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Approved: Redacted for privacy  
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The purpose of this study was to provide a history of the Business Education and Secretarial Science departments at Oregon State University. The historical-documentary method of research was used. Extensive use was made of interviews with those involved in the school's history. The chronology of history was divided into segments for greater clarity. It covers the period from 1868-1970.

The study emphasizes the contribution made by members of the Business Education and Secretarial Science faculty in the development of Business Education.

The role of Business Education and Secretarial Science and their philosophical aspects are discussed.

A Historical Study of Business  
Education and Secretarial  
Science at Oregon State University

by

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# A HISTORICAL STUDY OF BUSINESS EDUCATION AND SECRETARIAL SCIENCE AT OREGON STATE UNIVERSITY

## I. INTRODUCTION

Oregon State University has played a major role in the development of Secretarial Science and Business Education in the state of Oregon. High school teachers around the state continue to look to the school for training in Business Education and Secretarial Science. There is an ongoing stream of history in the development of these disciplines at Oregon State, some of which reflect trends that have developed parallel to general developments in society and others which are the unique contribution of business educators at the school.

This paper attempts to develop a chronological history of Business Education and Secretarial Science at Oregon State University; to preserve historical material by means of interviews with primary historical sources; and to discuss the historical and philosophical trends that have taken place within Business Education and Secretarial Science at the school.

### Definitions

Since the term "Business Education" can be used in several contexts, a definition of the term as it applies in this paper is nec-

essary. In a strict sense, "Business Education" could be defined as the training in pedagogy and methodology necessary to properly prepare a high school or community college business teacher. The contemporary view divides Business Education into three general categories. Office skills such as typing, shorthand, and business machines come under the category of office occupations. Accounting and Basic Business are a second area of concentration. Accounting or Bookkeeping has long been a part of the program but Basic Business, which includes such courses as business law and economics, is a more recent area of emphasis. The third general area for Business Education is the field of distribution and marketing. "Commercial Education" is an earlier term for Business Education. Within the context of this paper, the terms are interchangeable with "Business Education" coming into general use after World War II.

Secretarial Science includes the skills necessary to function in a business office. Areas of study formerly known as "Secretarial Science" at Oregon State are now referred to as "Office Administration." Most of the basic skills needed by a Business Education teacher are to be found within Office Administration.

Business Administration also plays a part in the training since some of the course content in Business Administration is necessary for a properly qualified business educator. A person being granted

a degree in Secretarial Science or Business Education would take work in Business Administration.

In the historical development at Oregon State, the lines between Business Education, Secretarial Science, and Business Administration were not always clearly delineated. For example, Dean Bexell, for whom the present building housing the School of Business and Technology is named, is considered to be the father of Secretarial Science at the school. Dean Bexell was the first dean of the School of Commerce. In the early years, especially, there was overlapping in course content and personnel between Secretarial Science, Business Education, and Business Administration. To limit a history to only one of these areas, without consideration of the others, would be to obscure many significant historical developments.

### Background

The inspiration for this paper came from an article in the National Business Education Quarterly A Guide to Research in Business Education. In an article by Enterline and Mulkerne entitled "Historical Research In Business Education", there was a suggestion, or perhaps a plea would be a better term, for some historical work in Business Education (15, p. 26).

Business Education has played a significant role in the history



of education in the United States and Oregon State University has had an important place in this development. The school year, 1968-1969 was the centennial year for Oregon State University, making this a logical cutoff point for a history. Business Education and Secretarial Science have been a part of the school from its very beginning. It is the purpose of this study to investigate the historical roots of Business Education and Secretarial Science at Oregon State, to trace their development, and to study the influence that Oregon State has had on Business Education outside the school.

Enterline and Mulkerne discussed the possibilities of historical research in Business Education in the 1966-1967 Winter issue of the "National Business Education Quarterly."

There is some question, of course, about whether or not a philosophy of business education has evolved or is in the process of evolving (15, p. 21).

Simply stated, "historical research interprets past trends of attitude, event, and fact" (2, p. 202). Stated more fully, it abstracts whatever generalizations are possible from cross-sections of past experiences. "Its aim is to apply the method of reflective thinking to social problems, still unsolved, by means of discovery of past trends of event, fact, and attitude. It traces lines of development in human thought and action in order to reach some basis for social activity. Its method is genetic" (2, p. 187; 15, p. 21).

Good and Scates (1, p. 215-16) describe seven specific schools of historical interpretation. They are listed here because the serious student will note that at least five of them have possibilities for application in the field of business education.

1. The personal, biographical, or great-man type of study.
2. The spiritual or idealistic interpretation of history. Here is found ". . . the discovery of spiritual forces cooperating with geographic and economic factors to produce truly personal conditions, and in human activities finding expression in social relations for the more complete subjection of physical nature to human welfare.
3. "The scientific and technological theory views human progress as directly correlated with the advances in natural science and technology, emphasizing that the prevailing state of scientific knowledge and its technical interpretation will determine the existing modes of economic life and activities.
4. "The economic school of historical interpretation contends that the prevailing type of economic institutions and processes in society will, in a large measure, determine the nature of the resulting social institutions and culture.
5. "The geographical theory holds that the actions of man cannot be fully understood or adequately described when divorced from their physical setting.
6. "Sociological interpretation of history draws from sociology a knowledge of both the causes and results of group life as a basis for a generalized view of the social process and of social causation.
7. "The relatively recent synthetic, eclectic, pluralistic, or 'collective psychological' theory is considered the most inclusive and most important type of historical interpretation, holding that no single category of causes is sufficient to explain all phases and periods of historical development, and that only the collective psychology of any period is strong enough to dominate the attendant historical development (15, p. 22).

Several years ago, a number of histories of business education in the United States were written. The overall history of business education needs to be rewritten and brought up to date, with particular reference to developments in business

education in the junior high school, the senior high school, private business schools, two-year colleges, and in colleges and universities (15, p. 23).

What has been the nature of business education in a particular educational institution? What changes have taken place? Why? What is the relationship between the purposes of the business education program and the objectives and philosophy of the school? (15, p. 24).

Sources of historical data can be classified into three major categories: living persons, documents, and "remains."

Living persons who actually participated in the development of an educational venture can provide firsthand information about the growth of professional organizations, changes in educational philosophy in a particular institution, the impact of an economic crisis or war upon business education, or curricular developments, for example.

Among documents are original manuscripts; periodicals; yearbooks; minutes of board meetings; syllabi; curriculum guides; bulletins; on-the-spot recordings; microfilms; personal letters and papers, charters, constitutions, and bylaws; legislative acts; court records; official programs; policy statements; and the like (15, p. 26).

It is hoped that this study will add to the understanding of the historical and social forces that shaped Business Education and Secretarial Science at Oregon State University.

Whitney states that "The method of writing history which combines the formal records with the recollections of participants and eyewitnesses results in greater accuracy than any other (57, p. 102). Members of the staff at Oregon State University have witnessed the development of Business Education and Secretarial Science and have had an important part in shaping its history, making this type of study appropriate.

Since philosophy tends to shape action, the philosophical aspect of history needs consideration and Whitney further states, "One reason why the philosophical element in research is of supreme importance is that the thing to be done, human conduct, is determined in terms of the largest value which is discovered in any situation of possible activity" (56, p. 244).

This paper is patterned after Van Loan's "Historical Perspectives of Oregon State College." (52). In her history of Oregon State University, Van Loan made extensive use of interviews as a means of capturing historical information from participants in the development of the school. This paper attempts to follow a similar means of capturing historical information by recording interviews from participants in the development of Business Education and Secretarial Science at Oregon State.

Enterline and Mulkerne suggest this means of capturing data when they say:

Whether or not business education can be properly referred to as a discipline, whether or not we have a philosophy of business education or even a body of principles are moot points. Yet, as we pointed earlier, a careful analysis of existing literature and research in the field does reveal certain consistencies of thought. Because business education is a relatively young field, much that has been written in the field is available, as curriculum guides, tests, and other materials. In fact, a number of educators who witnessed the beginnings of business education, as we know it today, are still living (15, p. 28).

The data for this study came from both primary and secondary

sources. The primary sources included interviews with persons involved in these historical events, minutes of the State Board of Education, papers on file in the archives of Oregon State University, papers on file in the archives of the University of Oregon, catalogues of Oregon State University, papers from the files of the Business Education Department at Oregon State University, and papers from the files of the School of Business and Technology.

The secondary sources included related dissertations and studies, textbooks and reference books pertaining to Business Education and Secretarial Science, and magazines and newspapers.

#### Procedures and Techniques

As a basic method, the historical-documentary method of research was used. This is recognized by Good, Barr, and Scates as an acceptable method.

Specific procedures used included:

- a. Investigation of the literature concerning the history of Oregon State University.
- b. Investigation of material in the archives of the University of Oregon and Oregon State University. Sarah Wilson, archivist at Oregon State University, was especially cooperative and helpful. Her letter of introduction to the archivist at the University of Oregon was valuable.

- c. Survey of Business Education professional periodicals to determine trends in Business Education philosophy.
- d. Investigation of alumni magazines at the University of Oregon and Oregon State University for items of historical interest.
- e. Study of the minutes of the State Department of Higher Education for background material.
- f. Division of the history into segments for greater clarity.
- g. Study of selected records from the files of the Business Education and Secretarial Science Departments at Oregon State University for background material.
- h. A search of formal records with the recollections of participants added in order to attain the greatest possible accuracy.
- i. Listing a chronology of events significant to Business Education and Secretarial Science at Oregon State University.
- j. Consideration of the influence that members of the Business Education and Secretarial Science staff at Oregon State University have had on the growth of professional organizations in Oregon.
- k. An attempt to show the influence that Business Education and Secretarial Science staff members have had in Business Education.

#### Philosophical Frame of Reference

In a definition of philosophy, Webster includes: "an analysis of

the grounds of and concepts expressing fundamental beliefs. A theory underlying or regarding a sphere of activity or thought; the beliefs, concepts, and attitudes of an individual or group. "

There are elements of three schools of historical interpretation in the development of Business Education and Secretarial Science at Oregon State University.

There are elements of the Sociological school of interpretation because we have a combination of factors in the society exercising and influencing the history of Business Education and Secretarial Science at Oregon State. It has evolved in conjunction with the development of business and society.

There is an element of the Personal or Biographical school of historical interpretation because the role of faculty leadership is a part of the present status of the discipline. The role of the department chairmen and their personal history is of such importance as to necessitate including this school of historical interpretation as a factor in this history.

A Pluralistic theory of historical interpretation can be applied to a history of Business Education and Secretarial Science because no single cause is advanced for the Present Status of Business Education and Secretarial Science at Oregon State. The collective psychology of the period under consideration must be considered.

Business Education is concerned with the training of teachers

in business subjects at the junior high, high school, and junior college level. Secretarial Science contains the basic skills necessary for a Business Education Teacher in office occupations. A Secretarial Science student may or may not be knowledgeable in Business Education but Business Education teachers in the office skill area need to have skills in Secretarial Science. The original purpose of high school Business Education was a vocational one but it now also includes general education for citizenship. The citizenship aspect is generally covered in basic business classes.

Basically, the philosophy of Secretarial Science has been rather constant during the historical period under discussion. This philosophy has been to teach the office skills in the most efficient manner. The basic goal has been to develop marketable skills in office occupations. It is true that there have been changes in emphasis and methodology. For example, Gregg Shorthand has gone through several revisions but these revisions have been dictated by the publishers and have not been generated by Oregon State.

Emphasis in typing has developed from a straight copy approach to one of production typing to one of emphasis on technique. Oregon State has made significant contribution to the philosophy of teaching typing and much of this change has come about as a result of the research, writing, and influence of Dr. Fred Winger.

Instruction in bookkeeping has been a part of the school from



the early days. Basically, there have not been significant philosophical changes in the teaching of bookkeeping. In recent years, some new approaches have been generated by publishers. These approaches have been adopted by Business Educators in many parts of the country but they are not significant to a development of philosophy of Business Education at Oregon State.

There was no precedent for a school similar to the School of Commerce developing on an agricultural campus like Oregon State. That which developed was in reality a school of liberal arts combined with a school of business. There was evidently a demand for this type of education which was met through faculty leadership. The leadership of John A. Bexell and H. T. Vance was significant. It is not possible, in a philosophical discussion, to ascertain which was the dominant force, the demand or the supply. The demand was there or it never would have been successful but the fact that this demand was met on an agricultural campus is a tribute to the leadership of the day.

After the controversy with the University of Oregon broke into arguments before the Board of Higher Curricula in 1925, social pressures began to exert an increasingly stronger influence. What started as moderate outside pressure became an overwhelming flood with the advent of the great depression. This caused changes that the college did not want.

It was during this period of unrest that Oregon State was able to provide a four-year degree granting course in Secretarial Science. This was a unique situation and was a tribute to the leadership of that period. The degree granting Secretarial Science program at Oregon State gave the school a base from which to return to more extensive offerings in business.

All through the history of Business Education and Secretarial Science at Oregon State, there was evident a spirit of loyalty shown by the faculty and students. The faculty considered it their responsibility to help students find employment. Students and alumni reciprocated with a loyalty toward the department and the school. Many of the faculty had periods of long tenure with the school which no doubt helped to give a continuity not available in an institution with a high turnover in staff.

The enrollment in Secretarial Science grew from 109 in 1933-34 to 634 in 1939-40. Part of this enrollment increase was attributed to enrollment of men who wanted to take business subjects, but also remain at Oregon State. This loyalty to Oregon State can be attributed to strong emotional ties to the College by the students, as well as the loyalty of alumni. In addition, there was a strong loyalty to the school by those in the general public that chose to identify with it.

Secretarial Science has often been on the defensive as far as its

place in a college curricula. The University of Oregon had once rejected Secretarial Science as not being worthy of a place at the college level. They made no objection to the leaving of Secretarial Science at the College when the School of Commerce was transferred to the University. Secretarial Science fulfills a demand in the world of work and continues to be offered. Secretarial Science is a vocational skill, one needed by the business world. There has always been a certain amount of prestige for academic subjects over and against those considered vocational. This is cultural and not necessarily confined to the United States.

With the lessening of the social turmoil caused by the great depression, faculty leadership continued to exert a strong influence on the development of Business Education. Organizations such as the Oregon Business Education Association, the Western Business Education Association, and the Oregon Business Education Council were organized as a result of this leadership.

The Vocational Act of 1963 has had an impact on Business Education. Prior to this act, distributive education was the only area within the broad scope of Business Education that was available for federal funds in vocational areas. This situation has tended to fragment Business Education and keep distributive education and office occupations education separate. The fact that distributive education was federally funded set it apart from office occupations education.

The bringing of Dr. John Chrismer to Oregon State in the fall of 1966 was a significant philosophical development because it brought distributive education under the broad coverage of Business Education at Oregon State. This was an attempt to bridge the philosophical division that had always separated the office occupations and the distribution area. The term "Business Education" came to mean all teacher education for business in a broader context.

The term "business education" has been a confusing term in that it has usually meant "office education" and has not included distributive education. Business Education has always been vocational but the office education portion had not been federally funded.

Does history repeat itself? In some cases it would appear so. The only change in the division of functions between the 1968 Division of Vocational, Adult, and Community College Education and that of the 1918 School of Vocational Education is that of the community college and adult portion. There were no community colleges in 1918. The designation of the departments in 1918 was agriculture, commerce, home economics, and trades and industry. The division, established in 1968, included agriculture, business, home economics, industrial education, and community college and adult education. Thus in the vocational area, we have history making a complete cycle.

A philosophical question involving Business Education concerns

the question as to whether Business Education should train its people in content, using a professional course number. This would be similar to the old teacher's college where content is provided by the Education Department. The other approach would be to have the content courses provided by Business Administration or Business and Technology and have the Business Education department provide only the methods courses. Oregon State was unique in that Business Education and Secretarial Science were joint departments for many years. The Secretarial Science was under the School of Business and Technology and the Business Education Department was under the School of Education. This has been an area not clearly defined as many courses in Business Education have included considerable subject matter content. The trend at Oregon State has been to transfer subject matter courses to the School of Business and Technology under the heading of Office Administration and to have the methods courses come under the School of Education.

Oregon State has paralleled trends nationally by emphasizing the total field of Business Education: Office Education, Basic Business and Accounting, and Distributive Education. Students in Business Education have been encouraged to take courses in all these areas in order to give them a more complete concept of the entire field.

The solution to the often-stated problem of a lack of men in the

field is being attempted by encouraging men to enroll especially in the Basic Business-Accounting or Distributive Education field. Distributive Education always has been considered predominately a man's field.

For many years, high school Business Education was considered in terms of typing, shorthand, and bookkeeping. Historical development has broadened this to include three broad areas: 1. Office Occupations - This includes typing, shorthand, office machines, filing, and related stenographic and clerical skills. 2. Basic Business and Accounting - The basic business area includes such socio business courses as Business Law, Business English, and General Business. 3. Distribution and Marketing - This includes Retailing, Advertising, Merchandising, and in general includes work experience or projects.

## II. CHRONOLOGICAL DEVELOPMENT OF PROGRAMS

The chronology of events for Business Education and Secretarial Science has been divided into four general periods, the last three periods coinciding with the tenure of office of the three leaders of Business Education and Secretarial Science from 1908-1970. The early period from 1868-1908 was the historical era in which the school got started and Business Education and Secretarial Science had their early beginnings. The period from 1908-1932 was the period during which Dean Bexell developed a program in Business Education and Secretarial Science as well as a general commercial or business administration program. The period between 1932-1942 was a period of austerity for Business Education and Secretarial Science as well as for the school. It was during this period that Oregon State had no School of Commerce. They were lean years during which Herbert Townsend Vance led Secretarial Science. The period from 1942-1970 marked a period of expansion for the school. After the war, there was recovery for the school and for society. This period was the period during which Dr. Yerian led Business Education and Secretarial Science. Dr. Yerian became head of Secretarial Science in 1942 and assumed the head of the combined departments of Business Education and Secretarial Science in 1951.

This section gives the flow of history in chronological order

from 1868-1970.

### The Early Period 1868-1908

Oregon State University had its beginning as the Corvallis Academy. The building which began in 1858, was completed in 1859. When the articles of incorporation were filed, the school was listed as Corvallis College. The school had suffered financial difficulty and on April 1, 1860, a sheriff's sale was ordered (52, p. 19).

The school was re-opened in 1860 with Reverend W. N. Culp as the principal, but the school was sold again in 1861. A board of trustees purchased the school from Reverend Orencith Fisher (52, p. 20).

The Corvallis College became officially the property of the Methodist Episcopal Church South in 1865. In August, 1868, new articles of incorporation were filed. Among the names listed on the petition for incorporation were the names of the men who had purchased the school in 1861 from Reverend O. Fisher. Corvallis College, a church-sponsored school, was incorporated as a strictly literary institution (52, p. 21).

The Morrill Act of 1862 had established the principle of the land-grant college and Oregon State became a land-grant school. The College was in financial need and looked to the provisions of the Morrill Act as a possibility for getting financial help.

Their efforts were rewarded by an act which secured the lands donated by Congress for Oregon and which designated Corvallis College as the Agricultural College of the state. The latter provision was on a temporary basis. (52, p. 27-28).



This resolution was signed by W. B. Bryan, president pro-tem of the Board of Trustees, and by B. R. Biddle, secretary of the Board. It was filed with the Secretary of State of Oregon in November, 1868. (52, p. 30).

At that time, Corvallis College was empowered to begin its services as the Agricultural College of the state (52, p. 30). Each state senator was authorized by the legislature to select one student for a scholarship and in 1868 a curriculum in agriculture was established.

Interest in the Agricultural College by the faculty may have been forced by the need for state money as none of the faculty members had been trained in agriculture and further no one of them was familiar with the needs of Oregon, coming as they had from eastern states and agriculture not being their primary interest (52, p. 45).

Criticism arose over the fact that the school was church owned, yet was receiving state funds. As a result of this, Senate Bill 135, approved on February 11, 1885, separated the Agricultural College from Corvallis College.

A law suit had been filed by the Methodist Episcopal Church South (1887) seeking to set aside the separation of Corvallis College and the State Agricultural College. This suit continued for five years and finally was settled (but not without a great residue of bitterness) in favor of the state of Oregon (52, p. 53).

The academic calendar, adopted in 1868, established three terms, each 14 weeks. A curriculum in agriculture was established in 1869. In 1881, the school was called the Corvallis Agricultural College; and, in 1883, became known as the Oregon State Agricultural

College. A professorship in Commerce had been established in 1880.

A study of the catalogues of the period gives some understanding of some of the developments that took place at the school during this period. Bookkeeping was a part of the curriculum early in the school's history. The 1888-89 catalogue gave a special section to Bookkeeping and Bee Culture. W. W. Bristow, A. B. was the professor. This paper does not attempt to establish a relationship between the bookkeeping and the bees! The textbook for bookkeeping during this period was Hull's Bookkeeping (36, 189-94, p. 19).

During the first and second terms of the first year, the subject of Book-keeping is presented and pursued in a very thorough manner, beginning with the simplest forms of cash accounts and developing through all the principles of single-and double-entry, with strict reference to those forms best adapted to farm and business life.

Each student provides a full set of blanks and keeps a regular set of books, in which accuracy and neatness are made prominent features (36, 188-89, p. 17).

The 1899-1900 catalogue contained a section on a Sub-Freshman year and listed bookkeeping for the third term. This was for students that had finished the 8th grade and came from an area that had no high school (36, 1899-1900, p. 51).

During the 1900-1901 school year, the two year curriculum in business was offered as follows:

1st year - 1st term - Bookkeeping I, English I, Arithmetic I, Military I, Physical Culture I. 2nd term. Bookkeeping II, English II, Arithmetic II, Mathematics A, Military II, and Physical Culture II. 3rd term - Bookkeeping III, English III,

Arithmetic III, Mathematics 3, Military III, and Physical Culture III (36, 1900-01, p. 57).

2nd year - 1st term - Bookkeeping IV, Mathematics I, English IV, Political Science I, Military IV, and Physical Culture IV. 2nd Term - Bookkeeping V, Commercial Law I, Stenography I, Typewriting I, Military V, and Physical Culture V. 3rd Term - Bookkeeping VI, Commercial Law, Stenography II, Typewriting II, Political Science II, Military VI, and Physical Culture (36, 1900-01, p. 58).

The 1900-1901 catalogue had this to say about business subjects:

Two years work in bookkeeping required. Students may begin this study only at the beginning of either term. Commercial law will be taught from a text-book and also by lectures from members in this course. Those who have done any of the work required, either at this college or elsewhere, will receive credit for the same when satisfactory evidence of that fact has been submitted. This course does not lead to any degree but to a diploma or certificate only. No fee will be charged except for the rental of the typewriters (36, 1900-01, p. 117).

During the school year of 1901-1902, the name of the business course was changed to that of the Literary Commerce Course. This course could lead to a BS degree, while the two-year program led to a certificate. T. H. Crawford was the professor and J. B. Horner was the Penmanship instructor. Helen L. Holgate was the instructor in Stenography and Typewriting.

The year 1900 was a significant date in this period as it was in that year that President Gatch felt the need for expansion in the offerings for business. Prior to 1900, only bookkeeping and writing were offered. Business teachers that were qualified were scarce so President Gatch asked one of the school secretaries to teach classes in

stenography. This was the beginning of the career of Miss Helen Holgate in Business Education and Secretarial Science.

The name of the college as given by President Kerr in 1907 was the Oregon Agricultural College.

The subjects of typing, shorthand, and bookkeeping have long been the basic courses taught by business educators in the high schools of Oregon. The 1901-1902 catalogue makes mention of these subjects in the following statement:

Along commercial lines, the subjects of bookkeeping, stenography, typewriting, and commercial arithmetic are made prominent in the freshman and sophomore years and in the junior & senior years commercial law, civics and economics are studied (36, 1901-02, p. 124).

During the school year 1906-1907, T. H. Crawford, A. M. was the professor and Helen L. Holgate, B. H. E. was the instructor in Stenography and Typewriting (36, 1906-06, p. 139). The students were charged a fee of \$1 a month for the use of the typewriters.

Conditions during the 1907-1908 school year are graphically described in this reference:

Commerce - This department is completely equipped for thorough and efficient work in modern business courses. Each room is specially designed and furnished for the work to be conducted in it. The furniture of the department consists of hard-wood desks and counters, a complete set of modern banking fixtures, a wholesale house, a retail house, a commission house, freight, real estate, and insurance offices. Permanent blank books, letter files, rubber stamps, copying presses, college currency, blanks and similar material are provided by the college. The room for typewriting contains a full complement of standard machines,

each provided with stand and copy holder. The room for stenography is furnished with tables designed for convenience in practice work (36, 1907-08, p. 37).

### The Period 1908-1932

The predecessor for the School of Commerce was a group of studies known as the Literary Commerce course. These studies were offered during the period 1900-1907. The instructors for these courses were J. B. Horner, Thomas H. Crawford, and Miss Helen Holgate. Miss Helen Holgate was a member of the graduating class of 1895.

President Kerr was president of the college when the School of Commerce opened. A new era in the development of Business Education (then called Commercial Education) was ushered in with the beginning of the School of Commerce.

When the School of Commerce was organized in 1908, the faculty consisted of Professor Horner, Professor Crawford, Mr. Mather, and Dean Bexell. The faculty was not fully assigned to teaching commerce subjects. Professor Crawford worked in the business office, Professor Horner taught history and Mr. Mather was the secretary of the School of Commerce, also teaching stenography and typing. Dean Bexell organized and managed the college business office and college book store. Commerce was housed in two rooms in the Administration Building where the equipment con-

sisted of either 10 or 11 rented typewriters.

In 1908, enrollment in commercial subjects approached 150.

Deans were provided for the first time in 1908. J. A. Bexell was designated as the Dean of Commerce. Trained business people were in demand in response to the growing expansion of business and industry. The School of Commerce was organized in 1908-1909 under the leadership of Dean Bexell. He is recognized as the father of Secretarial Science at Oregon State.

In 1909, the school moved to the third floor of the Agronomy Building where it consisted of five rooms and two offices. In the minds of some during this period, this was far more than the needs of the school warranted.

At the time of this move, the school contained two departments, Business Administration and Secretarial Training. Two years later, the Department of Economics was added. The year after economics was added, Political Science became a fourth department.

Commercial Education, designed to prepare business teachers, was subsequently added as a joint department with the School of Vocational Education.

It was the philosophy of Dean Bexell that "there is a business side to every vocation." He conceived the idea that the school would be a service organization for the rest of the schools. This principle was a key point in the philosophical battle that later raged over the

role of commerce at the state college.

During this period, Dean Bexell developed a system of Farm Accounts which was later published by the United States Department of Agriculture (34, Jan. 1931, p. 17).

The 1909-1910 catalogue makes the following comment in defense of course offerings in commerce:

The most progressive colleges and universities are now offering courses in commerce and finance. These courses have rapidly gained favor in response to an almost universal demand for thoroughly trained men to assume leadership in the commerce of the world (36, 1909-10, p. 90).

Mention is made of commercial education in this statement:

The Commercial course is especially attractive as a preparation for law, for teachers of commercial subjects, for public accounts, for administrative secretaries, and as a preparation for the Civil Service (36, 1909-10, p. 91).

During this period, the curriculum in stenography contained Typewriting I & II, Stenography I & II, Advanced Stenography II, Typewriting, Manifolding & Filing, Court Reporting and Office Management, Court Reporting, and Typewriting III (pharmacy students) (36, 1909-10, p. 91).

In 1911-1912, a course in Orthography was added (36, 1911-12, p. 191-192).

During the 1914-1915 school year, both the degree course and the two-year certificate program were offered but it was necessary to have an 8th grade graduation in order to enroll in the two-year

vocational course (36, 1914-1915, p. 153).

The courses offered by the department of Stenography and office training are for four classes of students: (a) those desiring a thorough training as stenographers and typists; (b) those desiring to go still further into the field of court reporting and secretarial training; (c) those desiring to enter the teaching profession and (d) those commercial teachers desiring advanced training (36, 1914-1915, p. 155).

During this period, the administrative organization of the School of Commerce was four-fold.

For administrative purposes, the School of Commerce is organized into four distinct departments: (1) Business Administration, (2) Economics, (3) Political Science, and (4) Stenography and Office Training (36, 1914-1915, p. 153).

The Business Education and Secretarial Science aspects of the offerings during this period are described in references to "The Vocational Course."

This course had been arranged primarily for the benefit of persons who have been unable to finish a high school course. The only entrance requirements are that the applicant must have had an eighth grade education; or its equivalent, and must be at least eighteen years of age. The student may emphasize bookkeeping and business methods, or stenography and typewriting; or he may have an opportunity to take both courses (36, 1914-1915, p. 153).

It was during the school year 1918-1919 that the first catalogue appearance of "Commercial Education" was noted. Elmer Walker Hills was the Assistant Professor in charge of this. The purpose of this department is stated as follows:

The function of this department is to give professional training to prospective teachers of commercial subjects,



although the special courses now outlined are limited, opportunity will be afforded graduate students in Commerce and other qualified students to work on special problems relating to teaching (36, 1918-1919, p. 381).

National interest in vocational education during this period is exhibited by the enactment of the Smith Hughes Act in 1917.

In 1918, the School of Vocational Education was established as a reorganization of the Department of Industrial Pedagogy. E. D. Ressler became the Dean of the School of Vocational Education.

The School of Vocational Education was designated to train in four areas: 1. Agriculture 2. Commerce 3. Home Economics and 4. Trades and Industry. The following pertinent points are taken as a description of the functions of this school:

Inasmuch as training in the chosen technical field should constitute the major portion of an undergraduate course of study, students register and take their degrees in the school devoted to the subject which they will teach. Prospective teachers of Agriculture thus pursue the curriculum of the School of Agriculture, with a minor in Agricultural Education; similarly prospective teachers of Home Economics, Commerce, or Manual Training register in the respective schools of Home Economics, Commerce, or Engineering, earning a corresponding minor in the School of Vocational Education.

The department of Industrial Education makes provision for giving further professional training to teachers in service and pedagogical training to men and women who already have technical knowledge and skill in a particular trade and desire training in teaching in that field. The College offers special opportunities to graduates of normal schools and schools of education with teaching experience for technical training in some line of vocational education or for special training in some line of vocational education or for special training in teaching and supervising vocational subjects.

Students are advised to consider carefully the selection of teaching as a vocation. Thorough scholarship and mastery of the mother tongue are fundamental essentials for success in the vocation of teaching, personality, character, and professional aptitude are demanded of the teacher. Positions can not be guaranteed to graduates, and only capable candidates will be recommended for teaching positions.

The Oregon School Law grants a high-school teaching certificate to graduates who have taken fifteen semester credits, or twenty-three term credits, in Education. Students preparing as vocational teachers under the Smith-Hughes Act should become familiar with the State requirements for teachers of the particular vocation they are intending to teach.

Equipment. The technical courses of the School of Vocational Education are given in the schools of Agriculture, Commerce, Engineering, and Home Economics, making available all their equipment to the students and instructors in the School of Vocational Education. The instructors in the professional courses in Education also use this equipment. For the course in practice teaching, there is available in addition the equipment of the Corvallis public schools through a joint arrangement between the Corvallis Board of Education and the Board of Regents of the College (36, 1919-1920, p. 297-298).

For the 1919-1920 school year, the School of Commerce reported three major divisions. These were: 1. Business Administration, Economics, and Sociology. 2. Political Science. 3. Office Training and Stenography. The staff for the 1919-1920 school year was as follows:

John Andrew Bexell, A. M., Dean of the School of Commerce and Professor of Accounting and Business Management; Mabel Robinson, Secretary to the Dean; Lillian Burns, B. S., Instructor in Stenography; Minnie Koopman, Instructor in Office Training; Ethal Mabel Maginnis, Asst Prof in Office Training; and Herbert Townsend Vance, Professor of Office Training (36, 1919-1920, p. 136).

The first World War was a causative factor in the growth of commercial education in the United States. Commercial Education was defined as:

Commercial education consists of training in the sciences and arts which contribute toward facilitating the exchange of products and services to the end that human wants may be fully satisfied (34, Jan. 31, p. 9).

This definition encompasses not only Business Education and Secretarial Science, but also Business Administration.

By 1921, it became necessary to enlarge the quarters for the School of Commerce. The present Bexell Hall, originally called Commerce, was dedicated on March 30, 1923. At the time of dedication, student enrollment was 935 with a faculty of approximately 30.

Dr. Stephen I. Miller, Jr. Dean of the School of Business Administration at the University of Washington spoke at the dedication of the new building.

I want to speak of your school of commerce as a man coming from a neighbor state. Undoubtedly you have the finest home for a school of commerce or school of business administration that is to be found anywhere in the United States today. I make that statement without license or extravagance in any stand. I also appreciate the organization of the school, and above all, I appreciate its simple organization - its splendid adaptation (34, Jan. 31, p. 9).

When Dean Bexell spoke in accepting the building he spoke as follows:

As we understand our mission it is: To investigate the laws of business underlying the sciences of production, distribution and consumption of economic goods; to study the laws

and methods of increasing efficiency and decreasing waste in materials, labor and capital; to train leaders and workers who shall be able to apply these laws in the various fields of business activity; to assist in bringing about a happier and closer relationship between every member of industrial society; to inculcate in the minds of youth a knowledge and appreciation of the priceless heritage of democratic institutions and a love for home, country and commonwealth - this is our work (34, Jan. 31, p. 9, 17).

Commerce Hall held a house warming on March 30-31, 1923 to help mark the formal opening of the new building. Activities carried on in the building not a part of commerce work included the Alumni Association, College Press, Barometer, Clerical Exchange, Industrial Journalism, College Editors Department, Greater O. A. C. Committee, and Student Assembly (30, March 23, p. 70).

Alumni were encouraged to come to the Business Show and House Warming by announcements of 50 exhibits of model offices and business equipment, a special Business Show newspaper, a graphic animated demonstration by the Alumni Association, and moving pictures.

Contests announced for the event included a typing contest for high school students, a news writing contest for high school students, and a contest for the best high school annual. Other announced activities included a water carnival, two baseball games, wrestling, and boxing.

The Portland Chamber of Commerce announced a special train from Portland coming to the show (30, March 23, p. 70).

In 1923, all work that did not have collegiate standing was abolished. The two-year vocational curriculum in commerce was also discontinued during this period.

Dean J. A. Bexell was dean of the School of Commerce from 1908-1931. The imprint of his ideas and leadership are evident. The fact that a strong school of commerce developed at the college rather than at the University of Oregon or elsewhere is evidence of his leadership. The development of the School of Commerce is a tribute to the leadership of Dean Bexell.

Dean Bexell wrote an article for the December, 1924, OAC Alumnus (Vol IV no 4 p. 73) entitled "The Advance of Commercial Education" (30, Dec. 24, p. 73). In this article, he set forth a philosophical base for the establishment and growth of the School of Commerce. He enunciated the need for a liberal education coupled to the needs of commerce and industry. In this article, he reported about 40 teachers a year were being trained in Commercial Education. This was done in cooperation with the School of Vocational Education.

Why this surprising growth in a branch of education comparatively disorganized less than a generation ago? There are three principal reasons why commercial education has had this remarkable growth. First, it is being recognized more and more that the well being of the individual and the wealth of nations both material and spiritual, depend to a very large degree on economic forces--that the well being of society is governed by laws just as truly as natural phenomena.

Secondly, that foresight is the greatest quality in

successful business leadership, now, as well as in the days of Joseph. But it is also recognized that ability to unveil the future, depends on a knowledge of the past and the true condition of the present.

Thirdly, that the school offers the shortest and most certain method of acquiring the experience of the past and accurate, comprehensive and organized knowledge of the present economic conditions. No one will dispute that it is possible to acquire knowledge without the aid of teachers, for otherwise, how did knowledge of any kind originate?

The apprentice system was a great improvement over training without teachers, but vastly slower than the organized training in school. It has been well said that "the school is the greatest institution in the world for swapping ideas." The student has the opportunity of building on the firm and lofty structure already reared by countless masters and ages of experience. This organized knowledge is handed down in the lecture hall, class room, laboratory, library and through the contact with instructors and fellow students (30, Dec. 24, p. 73).

Dean Bexell's philosophy in regard to a liberal education is evidenced by this quotation from his writing:

But while preparation for business with a view to supplying the material wants of man most effectively and economically may be the foremost immediate objective of business education, the training for useful citizenship and the enjoyment of the higher life must not be neglected. Hence, in the course of study, a liberal number of cultural subjects must be found--subjects which will enable the student more completely to enjoy literature, art, and the sciences and to take his place in the community as a useful citizen. Commercial education lends itself admirably to training for that higher standard of citizenship which is at once the glory and the safety of American civilization (30, Dec. 24, p. 93).

During this early period, it is interesting to note that the term "business education" was used in Mr. Vance's title. The term

"commercial education" had been used for many years, giving away to the term "Business Education" in the period soon after World War II.

It should be understood that there was considerable overlapping of instructional responsibilities between Office Training and Business Education. The basic skills necessary for the business teacher to be proficient came from the courses offered in office and secretarial science.

During the 1923-1924 school year, a major was offered in Office Training with a minor in Commercial Education. Courses offered in the field of Commercial Education included: Secondary Education in Commerce; Supervised Teaching in Commerce; and Organization and Administration of Commercial Education. The Commercial Education phase of the program continued as a responsibility of the School of Vocational Education. Supervised teaching in Commerce was taught by Professor Bexell. The Course in Organization and Administration of Commercial Education was taught by Mr. Vance and had not been listed in earlier course offerings.

Commercial Education continued under the School of Vocational Education during the 1924-1925 school year. The areas under this category were: Agricultural Education, Commercial Education, Education, Home Economics Education, Industrial Education, Physical Education for Women, and Psychology (36, 1924-1925, p. 318).

During the 1924-1925 school year, Professor John Andrew Bexel, A. M. was Professor of Commercial Education. Bertha Alice Whillock, B. S. was supervisor of practice teacher education in Commerce. Jean Elizabeth Vance, B. S. was Critic Teacher in Commercial Education (36, 1924-1925, p. 327).

Courses in Graduate Thesis and Graduate Study and Research were added during the 1926-1927 school year. In Commercial Education, the courses given during the 1926-1927 school year included: Teachers Course in Stenography, Teachers Course in Typing, and Teachers Course in Bookkeeping (36, 1926-1927, p. 325).

The Teachers Course in Stenography is described as follows:

A thorough drill in the methods of teaching Gregg Shorthand under the direction of Minnie D. Frick, whose text, Analytical Lessons in Gregg Shorthand and Gregg Manual will be used (36, 1926-1927, p. 325).

The description for the Teachers Course in Typing is described:

A thorough drill in the methods of teaching touch typing by the Wiese-Coover Kinesthetic system. The Wiese text will be used with the author in charge. Practical teacher training with beginning students in the use of these methods (36, 1926-1927, p. 325).

The methods course for bookkeeping called The Teachers Course in Bookkeeping is described:

A course for high school teachers of bookkeeping based upon the State Course of Study. Methods of presenting the subject most effectively to high school students. A thorough knowledge of bookkeeping based upon at least a year's study or teaching is a prerequisite for this course (36, 1926-1927, p. 270).



Of a prospective 125 graduates in Commerce for 1927, it was estimated that 35 of them would go into the teaching of commercial subjects (30, Nov. 26, p. 46).

An attempt to upgrade the academic preparation of teachers in Business Education and Secretarial Science is evidenced by this quotation:

The secretarial department has established a policy of adding to its staff only persons who have obtained their master's degrees. Such degree holders are very scarce, it seems, since the field is a relatively new one in the educational world. Barbara Gamwell of the Universities of Washington and Idaho is the newest addition to the staff (30, Nov. 26, p. 46).

Oregon State had the first college student in the United States to win a Remington typewriter by typing an average of 65 words a minute for 15 minutes without an error. Georgiana Johnson of Coquille, a junior, was the winner.

Additional quotations from the alumni magazine indicate the type of interest evidenced in the Business Education and Secretarial Science field:

Dean Bexell points out the fact that the school of commerce is expected to occupy the field of commercial education in the state, since no other public institution offers practical courses in secretarial training and accounting, and that at present it is difficult to meet the demand for teachers due to the inducements offered in other fields of employment. At present 150 teachers of commercial subjects in the coast states have been trained in the OAC school of commerce (30, Jan. 27, p. 99).

Development of commercial education under Dean

Bexell, Bertha Whillock and Lee Ball, has been an outstanding feature of commercial work this year. Upwards of 35 new teachers will be ready to step out into the field next fall. Three are preparing their masters theses in commercial education (30, Jan. 27, p. 262).

During the 1926-1927 school year, the School of Vocational Education carried major areas in Agricultural Education, Commercial Education, Education, Home Economics Education, Industrial Education, Physical Education for Women, and Psychology (36, 1926-1927, p. 263).

Those assigned to teacher training for the 1928-1929 school year included Lee Cleveland Ball, B. S., Assistant Professor of Accounting and Commercial Education; Bertha Alice Whillock, M. S., Assistant Professor of Secretarial Training and Commercial Education; and Myra Ethel Frazier, B. S., Critic Teacher in Commercial Education (36, 1928-1929, p. 296).

Skill contests were popular for high school students during this period as evidenced by the following quotation.

Close to 200 contestants from some 37 Oregon high schools competed in the Seventh Annual State High School typing contest sponsored by the school of commerce at Oregon State (34, Jun 29, p. 16).

A forerunner of the Oregon Business Education Association is mentioned in this quotation:

Dean J. A. Bexell, chairman of the course revision committee of the Oregon State Teachers Association business section, reported on the revised courses of study for commerce departments in Oregon high schools at the annual

meeting which was held in Portland in December (34, Jan 30, p. 171).

During the depression year of 1932-1933, a combined catalogue was produced by the Oregon State Board of Higher Education. Bertha Whillock Stutz, M. S. Associate Professor of Secretarial Training and Mirian Egan Simons, M. A., Critic Teacher in Commercial Education were at Corvallis while Lee Cleveland Ball MBS, Associate Professor of Accounting and Commercial Education was at Eugene.

The explanation for this situation is contained in this quotation:

The curriculum in the School of Business Administration leading to the degree of Bachelor of Science makes possible satisfactory preparation for Commercial teaching, subject-matter courses in typing and stenography being offered at Corvallis and in accounting and business organization at Eugene (36, 1932-1933, p. 328).

### The Period 1932-1942

In 1932, the name of Oregon State by common usage had become Oregon State College. The College had lost its School of Commerce. Secretarial Science and Commercial Education remained on the College campus but the School of Commerce moved to Eugene in 1932.

Commerce students, members of the class of 1933, were allowed to complete their work at Corvallis and to receive degrees at the 1933 Oregon State commencement.

The new school of business administration and commerce was established at the University of Oregon and organized into three divi-

sions: (1) There was lower division work for freshmen and sophomores on both campuses. (2) All upper-division work in business administration and commerce was at Eugene. All upper division work in secretarial science was to be at Corvallis. (3) All graduate work in business administration and commerce was to be at Eugene. This was part of the overall reorganization of the State Board of Higher Education in Oregon.

The plan is based on the board's supreme control of the entire state system; the chancellor as the board's chief executive officer and directly responsible to it for administration of the program and for coordination of the several institutions and divisions; the acting presidents responsible to the chancellor, each for the administration of his institution; and finally, the interinstitutional deans and directors responsible to the chancellor for cross-campus functions but to the respective acting presidents for functions applicable to a single institution (30, Feb. 34, p. 3).

As far as teacher training is concerned, provision was made for this. The 1932-1933 catalogue states:

The curriculum in the School of Business Administration leading to the degree of Bachelor of Science makes possible satisfactory preparation for commercial teaching, subject matter courses in typing and stenography being offered at Corvallis and in accounting and business organization at Eugene (36, 1932-1933, p. 328).

During the depression year of 1932-1933, a combined catalogue was produced by the Oregon State Board of Higher Education. Some of the teachers were at Eugene and some at Corvallis that year. Bertha Whillock Stutz, MS, Associate Professor of Secretarial Training and Miriam Egan Simons, MA, Critic Teacher in Commercial Educa-

tion were at Corvallis while Lee Cleveland Ball, MBS, Associate Professor of Accounting and Commercial Education was teaching in Eugene.

The curriculum in the School of Business Administration leading to the degree of Bachelor of Science makes possible satisfactory preparation for Commercial teaching, subject matter courses in typing and stenography being offered at Corvallis and in accounting and business organization at Eugene (36, 1932-1933, p. 328).

The 1933-1934 school year saw the restoration of a four-year curriculum in Secretarial Science with a total of 192 credits required, of which 42 were electives. The "Oregon Stater" for March 1937 reported five objectives for Secretarial Science at Oregon State:

1. To give a 4-year student a combined technical and cultural education that will prepare him or her for the highest type of secretarial position. Such an education is the most secure endowment obtainable as it makes the student economically independent, and is not subjected to the unpredictable vicissitudes of money and property. The course is intended to develop intelligent, useful and self-supporting members of society.

2. To prepare qualified high school teachers of commercial subjects. The integrity of our high school courses in commerce rests with the classroom teaching methods. It is the aim of this Secretarial Science course to make available the most efficient methods in the teaching field of commerce subjects.

3. To articulate as closely as possible the Secretarial Science curriculum with the actual demands of business and industry.

4. To give a college student an earning power at the earliest possible time.

5. To afford students registered in the professional

schools of the college, other than Secretarial Science, an opportunity to pursue work in secretarial science courses.

In passing it may be of interest to know that eighty colleges and universities throughout the United States were giving credit for work in Secretarial Science Courses in 1933, the year this survey was made. Oregon State has reason for pride in the pioneering work which was done by Dean Emeritus J. A. Bexell and his staff over the years since 1908. This rather extensive spread of Secretarial Science education throughout the institutions of higher learning attests the foresight of this eminent educator (35, Mar. 37, p. 131).

This four-year degree curriculum in Secretarial Science led to a Bachelor of Secretarial Science.

It was during the 1932-1933 school year that Vocational Education disappeared as a separate entity. The School of Education covered the areas of agricultural education, commercial education, education, home economics education, and industrial education (36, 1932-1933, p. 4).

The alumni magazine had this to say in defense of the School of Education:

The School of Education at Oregon State College, contrary to common belief, is very little changed as a result of the general reorganization of higher education in the state. It includes practically everything offered by the former School of Vocational Education, and in some respects, considerably more. The degrees granted (B. S. and M. S. ) remain exactly the same as before.

The work, however, is more specialized and more unified. The centering of all science, both pure and applied, on this campus has, for instance, given Oregon State the exclusive right to train teachers of Physical Science, Biological Science and Mathematics,

as well as the four special fields of Agriculture, Home Economics, Secretarial Training, and Industrial Arts (30, May 33, p. 19).

The Secretarial Science Department provided the subject matter training for the prospective commercial teacher.

In an article entitled "Successful Careers," Professor H. T. Vance defended secretarial science work at the College. Excerpts follow:

During the years when schools of commerce or business administration were located on both campuses, the secretarial work in typing and shorthand was considered purely technical and was given exclusively in connection with the regular curricula of the school of commerce here at Oregon State. When business administration was concentrated at the University of Oregon, these technical subjects were left here exclusively. This secretarial training, combined with other courses already taught in the institution, provides a degree-granting department as a part of the school of business administration.

Secretarial science has always been a popular course at Oregon State. Graduates find ready employment. Students while undergraduates are able to obtain temporary positions that aid them in financing their education and give them valuable experience. Even through the economic crisis graduates have held their positions or found new ones much more successfully than is true in many other fields. This is ascribed to the fact that secretarial training, while specialized, is also broad.

The four-year degree curriculum in secretarial science at Oregon State aims to prepare students to serve as office managers, assistants to public officials, and research assistants. In all these positions a thorough general college education coupled with training in secretarial technique is usually considered essential. In many cases special knowledge in the field of service is necessary and hence students majoring in Secretarial

Science are encouraged to minor in some other field, such as agriculture, engineering, forestry, home economics, pharmacy, or science. Similarly, students majoring in one of the technical and professional schools may minor in Secretarial Science (53, p. 2).

During the 1930's, the Secretarial Science department sponsored skill contests in typing and shorthand. The typing contests had been started in 1923. In 1934, the emphasis in typing was shifted from speed to production typing (13, p. 130).

Contests were discussed in an article by Lilly Nordgren Edwards:

The history of the typing contest dates back to 1923, when the Secretarial Science department sponsored the contest as part of the Business Show. For eleven years the contest was one of speed and accuracy based on a fifteen-minute test on straight copy, that is, simple literary or story material. This was, and is yet in many places, the accepted standard of measurement of typing ability.

In the early 1930's the faculty members in Secretarial Science began to feel that the aim of the state typing contest—the increase in typing skill—had largely been accomplished. Therefore, in 1932, in order to emphasize the application of typing skill to practical projects, a change in the type of contest was made. All contestants now show their manipulation skill in a five-minute instead of a fifteen-minute straight copy test. Points are given for speed and percentage of accuracy. In addition, each contestant types two projects. The first-year contestants type a short centering and punctuation problem, and a simple business letter exercise. Second-year contestants type an alignment and centering exercise, and a business letter on which desired corrections and changes have been indicated. Points are given for accuracy in typing, and for correct set-up of material, and following directions.

The consensus of opinion is that the change in type of contest is a step forward, toward the practical applica-



tion of typing skill, and the development and training of the "thinking typist" (13, p. 130).

A Radio Shorthand Contest broadcast was also presented during this period. It was a weekly broadcast over KOAC.

There was a sustained growth in the Secretarial Science Department during this period as shown by these figures (12):

1933-1934	172
1934-1935	294
1935-1936	356
1936-1937	433
1937-1938	478

There were many men that wanted to go to Oregon State and take business subjects. Enrollment in the Department of Secretarial Science enabled them to do so. Secretarial Science students were the only business students the College had in those days. Their graduates went on to other schools for graduate work.

In 1938, when the Secretarial Science course was a major division of the School of Commerce, the head of the Secretarial Science department promoted the idea of Oregon State College graduates doing graduate work at New York University in New York City. In the past nine years 28 OSC graduates have received fellowships and scholarships through the Department of Secretarial Science (47, p. 128).

Among the articles that appeared during this period in defense of secretarial training was one entitled, "A Great Vision Plotted the Course for Secretarial Science at OSC." This quotation illustrates

the type of defense that was offered during this period:

Long before secretarial science was the vogue on college and University campuses Dean Bexell was building a curriculum which represented the thought back of the secretarial science offered at the college today - the training of secretaries with all the skills necessary to render commerce and industry of the State of Oregon, the necessary stenographic and accounting services. But these were to be offered side by side with a cultural education such as met the college and university standards.

The problem over the years has been to keep a step in advance of the needs of commerce and industry. In addition to the training in stenography Dean Bexell, with his keen insight into the growth of Oregon's commercial interests, and the need for research in this field, offered courses in economics and political science. At one time courses in these two college subjects alone approximated one-third of the credits in the Secretarial Science curriculum. Then came Business Law, advertising and salesmanship. It may seem like a long-view program for a secretary, but who needs a more generalized education than a secretary, who is supposed to be conversant with the whole field of business information (1, p. 127).

Student credit hours increased from 7161 for 1937-1938 to 8460 for 1939-1940.

Minnie DeMotte Frick described some of the orientation of the students during this era in an article entitled, "Orienting Secretarial Science Students Upon Registration at OSC" (16, p. 131).

The minutes of the State Board of Higher Education record the arrival of Dr. C. Theodore Yerian to the staff.

Secretarial Science, appointment of Dr. C. Theodore Yerian, Assistant Professor, effective October 1, 1937, at a salary of \$2,400, 10-months basis, tenure one year. Budget addition required 1,800 (33, #78).

The teacher education phase of this period came under the general supervision of the School of Education. The dean was Dean J. R. Jewell, whose office was at the University of Oregon. Assistant Dean Carl W. Salser was at Oregon State. Professor Bertha W. Stutz was adviser to students from the School of Education that majored or minored in Secretarial Science.

The equipment in the department during this period was old and in need of replacement. Budgets were tight in those days. Before they could obtain replacements, the war effort stopped all sales of typewriters to civilian agencies. The department had a long siege of old equipment, especially typewriters, and these typewriters were highly prized by the instructors.

Dr. Lloyd Q. Larse came to Oregon State in 1940.

Resignation of E. M. Gibson, Assistant Professor of Secretarial Science effective September, and the appointment of Mr. Lloyd Q. Larse as Assistant Professor of Secretarial Science, effective October 1, 1940, 10-month basis, yearly tenure, at a salary of \$2,400. No change in salary budget (33, #106).

During the spring term of 1941-1942 school year, Secretarial Science was one of two major divisions at the college that did not experience a decrease in enrollment. Two reasons were given for this. One was the increased demand for trained secretarial workers and the other reason was given as the low number of men enrolled in the department, making it less affected by the war.

During this period, the department obtained some office equipment as gifts. The US National Bank of Portland gave an Elliott-Fisher billing machine and a small Addressograph machine. Purchases included three used Burroughs calculators and one used Compotometer, an electric typewriter, and a Standard fluid-process duplicating machine.

The importance of Secretarial Science in the service of the nation was emphasized by the department. Emphasis was placed on the fact that Secretarial Science was a four-year degree granting department. No other institution in the State of Oregon had this arrangement and it was rather uncommon in the nation as well. The importance of records and secretarial work in the war effort was constantly emphasized. Extension classes in stenography and typing were given.

The Secretarial Science department made an effort to keep in touch with its graduates. Testimonials from graduates as to the value of their training at Oregon State were often given.

The radio shorthand program was continued but because of the difficulties in transportation caused by the war, the state shorthand and typing contests were dropped.

An emphasis during the late thirties and early forties in Secretarial Science was on service, service to other departments in the school and with the coming of the war, service to the nation. Those from other schools on the campus taking courses in shorthand or type-

writing were considered as taking the courses for personal use or because secretarial skills were considered a means of getting into positions in certain fields. The department promulgated the idea that stenography and typing were useful tools even if not used as the major activity in earning power. The need for office workers in the armed forces was acute during those days. Oregon State trained students were in demand.

The department gave emphasis to job placement for its graduates. Students were schooled in job finding techniques. All graduates had to prepare a personal data folder for use in job hunting. Alumni were used as a means of finding jobs for new graduates.

#### The Period 1942-1970

The year 1942 was significant in the development of business education because in that year Oregon State was approved for degrees in Business and Industry.

It was at Meeting #119 on April 28, 1942 that the State Board of Higher Education designated Dr. C. T. Yerian as Chairman of the Department of Secretarial Science.

Designation of Dr. C. Theodore Yerian as Chairman of the Department of Secretarial Science, effective January 5, 1942, 10-month basis, indefinite tenure, and an increase in salary from \$2,400 to \$3,300. The department chairmanship will be on a year to year basis (33, #119).

During the 1943-1944 school year, the Division of Business and

Industry was established. This included business administration and commercial education, the latter a joint department with the School of Education and Secretarial Science.

Lloyd Q. Larse was granted a leave of absence for spring term of the 1943-1944 school year in order to take a position with the Emergency Farm Labor Program. Dr. Larse had been active in secretarial seminars and extension work.

Edward Vietti was scheduled full time in 1944-1945.

Mrs. Bertha Stutz observed her 25th year with the department in the spring of 1944 and was honored with an afternoon coffee.

After a long period of service with the school, Minnie D. Frick, the author of several textbooks in shorthand, retired at the end of the 1946-1947 school year. A potluck dinner was given in her honor at the home of Mrs. Bertha Stutz.

Fred Winger came to Oregon State from Stephens College in 1947. He received his BS in 1934 from Nebraska and MA from Iowa in 1938. His EdD degree was awarded by the University of Oregon in 1951.

Hilda Jones was added to the OSC staff in 1947. She had graduated from Oregon State, received her masters from OSC and had done graduate work at New York University. She became an assistant professor during the 1964-1965 school year.

In 1948, the present School of Business and Technology was

established. This action was approved by the State Board of Higher Education in its Meeting #171. The School was authorized a dean. Students in the school had to take a technical minor. The Board emphasized that it was not authorizing duplication of the work at the University. All graduate work in business administration was reserved to the University (33, #171).

It was during the 1951-1952 school year that a student in Business Education could enroll in either the School of Business and Technology or the School of Education.

Mrs. Bertha Stutz retired at the end of the 1952-1953 school year after 35 years of service to the school.

Probably the most significant historic event during the 1950's was the Secretarial Science 50th anniversary celebration. There was an open house in the Commerce Building on Friday afternoon, May 18, 1951 from 1-5 P. M. The anniversary banquet was held that night at the Memorial Union. The guest of honor was Miss Helen Holgate, a member of the class of 1895, and the first teacher in Secretarial Science.

Dr. Ted Yerian was the master of ceremonies for the anniversary banquet and Mr. Robert LaDow of the Gregg Company was the major speaker. Mr. LaDow was graduated from the Department of Secretarial Science at Oregon State in 1928 and earned a Masters degree from the University of Iowa in 1929. At the time of the 50th

Anniversary Celebration, he was West Coast and Orient Manager for the Gregg Company. He included a discussion of the history of shorthand in his presentation.

A citation of merit was presented to Miss Holgate, the honored guest. Other citations were presented to former staff members, Miss Lillian Burns, then with Washington State College at Pullman, Washington; Lilly Edwards, a housewife, living near Albany, Oregon; Mrs. Martha Pinson, a high school business teacher at Salem, Oregon; and Miss Elizabeth Poulton, in business in Salt Lake City, Utah.

During this banquet, Dr. Ted Yerian gave a presentation on some of the historical developments in the Secretarial Science Department (46, 1. 4, 5).

Others participating in the events of the evening included Dr. A. L. Strand, President of the College; Mr. Charles Walker, from the Northwestern School of Commerce in Portland, Oregon; and Dr. Rex Putnam, Superintendent of Public Instruction.

It was in 1951 that Dr. Fred Winger began to gain national attention with his work on the tachistoscope. His doctoral dissertation was based on experiments conducted with the tachistoscope during the fall and winter of the school year 1949-1950.

The school year 1951-1952 was significant for Business Education because it marked the first appearance of a complete four-year curricula offering in Business Education. Dr. Ted Yerian was offi-



cially designated as the head of a combined department, Secretarial Science and Business Education. This school year also marked the expansion of teaching methods in Business Education. To conform with common usage, the term Business Education was used instead of Commercial Education. To replace former methods courses, methods courses in shorthand, typing, and non-skill were offered.

Professor Larse received his doctorate from the University of Oregon in 1954. His dissertation was entitled "An Evaluation of the Secretarial Science Curriculum at Oregon State College," and was a study of the relevancy of the curriculum in terms of alumni response to a survey.

Both Dr. Larse and Dr. Winger were advanced to the rank of professor during the 1956-1958 biennial.

The School of Business and Technology was notified on April 29, 1960 that it had been accredited by the American Association of Collegiate Schools of Business.

During the 1963-1964 school year, some graduate courses in Business Education were listed as Office Administration instead of Business Education. These courses were subject matter and skill courses rather than educational methods courses.

The Source Material for the Biennial Report of 1962-1964 contains a statement significant to the development of Business Education.

Following the passage of the new Federal vocational act,

it is hoped that, through cooperation with the State Department of Education, the Department of Business Education can develop a teacher training curriculum that will incorporate the area of Distributive Education. We are very much in need of a non-stenographic teacher-preparation curriculum to add to our present academic program oriented largely to the office of occupational areas (48).

During the 1965-1966 school year, a Business Education major and an Education minor was announced.

Dr. John Crismer came to the campus during the 1966-1967 school year to develop a program in distributive education. This rounded out the course offerings to three major categories: office occupations; basic business and accounting; and distribution and marketing.

Dr. Ted Yerian retired at the end of the 1969-1970 school year.

#### Summer Session Developments

Summer sessions at Oregon State have made a significant contribution to Business Education. Business educators find the summer sessions important in their professional development. The summer school announcement for 1974 spells out the philosophy of this phase of the schools offerings:

The School of Commerce announces some courses this year particularly for the benefit of teachers. A short course in the methods of teaching the various branches in the high school will be given during the first two weeks of the session. The subjects covered will be Bookkeeping, Commercial Law, Economics, and Stenography. Three lectures in each will be given by the head of each department and conference hours will also be arranged.

During the six weeks, courses will be offered in Bookkeeping, especially for teachers who are preparing for the state examinations (six). If a sufficient number apply, one or more courses in Political Economy and Political Science will be given for credit (37, 1914, p. 22).

The 1915 summer school announcement further develops this theme with the following statement:

The School of Commerce offers courses both for teachers and general students. For the former who are specialists in commercial branches, there is a series of nine lectures in the methods of teaching, two six weeks courses in accounting, two in stenography, and one in commercial law. There is also a review course in bookkeeping for teachers preparing for the state examinations. The general student will be interested in some of these and in the courses offered by the department of Political Science.

1. Methods in Teaching. Three lectures each in Bookkeeping, Commercial Law, Economics and Stenography by heads of department, followed by conference hours for individual problems. Given during the first two weeks.

2. Bookkeeping Review. A course planned for teachers preparing for the State examination. Hours and number of recitations to be arranged to suit the needs of the class (37, 1915, p. 13).

During the summer of 1916, the Department of Business Administration offered a course entitled "Bookkeeping Review and Teachers Conference" (37, 1916, p. 15).

The 1920 summer announcement gave economic reasons for Business Education offerings:

Commercial Subjects. Teachers of other subjects frequently find that they can secure an increase in salary

if they are able to teach commercial subjects. A special condensed course has been arranged giving complete necessary instruction in the science of Bookkeeping, Stenography, and Typewriting, and covering all that is required in standard Oregon high schools (37, 1920, p. 8).

The course description for Secondary Education in Commerce (CEd 452) gave us an idea of content.

Principles of education as applied to the teaching of shorthand, typewriting, business English, and bookkeeping in high schools; rapid review of subject matter with model lessons in each subject; lectures covering aims, materials, methods of presentation, organization of courses, and arrangement of curriculum; also special methods in teaching Accounting, Business Law, Economics, and Commercial Geography. Five hours a week; 3 credits, Professor Vance (37, 1920, p. 15-16).

The "Condensed Commercial Course For Teachers," is described as follows:

It is the aim of this course to give those now engaged in teaching a thorough training in the science of Bookkeeping, Stenography, and Typing. Stress will be placed upon the methods of presenting these subjects. The scope of the work covers all that is offered in these three subjects in standard high schools of Oregon.

Accounting 8 hours a week; typing 8 hours a week; stenography 6 hours a week; no collegiate credit. Professor Vance, Assistant Professors Lemon and Etha M. Maginnis (37, 1920, 1. 16).

A statement underscoring the importance of the summer sessions is given for the 1923 summer session.

The School of Commerce of OAC occupied an important place in the field of commercial education in the state because no other public institution offers practical courses in office training and accounting (37, 1923, p. 6).

A special teachers course in bookkeeping was offered in 1924.

A course for high-school teachers of bookkeeping, based upon the State Course of Study and the bookkeeping text followed in Oregon (37, 1924, p. 26).

The theme of professional development for teachers was carried on in this 1928 summer session announcement:

Commercial Education special courses for teachers of commercial subjects with practice teaching have been arranged with a full six weeks schedule. Mr. Harold Smith, Educational Director of the Gregg Publishing Company, will coordinate with this a two-weeks unit course (July 2-14) in methods of teaching typing and stenography (37, 1928, p. 358).

The post World War II period brought a broadening to the curriculum at the summer school with courses such as Office Organization & Management, Merchandising and Selling, Research, Thesis, Current Trends in Office Procedure, Practicum in Business Education, Current Practices in Typewriting, and a Workshop in Shorthand Teaching and Learning Techniques (37, 1950, p. 37-38).

Workshops during 1952 included a Shorthand & Secretarial Workshop and a Distributive Education Workshop (37, 1952, p. 41).

There was a workshop in Briefhand during the 1958 summer session (37, 1958, p. 17).

Interest in basic business is shown by a course offering in 1959 entitled "Current Trends in Basic Business Subjects" (37, 1959, p. 32).

A significant development occurred in 1961 when the announce-

ment was made of a three-summer program for the Masters degree being offered to teachers:

Course Offerings Rotated. In order that business teachers working toward a master's degree may carry on a sustained Summer Session program, the graduate offerings in Business Education will be scheduled over a three-year period. Each summer term, at least one-third of the graduate courses in Business Education will be offered. Courses not listed for a particular summer may be offered if there is sufficient demand for them. Also, individual graduate student needs may be met through the use of reading and conference and research credits. In this manner, the graduate student who may transfer the maximum of 15 credit hours to Oregon State College can satisfy residence requirements by attendance at three complete Summer Sessions (37, 1961, p. 37).

The Practicum in Business Education was described in 1965 as:

The planning and development of practical and creative projects, group or individual, in the field of Business Education. Students will be urged to use actual school solutions as a nucleus for the term's work and to arrive at the best possible solutions (37, 1965, p. 27).

The trend toward short workshop courses is seen during 1966 in that short courses and workshops were offered in typewriting, shorthand and transcription, basic business, and distributive education (37, 1966, 96-97).

The trend toward vocationally oriented courses is evidenced by the 1969 school offerings of Adult Programs in Business Education, Cooperative Programs in Vocational Education, and workshops in Distributive Education and Business Education for Community Colleges (37, 1966, 31-32).

### III. ADMINISTRATIVE LEADERSHIP ROLES

#### John Andrew Bexell

Dean Bexell was born in Sweden in 1867 and came to the United States at the age of 15. He received his BS from Augustana College in 1895. He received his MA in 1902. Oregon State presented him with an LLD in 1932.

Dean Bexell was on the faculty at Augustana College from 1893-1903. From there he went to Utah State where he was Financial Secretary and Director of the School of Commerce from 1903-1908. He came to Oregon State in 1908.

Dean Bexell was Dean of the School of Commerce from 1908-1931 and was appointed Dean Emeritus in 1931.

The former Commerce Hall is now named Bexell Hall in honor of Dean Bexell. Dean Bexell is recognized as the father of Secretarial Science at Oregon State. This is illustrated by the following quotation from "The Oregon Stater."

Long before secretarial science was the vogue on college and University campuses Dean Bexell was building a curriculum which represented the thought back of the secretarial science offered at the college today--the training of secretaries with all the skills necessary to render commerce and industry of the State of Oregon, the necessary stenographic and accounting services. But these were to be offered side by side with a cultural education such as met the college and university standards (1, p. 127).

It was through the leadership of Dean Bexell that courses in economics and political science were added to the commercial curriculum (1, p. 27).

Herbert Townsend Vance

Mr. Vance had been in charge of secretarial science since 1919. He assumed the head of the department when the School of Commerce was moved to Eugene. He had been a member of the College staff beginning in 1916. He received a Bachelor of Science degree from Oregon State in 1924 and a Master of Science degree in 1927.

Professor Vance had studied at West Chester State Normal School and Drexel Institute in Pennsylvania. He had taught for five years in a private school near Philadelphia, Pennsylvania and one year at Jefferson High School in Portland, Oregon. He had been a manager of a business college in Portland and an instructor at Portland Academy and YMCA. His other activities included four years as a court reporter and three years as a private secretary for the United Gas Improvement of Philadelphia. His continuous service at Oregon State was interrupted during the school year 1917-1918 when he took a leave of absence and was secretary to the president of the American Linseed Company, a member of President Wilson's party that conferred with the British Food Administration (21, p. 126).

The "Oregon State Monthly" paid tribute to Professor Vance in the following quotation:



As head of the department of Secretarial Training at Oregon State College he has always exercised a dynamic leadership that has regularly attracted some of the most progressive students of the college to major in this work. As a member of important institutional committees he has exercised a genuinely constructive influence on student life. As a specialist working on extension projects, notably through the business institutes that were conducted for a number of years by the School of Commerce, he has enjoyed the confidence of a wide circle of business men throughout the state.

When the reorganization of higher education combined the School of Commerce at Oregon State College with the School of Business Administration at the University of Oregon, establishing a degree course in Secretarial Science at the State College, Professor Vance, as head of the department was commissioned to prepare the new course of study for adoption by the Board. Following a careful study of all the secretarial science curricula offered in the leading universities and colleges of the country, Professor Vance evolved the curriculum now in operation. Four years of experience has proved both its adaptability to the unified organization in Oregon and to the needs of students who select it as their college major (21, p. 126).

Professor Vance's master's thesis was entitled, "Thesis on Cultural Aims of a Secondary Commercial Course."

### C. Theodore Yerian

Dr. Yerian was head of the Department of Secretarial Science from 1942-1970. In 1951, he assumed the headship of the combined departments of Secretarial Science and Business Education.

Dr. Yerian was born in Missouri and moved to Montana with his family when he was about four years old. His father had a blacksmith shop but soon transferred to the stage line business, part of

which was transporting the U. S. mail. Dr. Yerian helped his father in the stage business and worked on a farm.

After high school graduation, the family moved to Ashland, Oregon, where Dr. Yerian worked for the Southern Pacific in Ashland as a car repairman's helper and an air brake mechanic's helper.

Dr. Yerian spent one year, 1925-1926, at Montana State College majoring in agriculture. When he returned from Montana, he enrolled in commercial work at the Oregon Institute of Technology in Portland. His first job in teaching was to tutor a Chinese boy, that knew only Chinese, to speak English. After this experience, Dr. Yerian accepted a teaching position at the Oregon Institute of Technology and remained there approximately three years before leaving for Oregon State to complete his degree. He had been encouraged to do this by one of the instructors at the Institute.

By means of taking special examinations, Dr. Yerian was able to complete his Bachelor's degree in three years. He received a fellowship to the University of Iowa, where he taught both at the University High School and the University. He received his MS in 1936 and his PhD in 1938. He was married in 1937 in Iowa and returned to Oregon State at the beginning of the 1937-1938 school year where he was on the teaching staff at Oregon State from 1937 to 1970, when he retired from the University.

At the University of Iowa, Dr. Yerian studied under Dr. E. G.

Blackstone, a well known name in Business Education. The title of Dr. Yerian's dissertation at Iowa was "Collegiate Secretarial Training."

To give a complete account of the activities of Dr. Yerian in connection with Oregon State and Business Education is beyond the scope of this study. His influence in regard to the development of professional organizations is discussed in the chapter entitled "Developments In Business Education Resulting From Oregon State Influence."

Dr. Yerian contributed to numerous publications during the years. He was Vice President of the United Business Education Association in 1955-1956 and president of that organization in 1956-1957. During his year as president of the UBEA, he was a member of the committee that managed the Centennial Celebration for Business Education.

Dr. Yerian was instrumental in the forming of the Oregon Business Education Association in 1946 and has served as consultant for this organization ever since its beginning. He helped organize the Western Business Education Association in 1949 and served as its first president. This organization started officially on March 21, 1951. Dr. Yerian has served as consultant for the state organization of the Future Business Leaders of America since 1946.

In 1967, Dr. Yerian was presented an award by the Western

Business Education Association, "In Appreciation of Outstanding Leadership in the Field of Business Education. "

In 1968, a new organization called the Oregon Business Education Council, was formed. This organization was organized at Oregon State University. Dr. Yerian served as the OBEC's first consultant.

#### IV. DEVELOPMENTS IN BUSINESS EDUCATION RESULTING FROM OREGON STATE INFLUENCE

##### Oregon Business Education Association

The Oregon Business Education Association is a strong and active subject matter group within the Oregon Education Association. It is strongly supported by business educators within the state and is influential as a professional organization. There has always been a strong bond between this organization and the Business Education and Secretarial Science departments at Oregon State. The inspiration and leadership for the founding of this organization came from Dr. C. T. Yerian, head of the Departments of Secretarial Science and Business Education. Dr. Yerian has been the consultant for the organization since its founding. The first issue of the Journal of the Oregon Business Education Association was dedicated to Dr. Yerian.

This issue is dedicated to C. Theodore Yerian, able consultant to the Oregon Business Education Association since its inception in the early '40's. "An institution is the lengthened shadow of a single man." Certainly this is true of OBEA and Dr. Yerian. In management parlance, OBEA in maintaining a viable on-going organization has utilized the "consultative technique or approach." It has used Dr. Yerian and he has thoroughly enjoyed his continuing relationship with OBEA.

It has been heartening to witness during this 30-year period "wave after wave" of business teachers each year who have responded to provide leadership for OBEA, all under the tutelage of Dr. Yerian.

What Frederick Nichols of Harvard did for business education in the '20's and '30's, Ted Yerian of Oregon State has done with equal dedication in the '40's, '50's, and '60's.

Dr. Yerian has headed the Departments of Secretarial Science and Business Education at Oregon State University since 1941. Hundreds of students, undergraduate and graduate, have known him as a teacher and administrator. As a result of his writings and his services in many business education organizations, his influence has been powerful and significant at local, state, and national levels. He has held many offices, is a past president of NBEA and WBEA, and currently is active in developing programs in FBLA.

Dr. Yerian received his B. S. degree from Oregon State University and his M. S. and PhD. degrees from the University of Iowa.

As business educators we "rise as one group" to express our gratitude to Dr. Yerian for the outstanding leadership he has given to business education (24, p. i).

The OBEA was organized on March 28, 1946. The OBEA

Bulletin makes this statement:

Also, Dr. Ted Yerian should be recognized as inspiring the helping to organize OBEA. Since the beginning of the organization he has served as a faithful and hard-working consultant (31, p. 4).

The minutes of the original meeting of the OBEA illustrate Dr. Yerian's influence in formation of this professional organization.

Minutes for meeting of Commercial Teachers  
Thursday, March 28

In Thursday's meeting of the Commercial Group at the OSTA convention, Mr. Paulson addressed the group gathered. Mr. Paulson introduced Mr. Ergdahl, who is the new director of vocational education in the State Department of Education.

After a short recess, Dr. C. Theo Yerian talked to the group about the formation of a business organization. Mr. Joe Updegraff made the motion that the group be organized. The motion was seconded, and the group gathered voted to do so.

The chairman appointed the following committee to work on a constitution. The members were: Mrs. Bertha Stutz, Oregon State College, Dr. C. Theo Yerian, Oregon State College, Mr. Harold Palmer, Klamath Falls, Miss Clara Voyer, Albany, Miss Enid Bolton, Mrs. Neal, and Mr. Joe Updegraff. The meeting was then adjourned.

Respectfully submitted,

Mrs. Mary M. Lewis (32)

In order to preserve some of the early history regarding the founding of the OBEA and to assess the leadership contribution from Oregon State University, several of the early presidents of OBEA were interviewed during the fall conference of OBEA held on 10 and 11 October 1969 in Salem, Oregon.

Mrs. Inez Loveless--Mrs. Inez Loveless, the fourth president of OBEA, was asked to discuss her impression of the early years of OBEA. She reported that the idea of a business teachers organization was started at Oregon State with the people going there.

At an Oregon Teachers Association meeting, Ann Elliot acted as chairman for the organizational meeting. Mrs. Loveless reported that she became interested in the movement when Dr. Yerian came to a County Institute in Lane County.

The organization had no money. The executive meetings were

in someone's hotel room. One of the early problems reported by Mrs. Loveless was the problem of getting people from Eastern Oregon to come to the meetings. She reported that Joe Updegraff was particularly helpful in the eastern part of the state.

Mrs. Loveless related that she had many happy remembrances of those early days. She reported that Dr. Yerian was definitely the instigator for the organization. Mrs. Loveless felt that the OBEA has been more of an organization for high school people while WBEA has had a greater emphasis in the college and university area. She felt that it had been through Dr. Yerian's leadership that it came into being and that his leadership was a factor in keeping the organization going.

Mrs. Loveless believed the future for the organization to be good. She believed that if the Oregon Vocational Association and the Oregon Business Education Association were to come together, they would be a strong group.

The interview with Mrs. Loveless took place on October 10, 1969.

Harold Palmer--Harold Palmer was the second president of OBEA. Dr. Palmer reported that he felt it was the hard work of Ted Yerian that was the important factor in the development of OBEA. He said that Dr. Yerian was the most dedicated man in Business Education that he knew. He was "Mr. Business Education."



Dr. Palmer said that Business Education was originally a business college program and this is reflected in attitudes today.

The interview with Dr. Palmer took place on October 11, 1969.

Enid Bolton--Miss Enid Bolton was the sixth president of OBEA. Miss Bolton was asked for her impressions concerning some of the early days of OBEA. She reported that Dr. Yerian had seen the need for such an organization. She started going and became interested. A professional spirit had been inbred by Dr. Yerian.

Miss Bolton felt that all of the staff at Oregon State had always been back of the movement and she specifically mentioned the names of Larse, Orner, Jones, and Winger.

The interview with Miss Bolton was held on October 10, 1969.

Howard Jones--Howard Jones was the 15th president of OBEA. Mr. Jones was asked what influence he felt that the Business Education department at Oregon State had had on the Oregon Business Education Association.

Mr. Jones related that it was his opinion that it was the enthusiasm of Dr. Yerian that had been the decisive force in the success and development of OBEA. As Dr. Yerian was the head of the Department of Business Education and Secretarial Science at Oregon State, there was a close connection between the school and the organization.

The interview with Howard Jones took place on October 10, 1969.

### Western Business Education Association

The Western Business Education Association was organized on the Oregon State Campus on November 26, 1949. It became the second regional association identified with the United Business Education Association. A great deal of study went into the planning. On March 21, 1951, the Association got under way with Dr. Yerian as its first president.

The original meeting was called to order by Dr. Yerian Mr.

E. B. Lemon gave a welcome from the college.

Dr. Yerian told those present that the main purpose of the meeting was to discuss the possibility of organizing an association of the business educators in the western part of the United States (55).

A motion was made by Mr. Blackstone that Dr. Yerian continue to act as chairman. The motion was seconded and passed by unanimous vote (55).

WBEA has continued to be associated with UBEA, now NBEA, It is active on the West Coast. By 1969, the membership of the organization had grown to 1714.

Others from Oregon State present at the organizational meeting were: C. C. Callerman, Hilda Jones, Lloyd Larse, Louise Orner, and Fred Winger (55).

### Oregon Business Education Council

The Oregon Business Education Council was organized at Oregon State. This council was developed as a result of Dr. Yerian's influence. He was assisted in his efforts by Ronald L. Thurston, the State Supervisor of Business Education and Dr. John Chrismer, Business Education Department, Oregon State University.

The purpose of the council was to form an advisory group for all segments of Business Education in Oregon. The council consists of nine members representing Business Education on secondary and post-secondary levels.

The council acts as an advisory group to the State Supervisors in Office Occupations and Distributive Education. It was a significant step in bringing all of Business Education together.

The council was organized in 1969.

### Typing Instruction and Theory

No discussion of the influence that Oregon State has had in Business Education would be complete without a discussion of the work that Dr. Fred Winger has done in the field of typewriting instruction and methods. Dr. Winger is a nationally known author and lecturer on typewriting. Oregon State is nationally known in Business Education because of his work.

The instruction in typing at Oregon State has come a long way from the early days as evidenced by this information found in the 1900-1911 source material for the biennial report.

The department, so far as instructional force is concerned, is in better condition to do first-class work than ever before, since an instructor in typewriting has been added this year. Heretofore the student has been practically "turned loose" in the typewriting room without any direct supervision except from an occasional visit of the instructor in shorthand, with the result that students of our department of shorthand were more or less deficient in typewriting skill. However, this year the students seem to take up their work in typewriting with increased and renewed zest, since they are under the personal supervision of an instructor all the time. The work of the department in general is moving along satisfactorily (120).

Dr. Fred E. Winger has been at Oregon State University since 1947. He received his BS from the University of Nebraska in 1934, with a major in Business Education. He was awarded an MA in Commerce in 1938 from the University of Iowa. In 1951, he received his EdD from the University of Oregon where his major was Education.

His professional experience includes: Burwell High School, Burwell, Nebraska, an instructor, 1934-1935; Norfolk High School, Norfolk, Nebraska, an instructor, 1935-1936; an instructor, Thomas Jefferson High School, in Iowa, 1936-1939; Stephens College in Missouri, an instructor, 1939-1947; Oregon State University, Professor, 1947 to the present.

Dr. Winger conducts numerous workshops in typing and speaks at Business Education conventions around the country. He is listed in

Who's Who in the West and the Dictionary of International Biography.

As one of their graduates in Business Education, Dr. Winger was the featured speaker at the University of Nebraska Centennial.

Dr. Winger is an author for the Gregg Publishing Company. He came into national prominence in the early 1950's with his experiments with the tachistoscope. He has been an influence in emphasizing the technique approach in typing. This develops a balance between perfect copy and a high speed approach. This approach appears to be widely accepted by typing teachers. Dr. Winger discusses his philosophy and some of the developments in typing at Oregon in an interview recorded in the Appendix.

In 1968, Kay Marksheffel, staff member in Secretarial Science, compiled a listing of some of the activities of Dr. Winter. The following is a portion of her compilation:

Textbooks

Type Right From the Start. Allied Publishers, 1956.

Tailored Timings. Allied Publishers, 1956.

Typing Power Drills. Gregg Publishing Company, 1956, revised  
Gregg Typing for Colleges. Gregg Publishing Company, 1956,  
revised.

Gregg Typing--191 Series. Books 1 and 2, Gregg Publishing  
Company, 1965.

Gregg Typing I--Textkit for Adult Education. Gregg Publishing  
Company, 1964.

Gregg Typing II--Textkit for Adult Education. Gregg Publish-  
ing Company, revised 1967.

Typing Skill Drives-- Gregg Publishing Company, Gregg Pub-  
lishing Company, 1965.

Gregg Tailored Timings. Gregg Publishing Company, 1965.

### Publications

- "What We Know About Electrics," Business Education World, June 1954.
- "Typing Drills--For Speed," Business Education World, January 1954.
- "Typing Drills--For Control," Business Education World, February 1954.
- "Typing Drills--For Techniques," Business Education World, March 1954.
- "Helping the Slow Learner," American Business Education, May 1954.
- "Tachistoscopic Training for Beginning Typewriting Instruction," The Balance Sheet, April 1951.
- "The Determination of the Significance of Tachistoscopic Training in Word Perception as Applied to Beginning Typewriting," The National Business Education Quarterly, Spring, 1951.
- "What a Tachistoscope Is And How It May be Used In The Typewriting Classroom," Business Education World, December 1952.
- "Learning Number Keys The Tachistoscopic Way," Business Education Forum, November 1952.
- "Lettered Versus Blank Typewriting Keyboard," Business Education World, May 1953.
- "The Overhead Projector in Business Education," Business Education Forum, January 1953.
- "Left-and Right-Hand Word Typing Drills," The Journal of Business Education, February 1953.
- "Letter Arrangement," Business Teacher, May-June, 1955.
- "Is A Remedial Typing Course Worth While?" Business Education World, May 1955.
- "Typing Therapy, Part I," Today's Secretary, October 1956.
- "Typing Therapy, Part II," Today's Secretary, December 1956.
- "New Methodology in Business Education in the Secretarial Field," American Business Education, December 1956.
- "Double-Blocked Timed Writing Copy Proves Very Useful," Business Teacher, November 1956.
- "Building Basic Skill in Typewriting," Business Education Forum, 1956.
- "Typing Therapy, Part III," February 1957.
- "Typing Therapy, Part II," April 1957.
- "Typing Therapy, Part V," June 1957.
- "Where Does Typewriting Go From Here?" The Business Teacher, Fall, 1958.

- "What is Your Efficiency Rating in the Typewriting Classroom,"  
Business Education Forum, March 1958.
- "Typewriting 1961," Business Education Forum, February 1961.
- "Check Ten--To Get the Most From Your Electric Typewriter,"  
Today's Secretary, September and October 1963.
- "The Typing Clinic," Series of three articles--Today's Secretary,  
November 1963, December 1963, and January 1964.
- "Pressure for Improvement Via a Typing Improvement Scale,"  
Business Teacher, September-October 1964.
- "Errors--Causes and Cures," Chapter 5 of Eastern Business  
Education Yearbook, 1965.
- "Pretest! Practice! Post-Test!" Business Teacher, May-June  
1967.
- "Emerging Typewriting Curriculum Patterns as Related to Con-  
temporary Developments," Business Education Forum,  
November 1967.

## V. THE SCHOOL OF COMMERCE CONTROVERSY

There had always been a great deal of rivalry between the University and the State College. There was competition for students and for legislative appropriations.

The establishment of a unified system of higher education came about by legislation establishing a State Board of Higher Education. The act which created the State Board of Higher Education had been approved by the governor on March 1, 1929 and filed in the office of the Secretary of State on March 1, 1929. The first meeting of the Board was held on June 28, 1929.

The members of the State Board of Higher Education met at the call of the governor in the Executive Office in the State Capitol at Salem, Oregon, on Friday, June 28, 1929, at ten A. M. (33, #1).

Previous to this unification of the state institutions of higher learning, there had been a Board of Higher Curricula which considered general matters of the curricula at state institutions of higher learning. After the unification, these matters were the responsibility of the State Board of Higher Education.

The University had a School of Business Administration and the College had its School of Commerce that had gradually developed into a major school on its campus. As this school grew in prestige and influence, pressure began to mount from the University to prevent the



College from infringing on what it considered its area of instruction.

This controversy involved all of the offerings of the School of Commerce, not just those in Business Education and Secretarial Science, but they were both an integral part of the whole story. Some of the philosophy regarding Business Education and Secretarial Science that was expressed in this controversy are pertinent to attitudes and opinions today.

In the context of 1970, some of the incidents relative to this controversy might seem petty and unimportant but when one realizes the climate in which they occurred, they are understandable. It was a period of intense partisan feeling. Alumni groups were loyal and devoted to the respective schools. The public took sides. As far as the College was concerned, it was a fight to preserve that which was held in high esteem. It happened, it's history, it should be told. The complete story of the controversy is of sufficient depth to possibly justify the writing of a book or dissertation on the subject.

The arguments presented by the College and the University before the Board of Higher Curricula and later the State Board of Higher Education consists, basically, of unpublished briefs of arguments that were presented.

The archives of the University of Oregon and Oregon State contain portions of the arguments that were presented. There is also some information in the Oregon State Library vault and from the min-

utes of the Oregon State Board of Higher Education on file at the Chancellor's office in Eugene.

The authorship of these papers is not noted in the files. Delmar Goode, former head of publications at Oregon State, stated in an interview during the summer of 1969 that Dean Bexell spent the summer of 1926 working on the briefs. (The arguments are referred to as briefs). Delmar Goode also stated that he helped on the briefs.

E. B. Lemon is credited with working on some of the Oregon State briefs. Sarah Wilson, archivist at Oregon State University, stated in the summer of 1969 that E. C. Reed was involved in the preparation of the briefs.

The files containing this historical information have been microfilmed at Oregon State University. The archives contain great volumes of material, much of which is not applicable to this study.

Notes were taken from the minutes of the State Board of Higher Education at Eugene.

An investigation was made of past alumni publications at the University of Oregon. This did not prove to be of value.

The use of the files contained in the archives of Oregon State as background information regarding the Commerce Controversy is

claimed to be valid under the principle of "provenance." This refers to the history of the information, where it came from first, and whose hands it passed through after that time.

The University had protested to the Board of Higher Curricula as early as 1925 on what was considered to be a growing threat--the growth of the School of Commerce at the College.

The University viewed with "alarm" the growing duplication of course work being offered by the School of Commerce. It was the University's contention that the field of "Higher Commerce" had been assigned originally to them and that the College was restricted from entering the field. On the other hand, the University said that it had been restricted from offering vocational work such as shorthand, typewriting, and bookkeeping because these subjects did not come within the range of "Higher Commerce." The University felt that the line of demarcation was not clear and that there was unnecessary duplication between the two schools.

The University contended that the College trained hundreds of students in courses in which the former had a monopoly. It further claimed that the College was duplicating work in Higher Commerce, work that had been assigned to the University.

The College countered these early claims with charges of its own. The University had infringed in the area of training for secondary work in commerce. This had been done to such an extent that the

University High School was able to compete in state typing contests and had won third in the contest held at the College on April 18, 1925. The College could find no authorization by the Board of Higher Curricula for secondary commerce courses at University High and requested that an investigation be made into the matter.

In these early arguments, the College went on further to say that they were more than an agricultural school and even its agricultural students were in need of instruction in business methods.

It was the College's contention that it had always offered commerce courses in conformity with the requirements of the Morrill Act. Courses in Political Economy, Political Science, and Accounting had been offered as early as the school year of 1867-1868. The College had become a state institution in 1885 and continued these courses. In 1898, a two-year course was established.

The College claimed that the commerce that is taught within the context of an industrial atmosphere would more closely approximate the situation that actually exists in business and industry. The association that Oregon State commerce students would have with those in the technical fields would better equip them for careers in industry oriented business. In addition to this, students in the School of Commerce had the opportunity to take courses in the Schools of Agriculture, Mines, Forestry, Chemical Engineering, Pharmacy, and Home Economics. There is a mutual interdependence in all of these areas.

A brief was submitted to the Oregon State Board of Higher Curricula on May 18, 1925 by the School of Vocational Education. The authorship of this brief is identified as that of E. D. Ressler of the School of Vocational Education.

The School of Vocational Education had previously requested authorization for the inclusion of certain courses in their curricula. These requested courses, as well as others, were challenged by the University of Oregon. The College vigorously objected to the University's challenge. E. D. Ressler considered it insulting, offensive, and impugning the ethics of the teacher-training program at the College. The dean of the Vocational Education School made it quite clear that he was insulted personally and outraged by the tone of the University's language. He further stated that he had been head of teacher training at the College for 16 years and had never in that period had his honesty questioned. As far as he was concerned, institutional rivalry should not be permitted to descend to such a low level.

Ressler made a strong defense of the College's teacher-training program. He indicated that an analysis should be made of the contributions and costs between the two state schools. He acknowledged the right of the Board of Higher Curricula to follow what it considered to be a necessary course. In case the Board should sustain the University's contentions, the teacher-training program at the College would be hampered seriously.

The University made no protest against courses for teacher-training in agriculture, commerce, home economics, and industrial arts but the College wanted to be able to offer graduate work in commercial subjects.

In its catalogue, the College stated that secretarial science would meet the needs of three types of students:

a. those desiring a thorough training for positions as responsible secretaries, b. those who intend to teach commercial branches in high schools, and c. high school commercial teachers desiring advanced training (36, 1930-1931, p. 237).

During this period of great controversy, the role of Secretarial Science at the college and university level was severely questioned. The University contended that Secretarial Science was not academically respectable and should be abandoned entirely. They stated that skills in shorthand, typing, and office appliances were a matter of manual dexterity and not on as high an intellectual plane as university subjects. It was further stated that these same subjects were taught in high school, and this was additional evidence of their academic disrepute.

It was contended that the majority of the member schools of the American Association of Schools of Business Administration did not allow credit for this type of course and that there were plenty of good business schools around the state where students could gain the necessary skills to supplement training in business administration. The

University also claimed that business education equipment was too expensive.

The University stated that its own School of Education could handle teacher-training through the Commerce Department of its University High School.

It was the contention of the University that abolishment of secretarial training in higher education was the trend of the day as evidenced by its recent elimination at the University of Washington. Washington had retained its Commercial Teachers Training Course, but its students had to have high school typing and shorthand or equivalent because such courses were not available on the campus. Other schools reported as not offering typing and shorthand were Alabama, Dartmouth, Georgia, Kansas, Kentucky, Marquette, Michigan, Missouri, North Carolina, Ohio State, Pennsylvania, Stanford, Virginia, Washington & Lee, and Wisconsin. The University claimed that the number of prospective teachers needing or interested in taking secretarial work was minimal.

Needless to say, this attack on the principle of giving secretarial work on a college level was vigorously opposed by the College. The College charged that the University was indulging in half truths when it listed institutions of higher learning that did not offer or had abandoned typing and shorthand. The College maintained that the truth of the matter lay in the fact that these courses had been allocated

to either the state colleges or to four-year degree granting state teachers colleges that specialized in preparing high school commercial teachers. Since there were no four-year degree granting teachers colleges in Oregon that specialized in commercial training, it seemed reasonable to assume that these courses belonged to the state college.

The College made a further claim regarding a half truth when it challenged the matter of the abandonment of these courses at the University of Washington. First of all, the College denied that any substantial savings were evident in Washington by this move. Further, these courses had been offered at both the university and the state college in Pullman. Both institutions had offered them for credit. The state college in Washington continued to give these courses for credit and the enrollment there was said to have increased. In every state cited by the University as offering no credit for Secretarial Science, some other tax supported institution was doing so. The College counter attacked point by point.

Typing and shorthand were an important part of the College's course offerings. The College stated that the enthusiasm of the University to have disposed of something which they were never a part of was strange indeed. Just because the University didn't want or need secretarial science was no reason to remove it from the people of the state.



As far as the University's charge that the equipment used in secretarial work was too expensive for the state, the College stated that the typewriters had been purchased and maintained from a maintenance fee charged all students taking the course. The equipment was rotated for new equipment every three years. The cost per machine during that period was ten dollars a year.

A philosophical point advanced in defense of typing and shorthand was that they were educational disciplines. For the University to say that these were mere manual skills that could be readily obtained in a business college was not sound.

The College claimed that shorthand, if taught and learned properly, was academically respectable and would make a contribution to a student's thinking powers. The College maintained that when the University made the claim that these skills were not on the same intellectual plane as subjects taught by the latter, it was in error. The analogy was made with instruction in a foreign language. In a foreign language, a student needs to learn the sounds for alphabetical combinations, the same as in shorthand. The English word has language symbols to be learned. The response in a foreign language could be sound or written. The response in shorthand is written. The same type of skill found in the learning of a foreign language is found in the learning of shorthand.

To further challenge the University point by point, the College

stated flatly that if shorthand had to be abandoned because it was available in high school, then elementary foreign language courses should be dropped from the University because they too were available in high school. Surely the University would not recommend the limited high school training in French would obviate the necessity for further training of French teachers at the University. As the student of a foreign language must develop the ability to translate, so also must the reader of shorthand notes develop the ability to translate.

In the matter of typewriting, the College's defense was to compare typewriting to that of piano playing. The College contended that if this type of skill was not worthy of college credit, then the University would have to cease giving credit for piano in its School of Music. The argument was that both the typewriter and the piano had a keyboard that had to be learned. The fingers are associated with the keys. There has to be coordination of both muscle and mind. Both skills require rhythm and practice. The College said that the University would not deny credit to one of its students desiring to acquire the skill of piano playing, but it would deny this privilege to a student desiring to learn the skill of typewriting at the College.

As a departing blast on the subject of typewriting, the College stated that if skill subjects were unworthy of a place in university

curricula, then students at the medical school were wasting time acquiring a skill as surgeons when they could be spending their effort in cultural pursuits.

The College contended that the very fact that schools belonging to the American Association of Schools of Business Administration had eliminated secretarial training made it necessary for this work to be expanded in other state schools. The University of Missouri did not offer this type of work, but five teachers' colleges in Missouri did.

It was contended that Ohio State University allowed specialization in commercial subjects in spite of being listed by the University as being without this type of subject. Other schools mentioned by the College as offering Commercial Education were the University of California at Berkeley, UCLA, State Teachers College at San Jose, University of Southern California, University of Indiana, Nebraska, and New York University. The New York University offerings in commerce were quite complete.

The College was strong in its contention that it was fulfilling its role as a land-grant college by offering commerce courses. The argument over the role of the land-grant institutions in relation to commerce subjects was crucial. The role of the land-grant institution was to teach for specific vocational competencies and provide general background that would improve ability in economic areas. There are many levels of work in business. Stenography and typing

were mentioned as early as 1890 as a proper element of education in federal appropriations referring to the Morrill Act.

The University advanced the proposition that a school of business should be developed where there was a strong social science emphasis. They claimed that educational surveys sponsored by the Federal Office of Education were always favorable to the idea of having professional training in business developed alongside a strong school of social science. They were able to refer to educators in the field of business throughout the country that supported this position. The University cited the fact that their typical business administration majors took almost as many upper division hours in social science as they did in business. Since the University had a strong social science department extending to the graduate level, it claimed to be in the best position to take care of the need for social science in business offerings. They said that to maintain a duplicate department only forty miles away was not justifiable, especially in view of the economic conditions in the state and nation.

The University further contended that the terms of the Morrill Act did not make it mandatory for Oregon State to offer commerce. There were fourteen land-grant colleges that did not have a major in commerce. The phrase from the Morrill Act, "practical education of the industrial classes in the several pursuits and professions of life" and "such branches of learning as are related to agriculture and the

mechanic arts" came in for intense scrutiny during this period. The University questioned how these phrases could be construed to include courses such as advertising and accounting. Phrases such as "general scientific and industrial education" and "higher instruction for the world's business" were general and could imply some sort of instruction in commerce as a service to the technical fields.

Amendments to the Morrill Act in 1890 and 1907 made reference to economics in relation to its "application in the industries of life." The University interpreted the College's argument to imply that commerce should be included because economics covered the fields of business and industry. The University further contended the College subsequently asserted the connection between business and economics to be incidental. The University argued that economics was an independent discipline that was well established before commerce and business became part of American higher education. Training in business would have to include economics but training in economics would not necessarily have to include business or commerce.

After the Board of Higher Curricula was replaced by the State Board of Higher Education in 1929, this controversy was continued before the State Board. The great depression had struck the country, and the matter of duplication at the state institutions was even more a matter of concern. A Survey of Higher Education in Oregon was ordered in 1930. The survey was performed by the United States Office

of Education. The survey was generally favorable to the position of the University but this did not still the controversy.

The University had summarized its position on the matter by indicating its willingness to make certain concessions designed to minimize the hardship that might be involved in the transfer of commerce to Eugene. These concessions involved lower division basic courses, secretarial training, and service courses adapted to the needs of students in technical courses. The University's position is summarized in this resolution:

RESOLVED, that the State Board of Higher Education do adopt the following principles affecting commerce and business training:

1. Grant to the college a two-year lower division non-degree curriculum in accounting and secretarial training, which shall conform to programs I and II as outlined on pages 210 and 211 of the Oregon State College catalogue (1930-1931) but which shall not be extended to include programs III and IV on page 211 of the catalogue.
2. Apply to the curriculum thus set up the name "Department of Secretarial Training" and eliminate all use of the "and Commerce" so as to in no way give the impression to prospective students that the college is offering major professional business training.
3. Limit the character of the secretarial training work to correspond to those courses specifically mentioned on pages 238 and 239 of the 1930-1931 Oregon State Catalogue with the express stipulation that the curriculum shall not be distorted to include such business subjects as advanced accounting, insurance, and advertising and selling.
4. Place the School of Business Administration at the University on an upper-division basis, which basis shall permit a "pre-business" registration for lower division

students at the University, and the offering of necessary courses mentioned in the lower division curriculum at the college (such as Principles of Accounting and Principles of Economics) thus allowing for the free transfer of students on an equally well prepared basis between the two institutions.

5. Permit the College to offer in its School of Agriculture curriculum, and open only to majors in agriculture, a one-term course of four hours in agricultural economics; a one-term course of 4 hours in farm marketing; and a one-term course of 3 hours in Farm Accounting for a maximum of eleven term hours of upper division credit. These courses were to be supplementary to the economics and business courses offered in the School of Basic Arts and Sciences.

6. Permit the college to offer in its School of Engineering Curriculum, and open only to majors in engineering, a one-term upper division course of four hours in Industrial Cost Accounting to supplement the economics and business courses offered in the lower division Basic Arts and Sciences curriculum.

The College contended that commerce was one of the four corner stones of a land-grant college because it was necessary to develop production, distribution, and administration side by side with study in agriculture, engineering, and home economics. Commerce was needed to round out technical work in the technical areas. Students could major in a technical subject and minor in commerce or major in commerce and minor in engineering, agriculture, forestry, etc.

The philosophy of Dean Bexell that, "there is a business side to every vocation," was constantly emphasized by the College. It emphasized that its commercial training provided a core of scientific business knowledge, that it trained for several levels of business,

and that it offered programs that provided business and technical aspects of industry.

As a counter proposal to the moving of the School of Commerce to the University, the College proposed that the School of Business Administration be discontinued.

The College questioned the potential savings involved in transferring commerce to the University. Assuming that class loads were up to standard, the only saving would be limited savings in overhead and administration.

The College's resolution on the matter is as follows:

WHEREAS, production, distribution and administration, are inseparable factors in the organization of business and industry, and WHEREAS, this principle was recognized by the founders of the land-grant colleges and emphasized by the Survey of Land-Grant Colleges and Universities recently completed by the US Office of Education, and

WHEREAS, the Oregon State Agricultural College, realizing these fundamental relationships and its obligation as a land-grant college to serve them, has for twenty-seven years offered a complete undergraduate curriculum in commerce leading to the bachelor's degree, and by authority of the Board of Higher Curricula, granted in 1910, and never thereafter revoked or modified except to augment the work in response to modern needs, has built up a strong school of commerce that is effectively serving the entire state, and

WHEREAS, the school is successfully giving graduate work in agricultural economics and rural sociology, and

WHEREAS, ample facilities exist on the college campus in building and equipment for further development of courses in commerce and business to the end that students may major in commerce and minor in other technical fields, and vice versa,

THEREFORE BE IT RESOLVED, that the School of



Commerce at the Oregon State Agricultural College be continued as heretofore outlined in the current catalogue on pages 206-239, except that in addition advanced degrees in commerce may be offered, and

BE IT RESOLVED, that the School of Business Administration at the University of Oregon as described on pages 166-180 of their catalogue for 1930-31, be discontinued, provided, however, that the University of Oregon shall be permitted to continue courses in economics toward a major in the School of Liberal Arts and such supporting courses in commerce and business as may be required as service courses for students in other divisions and departments of the university, and

BE IT RESOLVED, that extension and research work in business and commerce be allocated to the college as a natural function correlated with undergraduate and graduate instruction.

The College claimed that the University was minimizing the importance of the relationship between engineering and commerce. A society for the promotion of engineering education had promoted the idea of business training for its engineers. It was held by the University that the state of Oregon could not afford this ideal.

As far as the College was concerned, it made more sense to have a School of Commerce in association with engineering, mining, agriculture, forestry, and pharmacy than to maintain a School of Business Administration on a liberal arts campus so that these business students could take occasional liberal arts courses. The college had been training commerce students for years, students who had enjoyed success in business. These students had received as much social science as they needed for their purposes. Lower division social science courses were available at both institutions.

The College asked the Board to inspect its 1930-1931 catalogue (pages 175-177 and 221-237) to note the range in social science courses that were available.

The College went further to ask if the Board had had any complaints from its graduates deploring the lack of training they received in the social sciences. The question was asked if these students came back to the campus and asked for more courses in advanced psychology, history, political science, or sociology. The answer was that they came back and asked for short courses in merchandising, advertising, finance, management, production techniques, breeding and feeding practices, and grades and standards.

The question was asked by the College as to what business executives asked for when they met. Did they ask for short courses in appreciation of culture and social environment or was the concern for technical, economic, and business problems? The College assumed that the Board would recognize the correct answer and not move commerce to Eugene.

As far as the University's attitude toward teacher training was concerned, its position was that the training of teachers should be at that institution where the subject was studied. The University conceded the School of Vocational Education to Corvallis. The training of teachers in commercial subjects, home economics, and agriculture was conceded to the College, but that was all.

When it came to the subject of graduate work, the University claimed pre-eminence. The graduate school of education belonged at the University. The claim was made that the graduate students in education would be interested primarily in school finance and administration or preparing to teach in collegiate schools of education. The work offered in a school of vocational education concerned with methods in home economics, agriculture, commercial, and applied science would not meet the needs of the majority of students. The University charged that the School of Vocational Education had been moving into the fields of finance and administration and that it should cease from doing so. In addition to these statements, the University argued that it was better equipped to give minors in the social science field to its graduate students.

In the area of junior high teacher training, the University stated that this movement was a new type of secondary education. It represented the beginning of high school and not the extension of elementary school. Therefore, these teachers should be trained in a secondary context. The University believed that it should have this responsibility rather than Oregon State or the Oregon College of Education at Monmouth. The statement was made that the state teachers association in Oregon endorsed the principle of having junior high work coupled with that of secondary work.

In regards to comparing enrollments, the University insisted

that the large number of outside majors taking courses in commerce was indicative of the fact that the School of Commerce was not a truly professional school. They cited the fact that few if any outside majors took courses in business administration. They were concerned with what their business majors took outside the field. The University conceded the point that its enrollment in commerce was less than that of the College but claimed its work was truly commercial work and not political science, sociology, economics, and secretarial training. The University's position was that the College needed only courses in commerce as an accommodation to its technical students.

The University charged the College with misrepresentation in the use of the term "land-grant institution." They contended that in many cases this term actually meant land-grant university. The University's position was that the College was using quotations in support of business training at land-grant universities as a basis for their argument supporting business training at land-grant colleges.

Again and again the University charged the College with confusing the issue by classing sociology, economics, and business in one group.

The Survey of Public Higher Education in Oregon had recommended that commerce be transferred to Eugene.

According to the table, the proportion pursuing commerce and business courses is 21.7 per cent, or almost one-fourth of the entire enrollment of the college students in

the state. Part of this enrollment is accounted for by the fact that students at the State College whose major interest is arts and sciences are reported as commerce students (51, p. 298).

The professional schools resting essentially upon the arts, literatures, and social sciences should be located at Eugene or at Portland. These include architecture, music, law, medicine, public health, nursing, social service, journalism, business administration (including commerce), and teacher training in the arts, literatures and social sciences, and their applications (51, p. 277).

The report of the curricula committee to the state board followed the general context of this recommendation.

After careful study of the material and data submitted by both institutions and through other sources of information, your Committee recommends that the School of Business Administration and Commerce be located at the University. It recommends further that all the work given in the Oregon State System of Higher Education in the field of Business Administration and Commerce be placed under the direction and control of one individual to be known as Dean of the School of Business Administration and Commerce.

The work in this field has been entirely over-emphasized at both institutions, probably largely because of popular interest in the subject. The demands of efficient organization require that all courses be reduced to the minimum essential, and so recommends.

Recommend further; that all duplication of work now given in Business Administration at the University offered at the College be eliminated effective in the fall of 1932 with the following two exceptions:

(1) the minimum number of lower division courses necessary to permit transfer of students without loss of time or credit to the upper division courses in the School at the University and

(2) courses in this field which are required by the curriculum set forth in the current (1931-1932) catalog of

other major schools to be located at the College as recommended by this committee.

Your committee further recommends that work offered in Secretarial Training be given at the College under the control of the Dean of the School of Business Administration and Commerce (44, p. 28-29).

Your Committee in the recommendation dealing with the School of Social Science has provided for continuance on the lower division level on the campus of both the larger institutions in the system of the essentially cultural and informational type of work which has previously been given as part of the School of Commerce at the College in the fields of Sociology, Political Science and Economics, said work to be given under the administration and control of the Dean of social sciences (44, p. 30).

The minutes of Meeting 18 of the Oregon State Board of Higher Education record the action taken by the board on this recommendation:

Business Administration and Commerce; a vertical division by which the College is assigned all work in secretarial training, instruction in business methods for those who have an idea of going into salesmanship, merchandising, insurance, real estate, bookkeeping and similar vocations and such courses in commerce as are essential to the instruction in the other degree granting schools of the College, the remaining work in Business Administration and Commerce to be part of the School of Business Administration at the University.

COMMERCIAL COURSES and courses for the training of teachers in Commerce discontinued at Oregon Normal School (33, #18).

Secretarial Science was all that was left of the School of Commerce. This did not end the controversy. The College continued to attempt recovery of what it had lost.

In 1942, ten years after the removal of commerce at the College, the minutes of the State Board of Higher Education reported the following:

RESOLVED, that the Board authorize a reorganization, beginning with the academic year 1942-43, to enable the Oregon State College to meet more adequately the needs of students primarily interested in business and related to the industrial courses--distinctive of the land-grant type of institution.

This contemplates that the combination of secretarial science together with the service departments of economics, sociology and political science, enriched with a limited number of new courses to be developed by the College, will provide a curriculum leading to appropriate degrees and having the following principal objectives:

1. Liberalize the curricula of the entire institution to meet the needs of modern citizenship training.
2. Meet more adequately the needs of industry for young men and women trained in combined business and industrial courses.
3. Provide an economical curriculum involving the fundamental courses in business and technology, yet sufficiently liberal to train future civic and business leaders in fields related to the specific work assigned the State College under the unified system of higher education.

These objectives do not contemplate duplication within the System in training for specialization in the social sciences or in the specialized fields of business administration.

The board adopts the program leaving the details of courses, organization and administration to be worked out and submitted at a later date.

The Board voted unanimously to approve the resolution presented by the Curricula Committee regarding curricular reorganization at the State College (33, #119).

It is interesting to note that at this same meeting Dr. Yerian was appointed head of the Department of Secretarial Science.

Designation of Dr. C. Theodore Yerian as Chairman of the Department of Secretarial Science, effective January 5, 1942, 10 months basis, indefinite tenure, and an increase in salary from \$2,400 to \$3,300. The department chairmanship will be on a year-to-year basis (33, #119).

These actions just didn't happen. The controversy that had started back in 1925 had continued, culminating in the action by the Board. On September 9, 1942, the Board found it necessary to clarify its position as follows:

Mr. C. A. Brand, Chairman of the Committee on Curricula, presented the following report:

"The Curriculum Committee recommends adoption by the Board of the following resolution:

WHEREAS, on the 28th day of April, 1942, the State Board of Higher Education adopted a resolution authorizing Oregon State College to meet more adequately the needs of students primarily interested in business as related to the industrial courses distinctive of the land-grant type of institution and

WHEREAS, said resolution has been misinterpreted in various quarters in presenting to the Board desired curricular offerings pursuant to said resolution, and

WHEREAS, it was not the intention of the Board in adopting said resolution to establish at Oregon State College a School of Commerce or of Business Administration and

WHEREAS, because of the said misunderstanding and resultant confusion and the various suggestions as to courses to be presented pursuant thereto, the Board feels it should interpret said resolution, and thereby direct all recommendations as to courses,

NOW, THEREFORE BE IT RESOLVED by the State Board



of Higher Education that it was not the intention of said resolution or the desire of the Board in adopting the same that a School of Commerce or Business Administration should be established at Oregon State College,

that it was the intention of said resolution and the desire of the Board that various courses at the College should be reorganized and liberalized so that instruction in business and technology should be provided to enrich and develop the work of the professional and industrial schools at the College, and

that recognition of the work of a student in such combined course be given by a bachelor's degree in business and technology.

BE IT FURTHER RESOLVED that the following plan for a major in business and technology be approved:

40 hours of fundamental courses in business and economics.

40 hours in technical fields offered by the College with at least two-year--sequences in one field, in addition to science prerequisites.

These offerings may be expanded in the technical fields to the full extent of the electives available or to give emphasis to management in industry, finance, or marketing.

40 hours in liberalizing fields including a two-year sequence in English language and literature (33, #122).

In 1941, the State Board of Higher Education had restored major work in science to the University. This caused resentment in the state because of the advantage it gave to the University.

When the action of the Board became known, the College made a public announcement that it was making a request for the introduction of commerce at the College. The University was furious and

charged the College with attempting to gain a political race rather than basing its request on educational arguments. The University asked that the case be decided on its educational merits. The University charged that the College's request was not based on a real need. It was based, they said, on former prejudices and competition. The University further charged that state college students had been called in before the Thanksgiving holidays of 1941 and urged to get general support for the issue. Alumni and former students were given multigraphed material on the matter. Such pressures, said the University, are not used by those who have sound educational arguments to present.

The School of Business Administration at the University claimed to be taking the same stand as that of the Curricula Committee in stating that each proposal must be decided solely on its merits. The charge was that the College was attempting to use political pressure in gaining its proposal.

Did the re-establishment of science at the University differ from re-establishment of commerce at the College? Yes, it did. The University was requesting restoration of a vital aspect of liberal arts, as science is an element in a liberal arts school. The request for science majors did not involve a School of Science but the college's request was for the privilege of competing with a well established School of Business Administration at the University--so went the

argument at the University.

As far as the University was concerned, it was educationally unsound to have competing schools of business with the state system. In order to prove this point, they advanced several arguments to bolster this position.

The first argument was that a school of business must be associated with a school of social science. Broader development in the liberal arts was needed. Mere training in skills of typing, stenography, and accounting was not enough. The problems of business had become human problems. Only through a strong program in social sciences could students be properly trained.

The second argument was that the College of Social Science at the University was equipped to handle this task. It had programs in economics, sociology, psychology, geography, and political science. The School of Business Administration had encouraged expansion in political science.

The University was developing work on specific problems related to the economy of Oregon. A Pacific Basin studies program was under consideration. The University contended that unless the College could expand its social science program its work in commerce would be superficial.

The third University point was that it was necessary to specialize within the field of business such as in certified public accounting,

foreign trade, real estate, insurance, and merchandising. It would be unwise to duplicate these specialties. If the College did not try to duplicate these specialties, its offerings would have to be superficial and general.

The University's fourth point was that the introduction of another school of business into the state system of higher education would divide the efforts of the state and have a damaging effect on the work done in the state. The state would not want to have a second school of agriculture or forestry, so why should it have a second school of business. Specialization at the University enabled it to have Dr. N. H. Comish specialize in marketing and merchandising, Professor A. L. Lomax to specialize in foreign trade, Dr. D. D. Gage to emphasize real estate, etc. The University felt that another school of business in the state would retard the development of its own School of Business Administration.

The fifth point presented by the University was that all of the significant schools of business were at universities rather than at state colleges. They felt that this was evidence of the fact that a strong emphasis on social science and liberal arts was necessary for an effective school of business. Membership in the American Association of Collegiate Schools of Business showed that except for private institutions such as Harvard, Stanford, Chicago, and Northwestern, and municipal universities such as Buffalo, Cincinnati, and

Pittsburg, all of the members of this association were parts of state universities. The interest at the state colleges was in the technical fields, and commerce did not fit in.

The University charged that except for the Department of Secretarial Science, the professional schools did not make use of the electives in economics and business that were available to them. The University continued to claim that the College needed merely service courses for its technical majors and not majors in commerce; and as a matter of fact, those service courses were already available.

Another point presented by the University was that the technical majors in agriculture, engineering, forestry, etc., had so many required courses that there was practically no possibility of them taking many commerce subjects. Also, the College had enough social science courses to meet the needs of its technical students. It was stated by the University that in secretarial science, no business administration hours were specified in the freshman year, 12 hours in the sophomore year, 23 hours in the junior year, and none in the senior year.

The University asked the question as to whether these commerce courses would be dumping grounds for students unable to make the grade in the technical schools. Were they fillers for students that didn't know what they wanted to do? Were they offered to increase enrollments?

The University contended that the College was looking back to an era when they had a School of Commerce and were asking that this be restored. This was no longer appropriate. Even if commerce had been given at Oregon State in past years, commercial work had to be given where there was an emphasis on human relations rather than on technical skills.

The University maintained that the State Board of Higher Education and the people of Oregon were being pressured by Oregon State alumni, who were charging discrimination in light of the board action on October 28, 1941 to add science offerings at the University.

The University pled that the educational argument should be the decisive factor in the controversy and not competitive fairness or unfairness. They charged that the College was claiming through its alumni or other representatives that the College was not getting a square deal, that the principle of non-duplication of work had been violated, that the University was being pampered.

It was the University's contention that even the Department of Secretarial Science used a limited number of business courses. The College was not making use of the service courses that it had.

The University was critical of the College's proposed business major in reference to courses in economics. If the proposals were adopted, the University charged that the College would be offering twice as many term hours in economics as normally taken by Univer-

sity economics majors. They suspected a return to the old days when a majority of "commerce" majors were actually in economics and sociology. The University charged that proposed courses in economics at the College were fragmentary and were actually covered in broader economic courses offered at the University.

The University questioned whether this was an attempt to return to the old regime where economics, sociology, and other social sciences were offered through a School of Commerce.

Oregon State College was aggressive in its request for restoration of commerce work. It wanted work equivalent to that given prior to 1932. It pointed out that commerce work had been offered through the departments of business organization and training, economics and sociology, political science, and secretarial training. It wanted upper division status for the Departments of Business Administration, Political Science, and Economics and Sociology. It wanted authority to grant baccalaureate and master's degrees in commerce, and it wanted a department of mining engineering.

The position of the College was that lack of work in commerce and mining was a serious handicap in performing its role as a land-grant institution, but as a matter of policy it had refrained from action that would tend to undermine the unified program established in 1932. But when the Board, at its meeting in Ashland, granted to the University degree granting privilege in six majors, duplicating work

at the College, this changed the picture.

President Gilfillan argued the principle that major work in commerce was a function of a land-grant college. He referred to The Survey of Land-Grant Colleges and Universities as support for his argument (25). He also presented a historical argument. From 1908 to 1932, Oregon State had a School of Commerce,

The College presented the idea that commerce was not synonymous with business administration. There would be some duplication in subject matter but organization and objectives would be different. Students in technical fields could minor in political science, economics, sociology, or political science but they could not major in these fields. There was a need for the opportunity to major in business and minor in technical fields or major in industry and minor in business. There were students who wanted to prepare for business and industry but who entered the School of Engineering because major work in commerce was not available. Often these students did not make satisfactory progress because of lack of adaptability or interest. The College had nothing else to offer them. The University could provide training in business administration but no training in agriculture, forestry, or engineering, for those who would be working in business related technical fields.

The College missed the type of student attracted by training in business, economics, political science, and sociology. It was felt



that this had been to the disadvantage of those enrolled in technical schools. Oregon State had a great pride in a large group of its alumni that were graduates of the old School of Commerce.

Dean Bexell had coined the phrase, "There is a business side to every vocation." Dean Bexell and some of the best minds on the faculty spent twenty-five years in building a strong School of Commerce. Re-instatement of this program was not looking back as asserted by the University. The organization of commerce was built with foresight and changing subject matter. The structure of the proposed school of commerce would be as sound as it had been in the past. The College was asking for a program for those wanting a major in business and a minor in industry.

The Division of Business and Industry was established. This appeared to put to rest most of the controversy that had been going on since 1925.

## VI. CONCLUSION

History is an ongoing stream. In the reality of space and time we meet the flow of history. There is a truth that is rooted in that space and time. The authenticity of this history is verified by eye-witnesses and by the principle of "provenance" - the history of information - where it came from first and whose hands it passed through. This dissertation provides this for those in Business Education desiring to know the history of Business Education at Oregon State.

Business Education refers to the training in pedagogy necessary to properly prepare a high school or community college business teacher. The contemporary view divides Business Education into the categories of office occupations, accounting and basic business, and distribution and marketing. The inclusion of distribution and marketing into the field is relatively new.

The George-Dean legislation of 1936 had designated distributive education as an area of vocational education that was eligible for reimbursement with federal vocational funds. This caused distributive education to be set apart from the office occupations as vocational while office occupations were not. Distributive education teachers tended to join groups such as the American Vocational Association while the office education people favored organizations such as the National Business Education Association.

In reality, office occupations serve a dual function - that of personal development and that of vocational. For example, typing has both personal and vocational aspects. This is why the Vocational Act of 1963 is so important because it included office occupations within the federally designated vocational category. In conjunction with this development, the addition of a distributive education person to the staff at Oregon State, became significant for it brought together the areas of office occupations and distributive education under the single designation of Business Education.

Basic business, one of the three general categories in Business Education has become more important in recent years with increased emphasis in the public schools on consumer economic literacy. Business Education has cooperated closely with the Council for Economic Education to develop materials in this area. High school subjects commonly taught in the basic business field include general business and business law.

Typing, shorthand, and bookkeeping (now generally called accounting), have been the core of the Business Education program since the very beginning. These courses have been offered by Oregon State throughout the history of its Business Education and Secretarial departments.

One of the issues in Business Education through the years has been the question of where to offer the basic skill subjects within the

curriculum of the teacher training institution. In some schools, the pedagogical aspects of teaching have been offered in methods courses while the content courses have been offered in Secretarial Science, Business Administration, or Office Administration. The trend at Oregon State is to separate the two with the basic skills and content being offered under the designation of Office Administration while the methods courses are offered by the Business Education Department. In the days when there was a combined department of Secretarial Science and Business Education, there was some overlap since both departments were under the direction of the same chairman. The Secretarial Science aspect came under the School of Business and Technology while the Business Education function was under the supervision of the School of Education. The two areas are now well defined under separate schools. Both are necessary as a prospective teacher must have the basic skills as well as training in methods. This is why in the historical development at Oregon State, the lines between Business Education, Secretarial Science, and Business Administration were not always clearly delineated. This is still true to some extent. A well qualified business teacher would take accounting and business law from business administration; typing, shorthand, and office machines in the office administration area, and methods in those areas from Business Education.

As we consider the sweep of history at Oregon State, reference

to the Sociological School of historical interpretation is appropriate because we have a combination of factors in society exercising and influencing its history. Looking at the School of Commerce controversy, this becomes quite evident. This occurred during a period of social upheaval, a period during which there was sharp competition for students and legislative appropriations. Had this not been the case, the philosophical arguments advanced relative to secretarial science and commerce might not have arisen. The sharp economic conflicts gave rise to the arguments advanced to support a position.

The Biographical School of historical interpretation is certainly relevant in this history. A history of Business Education and Secretarial Science would not be complete without referring to the influence that the faculty leaders had on its development. Dean Bexell laid the foundation for Business Education, Secretarial Science, and Business Administration. The present School of Business and Technology is a tribute to his early work.

There were three administrative leaders for the period 1908-1970. Dean Bexell was the dean of the School of Commerce from 1908-1931. He is referred to as the Father of Secretarial Science at the school. Herbert Townsend Vance was associated with Dean Bexell and was head of Secretarial Science from 1919-1942. Dr. C. Theodore Yerian came to Oregon State in 1937. He was head of Secretarial Science from 1942-1970. In 1951, he assumed the headship of the

combined departments of Secretarial Science and Business Education.

Herbert Townsend Vance helped to carry the department through a difficult period of transition, a period of change in society as well as the school.

Because of Oregon State involvement with the professional organizations started by Dr. Yerian, Oregon State has been looked to for leadership in Business Education throughout the state. Dr. Yerian was instrumental in the organization of three significant professional organizations in Business Education: the Oregon Business Education Association, the Western Business Education Association, and the Oregon Business Education Council.

The work of Dr. Fred Winger as an author and lecturer on typing has given Oregon State recognition nationally. The technique method of teaching typing, pioneered at Oregon State is now generally accepted as a method in teaching typing, rather than the perfect copy or high speed approach.

A Pluralistic Theory of historical interpretation can be applied to a history of Business Education and Secretarial Science at the school because no single cause is advanced for the present status of Business Education and Secretarial Science.

The School of Commerce controversy was an integral part of the history of Business Education and Secretarial Science at Oregon State. It is difficult to realize at this date the feelings and emotions that this

conflict engendered, both on the campuses and around the state. Since Business Education and Secretarial Science were an integral part of the Commerce offerings at the school, no history of the period would be complete without covering this controversy. This was a fight for the existence of the disciplines at the school.

In the philosophical sense, we can discern the dichotomy between the academic and the vocational. The university wanted to have the academic phase of business offerings but not the so-called vocational. Here again we get an overlapping because business teachers need both--the academic and the skill subjects. This philosophical problem has risen during various periods of history. The emphasis on vocational education was strong after World War I but practically disappeared during the period of the depression. With the passing of the Vocational Act of 1963, increased emphasis has again been placed on the vocational aspects of Business Education.

Business educators stand somewhere between the academic and the vocational. They are not strictly vocational in the high school. Here they have personal and vocational phases in the offerings. In the case of business colleges or certain courses at the community college level, they are strictly vocational. Since Oregon State is oriented toward vocational offerings in other fields it is logical that it would promote the vocational aspects of Business Education.

In the post World War II period, the competition for students

lessened as both schools experienced rapid growth so the conflict over the role of commerce was not of as pressing a concern.

Dean Bexell's philosophy that "there is a business side to every vocation" was foundational during the entire controversy. The principle of giving Secretarial Science courses at the college level appears now to be well established.

### Closing Statement

When this dissertation was proposed, it was felt that a combination of the Centennial of Oregon State University and the retirement of Dr. Yerian after 33 years of association with the school would be an appropriate place in history to stop and write to preserve an era. Subsequent to the cutoff date for the paper, new trends have developed. There is national interest in career education and a resurgence of interest and commitment to what Business Education and Secretarial Science have to offer. Do the terms change but the basic substance continue? What was formerly Secretarial Science is contained in the area of Office Administration. That known formerly as Vocational Education is now called Career Education.

The chapter on the Oregon Business Education provides historical preservation for this professional organization.

I advance no single analytical factor as dominant in the development of Business Education and Secretarial Science and do not imply



that supply created its own demand. No doubt trends in society created demands for the supply that Business Education had to offer. I do contend that part of this demand was met at Oregon State as a result of faculty leadership. I do contend that the Biographical role in faculty leadership was significant but that a Pluralistic and Sociological theory of historical interpretation is applicable. I advance no single cause as the reason for the status of Business Education and Secretarial Science as of 1970.

History is an ongoing stream. In the world of space and time a part of that story has been told.

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## APPENDICES

## APPENDIX I. INTERVIEW WITH DR. JOHN CHRISMER, Edited

The interview took place on July 17, 1969. The first question was, "Dr. Chrismer, your coming to Oregon State marks a shift in emphasis in business education at Oregon State. Would you please comment on this."

Over the years, the vast majority of teacher education programs over the nation carried the name of business education. Depending on the terminology you prefer, they were what we think of today as office occupations or office education. The program at Oregon State was no exception. Although it was called business education, probably 90% of the students were preparing for skills in office education, with a few working into basic business and accounting.

For the past several years, Dr. Yerian had been wanting to expand the program to work toward a broader preparation of teachers. After trying for several years, he was able to secure through Dean Zeran in the School of Education the salary of a staff member. Dr. Yerian and I got together and I came out here. My coming marked a change in many ways.

Dr. Yerian served as department head, advisor for all seniors, and advisor for all graduate students. My coming brought a shift in two directions. We were no longer oriented predominately to office education, but were now going toward both office education and distributive education. The area of basic business came somewhat in between. We were now preparing teachers who needed an entirely different background body of knowledge.

The Departments here are the Departments of Secretarial Science and Business Education. Many consider them as one. This is not true at all. They are separate departments with Secretarial Science having the function of preparing people for careers in office and Business Education having the function of preparing teachers.

Prior to my coming this arrangement was extremely strong because it did provide under one head, Dr. Yerian, a department that was preparing teachers and also a department that gave them most of the basic content they needed, their typing and shorthand, in other words Secretarial Science.

Now with distributive education in the picture and basic business in the picture, I would submit that it is just as important that



economics, basic business and business administration are as an integral part of business education as secretarial science is. Those preparing to be office occupations teachers need a content background in secretarial science, but those preparing to be teachers in distributive education or in basic business do not.

Dr. Yerian and I agreed that although I was being hired for distributive education, I would concentrate on selling the entire field of business education, setting it up in this fashion: office education or office occupations, distributive education, and basic business. Instead of pushing the development of distributive education real fast, we would try to develop distributive education along with basic business and vocationalizing office education. This has slowed down the development of distributive education considerably. We probably would have had a program set up in a year whereas now at the end of three years we still do not have a program approved. This has many pros and cons.

Distributive education has been identified as being vocational since it first came in with the George-Dean legislation in 1936. Office occupations has tended to be recognized as not vocational. Over the years, this has brought a break between the two areas. There was "distributive education" and there was "business education," with business education being defined or understood as office occupations. Sometimes it is difficult for a staff to realize that people in distributive education need an entirely different background.

What has happened now that I have finished three years here? We do have a good undergraduate curriculum in distributive education and what I consider a very satisfactory one in basic business.

Something we haven't really accomplished is having all of our people when they go out as teachers understand all of the areas.

My job here has involved several directions. Remember that I was a DE person but building the vocational side of the whole department. The first year I was traveling to get acquainted with the schools, the second year developing a program. I feel I have accomplished as much or more in helping education in Oregon through the DCE classes and our summer term classes. We have many teachers in the field that are now confronted with a need to be involved in adult education and vocational education. We are having a rapid growth in the co-op programs. We have a major job to help these people who are now working on master's or doctor's degrees gain an understanding of distributive education, the co-op programs, and adult education.

In some places, business education means what we have it meaning here: office, distributive education, and basic business. In other cases it means office by itself. The U. S. Office of Education and the American Vocational Association still use it in a different sense.

The second question asked of Dr. Chrismer was: "Do you feel that the direction being taken by business education at Oregon State is being paralleled in other parts of the country?"

The direction being taken here in using business education in a terminology that really means education for business, preparing teachers for any and all phases of business.

Over the years, the distributive education state supervisors have been split. Here on the west coast, Washington has office education and distributive education separate. California has them together. Oregon has had them together but in practice in the last few months with reorganization they have been separate.

The third question asked of Dr. Chrismer was: "In the period after World War I, there was a great deal of interest in vocational education. In fact, there was a School of Vocational Education established here on this campus. This school disappeared during the depression. During the sixties, there has been renewed interest in vocational education. How do you account for this renewed interest?"

Vocational education is here to stay and it is strong. The real interest in World War I came about because we were suddenly dependent on production, on industry primarily. It is surprising that a School of Vocational Education was established here and disappeared during the depression because generally we find more attention to and recognition for the need of vocational education during hard times than we do in prosperous times. I think that it was due to a lack of money and this was something we could do without.

World War II did a tremendous amount to push the interest in vocational education. It raised the level of interest and held there whereas now we have raised it considerably and are growing rapidly.

When Sputnik came along we thought we had better stop drifting and get going again. Changes are taking place so rapidly that it has been essential to have a lot of education. One of the recommendations on a committee that I was on last year was that we shouldn't be educating for stability but we should be educating for change. It is

commonly accepted now that people will make three major occupational changes during a lifetime. Think about what has happened in recent years with refrigeration, data processing, television, and the whole effects of automation. All of a sudden we have a new group of people doing a newly created or completely changed set of jobs in distribution. There are very few pieces of our merchandise except for foods that can't be replaced by man made items.

An important segment on the renewed interest in the sixties directly resulted from the Vocational Education Act of 1963 and the fact that this legislation pulled in office occupations and business. This pulled into the recognized vocational picture a huge area. The 63 legislation quit giving money to specific areas such as agriculture, home economics, trades, distributive education, health occupations, fisheries, nurseries, and technical education. It started giving money toward high school youth, out of high school youth available for training, construction, ancilliary services, handicapped and this type of thing. We were now afforded with an opportunity to develop educational programs to fit the needs of people rather than to try to pattern people to fit the area for which we had funds. This has opened a whole new approach to vocational education, a very healthy one.

APPENDIX II. INTERVIEW WITH DR. LLOYD Q. LARSE,  
SUMMER 1969, Edited

Mr. Bowman, I am very happy to answer a few of the questions which you have supplied me. I note that the first question is as follows: You ask me to give you some idea of the historical and philosophical developments which have come about in our Business Education Department at Oregon State University.

At the outset, I would like to say that we must recognize that business and industry are important segments of our society. The business community is quite important for in it people must earn a livelihood and be concerned with their personal economic welfare. In my opinion, schools at all levels are obligated to prepare youth to assume these responsibilities.

During the 30-year period that I have been connected with the Business Education Department at Oregon State University, we have been engaged in providing an educational climate for youth which, in my judgment, is compatible with the above objectives. Our students have an opportunity of pursuing two different curricula. The first has been designed to equip them for vocational competency, to earn a livelihood in various secretarial endeavors; the second to prepare them to teach business subjects at either the secondary or community college level. Thus you may say that our objective has been two-fold. In my tenure here at Oregon State, very few changes have been made in our curricular offerings. A few courses have been added and some have been deleted.

One important fact attests to the efficacy of our program and this is that our product, the former student or graduate, has been in great demand as an employee by business and industry and as teachers of business subjects. Members of our staff have many letters and communications in their files expressing satisfaction with our product, the student. Two important observations come to mind which are indicative of the strength of our program. Over the years, our students have developed a high degree of proficiency in the basic secretarial skills and tools of business. They have learned to handle all aspects of business communications and office procedure.

And second, regarding our teacher training program, I would say that our success in this area has been due in large measure to the fact that our students have been well grounded in core business

administration and secretarial courses. Additionally, they have had the opportunity through special methods courses in stenography, typewriting, accounting, and basic business to develop expertise in these subject-matter areas. In my judgment, one general methods course would not have accomplished the job satisfactorily.

Now turning to question Number 2, you have asked me to comment on the work of some of my colleagues in our Department. In this connection, I would like to say that the effectiveness of our program here at Oregon State University can be attributed in part to the dedication of the teaching staff under the leadership of Dr. C. T. Yerian, who has served as departmental chairman for some 30 years. Dr. Yerian's leadership during this period, 1940 to 1970, might be likened or paralleled in many respects to the outstanding leadership of Frederick Nichols at Harvard University during the 20's and 30's. Dr. Yerian has been particularly adept in providing counsel, guidance, and assistance to local, state, and national business organizations.

This is not to say that others on our staff have not been actively engaged in business organizations. In general, they have assumed and carried out their teaching and research assignments and responsibilities in a rather unobtrusive manner, perhaps neglecting to some extent their involvement in organization work. Over the years, the Department has had many outstanding staff members but at this point I would like to mention such names as Bertha Stutz, Minnie D. Frick, Edward Vietti, C. C. Callerman, Louise Orner, Hilda Jones, and Fred Winger. These people have done an effective job of teaching in their respective subject-matter fields.

In my judgment, much of the success of our program, as an ongoing and viable thing can be attributed to the outstanding research of Dr. Fred Winger in the area of typewriting. We would say that, nationally, he could be ranked among the top authorities in this field.

Finally, you asked me to make an assessment regarding the future of business education at Oregon State University, and regarding this question, I have this to say: I am not one who believes that glaring changes need to be made in our curricular offerings for the years ahead. Our program has been a viable and effective one, one which has been relevant to the needs of our students. Our staff have been sticklers in requiring students to develop proficiency in the use of secretarial skills. They have insisted upon excellence on the part of students in this respect. In my considered judgment, there is some danger that this aspect of our program may be neglected somewhat in the future.

I am pleased that we have begun to develop a program of distributive education, an area which offers real opportunities for business teachers, especially since financial assistance is forthcoming from the Federal Government for such programs at the secondary level.

Over the years, the triumvirate of shorthand, typewriting, and bookkeeping have been the so-called bread-and-butter courses at the secondary level. Administrators at this level have been committed to the provision of offerings in these areas and have neglected to some extent, the basic business courses. We need to give greater attention to these social-business or basic-business subjects at the secondary level. This means that we have a responsibility to prepare teachers to teach such courses.

Our present program, in my judgment, is reasonably adequate along these lines. Students are required to take 36 hours of social science, which includes work in economics, history, political science, geography, and anthropology, along with some 60 hours of work in the field of business administration.

In summary, I would say that our program as presently constituted does an effective job of preparing business teachers, and we are beginning to develop our program in distributive education. It would be my recommendation that we continue to develop our distributive education program. I see a great future for business education at Oregon State University.

APPENDIX III. INTERVIEW WITH DR. FRED WINGER,  
1969, Edited

The following questions submitted:

1. Dr. Winger, you have been at Oregon State since 1947. What historical and philosophical developments do you consider significant?
2. Dr. Winger, you are recognized as a national authority in the teaching of typing. Have there been any major changes in this field?
3. During the early 1950's, you were active in the development of the Tachistoscope as a tool in teaching. What contribution do you feel this made to the teaching of typewriting?
4. Dr. Winger, you were among the first to experiment in the teaching of typewriting with electric typewriters. What has been your philosophy towards the use of electric typewriters at Oregon State?
5. What is your assessment for the future of business education at Oregon State University?
6. Other comments.

In looking at the first question of historical and philosophical developments, I find it rather difficult to say too much in this area. It seems to me, since I came here in 1947, our aims have been pretty largely the same. I think we would have to admit that our major emphasis has been upon the skill areas, both in preparing teachers and office employees. We have emphasized, of course, the shorthand and typewriting aspects in particular. It has been very obvious to me that we have done a good job in these areas because our graduates are in great demand, by businessmen, and particularly so schools, who are anxious to hire our teachers. The fact that they have had their training here has always been an advantage in their favor.

I think the major development that has taken place in the last few years is our present thinking toward the need for a much better program in the accounting, basic business, distributive education areas. Some steps have been taken in this direction. Whether it

will be possible to carry these out satisfactorily in the next few years is a matter of time. I think the direction is healthy but whether the actual implementation of this program can be accomplished remains to be seen in the next few months.

Since I came here, in looking back, I just don't see that we have changed that much. It seems like our program has been geared toward the very things that we have been doing for years and years. Perhaps, maybe we have been a little slow about making some changes, both subject wise and staffing, and things of this sort. All of these things, I am sure, will take care of themselves in the future. Today there is a need for change, in keeping abreast of the changes. I am sure the continued emphasis on vocational education, both nationally and state wide, and on this campus, is bound to affect our total program and our philosophy and everything else. It is pretty hard to foresee right now what those things might be.

As far as getting into the area of typewriting, which of course is my major interest, I would have to say that there have probably been more changes in this area than in any subject in the secondary curriculum in business education. I think typewriting is far ahead of other fields, probably followed by shorthand. Other areas such as general business, bookkeeping, and the like just have not done too much, in my opinion. But there are many many new things coming out in typewriting and when I look back upon the ways I used to teach typewriting, even back in 47 when I came here, and the way we are advocating it now, there is quite a difference. I like to feel, of course, that our program here has been a model, certainly for the state of Oregon and nationally too, through what contacts I have had in workshops, which have been quite numerous, covering most areas of the country except the east coast and southeast, basically.

Many of the things that we are doing here have been as the result of action research projects of all kinds. We have tried to build a program in typewriting here which people will look up to and refer to when they want information about how things ought to be done. I like to feel that the backbone of our whole program has been our action research techniques we have developed over the years.

Since I came here, I experimented first of all with electric typewriters, innovated the tachistoscopic techniques in teaching typewriting, and as a result of that, Dr. Palmer did the study in the high schools, and Dr. Barber did the shorthand study, and others of that nature, which to all intents and purposes I guess has led to the present emphasis on all sorts of exposure materials on the screen -



the machines such as the skill builder and other kinds of overhead projectors.

We have also innovated many things such as our individual speed improvement scale where each student has an opportunity to be challenged rather than set in a groove of mass standards. There is an intense motivation involved here and a real challenge. We have also developed our number proficiency program where we require our graduates to do 50% of their straight copy rate by touch on the number row. We believe in touch control of all three keyboards, letters, numbers, and service keys.

We have innovated left-hand right-hand word emphasis which we know is a very important fact in order to overcome the basic weakness of our present keyboard.

We have had some phenomenal results with individuals who have had great handicaps in one hand versus the other or some fingers versus the other fingers.

We have also incorporated the production drills as a basic part of our program and this is used widely around the country now, especially in Oregon.

We tested extensively the tailored timings material that I prepared in 1955 and which now has been revised and should be out soon as Gregg Tailored Timings, probably the most extensive action research study ever done in typewriting. Some 130 teachers in 64 schools conducted some approximately 60,000 timed timings for me and we tested the new concepts in scientific copy control which I initiated in tailored timings and which has since been picked up by other publishers. We are now using the Weaver controls in our programs.

We have developed here the emphasis on various kinds of materials such as the double letter emphasis, row reach, all sorts of miscellaneous drills and one basic procedure that I have maintained all along--the pre-test practice, post-test concept, which has been proven to be highly motivational and successful in skill building programs. It can be applied to other classes as well. This has been so successful that our author team has incorporated it as a basic, fundamental part of our texts and along with that, the selective practice concept which we are now pushing very heavily in which the students no longer go through mass procedures--everybody jumping through the same hoop. We now have things fixed in such a way that they

work on the things they have a shown need for in a way of either emphasizing speed or accuracy or certain combinations or certain stress on drills. At the present time, we have a three way selective practice concept. I am in the process now of developing a fourth one and I could go on and on and on, I presume, listing many of these things that have been coming out in the area of typewriting.

Before, we were very unsuccessful, as pointed out in many crises during the war and at other times, when we found our students could not convert their skills into good production ability. This was why we tested here at this institution, and also came out in our programs--production word a minute scale, which has now been pretty widely accepted by all publishers in one form or another. The major concept being that instead of having the old quality only measure of grading all production work on the basis of errors alone, which was nothing but slow motion development, we now have a quantity and quality concept which is the only way to get true production ability.

The trends, in typewriting, some other changes--the change from the 15 minute down to the 10, and now from the 10 down to the 5, the incorporation of the 3 minute timing. First semester, it is very conceivable that some day maybe the 3 minute timing will take the place of the 5.

Because we realize now with some of our research studies, and incidentally many of the studies in the last half dozen years have been so much better than any we had before, we are now testing all the new levels in typewriting, the concept of fatigue, and the scientific copy control factors, and reading problems, and applying reading scales. In the tailored timings, we applied 3 reading scales to it, and found to our satisfaction that most of the material was about the 7th and 8th grade level. So there has been a constant improvement, I feel, in typewriting.

I think our methodology now, which emphasizes the technique approach rather than the old perfect-copy approach, or the high speed approach, which were both very radical systems--this is sort of an in-between system with the fundamental thinking that it is a matter of position and techniques first. Then you bring your speed and accuracy along with a good balance. This seems to be now pretty widely accepted by most teachers. Looking back on the things that we used to do, it certainly seems to be a very desirable type of methodology.

I could probably go on listing a great many other things but these items probably are the major changes that have been made in

typewriting. I feel sincerely that we have kept up with this in our institution here by constantly testing and innovating, not being satisfied with the traditional and realizing that we make mistakes. I have done everything wrong there is, I guess, in the teaching of typewriting. This is the only way you can really do things. Just keep trying them out and testing, etc. We perhaps have not done as much in the way of testing some of the new media because we don't have the facilities. We don't have the video tape facilities, we don't have the multiple listening stations in the classroom. In fact, we are very low in the way of equipment in these areas. I am not positive how much this has been a handicap.

I am still old fashioned enough to believe that the primary prerequisite in a successful classroom is the good teacher. The good teacher can teach no matter what is available. In all of these things such as tapes and computer instruction, video tape, television, overheads and tachistoscopes, and the whole works, it is a matter of short intervals and supplementation. Never a continuous policy of one thing over and over and over again which is very deadly for the youngsters. This is why survey after survey is showing that students in general don't like television as a constant thing, they don't like tapes as a constant thing. They don't like anything coming constantly. In our program here we would feel that anything good to supplement your teaching is desirable and should be used but that good common sense and extreme effort be made not to overdo any of these things. I think, in general, that probably covers what I have to say about the area of typewriting and what has happened in recent years.

After listening to the play back, I thought of a couple of things, one in particular, the thing that I mentioned toward the end. My philosophy has been and I harp about this probably all the time and probably more than I should. It's what's up front that counts and that is the teacher. It takes a good, interested, alert, industrious typing teacher to get results. It has to be a teacher who is interested in teaching typewriting and sees the challenge and does a lot of the action research. It's very obvious that when you have a good, alert, teacher teaching a typing class your results certainly show up for that. I have been very fussy about this idea of not sitting at your desk, in fact, I have frequently said the typing teacher should not have a desk or a chair--just a good demonstration stand with enough room on it to use as a podium and lecture from there and demonstrate constantly in line with the "teacher on her feet is worth two on her seat in anybody's market." We have got to be up challenging, supervising, running the program. It has to be the teacher himself who runs the program. You can't turn it over to anybody else, in my

opinion, and get the results. In fact, I have said many times on platforms in recent years that if I could get every teacher, typing teacher, in America to sign a contract promising to teach every period on his feet for a whole year that I feel quite sure results would increase to an unbelievable extent--maybe as high as 25%. I don't know.

Students have to be challenged and dealt with in a fair way with interest shown in them. We know from experimentation here and case studies, etc. that it is almost unbelievable what some students will do with the right kind of a teacher--who knows what she is doing--and is anxious to do something about it.

The other matter I failed to mention was the course I initiated here many years ago, called Remedial and Diagnostic Typing at that time. We now just call it Typewriting, SS 124. We put that in because we realized that many of these students were frustrated and came to us with even two and three years of typing in high school, took our two terms of advanced typing and still weren't very good typists--frustrated and unhappy. We incorporated this course for people who had taken 122 and had shown weaknesses. We would give them priority into this particular course, or even urge them in a nice way to take it. We would take the people who weren't doing well at the conclusion of 122 and work with them and do nothing but skill building and testing on timings. No jobs, no production, or anything of that sort, just remedial and diagnostic techniques throughout. Very little talk about grading, grading at the end only, on the basis of improvement. We have had almost unbelievable success with this program. By using this program we have been able to get practically all of our people up to a good 60-word-a-minute rate and above, with a high degree of accuracy, by the time they get out of our typing program.

We, incidentally, have high standards for our typing program, probably higher than any subject in our whole department. We strike up very favorably with the whole school, in fact, on our grading program. Typewriting no longer is a "mickey mouse" in this department. People have come in and soon realized that they were going to have to put out if they wanted to get an evaluation which was anyway near high. We just don't toss grades around, particularly A's. We keep them down around the 8-10% level. The whole university level is around 14%, I think, over the year. I would say we have developed a quality program--strictly. We are not interested in the person who is just shopping around for a cinch course of some kind. We don't want those people. We want everybody that wants to come but we want people who want to come and work and this is the philosophy that we have used.

But with this course in 124, it has been adopted now, I think, by all community colleges in the state of Oregon with the same purpose. A lot of the high schools have put in what they call review typing to pick up the slack in the junior high school program to try to get students into classes where they fit rather than just repeating the whole course over again or else putting them in a course which they simply cannot handle. The wide acceptance of this course has shown that it is a very worthwhile type of thing to have. Incidentally, in Typewriting we have got the cradle to the grave philosophy. Many students now take typewriting in the elementary schools, either in a formal classroom or else in corrals where they will have some of the newer media to use. They can take it now in junior high school, senior high school, community college, university and colleges, adult education, and special industrial courses. So it is a cradle to the grave concept now.

Typing has the highest enrollment of any course in business education, ranks right up near the top with English, so the responsibility of the typing teacher is tremendous. This whole idea that many people used to have, and some still do, that anybody can teach typewriting is simply a tremendous mistake because actually I think I can prove that it takes more knowledge of methodology to teach typewriting than any course that we have or any other department probably has. It has been my challenge to try to persuade educators-teachers the importance of good methodology. There is just simply no substitute for that. I think that covers about all I want to say on that second question.

Question number 3 dealing with the development of the tachistoscope--I have the honor of having pioneered tachistoscopic training for typewriting programs. Tachistoscopic training is simply flashing words, numbers, phrases, and short sentences on a screen at varying intervals from one second clear up to 1/100 of a second. In the experimenting I did here with it, we found that it was a great aid to development of pattern responses, corresponding increases in speed, accuracy, retention, and good reading habits for typewriting. Reading of course is a very complex problem. We are going to need many studies in the future in this area relating to typewriting.

We have had a few graduate students here who have done quite a bit with that area and also others who have gone into the area. I have a lot of action research projects in my files on proofreading and spelling and things of this nature--readability scales. Reading for typewriting is a real problem. One of the highest error incidences is caused by reading too fast for typewriting and omitting, reversing and

repeating, and things of this sort which are caused by reading difficulties.

With the tachistoscope, at the end of those experiments, they were highly successful statistically. I can recall, after doing those studies, I was on a number of convention platforms demonstrating the machine and explaining the purpose of it. Not everybody accepted it wholeheartedly. The problem in getting it adopted is that typing teachers in general have not been the greatest users of aids of all kinds. The people that had the equipment that I happened to use in my experiment were very conservative, and still are, and have done nothing about pushing it. I take a great deal of pride in the fact that most people recognize the fact that I did pioneer the tachistoscopic training.

The present emphasis on the control reader or skill builder and other overhead with flash devices on them etc., all go back to this original experiment in tachistoscopic training. I got interested in it through Dr. Kilgallen down at the University of Oregon, who I considered one of the best reading men in the country. He worked under Grey, for a long time at Chicago, a very demanding man who died at a very early age, much to my sorrow, but he really challenged me in this area, encouraged me in doing these experimentations. I read everything I could and followed the tachistoscopic training in the war where they used it for rapid aircraft identification, etc. I would have to say probably that my experimentation with tachistoscopic training was what attracted attention of readers around the country and particularly publishers. Without that particular experiment, I don't know that I would be an author on national programs at the present time, so I have a warm feeling toward the whole thing.

We still use it to an extent here. It is a type of thing that the teacher who uses it should be sold on it totally, as with any visual or audio aid of any kind. If you aren't sold on it, you hadn't ought to use it. I encouraged somebody to make the same study in the high school. Dr. Harold Palmer threw away half of his completed study that he had already done, a historical type study, and decided to go back to Klamath Falls and repeat my experiment in high school with six classes. He got even better results than I did. We hoped to try to prove that the tachistoscope did help reading for typewriting and reduce errors, but we found again it was impossible to set it up with any positive statements because you can't prove that a reversal or omission or substitution or something like that, in many cases, especially of reversal, is not merely a substitution of poor stroking or something. There are so many other forces which may have caused it that you

can't pin point it but I firmly believe, and Palmer does too, that there is a great carry over there. I think that tachistoscopic training or skill builder etc., all have a place in the classroom if used with moderation--not more than 5-10 minutes every day or so. None of this constant emphasis again which I have mentioned time after time. We prepared a slide series for typing and shorthand.

Shirley Barber, from those original studies, decided to do her dissertation at Colorado in Greeley testing the same thing with shorthand. Some of her procedures I think I would have improved on. I think that she found some values to it and some things she wasn't too happy with. I think there would be a place for another extensive study with the shorthand, especially with the diamond jubilee because what we had on there was simplified. I have always felt if you used this program extensively it would improve the writing of outlines, certainly the free writing without restrictions of all kinds. This sort of thing could be tested more. We found in tachistoscopic training that number development was very significant and helpful on the problem of finger watching because you can't watch the exposure on the screen and type at the same time by looking. It did help in that particular standpoint too. I like to feel that tachistoscopic training has made a great contribution in typewriting and who knows it may have more implications later.

As far as experimentation of teaching electric typewriters, it is somewhat the same story. I became very interested in electric typewriters from the time that they began to be the least bit plentiful. It is a very interesting thing when you look back on it now. It so happened that I wanted to do some experimentation with electrics. We couldn't afford it at that time so I contacted IBM and told them I didn't have any money but that I wanted to experiment so they sent me ten standard IBM's, I think Model B at that time, A or B, I am not sure, it's so long ago. I knew that Dr. Rowe was probably the first one to do experimentation with it extensively at Columbia. I think I was about second on a large scale. They sent the machines. We were up on the second floor at that time. I conducted a term of using these electrics and transferring people from manuals to electrics for 2 1/2 or 3 weeks and then back to manuals. With the short quarter we had, it was a very rushed situation. I kept track of the results and they were very successful so I appealed to them to let us have them another term and they did. As a result of that experimentation, I was able to devise an orientation program. I did a number of electric typewriter workshops for IBM and got teachers interested in this whole situation. Progress was very slow at first.

Here, Dr. Yerian and I thought it would probably take us five years to get a whole classroom of them but he found some money. Dean Masor found some money, and the president found some money. We got our whole classroom in one year, which was far beyond any dreams that we ever had. Ever since that time, I have been a very strong advocate of the electric typewriters in the classroom and can see no reason why we shouldn't have electrics the same as we have electric refrigerators in home economics and electric stoves and electric power saws in industrial arts, and electric typewriters in business education etc.

Ever since 1962, electrics have been outselling manuals by 3% a year. The manual is on the way out. There is no doubt that it will be a museum piece in the future. We have had all manufacturers of electrics improve their machines. IBM has had Model C and D since then and then came out with the phenomenal new Selectric typewriter. We have a whole classroom of these and another classroom of a mixture of typebar machines. Our office procedures room has now totally electrified.

In the summer time, we start our beginners on electrics. Teachers now are accepting electrics where before they were afraid of them. On the platform, I try to point out to them things to watch out for and things to do and things not to do and what they can expect. The important thing again is the teacher, knowing what she is trying to accomplish, going about it in a scientific way, and helping the student become oriented and making sure she is able to use the electric typewriter as a tool with the greatest of efficiency and competence. As a result of electric typewriting programs here at Oregon State, we have increased our results, our speed improvement scale that we have used. Incidentally, another thing we have tested thoroughly is the error cutoff. We now have a cutoff of four. We reduced it from five to four a couple of years ago. We have changed our individual speed improvement scale twice so that students now who go through our program have to accomplish about five words a minute gross more with one fewer errors on five minute timings than they did say ten years ago. We have raised our standards. I am hoping that this raising of our standards means that standards all over the country have been raised similarly. The electric typewriters are becoming more and more a part of the classroom. They are almost universal in business now.

The biggest problem I have had with the electrics is that if it is a superior teaching aid, which it is, and can be justified by the fact that it makes a better manual operator as well as a better electric



operator, they should be available to practice on. But every time teachers got electric typewriters they threw them in the advanced program. I have been preaching that if they are as good as we know they are then they ought to be also in the beginning program where you have by far the bulk of your people. Where you have a couple hundred people in beginning typewriting, you will maybe have only forty or fifty carrying over into second year. It seems logical that this is a superior machine, which I am convinced it is, then it ought to be in the place where it will help the most people. So the teacher gets ten typewriters, electric typewriters, I would certainly oppose the idea of putting all the machines in the office practice room. I would put half of them in the beginning program and rotate people through them and get the full benefit from them.

I guess here again you might say that in this particular part of the country I am credited with being the person who first tested electric typewriters on an action research basis. I have been actively interested in it simply for the reason that I felt the electric typewriter was the machine of the future. Now, of course, we can look back and say I told you so. It certainly is a basic part of certainly all business operations at the present time and tied in with computers. It's just a universally widely accepted tool. There is certainly only one way it can go, and that is up. Someday, I presume all classrooms and all offices, with very few exceptions, will have electric typewriters and all the new developments etc. that have come.

As far as number five is an assessment for the future of business education at Oregon State University, I hope that it will continue to maintain its present reputation and go on from that point to higher levels. We have certainly been attracting large numbers into our program. Next year, with our student teaching program which I have been handling for a number of years, we have the most student teachers we have ever had out in one year, some 45 to 47 student teachers going out.

We have large programs here in the summer time. We used to maintain programs in Portland, till this was stopped for this year. It's possible it may come back in the future and probably should.

As I see it, the future of business education, if people in charge don't get off the right track, it should improve. I think that we in the department realize that some of the things that we have been doing are in need of revision. Most of us, I think, are open minded about it. I perceive a great many changes that could possibly be taking place in the next half dozen years or so. I would certainly hope that we would

still maintain high level standards in our program. There are some parts of our program which I think have been weak and I hope we can strengthen those parts and hope that we can continue our present emphasis on turning out not only good skill teachers of shorthand and typing and secretarial practice but also make major improvements in the area of bookkeeping-accounting, basic business and economics, and distributive education and through the process attract more men into the field. This has been one of our big hang ups for years and has not changed too much. We know that we need to do a great deal to try to attract men. Perhaps there are many things that can be done in the office administration area, attract men into the distributive education area, attract men into becoming bookkeeping and basic business teachers in the secondary schools and community colleges.

I think probably with our present vocational education division in Education, there is no doubt in my mind but what this is going to be the center for vocational education for the state of Oregon in teacher training, not only in business education, but all the vocational areas such as home economics, industrial arts, and agricultural education. More and more funds, I think, will be diverted in this direction. I feel sure that especially the community college programs and the adult education programs are going to look to Oregon State for guidance. We will be more or less THE PLACE that will emphasize this sort of thing. It is very important, of course, that we do it in the right way and go in the right direction.

I think there is a great deal of work that needs to be done in keeping abreast of all the changes and trying to keep up with some of the procedures that are going on. We have, I think, made some changes already and I am sure there are others that need to be made.

In recent years, our office procedures program has been totally scrapped and started over and apparently is developing some very innovative ideas. I am sure this needs to be done.

Our curriculum needs to be studied and some of our courses need to be eliminated. Others of them need to be consolidated. Some of them need to be improved. There is a great deal that needs to be done. I think it is an age old problem of time. Those of us who have been here a long time are inclined to have to carry some of these burdens and maybe we are not the right ones to do it because of loaded schedules and things of this sort.

I would foresee that in our staffing in the future we will probably have some younger blood coming in. This is always good if

you get the right kind and if they work along slowly and make improvements. I think they will get the cooperation of the majority of people on this campus who are involved with our program, so I like to think optimistically about the future of our program.

Right now, of course, we are pretty much in the air as to what major decision is going to be made as to where we will be housed, what kind of a program we will have, etc. In spite of many of the problems we have had, I am optimistic as to our chances for maintaining a good program. There certainly is a great need for improvement. We are not perfect by any means and even though we have a reputation that many schools would like to have, we can still do better. It is just going to require a lot of effort on the part of everyone.

I think that is about all I have to say, Vernon. I don't think of anything else. If I do, I will add it onto the end of here. As you listen to the tape, if you have questions, of course I will be more than happy to go over them with you and clarify things that I maybe didn't make too clear.

One thing I would like to remind you, I spoke about the other day. Mrs. Louise Orner did teach with us for a long time and the same with Mrs. Stutz. I think probably in preparing your history of the department, you should have some information on her and from her because of her influence in the applied stenography area. This was her major field and I think she did an excellent job. She was here when I came and just retired recently.

Mrs. Jones, of course, has been very active in the shorthand area and probably should be consulted for some information. Callerman, I notice you have on the list. He was an excellent shorthand teacher. He was here when I came and left some years ago to go to West Texas and is now Dean of the School down there. He contributed, I am sure, to our shorthand program in those early days.

There have been a lot of people involved here and it has been by the number of years some of us have been around here you can see that it has been a challenge and a nice place to be. I have had full freedom in my experimentation, which I have appreciated. Nobody has told me that I could or couldn't try things out, probably wouldn't have been here if I couldn't have. As a result of that, I feel it has been a very healthy situation. I feel that the cooperation of the administration all the way along has been a very helpful thing for me and one that I certainly would always say that I have appreciated.

I have great pride in our program and I have worked hard to contribute what I could, sometimes possibly too hard, but you can always look back on your products. When you run across them and see how successful they are, you think your efforts are probably worthwhile. Nothing was ever gained without hard work. I think it is just too bad we don't have lots and lots and lots of people who feel that way. We could really make things move in a hurry if we could do that. All and all I think we have come a long way. I have been very pleased with our success so far and I hope that this will continue and even grow. I guess that's all for now.

APPENDIX IV. INTERVIEW WITH DR. C. TED YERIAN,  
FALL, 1970, Edited

Questions discussed:

School of Vocational Education at Oregon State University  
 Future of Business Education at Oregon State  
 Organization of Oregon Business Education Association  
 Organization of Western Business Education Association  
 Organization of Oregon Business Education Council  
 Distributive Education at Oregon State  
 National Business Education Association  
 Future Business Leaders of America  
 Administration and Supervision  
 Historical Observations

Question Regarding a School of Vocational  
 Education at Oregon State

It is true that at one time there was a Vocational Education School at Oregon State. I don't know if it was called a school or not, but we had a Vocational Education Division. Commercial Education was a part of this particular school or division. It faded away, as you indicated, but now it has reappeared. People have become very much aware of the need for specialized types of preparation which will enable people to prepare for jobs.

It is true that now in the School of Education we do have a division of what we call Vocational, Adult, and Community College Education. This is the reason why Business Education seems to be a natural, whether we want it that way or not, for the School of Education. Business Education is thought of from the point of view of the State Board of Education as part of the Vocational Division because this is the way it is in the national vocational acts, so it's doubtful this picture is going to change. So back has come vocational education as a term and because of the monies that have become available to educational organizations and Oregon State of course is trying to get its share, I should imagine that we are going to be retaining that combination at Oregon State for some time to come. Now, in addition to the four that we have had in the picture for a long time, that is Business Education, Ag Education, Home Ec Education, and Industrial Education, we have had the Community College and the Adult

Education program added to this other group. As time goes along, I should imagine that the whole area is going to be tremendously strengthened because of the emphasis that is being given this kind of education through our congressional acts. So, yes, I hope that vocational education, and some people want to call it occupational education, will continue to be of higher education calibre.

The vocational areas, of course, can be represented very actively in the community colleges and this is going to be the strong outlet for the community colleges because this is the big reason for their existence, that of helping people to get an education that will enable them to go out and get the kind of job which has been referred to, should we say sometimes unkindly, as vocational occupation.

I suppose history is repeating itself, but I think this time we are going to be hanging on to this a little more firmly than we have been before because congressional acts seem to be a little more, should we say, pointed and exacting in their determination to see that this area in education gets the support which many people believe it should have.

#### Question Concerning the Future of Business Education at Oregon State

I hope that there will be a real effort to continue the complete program for business education which incorporates the preparation of teachers in all three areas, office occupations, basic business and accounting, and distribution and marketing. Business Education as of the moment is said to be the complete responsibility of the School of Education. I should imagine that the School of Business and Technology would say it is also possible for the business education major to go through the School of Business and this is what I am sure will continue to remain possible. I hope this privilege will be maintained so the student will have an opportunity to decide through which school he is going to be graduated.

Even though I am no longer at Oregon State, I am just as interested in seeing the program move forward as I would be as if I were there. I do hope, however, that they will become increasingly aware of the need for individualized instruction and the preparation of teachers who can go into the secondary schools and be knowledgeable concerning what we call "ipi," or individually prescribed instruction.

### Question Regarding the Organization of OBEA

From the time that I became department head at Oregon State, especially, I became concerned about business education because we really did not have a Department of Business Education. From the point of view of business teacher preparation, we had no specific program. So it was, I suppose, somewhat natural that I wanted to become better and better acquainted with business teachers in Oregon and become involved in their activities.

I am not sure just what year it was, whether it was 1944, but sometime around then, that when OEA had its spring meetings in Portland, all the departments were scheduled for individual meetings. I had an opportunity to say a few things that day and took advantage of the situation to recommend that business teachers band together and have an organization through which they could be recognized. I am not sure, but I believe that in the years previous, to say 1944, that business teachers had been meeting at these spring conferences but had never been jelled into an official organization. There were quite a few people who were very anxious to have an organization be created and if I remember correctly, it was Mrs. V. Ann Elliott, from Beaverton High School, who served as the chairman of that particular meeting. We elected some officers and I am not sure whether or not V. Ann Elliott served as sort of a temporary president until we could have an official election, but I remember that Clara Voyer from Albany High School became our first president.

It certainly has been a rare privilege for me to be associated with these fine people, over the years, who have represented the administrative activities of the Oregon Business Education Association. Each and every one of them has made his own particular kind of contribution to the association and over the years it has progressed and grown to the point where it really is a well organized, well run association which has done much to better business education programs throughout the state of Oregon. When I say that it has been a real thrill to me to have served in the capacity of consultant to the association all these years is to be putting it mildly. It has been a real privilege and opportunity. I owe a debt of gratitude to OBEA and all of the people who have made OBEA because that's exactly what an association is, is people. Unless it is made up of the right kinds of people we aren't going to have an association that is going to make a contribution to whatever the objectives are that have been set up for that association or any other association.

I remember so well, in the early days of OBEA, when it was necessary for just a few of us to do almost everything. When it came to convention time, we were taking care of all the minute details. I remember how I used to run here and there checking to see that certain things were being done. Gradually it has come to pass that no longer do I have to pay much attention to the planning for a convention or a conference. I am always kept informed, but more and more the people have assumed the responsibility of carrying on with these activities without any particular guidance from my point of view. Believe me, this pleases me very much, not that I don't want to help at every opportunity that is necessary, but it is so good to realize that OBEA has become an association where there are people who have great abilities to carry on with the activities and to achieve the objectives that have been set for the association.

#### Question Regarding the Organization of WBEA

WBEA was organized during fall term of 1949 at Oregon State. Only the year before, the Southern Business Education Association had been organized and I know that quite a few of us on the west coast felt the need for a western association which would in turn become affiliated with the United Business Education Association, UBEA. Several of us had been talking, over the year, about the need to have business education working together all over the country and to bring together some of the rather isolated business education associations which had been doing good work, it's true, in particular areas, but there was no great big opportunity to work together because there was no national organization which really reached in to all parts of the country. It was true that UBEA was advocating this, but naturally the national association had to wait for people to take action in the various parts of the country.

So it was during fall term that we invited representatives from the western states to gather together at Corvallis for the purpose of discussing the possibility of organizing a western association. Already, I had known that several of the people up and down the coast in business education were most anxious to do this sort of thing, but somebody, I suppose, had to take the initiative and call the group together. It was my privilege to serve as the first president of the Western Business Education Association and I am pleased to be able to realize that the association is still very strong and doing the kind of thing which helps to bring together a lot of ideas that are generated by the business educators through the western states. Of course I



do not want to forget that Alaska and Hawaii are also members of our Western Business Education Association.

Soon after WBEA was organized, it was given representation on the UBEA Council and it was my privilege and pleasure to have been chosen to serve on the UBEA board. I served on this board for several years.

I was president of UBEA during the centennial convention which we had in Dallas, Texas during the 1956-1957 school year. This, by the way, is well documented in the special edition of the "Business Education Forum."

I don't believe that I made mention of the fact that the big reason for organizing WBEA was to move toward the time when all parts of the United States would be represented in the United Business Education Association. WBEA was the second area group to become affiliated with UBEA, the Southern Business Education Association having been the first. The third one to come into existence was the mountain plains district which goes on down through the Rocky Mountain states and into Texas. It wasn't too long until what used to be known as the National Business Teachers Association became interested in affiliating. This organization had been contractually tied to the Eastern Business Education Association and the publication of a yearbook. Subsequently, when that contractual relationship came to an end, the National Business Teachers Association asked for affiliation with the UBEA and became the North-Central Business Education Association and no longer solicited membership throughout the United States, but stayed within its own particular area. The United Business Education Association had active groups in both the eastern and central states even though the areas were not officially organized from the point of view of UBEA affiliates.

#### Comments on OBEC

You may have heard me say at various times that it was too bad that all of business education could not be working together in a manner to let all educational circles know that business education included not only those things which pertained to the office world but to things that pertained to distribution and marketing. In addition, there is one other area which we always talk about and that's the general education contribution that business education makes. We like to think in terms of the title or the term "business education" covering the two para-

mount objects of general education and vocational education, and that neither one is paramount to the other, but that they are both very important.

A few years ago, the state board made it known that we had available a couple of thousand dollars which we could use in any way that we wished. Right away it was my thought that what a wonderful opportunity this would be to bring so called distributive education and the so called office occupations area together so that we could talk about business education period. We called together representatives from the DE coordinators, the area representatives of the OBEC council, representatives from community colleges, and we came up with what is now known as the Oregon Business Education Council.

The organization meeting was held on the Oregon State campus. I think many of us are delighted with the Oregon Business Education Council and the things it has been able to do. It has been asked to serve as the official advisory group to Mr. Jess Kauffman and Mr. Sidney Thompson, who are the office occupations and distribution and marketing specialists in the State Board of Education. The OBEC Council has had meetings with State Superintendent Dale Parnell and with Leonard Kunzman, who is head of Career Education in the State Board. Both Sid Thompson and Jess Kauffman are members of the group.

We have been asked to take a very active part in the activities that are now going on on the Oregon State campus as they are attempting to bring some order out of seeming chaos that was created when the School of Education and the School of Business and Technology sort of parted company from a point of view of who is going to be handling business education. Very probably at Oregon State they will continue very much as they have in the past. Those who are getting ready to teach business will register either in the School of Business and Technology or the School of Education and can be graduated from either school.

Well, regardless of what may happen on the campus in that respect it is true that OBEC, the Oregon Business Education Council, has been asked to take a very active part by those people involved. This organization will no doubt be depended upon to make recommendations at many points along the line as business education carries on with its responsibilities in respective schools.

I think most of us believe that our greatest contribution can be made as a result of serving as a spokesman for all of business educa-

tion. Now you might ask the question right away, "Doesn't the Oregon Business Education Association do this?" Because I happen to be serving as the consultant to both groups at the same time, I believe there is a very distinct demarcation between the responsibilities of the two. OBEC will continue to serve in its capacity as advisor to the State Board and the Oregon Business Education Association will continue to represent business teachers, especially those who are involved in the office occupations areas. Although I would be the first one to say that this does not mean that all other types of business teachers, including the DE teachers, DE coordinators, cannot also be a part of the activities of OBEA, you know as well as I do that the DE coordinators do have their own organization which has been cooperating very nicely with OBEA. The nice thing about it is that on the OBEC council both groups are well represented, as well as the community colleges, and the four year schools. The latter group, OBEC, does give us this kind of administrative representation of all facets of business education. Both OBEC and OBEA can continue without conflicting interests because on both boards many of the same people participate and so far there has been no real reason to doubt the sincerity of all people concerned.

As far as I know, this type of organization is unique in the nation and was the first organization to be set up of this type. I am hoping that quite a few other states, after having read the OBEC story, will take it seriously and see if they can bring together now in their own states all facets of business education for the purpose of developing a common objective for the whole area.

#### Question Regarding Distributive Education at Oregon State

You may have heard me say someplace along the line that business education was not complete at Oregon State because our main emphasis was in the area of office occupations. Although this represents the greatest number of teachers involved, it is true that we were not preparing teachers for a very important area and that was in distribution and marketing. We were offering to our business education majors background information in business education and in business for the purpose of helping them to teach courses that were non-skill. The main emphasis was in the area of the skills. We felt a distinct, should we say, weakness in the areas of the basic business and distribution and marketing.

Dr. John Chrismer was hired through the School of Education

to come and join us for the purpose of adding his specialty of distributive education to our business education program. We had a very definite understanding with him that he first was a business educator, whose specialty was in the areas of distribution and marketing. He accepted this very readily and later on it was John who was very helpful as we set up our Oregon Business Education Council. He played a big part in getting the DE coordinators to look upon themselves, first as business teachers, and then specialists in the area of distribution and marketing, and also to feel the need for working as a group of business educators, not as two groups of business educators.

During the last few years, we have been very active in bringing into our business teacher program these other two areas of specialty, basic business and accounting, and distribution and marketing. It was our hope that more young men would become interested in business education if they did not have to think in terms of shorthand, especially, and perhaps typewriting. We are hoping that this sort of thing is going to bear fruit, and it is hoped further that at Oregon State in the years to come that they will hold on to these concepts and there will be developed a strong program in business education which will incorporate all three areas, that is the office occupations, the basic business and accounting, and the distribution and marketing. These three areas do pretty well represent all facets of business education and the basic business can provide that which we would feel makes a contribution to general education, those courses which are basic to all people, and provide business fundamentals and understandings which all people need to have, not just those who are in business education. So when you ask what was the philosophy behind the change, really it was a philosophy of wanting to have all of business education represented in business teacher education and this we were pretty well able to get started. It is hoped now that there will be a real effort made to continue these three areas and to strengthen them. I know that our Oregon Business Education Council, for instance, is strongly behind having this program materialize even more completely than it has existed in the past. It is true that we had what was considered to be a strong program in the office occupations areas, but we did not feel complete until we were able to add these other two areas of emphasis. This is the reason why for several years we have strived to bring into the picture these other two areas of specialization. It is hoped now that Oregon State can continue and even improve its image from the point of view of a complete, and I say complete, business teacher program.

### Question Regarding the National Business Education Association

This national organization serves to tie together the efforts of business educators the country over in such a manner that great effectiveness can be achieved in publications, yearbooks, special articles, and so on, and other types of media can bring the story of business education to a much wider audience than we would have otherwise. I always find fault, I suppose, in rather a friendly way with those who say that it isn't necessary to have a national organization because if you have a strong local organization and it takes care of the people who are in the immediate area, this is all that is necessary. If we confine ourselves just to the local area, then we are ignoring the fact that many of the young people with whom we work are part of a mobile group which will scatter the country over. If we can do something to give them the feeling that really this country of ours is one unit and not made up of a lot of, should we say, divisional groups which have no bearing or have no relationship one with the other. National professional organizations serve to tie together the interests of those who are affiliated. Maybe I shouldn't say affiliated, but are interested in, shall we say, like activities.

### Question Regarding the FBLA

I believe it was Clara Voyen who organized the first FBLA chapter in the state of Oregon. We are now looking forward to an increased growth in FBLA because of our association with the State Board of Education. Mr. Jess Kauffman, who is Office Education Specialist in the State Board office, is going to cooperate with us, I think, wholeheartedly. Through his good office and through the efforts of a part time executive secretary who will be paid for by the State Board, we expect many more schools, especially those with subsidized office education programs, to organize FBLA chapters. They will be not exactly required, but they will be urged by the State Board to organize FBLA chapters. We believe that FBLA is a wonderful way of making the high school program in business education really meaningful.

The first FBLA state conference was held on the Oregon State campus, I think, back in 1948.

FBLA is being actively supported by the State Board of Education through Mr. Jess Kauffman's office. He has declared FBLA as the official association for business students in the state of Oregon.

Certainly those schools that have subsidized programs in the office occupations areas will be urged to organize FBLA chapters because FBLA is very much the same kind of an organization serving its area as is the one for home economics and also the one that represents agriculture. You are familiar, no doubt, with the young organization which meets the needs of the distribution and marketing people. Industrial arts has one. I should imagine almost every vocational education group now is represented by a youth organization.

It has been my pleasure to serve as consultant to FBLA ever since its beginning here in Oregon and to have served as chairman of the state association for these many years. I am a firm believer in this youth organization because it can play such an active role in the development of the young people who compose its membership. We can say it's an extension of the curriculum. It makes worthwhile some of the theoretical things which take place in a classroom and it's one of the finest contacts or contact mediums that can be used by the school as it relates itself to the community.

Nationally, the FBLA organization has approximately 90,000 members and the collegiate group probably has now in the neighborhood of 15-20,000, the latter, of course, being much younger than the former but more and more of the collegiate chapters are going in. One was recently organized at Oregon State and I believe that there is one at almost every community college in the state of Oregon at the present time. One has to attend only one of the national conventions held either by FBLA or PBL and realize that certainly this country is and can be represented by a lot of fine young people who are interested in the world of business and who no doubt will be among the leaders of tomorrow.

#### Question Regarding Administration and Supervision of Business Education

It is true that we did use that as a central theme at the UBEA division conferences in Chicago and following that there were several committees appointed for the purpose of looking into the problems involved in greater depth, but I am going to have to indicate and I do believe that the same problems are with us. Naturally, I qualify that and indicate that as times change and educational activities or factors change that we find ourselves always making adjustments after the fact. All administration, I suppose, and supervision finds it difficult to keep pace with the business world and to keep pace with

some of the trends in education. I am happy to say that business education has shown the way many times to other groups in doing things that were a bit innovative. At the present time, I suppose that I would have to admit, however, that business education is not showing the innovative spirit that perhaps it should and I am thinking specifically of the need for us to individualize to a greater extent the instruction that is provided to our secondary students.

Only a part of business education had been represented in federal laws up until 1963. Distributive education, which I like to refer to as distribution and marketing, became a part of the federal law back in 1936 and then was oh, sort of improved in 1937. It wasn't until 1963 that the other vocational education areas of business education, office occupations, became a part of the federal act. Now, all of vocational business education is, should we say, represented in the vocational acts. Now that all of business education is represented in these acts, it is true that those who administer and supervise business education can do a much better job of pulling together all phases of vocational activity in business education.

#### Comment Concerning Persons Significant in the History of the Department

Mr. Vance had been the real driving force behind secretarial science for several years at Oregon State before I arrived and had developed a program which had received favorable attention all around the state. I never did know Dean Bexell very well, Oh yes, surely we had had occasion to chat from time to time, but I did not know him nearly as well as I did Mr. Vance. The only real memory I have of Dean Bexell is that he did write a letter or recommendation for me which I still have in my file, I believe.

APPENDIX V  
SECRETARIAL SCIENCE REGISTRATION - 1933 - 1949

Year	First Term	Second Term	Third Term
1933-34	172	188	156
1934-35	296	305	287
1935-36	366	355	336
1936-37	433	436	396
1937-38	474	468	438
1938-39	539	546	520
1939-40	607	581	541
1940-41	586	553	488
1941-42	555	502	485
1942-43	477	453	429
1943-44	369	339	307
1944-45	297	292	272
1945-46	312	310	311
1946-47	339	315	313
1947-48	320	309	290
1948-49	318	301	277



APPENDIX VI  
ENROLLMENTS

	Business Education			Secretarial Science		
	Men	Women	Total	Men	Women	Total
Spring 70	18	104	122	0	120	120
Winter 70	15	115	130	0	140	140
Spring 69	18	108	126	0	157	157
Winter 69	20	131	151	0	179	179
Fall 69	19	130	149	1	193	194
Spring 68	16	132	148	1	167	168
Winter 68	15	138	153	1	195	196
Fall 67	19	135	154	0	212	212
Spring 67	22	117	139	5	193	198
Winter 67	21	129	150	7	203	210
Fall 66	15	136	151	0	231	231
Spring 66	11	126	137	0	179	179
Winter 66	6	137	143	0	195	195
Fall 65	10	124	134	0	219	219
Spring 65	3	103	106	1	154	155
Winter 65	4	110	114	1	182	183
Fall 64	3	115	118	1	196	197
Spring 64	1	173	174	0	102	102
Winter 64	2	107	109	0	199	199
Fall 63	4	119	123	1	201	202
Spring 63	2	124	126	0	165	165
Winter 63	2	132	134	0	182	182
Fall 62	2	143	145	0	203	203
Spring 62	3	144	147	0	143	143
Winter 62	5	153	158	0	158	158
Fall 61	3	147	150	0	181	181
Spring 61	5	132	137	1	131	132
Winter 61	7	132	139	0	150	150
Fall 60	5	130	135	0	162	162
Winter 60	5	96	101	0	175	175
Spring 59	6	98	104	0	157	157

## Copy of a Letter From Chancellor Kerr to President Peavy

Oregon State System of Higher Education  
Office of the Chancellor  
Eugene, Oregon

May 5, 1934

President G. W. Peavy,  
Oregon State College  
Corvallis, Oregon.

Dear President Peavy:

In reply to your letter of April 12 in regard to Board action and the administrative organization of lower division and service departments at the College, lower division business administration is very definitely placed by Board action in the lower division and service department organization under Dean M. Ellwood Smith. This, of course, could not be otherwise, since lower division business administration is in the same category as lower division social science, arts and letters, and so forth, at the College.

Secretarial science, which is not a lower division department, but a degree-granting department, is not placed in the lower division organization by Board action, and will continue as a separate degree-granting department to be administered directly by the president of the College under the same plan as that of administering the School of Education at the College. Dean Hoyt, therefore, will be the administering officer of the Department of Secretarial Science, just as Dean Jewell is the administering officer of the School of Education.

The method of presenting the material on secretarial science in the catalog will have to be worked out carefully and checked with Professor Byrne, the Director of information.

Sincerely yours,

(signed)  
Chancellor

CHRONOLOGY OF SECRETARIAL SCIENCE DEPARTMENT  
FROM MIMEOGRAPHED INFORMATION DISTRIBUTED  
BY BUSINESS EDUCATION DEPARTMENT

- prior to 1900      Only business courses offered at Corvallis College were bookkeeping and typewriting.
- 1900                Miss Holgate, Secretary to Oregon State President Gatch, taught first business courses of shorthand and typing.
- 1901                Two-year course offered in business; gave certificate.
- 1901                Secretarial Science Department had its beginning on May 18, 1901.
- 1908-1909         School of Commerce established under Dean John A. Bexell; known as father of Secretarial Science at Oregon State.
- 1915                School of Commerce organized into four departments:
- Business Administration  
Economics  
Political Science  
Stenography and Office Training
- 1922                Commerce Hall completed; has always been location of Secretarial Science Department.
- 1932                School of Commerce at Oregon State and School of Business Administration at University of Oregon were combined on the University of Oregon campus. Secretarial Science and Business Administration Departments were permitted to remain at Oregon State as two-year programs under the supervision of the School of Business Administration at Eugene.
- 1933                Secretarial Science became a four-year degree granting curriculum under supervision of School of Business Administration at University of Oregon.
- 1933-1939         Enrollment in Secretarial Science Department grew from 109 to 632 primarily because men who wanted a degree in business at Oregon State needed to register in this department.

## Chronology of Secretarial Science Department

- 1943 School of Business and Technology organized. Secretarial Science Department became a major department of the new school and was no longer connected with the University of Oregon.
- 1951 Business Education Department (formerly called Commercial Education) had four-year curriculum printed in Oregon State Catalog for the first time. Business Education Department is supervised by the School of Business and Technology and the School of Education.
- 1951-1967 Secretarial Science and Business Education Departments have been leaders in their respective fields throughout the years. Innovations in the teaching of typewriting and stenography have been made through the use of supplementary teaching devices involving controlled readers, tachistoscope, wireless and non-wireless dictating equipment. Electric typewriters are gradually replacing manual machines at all levels of instruction.
- 1967- Business Education and teacher-education is being broadened to include, in addition to the stenographic program, complete curricula on both the undergraduate and graduate levels in the following business teaching areas: distributive, basic business, bookkeeping-accounting.
- In process is the development of a doctoral program in Business Education. Soon such recommendations and supporting materials will be presented to the OSU Curriculum Council.