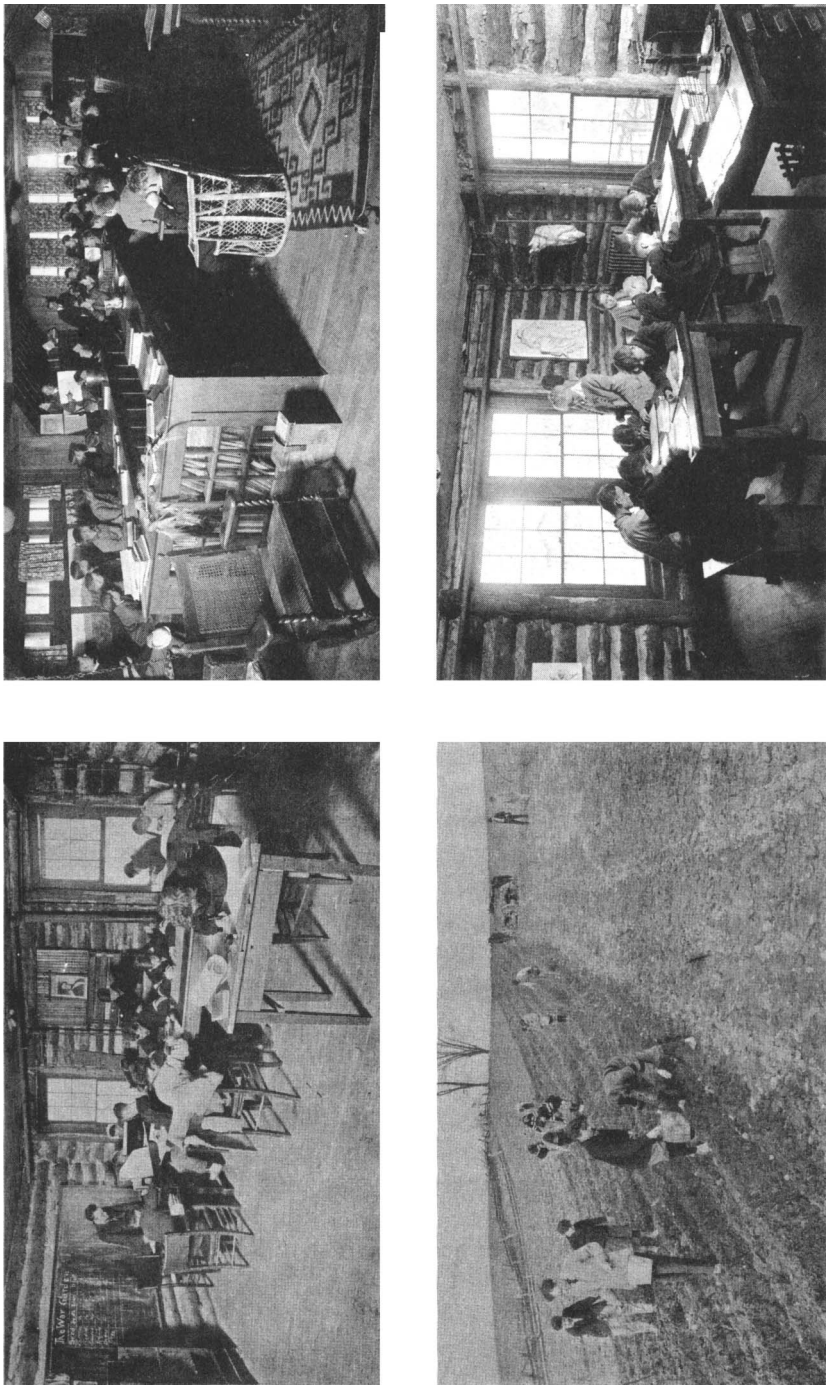
[32] Harrington Emerson, 1853-1931, was a specialist in scientific management and efficiency. He served in 1921 as a member of President Herbert Hoover's Commission for the Elimination of Waste in Industry and authored several books on the principles of efficiency in industry. Allen G. Debus, ed., *World Who's Who in Science* (Chicago, 1968), 522-23.



MAIN BUILDING AT INTERLAKEN.

CUTTING ICE AT INTERLAKEN
WINTER, 1916-1917.

Courtesy Lilly Library, Indiana University, Bloomington.



SCENES AT INTERLAKEN.

Courtesy Lilly Library, Indiana University, Bloomington.

Such enthusiasm developed among the boys for their new school that the majority of them remained with us throughout their summer vacation and camped out at Rolling Prairie where they started construction of the main building. What the Interlaken boys did in building a new plant during that summer is, I believe, a unique chapter in the history of schools. They lived in tents, got up at 5 in the morning, worked through the day and many times when a roof or some definite project had to be completed a volunteer group labored through the whole night by lantern light.

For the main building we bought 50,000 linear feet of 30 and 40 foot logs. The building was u-shaped, about 350 feet long and 250 feet wide and next to Old Faithful Inn in Yellowstone Park it was said to be the largest log building in the world.[33] At one end was a gymnasium large enough for a basketball game and to accomodate 700 or 800 people. On the other end of the wing there were about 30 rooms, classrooms and offices. These were on the ground floor and on the upper floor were 30 student rooms. The whole structure was put up with 85% of Interlaken boy labor. Some boys became such expert axmen that they could notch logs as skillfully as pioneer woodsmen. They had a big crane that lifted the logs to place them and this was run by a full grown man, and one or two carpenters, but the remainder of the work was done by some 35 boys. So quickly did these boys develop skills they operated as efficiently as adults. Many 16 to 18 year old boys moved with such agility and speed that except on difficult fitting jobs expert carpenters could do no better. The younger boys or the less able ones were assigned to leaders who had skill in the jobs that they performed. Generally five to six or eight boys under one leader. We found that this system of leadership gave a smooth operation and much greater output. The leaders developed *in skill and they returned year after year to the school, and some of them chose to remain a year longer as guides in charge of work* groups on the job.

Meanwhile, the school enrollment shot up more than expected. By the end of June in the year which we acquired the Rolling Prairie site we saw that we'd have fifty boys more than we had provided space for, whereupon we wired that we had room for 50 more boys to be in tents. Those who had their parents consent and who applied first would be given the opportunity of living in tents. As the result we had more applications for tent accomodations than for the dormitories.

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[33] In 1923 the Old Faithful Inn was described as "the most extensive log structure yet devised by man . . . ." Jack E. Haynes, *Haynes New Guide and Motorist's Complete Road Log of Yellowstone National Park* (35th ed., Saint Paul, 1923), 68.

When the students arrived the next fall we had a carload of cypress lumber and blueprint plans for floors and walls running up to three feet to be covered by a tent about 20 feet long and 12 and 14 feet wide. The top of the tent had an extra flap to keep snow away from the warm inner canvas. Each tent had a stove and a metal insulation where the stove pipe passed up through the canvas, to prevent burning.

For nearly three years about 60 boys preferred to sleep winter and summer in the tent camp at Interlaken School. Sometimes the snow lay three feet deep outside. There was one central log building in this camp containing showers. The boys hustled with bare feet in pajamas or in nightgowns—for those were still the days of nightshirts—through snow in winter each morning. Each tent, of course, had a wood floor and the boys gathered their own firewood from the wind fallen timber across the lake when coal was not supplied.

There were two boys to each tent. For the second time we ordered another carload of cypress lumber and told all that wished to to substitute lumber for the tents that they might do so. So when the boys returned after a summer vacation very quickly some of the more expert ones pitched in and built for themselves cypress cabins. That encouraged others and soon, within two weeks, all the tents had been transformed into cabins that lasted through the remainder of the school's existence and today a generation later these cabins ~~comprise a tourist camp. These cabins~~ were moved a few miles east of the school site, where they now comprise a tourist camp.

If there has been greater exhibit of school spirit, or greater manual accomplishment by school boys most of whose families were prosperous and wealthy, I have yet to hear of it. Nor have I yet to hear of where more fundamental democracy was practiced. It made no difference from where the boy came. Some of the wealthiest ones had the hardest row to hoe. My greatest satisfaction is that such a large proportion of them made good in after life.

CHAPTER 15

"How Much Money Do You Want?"

Patten 250,000[34]

The first year we put out fifty, the second year 1,000 Oil-Pulls. I knew that our first machines would have many small defects that would give trouble in the field and could be found and remedied only after practical experience. We succeeded in satisfying the farmers

[34] For an explanation of the italicized words, which were handwritten additions to the original manuscript, see below, p. 39-40.

who had bought the initial tractors by giving them liberal rebates on new machines. Thus the net cost of our experimentation to the company was reduced to probably $40,000 or $50,000 and we gained a year's advance over our competitors and had the ability immediately to put our Oil-Pull plant to maximum production. This initiative and courage in driving ahead was a big factor in giving the Rumely Company the lead that it held uninterruptedly over all other farm tractor companies.

Plant and business expanded so rapidly that we were hard put for additional skilled labor. The booming automobile industry was attracting the best mechanics and our advertisements for skilled workers brought no response. Then I ran this ad in a Chicago paper: "LaPorte—a good town to rear a family. Excellent schools, churches, pleasant surroundings. A good place to own a home." To the astonishment of our supervisors and hiring foremen this type of advertisement brought scores of replies. We then put through home building developments in North LaPorte and around the plant.

I also arranged with the inter-urban company to run a special car from Michigan City early in the morning and after closing time in the evening at a special low rate. We advertised this on Saturday and on Monday morning about forty men from Michigan City Car Works came over to LaPorte to work. Our wage rate was considerably higher than the Michigan City wage rate which had been cut by John L. Barker,[35] the car works owner who imported numbers of immigrants from the various European countries. Barker was an old friend of Grandfather's.

That Monday afternoon my uncle William Rumely answered his telephone, listened a moment, then winced in pain. Putting his hand over the receiver he said to me, "You started this. You finish it. John Barker is on the phone." So I got on the wire and this is what I heard: "You little brat! The last time I saw you you were trailing along on your Grandfather's apron strings; now you're raiding on my labor market . . . Goddam you!" "Mr. Barker," I said "if you feel that strongly, I'll drive over and see you."

When I reached the car works, the factory manager met me. "Doctor," he said "you're going to have a session with the boss, but don't lose your temper; bear in mind that he's been performing on us all day long for letting you raid our labor."

Barker was a small man. He sat at a huge table which he hit with a terrific blow of his fist and then went to work on me. "Who

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[35] In 1871 the Haskall and Barker Car Company, manufacturer of freight cars, was incorporated in Michigan City, Indiana. Shortly thereafter John Henry Barker became general manager of the company, and after 1884 he was the sole owner of the firm. George Irving Reed, ed., *Encyclopedia of Biography of Indiana* (2 vols., Chicago, 1899), II, 187-89.

brought these workers to Michigan City? I did. Who imported them? I did. Who got around the law to place them here? I did. Who made this labor market? I did—and now you come and take this labor away from me."

After about twenty minutes of the same, he stopped and asked, "What do you need all the workers for?" We're selling more tractors than we can make," I said, "and we haven't men enough in LaPorte to make them."

He said: "Where did you get all the money to put up your big building?"

I said: "I haven't all that I need. I want to build a foundry costing two hundred twenty-five thousand dollars, and I haven't got the money."

I had heard that John Barker was in trouble with the state tax people for not reporting Indiana assets enough to correspond with the wealth he was supposed to have. "We could use $200,000," I said.

"What do you give for the $200,000?" he asked.

I said "6% preferred stock."

He said: "I never in my life paid par for 6% preferred stock in a new thing."

"I'll sell it to you at 92," I said.

As suddenly as he had gone into the tirade when I walked in, he reached for his checkbook and said: "That's $184,000." "Yes, for 2000 shares."

Barker needed immediate delivery of the certificates because he wanted to make a statement that he owned the $200,000 investment in Indiana stock—more than he had done so up to that moment. When I got back to LaPorte, I asked my uncle to come down to the office and make out certificates for 2000 shares. And he said "That's foolish." "John Barker is in a mood where you can't sell him anything," and I couldn't convince him until he saw the check. After that, Barker remained an interested friend.

We started building our foundry. At the same time we knew we'd have difficulty getting workers for it. With the high demand for less arduous labor, Americans were reluctant to go into foundry work. We needed Polish immigrants. The Federal law prohibiting employers from importing foreign labor, the law which Barker had gotten around, would not prohibit a parish priest from trying to increase his congregation by having his church members write to relatives in the old country and urging them to come to LaPorte. A. J. Rumely [Edward's uncle] got Grandmother to give $1000 towards building a Polish church, then he called on the bishop and told him that this might be a starting point, that we would pledge to give jobs to Polish workers, whereupon the bishop opened a parish in East

LaPorte where a Polic~~y~~*sh* colony developed within a couple of years. When the Poles got jobs and bought homes, they too wrote their friends in Poland and urged them to join them.

While our tractor development was in progress, I would work at the Rumely Company office then go out to the school in late afternoon for a swim in Stone Lake with the boys. One afternoon I arrived and saw a stranger mingling with the boys assembling for the swim hour. A boy from Evanston, William Warren, whose father was an architect, said to me "You know who that man is?"

"No," I said. "He's Mayor of our town and a member of the school board." I went over greeted the stranger and asked, "Anything I can do?" "Yes," he said, "my wife heard that this school might be a good place for my son who's giving me a lot of trouble. He keeps running away from school and since I'm head of the school board, it doesn't look good to get a note 'Your son Tom has been truant two days, or three days.' "

"What does Tom do when he quits school?" I asked.

"He just stays in my barn and garage with my chauffeurs all day long."

"How many chauffeurs have you?"

"Three; one for my wife, one for my daughter, and one for me."

I had heard about the Evanston High School of those days. Its teachers could be hired away easily because their salaries were so low. So, I asked "What do you pay your chauffeurs?"

"The fellow who drives me gets $2400 and his house, and milk and garden stuff and chickens from the farm."

"Well," I said "that's about $3400." The man who drove his wife got a little less and the one who drove his daughter was unmarried and got $2200 or $2300. "That's a total of about $7000 a year," I said "and the boy has the time of these three men to himself. What do you pay your high school teachers?"

"From $1400 to $1600."

"So," I said, "Tom has about one-thirtieth of a teacher, or about $50 worth of time against what costs you $7000 or $8000."

"I never thought of it that way," said the Evanston man, and forty years later, neither have many others.

Our visitor spent the night at the school and the next morning said he would send his boy to us. "If Tom needs anything, buy it and put it on my bill. Don't write me about [it] and ask permission. Buy him a suit if he needs it. The other day Cyrus McCormick came in and asked me to give some money for the YMCA. 'Yes,' I said 'I'll give you $10,000.' Then McCormick sat down and talked to me for an hour while the wheat market (pit?) was open. Wheat was moving and I could have made $30,000 or $40,000 except for that in-

terruption. So don't trouble me; if Tom needs anything, use your judgment and get it."

That was my introduction to James A. Patten.

Instead of discouraging young Tom Patten's strong mechanical inclinations that were unsatisfied by book learning, I allowed him to go out and work with Secor's experimental tractor. Tom had a wonderful time because the crew of Italians who pulled up the stumps and cleared the way for the tractor cooked a common meal. Out of one huge kettle everyone dished out a bowl of soup. Tom had never seen anything like that.

Later that fall while we were test plowing in fields near the school, Mr. and Mrs. Patten paid us a week-end visit. When they arrived Tom was out handling the plows behind the tractor. Mr. Patten went out to see him and was so fascinated by seeing eight furrows turned behind the tractor that he stayed with his son on the plow platforms all day. It was the first time he had seen power plowing. "What's that tractor going to do?" he asked.

"It's going to take 10¢ or more out of the cost of raising a bushel of wheat." I said.

"Can you prove that?" he demanded.

"Yes," I said.

"Next time you're in Chicago, bring your figures and come and see me."

Some weeks later, I called on Patten at the Grain Exchange *Bartlett Frazer offer.*[36] He examined my statistics and cost figures with the minuteness of a watchmaker and put me through a stiff questioning. Finally he asked, "Have you got all the money you need for your development?"

"No," I said, "I'm short of money now."

"How much is the stock?" he asked.

I said "$250 a share."

"I'll be damned!" Patten exploded. "I never paid more than $100 a share for any speculative thing."

Then I exploded. The Rumely Company wasn't a speculative thing but an old established concern. Until then its stock had never been increased and every share had $150 farm notes besides a hundred dollars in assets.

Patten pushed a button and called in his secretary and said "Bring me my check book." He started filling out a check, then raised his pen and asked "What's the name of the company?"

"M. Rumely Company."

Patten signed the check and handed it to me. I looked at it and

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[36] See above, note 30.

said "You made a mistake. A hundred shares are $25,000, and you've written down here $250,000."

"I want a thousand shares," he said.

(INSERT HERE TO COME ON WARREN ******)[37]

Later I interested John D. Larkin owner of the Larkin Soap Company of Buffalo[38] who took a half million dollars interest in the company. Subsequently as the business grew we were obliged to extend larger amounts of credit to the farmers and Messrs. Patten, Warren and Larkin all directly and through banks associated with them purchased farmers notes in large quantities. These men made their investments in the company through negotiations with me. I'd come to know each of them as a personal friend. Patten and Larkin stuck by me through the entire period of success and profit and didn't desert me when things went the other way. The remainder of their lives they became my three staunchest business friends.

Mr. Patten and Warren took a lively interest in the work at La Porte and made frequent visits. Mr. Larkin, however, the largest investor, never was there during the entire period of his association with the Rumely Company. His whole contact consisted of an occasional letter and visits from me to him. In spite of repeated invitations he didn't come even in 1912, and the first part of 1913 when his investment in stocks and notes had grown to a million and a half dollars, and when the banks with which he was associated held some $2 million of notes. All in all I secured for the Rumely Company some $38 million of working capital. Patten had invested up to $700,000 or $800,000 in the Rumely Company; Larkin—$600,000 in stock and a million in notes, 2 or 3 million some in Buffalo banks with which he was associated and Warren put up a quarter of a million in stock and much more in notes.

We pushed our tractor output into such large volume that we were making deliveries by the train-load. For a couple of miles along the New York Central tracks were parts (?) of Rumely Ideal Threshers and Rumely Oil-Pull tractors awaiting shipment. Salesmen, dealers, agents, production people—the eyes of all of us were

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[37] Rumely is probably referring to Edward K. Warren, 1847-1919, a manufacturer who lived in Three Oaks, Michigan, and who was a large investor in the Rumely firm. Warren was president of Warren Featherbone Company and of E. K. Warren and Company, bankers. He also owned numerous ranches and was a breeder of cattle in Texas, New Mexico, and Mexico. *Who Was Who*, I, 1302.

[38] John D. Larkin, Jr., 1878-1945, was an industrialist associated with the Larkin Company, Inc., which had been founded by his father. The company manufactured soap and other household articles and operated chain food stores, a retail department store, and a large mail order department. During World War I the Larkin Company supplied 60 per cent of its products to the United States government. New York *Times*, April 4, 1945, p. 21.

fixed on the stars. But a banana peel brought us down to earth and jolted home the eternal wisdom of an Alexander Pope couplet;

"Be not the first by whom the new are tried,
"Nor yet the last to lay the old aside."[39]

The banana peel was bankers. Like other manufacturers in the same line, The Rumely Company sold most of its threshing machines in spring and summer, and the loans made by banks financing that season's business were paid in full in the fall. But whereas threshers performed in summer harvest, the chief demand for Rumely Oil-Pull Tractors was for spring plowing. Financing such an operation meant a different time for maturing loans. The banks could not see the difference, an astigmatism which competing implement companies saw no reason to correct. Instead of carrying tractor loans until spring, the banks, particularly the First National Bank of Chicago which had a loan of two hundred and forty thousand dollars, insisted that they be paid, like thresher loans in November and December.

I took the train for New York where I saw Mr. Simonson[40] of the National City Bank. "If banks who know you *nearby* won't carry you," he said, "how do you expect we, who don't know you will do it?" He turned me down not only cold but deep freeze. So I went around the corner to 26 Broadway and saw Mr. Drake, my Standard Oil standby.

"I'm afraid we've got to cut in half our estimated production of kerosene burning engines," I said.

"What's the trouble?" he asked. "Can't you sell them?"

"We could sell twice as many, but the banks won't finance us."

Drake told me to stand by while he talked with John D. Archbold, Standard Oil's treasurer.[41] When he returned, he said: "Mr. Archibold wished you to go to the National City Bank with him."

I said "I've just been there, and Mr. Simonsen a vice president, turned me down."

"Never mind that," Mr. Drake said: "If Mr. Archbold wants to take you to the National City Bank it would be a good idea to go with him. Mr. Archbold wishes you to be in the downstairs lobby of this

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[39] Be not the *first* by whom the *New* are try'd,
Nor yet the *last* to lay the *Old* aside.
Alexander Pope, *An Essay on Criticism*. E. Audra and Aubrey Williams, eds., *Pastoral Poetry and An Essay on Criticism* (*The Twickenham Edition of the Poems of Alexander Pope*, Vol. I; London, 1961), 276.

[40] William A. Simonson, 1865-1937, was well respected in Wall Street circles. He served as senior vice president and director of National City Bank of New York and was a director on the boards of New Amsterdam Gas Company, Lincoln Safe Deposit Company, and the International Banking Corporation. *Who Was Who*, I, 1128.

[41] John Dustin Archbold, 1848-1916, was an executive with Standard Oil Company from 1875-1916. He served as a director and vice president, finally becoming president in 1911, of Standard Oil of New Jersey. *Who Was Who*, I, 29-30.

building sharply at 12:15, because he has a luncheon engagement at the Downtown Club at 12:30, and he wants to have a brief visit on the way over. He's very punctual, so please be here promptly at 12:15."

I arrived in the lobby of the office about 12:07. Mr. Drake chatted with me and in a few minutes down came Mr. Archbold, with a black stovepipe hat and Prince Albert. Mr. Drake said: "This is my friend, Dr. Rumely from LaPorte, about whom I've spoken to you."

We started off; I said nothing—wishing to hear what was on Mr. Archbold's mind. We went up Broad Street to Wall Street, with not a word between us. As we turned to approach the National City Bank, Mr. Archbold spoke. "Who was it you saw at the bank?" he asked. "Mr. Simonsen," I said.

"I know him very well," Archbold said. "When we get into the bank I wish you wouldn't say a word until I'm gone except to acknowledge the introduction."

We walked up to the desk of Mr. Simonson. Mr. Archbold said: "Mr. Simonson, I want to introduce to you Mr. Edward Rumely, who is making a tractor in which we are very much interested. It burns kerosene, and we have the kerosene to sell. We have followed the machine and we know that it works, and I just want you two gentlemen to know each other." Mr. Archbold then bowed and went out. Simonson turned to me and said: "How much money do you need to carry you through the winter?"

I told him $250,000. He pushed across the table signature cards and a note for $250,000 maturing the next April or May. I told him we did not need the money immediately; that our notes in Chicago still had sixty days to run. He said: "You might just as well pay them off at once, drawing a check on us to pay them, and then the Chicago banks will probably make inquiries as to why we loaned you the money when they refused to carry."

Just this happened. Within six weeks I was again invited to the First National Bank of Chicago and told that if we wished further money I needn't go to New York for it; just call on the First National.

About 1910 the then Republican administration with George W. Wickersham as Attorney General[42] was engaged in trust busting somewhat like the Democratic administration's suit against the Du-Ponts. In hopes of securing farmers votes, it moved against the International Harvester Company which was a consolidation of two larger reaper concerns, the McCormick and Deering, and several others.

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[42] George Woodward Wickersham was attorney general of the United States from 1909-1913 under President William Howard Taft. *Ibid.*, 1342.

Assistant Attorney General [Edwin Prescott] Grosvenor who conducted the suit to break up the Harvester Company subpoenaed me as a witness—assuming that Rumely Company as a competitor in the implement business would be hostile to Harvester—and requested me to meet him at breakfast on the day of my testimony.[43] He began by telling me, "The trouble with your company is that the Harvester Company comes into a town gets the first best dealer for the McCormick line, the next best for the Deering line and the third and fourth best for other Harvester lines and when you go there you can get only the fifth rate dealer for your business."

That was news to me so I listened. He then asked "What is the difference between the reaper which the Harvester Company sells and the thresher which you people make?"

I explained as elementally as I could the difference between reaping and threshing and that a reaper reaps and a thresher threshes. Mr. Grosvenor seemed grateful. "You know," he said "it's pretty difficult to keep track. One month we have bathtub people in court, the next tobacco, and now implements to deal with." Then he added: "One problem that concerns me is if I win the suit shall I break the Harvester Company into two or three or more separate companies."

As I listened I was amazed that a man with so little insight into the fundamentals of the implement business could be making decisions to dismember and move about the life's work of men who had made the greatest contribution to agriculture—shifting labor from human to animal and mechanical power—that had been made since biblical days.

I listened to get his viewpoint and his presentation seemed to be intended to guide me in my adverse testimony. When I got on the stand he again said "The great difficulty with local agents, Mr. Rumely, is that you find it difficult after the Harvester Company has taken the best to find good local agents."

I replied "No, that is not our difficulty. We have threshers that can be sold only at harvest time from June to September and then our local branch house salesmen spent four to eight weeks collecting and for the remaining six or seven months of the year we have nothing for them to sell. We can't release them and rehire them and therefore our burden of sales expense is very high.

"The Harvester Company has a variety of implements that can

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[43] Edwin Prescott Grosvenor served as special counsel for the United States attorney general's office in numerous cases under Presidents Theodore Roosevelt and Taft. The DuPont case, 1910-1912, was known as the window glass trust case, and Grosvenor was instrumental in bringing suits against DuPont. He also became well known for his handling of the government suit against International Harvester Company in 1911-1913. *Ibid.*, 491.

be sold almost every month in the year. They therefore can keep their sales force busy, have lower overhead and have an advantage because of the wide variety of products."

A few other questions I answered in accordance with the facts and not in accordance with the assumed antagonism to the Harvester Company. He then dropped me as a witness suggesting that I be excused. E. A. Bancroft, chief counsel for Harvester, took over and said "We had better adjourn for luncheon because I expect to hold this government witness several hours." He did and got from me and into the record factual details confronting efficient agricultural implement operation. I had never met him before, but I was told that this testimony of mine had pivotal importance. The Harvester Company was not dismembered, and the ideas I had unfolded led me to attempt further consolidation of the implement business.