THE PROFESSIONAL CONTRIBUTIONS
OF RUTH I. ANDERSON
TO BUSINESS EDUCATION

DISSERTATION

Presented to the Graduate Council of the
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By

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This study explored the professional contributions of Ruth I. Anderson, retired professor of Business Administration, The University of North Texas, Denton, Texas.

The data for this study were gained through questionnaire responses, a telephone interview, and personal interviews with faculty, staff, students, and business people who have worked closely with Anderson and an interview with Anderson herself. During a literature review, many of the journal articles written by Anderson were read in order to obtain insight into the thoughts and ideas Anderson had toward business education.

The dissertation, divided into six chapters, begins with an introduction to the study. Chapter 1 includes the statement of the problem, purposes of the study, research questions, significance of the study, rationale for the study, and design of the study. Chapter 2 contains a biographical sketch of Ruth Anderson and offers a chronology of her career in business education. Anderson's educational philosophy is the focus of Chapter 3. Chapter 4 addresses her major accomplishments and contributions to business
education. Anderson's impact on business education is the topic of Chapter 5. A summary is provided in Chapter 6.

This study recognized Ruth Anderson as a significant person in the field of business education. Anderson, who was employed in the field for more than forty years, is the author, or co-author, of six books and the contributor of more than eighty articles published in professional journals.

Major educational contributions of Ruth Anderson included publications, research, and involvement in professional organizations at the local, state, and national levels. Anderson made an impact on the field of business education through being a role model for former students, being a well-respected colleague, and being well known in the business education profession.

Perhaps her greatest gift to the profession was her superior classroom teaching ability. Ruth Anderson's greatest contribution continues today through the work of her former students who have gone on to be business education teachers and professional educators.
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CHAPTER 1
INTRODUCTION TO THE STUDY

This study explored the professional contributions of Ruth I. Anderson, retired professor of Business Administration, The University of North Texas, Denton, Texas. It focused on Anderson's professional involvement in business education, her professional interests in her business education career, her contributions to various professional organizations in business education, and her professional philosophy and personal qualities evidenced during her career.

Ruth I. Anderson is a well-known figure in the field of business education. She started her career as a business teacher in 1941 at Cranberry Township High School in Seneca, Pennsylvania, upon completing a Bachelor of Science degree in Commerce at Grove City College in Grove City, Pennsylvania. She completed a Master's degree at the University of Indiana, Bloomington, and remained there to pursue her Doctorate in Education, which she earned in 1946. While doing graduate work in 1943, she was an instructor at the United States Naval Training School in Bloomington, Indiana. In 1946, Anderson became a professor in the Department of Business Education and Secretarial Administration at Texas
Christian University in Fort Worth, Texas. She remained there as professor and department head until 1953, at which time she joined the faculty of the School of Business at what was then North Texas State College. Anderson retired as a professor of Business Administration in 1982 after twenty-nine years of service to the University.

Anderson has been a visiting professor at Long Beach State College, University of Oregon, University of Colorado, New York University, Wichita University, University of Tennessee, and Indiana University. She has been a guest lecturer at more than thirty colleges and universities throughout the United States. Anderson has played an active leadership role in numerous professional organizations, such as the Texas Business Education Association, National Business Education Association, Delta Pi Epsilon, National Association for Business Teacher Education, and the Institute for Certifying Secretaries. She has received such awards as the Texas State Business Education Teacher of the Year (1972), the John Robert Gregg Award (1972), and the Minnie L. Stevens Foundation Piper Professor Award (1973). She has given numerous presentations at the national, district, state, and local levels. A compilation of Anderson's vita may be found in Appendix A.
Statement of the Problem

The problem of the study was to determine the professional involvement of Ruth I. Anderson in business education and her major contributions to the field.

Purposes of the Study

The purposes of the study were to: (1) trace the history of the professional involvement of Ruth I. Anderson in business education; (2) investigate the diversity of professional interests in her business education career; (3) assess her specific contributions to various professional interests in her business education career; (4) evaluate her influence in business education and other areas of professional concern; and (5) determine the professional philosophy and personal qualities evidenced by Ruth I. Anderson during her career.

Research Questions

To achieve the purposes of this study, the following research questions were formulated:

1. What was the educational philosophy of Ruth I. Anderson?
2. Who or what influences affected the educational philosophy of Ruth I. Anderson?
3. What has been the major educational contributions and/or accomplishments made by Ruth I. Anderson in the field of business education?

4. What impact has Ruth I. Anderson had on the field of business education?

**Significance of the Study**

Ruth I. Anderson is a significant person in the field of business education. She has been employed in the business education field for more than forty years. The author, or co-author, of six books, Anderson has had more than eighty articles published in professional journals. She holds honorary memberships in Pi Omega Pi, National Collegiate Association for Secretaries, Phi Chi Theta, and Beta Gamma Sigma. Because of her lifetime service to education, Anderson and her professional contributions to business education make a worthy topic for research. This study provides useful information to present and future college students and is useful to those individuals studying business education. For these reasons, an historical study of the professional contributions of Ruth I. Anderson is a significant area of research.

**Rationale for the Study**

This study explored the professional contributions of Ruth I. Anderson, retired professor of the Department of Business Administration, The University of North Texas,
Denton, Texas. It focused on the educational philosophy and personality traits which characterized her work in education, the nature of her work in business education, and the impact of her work on the field of business education.

**Design of the Study**

Gray (1959, p. 1) writes, "History leads to understanding and wisdom." Good (1966, p. 146) states that history is a science because its methods of inquiry are critical and objective. Historical research involves a systematic investigation and analysis of sources of facts about a given problem. The knowledge acquired through historical research can provide the foundation for a better understanding of educational concerns. According to Hopkins (1976, p. 118), the key to historical research in education rests in the use of acceptable methods to deduce the responses to educational questions from considerable amounts of potential data. This means a careful weighing of evidence of the validity of sources of information on the past, and the interpretation of the weighted evidence. According to Kerlinger (1973, p. 701), the historical investigator collects the data, evaluates the data for validity, and interprets the data. As Good (1966, p. 145) defines it, historical research is "an integrated narrative or description of past events or facts, written in the spirit of critical inquiry, to find the whole truth and report it. "One classification given by Arthur Moehlman and his colleagues at the University of
Texas is the historical biography of major contributors to education (Borg 1979, p. 374).

Best (1989, p. 57) says history is a "meaningful record of human achievement." Biographies have been an important subcategory of histories written out of a prolonged interest combined with a certainty that the subject matter merits the effort (Beach 1969, p. 563). Important individuals certainly provide role models and set guidelines for those under their leadership to follow. Marston (1976, p. 1) writes, "When you write biography you tell the story of one person and other people's effect on him." The historian/biographer must constantly seek answers to why the subject acted as he did, how he lived, what he did that people will want to know about and who he really was as a person worth knowing. Beach (1969, p. 569) says the historian must try to think and feel like the person being studied. The historian must be able to see the individual in relation to the society and events of his time (Good 1966, p. 145).

Kerlinger (1973, p. 702) delineates that historical research has great value in that it is necessary to know and understand educational accomplishments and trends of the past in order to gain perspective on present and future directions. Borg (1979, p. 29) writes that through historical research in education, valuable insight into the origin and reasons for practices found in the schools can be procured. Also, one can secure a better understanding of
the way present problems and practices in education have developed. While experts disagree on the exact number of steps in the historical method of investigation, the following six steps describe the procedures often utilized in historical research:

(1) to select an appropriate topic; (2) to track down all relevant evidence; (3) to take notes upon it; (4) to evaluate critically the evidence you have collected; (5) to arrange it into a true and meaningful pattern; and finally, (6) to present it in a manner that will command interest and communicate to the reader the fullest possible understanding of the subject (Borg 1979, p. 375; Brickman 1949, p. 91; Gray 1959, p. 8; Gottschalk 1961, p. 10; and Van Dalen 1979, pp. 350-351).

Collection of the Data

Historical writing, according to Marston (1976, p. 5), must involve dedicated research, a weighing of evidence based on original and secondary sources, and a considered explanation of data collected by the researcher. The data for this study were gained using a systematic inquiry of primary and secondary sources. These sources provided information that was useful to determine facts related to the professional contributions of Ruth I. Anderson.

The major task of the historian is to obtain the best information available from the sources. Brickman (1949,
p. 189) writes, "The research worker must endeavor to be thoroughgoing in his search for sources, conscientious in his evaluation, cautious and fair-minded in his interpretation, and skillful in his synthesis." The classification of the data as primary or secondary depends on how the record was made, and/or how the information is being used.

Van Dalen (1979, p. 352) points out that primary sources are the basic materials of historical research. Primary sources are highly prized by a researcher, and especially an historian. Kerlinger (1973, p. 702) defines a primary source as "the original repository of an historical datum, like an original record kept of an important occasion, an eyewitness description of an event, a photograph, or minutes of organization meetings." Best (1989, p. 66) identifies records and reports of presidents, deans, and department heads; school newspapers; bulletins; and teacher personnel files as primary sources of educational data. Cates (1985, p. 105) adds that primary sources may also include "individuals who were present at an event about which they are reporting." One primary source involving people is the interview, sometimes known as oral history. These types of interviews aim at obtaining remembrances from people who can describe events as participants or viewers, contributing new information and fresh insight to history that would not otherwise exist. Primary sources for this study included personal interviews, questionnaire responses,
and a telephone interview with faculty, staff, students, and business people who have worked closely with Anderson and an interview with Anderson herself.

After obtaining permission from Ruth Anderson to conduct the research study (see Appendix B for Letter of Permission from Ruth Anderson), each potential interviewee was contacted by either letter (see Appendix C) or telephone and told of the nature of the study; and, at that time, a request was made to participate in the study. Interviews were conducted—and tape-recorded—as permission was granted. Primary source interviews were conducted in person. A telephone interview was conducted with a source who preferred not to have a face-to-face interview. Interviews were structured in such a way to allow for as much recall as possible. A list of interview questions for each group interviewed may be found in Appendix D. Several of the people contacted for interviews could not be interviewed in person or by telephone. Upon their request, a list of interview questions was mailed to them, along with a letter asking them to complete the questions in writing and to mail their answers in the self-addressed, stamped envelope provided. While much of the material for the study came from primary human documents, Ruth Anderson was interviewed by the researcher in order to gain as much personal documentation as possible.
Secondary sources also contributed to this study. Kerlinger (1973, p. 702) defines a secondary source as "an account or record of an historical event or circumstance one or more steps removed from the original repository." Cates (1985, p. 105) also defines secondary sources as individuals who were not present at the event about which they are reporting, but are rather reporting what others have told them. Cates cautions that the further removed from the firsthand report the secondary source is, the less reliable. Van Dalen (1979, p. 353) warns that secondary sources should never be trusted completely. The purposes of secondary sources are they should be used to obtain an overview of the subject matter, to accumulate background information for the study, and to develop the general setting for the topic. For this study, secondary sources included articles from newspapers in the area where Anderson was employed and journal articles relevant to the study. As many of the journal articles written by Anderson as could be located were read, in order to obtain some insight into the thoughts and ideas Anderson had toward business education.

For the purposes of this study, a review of the literature was conducted in the libraries of Texas Christian University and The University of North Texas. Such sources as The Skiff (the student publication at Texas Christian University), The Campus Chat (1953-1970) [the student publication at North Texas State College]; The North Texas Daily
(1970-1983) [The Campus Chat changed its name to this in 1970]; NTSU Update (a publication of the Public Affairs Office of North Texas State University); The North Texan (a publication of the North Texas State University Alumni Affairs Office); The Alumni Newsletter (another publication of the NTSU Alumni office); Denton Doings (a local publication from the city of Denton, Texas); and The Denton Record Chronicle (the local newspaper for Denton, Texas) were thoroughly reviewed.

A search of Dissertation Abstracts International revealed that in 1976 Lila Marie Burrington completed a dissertation at the University of Northern Colorado entitled, "The Contributions of Ruth I. Anderson to Shorthand and Transcription Education." This dissertation focused on Anderson's work in one area of business education, viz., shorthand and transcription methodology and research at the collegiate level. From the information and data which was collected for this study, Burrington concluded that Ruth Anderson has made a significant contribution to the area of shorthand and transcription education. Anderson's doctoral study was one of the first attempts of any business educator to make available in one study a complete bibliography, an analysis, and a synthesis of all of the research that dealt specifically with shorthand and transcription. Anderson's extensive study was prepared for the purpose of discovering the trends of the nature of the problems which had been
selected for study and the findings which were reported. While working on her study, stated Burrington, Anderson prepared abstracts of all of the research reports and classified them into logical divisions so they might be used for reference purposes. In addition, Burrington noted, Anderson has done original research, writings, workshops, and presentations. Anderson is best known for her ability to analyze and synthesize research. Through these activities, wrote Burrington, Anderson has provided service to business educators throughout the world.

Treatment of the Data

Hopkins (1976, p. 124) states that criticism involves scientific investigation of collected data to determine originality and validity. The contents of each historical source used in this study was identified as either primary or secondary and was evaluated in terms of internal and external criticism. To do this, the nature of each source and the information contained in each source was evaluated and a determination was made of the usefulness of the historical sources to answer the research questions. According to Brickman (1949, p. 114), this evaluation is an extremely important phase in the research process. Evaluation must be continual if the researcher wishes to obtain any results which can withstand the onslaught of criticism.
The researcher must not assume that a record is genuine. An attempt must be made to determine the authenticity of the source before the information contained within is used as fact. Experts agree that the process of external criticism must be used to determine the genuineness of documents (Best 1989, p. 67; Borg 1979, p. 20; Brickman 1949, p. 93; Cates 1985, p. 106; Hopkins 1976, p. 124; Van Dalen 1979, p. 356). Some of the questions the researcher must seek answers to concerning the source documents when conducting this external criticism include:

- Is it genuine or a forgery? Who wrote, recorded, or said it? When and where was it created? How was it originally used? Is the source what it seems to be?

External criticism, therefore, is primarily concerned with questions related to whether or not the source is authentic.

Internal criticism, on the other hand, attempts to analyze the contents of sources which have already been determined to be genuine to determine the accuracy and trustworthiness of the contents (Best 1989, p. 67; Brickman 1949, p. 94; Cates 1985, p. 107; Hopkins 1976, p. 124; Van Dalen 1979, p. 358). Frequently, the decision about what is true or not rests on the researcher's knowledge, skepticism, faith, common sense, and intelligent guessing. As a rule of thumb, one should accept information in documents as fact whenever there is no reason to suspect inaccuracy or fraud (Hopkins 1976, p. 126). Three limitations of
of documents identified by Hopkins (1976, p. 122) are:
(1) the record has deliberately been falsified; (2) the
recorder has incorrectly interpreted the event; (3) the
meanings of words have changed over time. Therefore, the
contents of documents must be put to the test of internal
criticism. Questions often asked to determine this internal
criticism include:

What is meant by each word or statement? Are
statements credible? Is this firsthand or secondhand
information? Could the events described have occurred
as described? Are the source's descriptions of the
actions of the people involved reasonable? Are the
figures used reasonable?

A reputable historian will obtain evidence from the closest
witness to the past events or conditions. Also, a reputable
historian will carry out external and internal criticism of
each document. Following the collection and evaluation of
information, the data was organized and synthesized for
narrative presentation.

In conducting historical research, five problems need
to be avoided. The first of these is to avoid "presentism,"
or the imposition of modern patterns of thought upon the
minds of a different era. Avoiding presentism is often
equated with being objective in historical research. This
has proven particularly difficult for historians concerned
with education. They tend to be keenly aware of current
educational practices and policies and to have strong views about them and are tempted to make their history serve these views (Beach 1969, p. 570).

Second, the problem of variability of personality needs to be avoided. The sophisticated historian needs but to look upon his own development to perceive that a static portrait of the personality or ideas of any historical figure may be a good likeness for only a brief span of life. Personalities change, ideas grow and become different. Even the greatest characters and minds of the past had to endure growing pains. The historian disregards an essential part of his task if he speaks to them as if they were always full-grown and invariable. That kind of error resembles the over-simplification that induces historians sometimes to write of a period of history as if it had a single dominant aspect that made attention to its other aspects unnecessary (Gottschalk 1961, p. 58).

Third is the problem of influence. Many historical studies try to estimate the influence of an individual or a writing, or an idea, or a school of thought, or an episode upon subsequent developments. Since the idea of influence is rather abstract and there is no generally accepted standard of measurement for it, such an effort is likely to lead to error, or at least disagreement among experts. It is conceivable that a person or thing may be mentioned often and yet be less influential than a person or thing mentioned seldom (Gottschalk 1961, p. 58).
Fourth is the problem of values. Any judgment regarding the significance, the greatness, or the influence of a person must always ask what would have happened if he had not lived. That is as near as the historian can come to the process in the natural sciences whereby the investigator removes a factor in order to determine its function in an experiment. But in the present state of knowledge, it is probably impossible to establish objective criteria for such speculation in history (Gottschalk 1961, p. 60).

Fifth, the problem of reaction must not be overlooked. An intriguing aspect of the problem of historical influence is that of reaction against an antecedent person or event. Only rarely does it happen that a leading personality, a great book, an original idea, a significant action, an extraordinary product of the human individual creates among his contemporaries less favorable than favorable reaction. When it does, one is usually safe attributing the preponderance of favorable reaction to the high degree of conformity of that product to the surrounding cultural pattern. That is why so many original ideas have been, at their time of inception, disregarded or ignored and why so many truly creative persons are said to have "lived before their times." When such ideas or persons are too far ahead of their times, they have little or no effect on their own generations either by their direct influence or by a reaction against them; they may merely be overlooked. But
often they have contemporary significance both because some people welcome them and because others rise against them. At all events, reaction against antecedent developments is a frequently and striking "cause" of historical events (Gottschalk 1961, pp. 61-62).

Best (1989, p. 24) lists the common ingredients of the research process as: accuracy of observation, imagination, patience, creativity, and objectivity. Barzun (1957, pp. 57-60) lists six virtues of anyone engaged in historical research. These are: (1) accuracy (the researcher must be steadily, religiously accurate); (2) love of order (there must be a system developed for reading, noting, comparing, verifying, indexing, grouping, and organizing the research procedure); (3) logic (this deals with being logical in the sense of proper search and research of data collection); (4) honesty (the researcher must put down what is found to be true with complete candor); (5) self-awareness (the researcher needs to make personal bias and standards of judgment known to the reader); (6) imagination (the researcher must demonstrate creativity in finding sources, interviewing, and in synthesizing).

The research report is a record which offers the findings of an orderly inquiry of a specific subject (Brickman 1973, p. 1). As evidenced in recent North Texas State University doctoral dissertations by J. Altland, T. Mink, and R. Rohm, by providing organized information about
educational leaders, an important contribution will be made to research in education. In a 1961 essay in *Harvard Educational Review* (1961, 31:2) Wilson Smith cites the new historian seems to have taken a more humanistic approach to educational history. Therefore, it seemed necessary to use this approach to take a wider, more humanistic look at the professional life and educational focus of Ruth I. Anderson.
RUTH I. ANDERSON: A BIOGRAPHICAL SKETCH

Ruth Irene Anderson, born in Millerton, Pennsylvania, on April 17, 1919, grew up in Union City, Pennsylvania, where her father was a schoolteacher at the local high school and her mother "kept house." (Anderson, personal interview, July 27, 1989) Union City was a small town with a population of approximately 3,500 people. The town had limited opportunities. "It was a personal town to grow up in. It was small and there were no problems to get into, no trouble . . . " (Anderson, personal interview) Anderson had one older sister, Edith, who majored in English and history at Pennsylvania State University during the Depression. Upon completing college, Edith had a hard time finding a job. Anderson, therefore, was told by her family to major in something which would better prepare her for the job market. She stated, "I had three interests, I loved music; I liked to write; and I liked business . . . music was not a good major during the Depression Era, journalism was not a good major (during the Depression Era), so that brought it down to business." (Personal interview) Therefore, upon entering Grove City College, Anderson majored in business and in 1941, received a Bachelor of Science degree in Commerce.
Anderson's business education career began at Cranberry Township High School near Seneca, Pennsylvania. The school, while only eight years old, was terribly overcrowded; this lead to discipline problems. When Anderson signed her contract, there were fifteen or sixteen teachers on staff; after the end of the first year, all but four had left. Anderson remarked of her experience there, "I did not go to college to babysit, and I wanted to teach; we were spending too much of our time disciplining instead of being able to teach." (Personal interview) Anderson knew if she wanted to get into a better situation she would need a master's degree; so she entered Indiana University, Bloomington. "So, I went out to go to summer school for eight weeks, and I stayed four years." (Anderson, personal interview)

While working on a Master of Commercial Science degree at Indiana University, Anderson was offered a teaching fellowship, paying seventy-five dollars a month. She knew teaching full time would pay only one hundred dollars a month; therefore, she accepted the teaching fellowship and stayed that year. Anderson recalled all she wanted to do at that time was to "get a job and a car." (Personal interview) She continued to explain that she, her sister and her brother-in-law would walk to school, walk home for lunch, then back to the library to do research and then walk back home again. "I had walked that campus until my legs would fall off," Anderson exclaimed (Personal interview).
Near the time she was finishing her master's degree, Elvin S. Eyster offered her a job part time at the United States Naval Training School, where he served as director. During the first year of operation, the United States Naval Training School trained only yeomen. Therefore, just male teachers were hired. When female storekeepers were added to the program, during the second year of training, three or four female teachers were hired, one of these Ruth Anderson. At the United States Naval Training School, teachers had only three months in which to ready the 3,000 to 4,000 trainees for a job. Anderson commented, "if they did not pass, they ended up scrubbing decks and things like that; so you wanted them to get their rating." (Personal interview)

While teaching at the United States Naval Training School, Anderson began work on her doctorate. Although Anderson wanted a full-time job, Eyster offered her a part-time position at $150 a month (which he raised to $175 within three months). "The whole point was," Anderson conveyed, "he was determined I was going to work on my doctorate." (Personal interview) Anderson was just twenty-three years old at the time and "... girls twenty-three did not work on a doctorate." (Anderson, Personal interview) Anderson said she also realized she would be competing against all the men at the United States Naval Training School who were working on their doctorates as well. These men included Lloyd V. Douglas and James T.
Blanford, two men who since that time have become well-known business educators and co-authors with Anderson. In August of 1946, Anderson completed her Doctorate of Education degree.

Anderson had always hated cold weather. She remarked, "now that I was on my own, I knew I was going where it was warm." (Personal interview) Therefore, Anderson only applied for positions located in the Southwest. She received an answer from the dean at Texas Christian University (TCU) and was hired after being interviewed in Bloomington. At the time, the School of Business at TCU was not separated into departments. However, the dean told her as far as he was concerned she was the department chairperson for business education and secretarial administration. "I did the hiring; I did the scheduling, the whole thing--and trained teachers and worked with them," Anderson reiterated (Personal interview).

The equipment used by the Department of Business Education and Secretarial Administration at TCU was quite outdated. Although new to the role of administrator, Anderson quickly learned if she wanted money for new equipment, all she had to do was prove to the administration they would save money by buying it, and they would do it. By the time she left TCU, the department had all new typewriters (both manual and some of the new electric typewriters), desks, and some adding machines. During her first year at
TCU, there was an extraordinary increase in the number of students because of the veterans returning to school. Anderson recalled having to get teachers "practically off the street." (Personal interview) Anderson, while at TCU, was an active instructor for the Adult Retail Institute of Fort Worth. She conducted seminars in business writing and business correspondence for retail establishments in the area. The purpose of the program was to help the businessmen improve the quality of their correspondence. Anderson said these seminars helped to promote the business department at TCU. During this time, too, Anderson was active with the Certified Professional Secretary program. The purpose of this program is to promote public awareness of the secretarial profession. The headquarters for the CPS program is located in Kansas City, Missouri. Another of Anderson's interests during her seven-year stay at TCU was her work with the Business and Professional Women's Club on campus. The purpose of this organization is to promote the image of the professional business woman. There are a number of chapters located in cities throughout the United States. When Anderson arrived, the organization at TCU was not very active and had just six members. Anderson took over sponsorship of the organization and saw that it was run in a business-like manner. She set up a board of directors which met each Fall to plan the year's activities. Each board member was responsible "... for contacting (a guest
speaker) about one program, following up, reminding the person, seeing that they got there, thanking them later, writing thank you notes—the whole bit!" (Anderson, Personal interview) Before she left TCU, membership in the Business and Professional Women's Club had grown to thirty-four members.

In 1953, Anderson was hired by North Texas State College (North Texas) in Denton, Texas. She went to North Texas because at TCU the primary emphasis was secretarial in nature. Anderson wanted to get into business education because her collegiate studies were in that field. She was told by the dean at North Texas that he wanted her to "develop the best program in business education in the Southwest." (Anderson, Personal interview) Anderson did just that. She remained at North Texas until her retirement in 1982, at which time she was appointed a Professor Emeritus.

A Chronology of the Business Education Career of Ruth I. Anderson

The following narrative was compiled through research completed at the libraries of Texas Christian University (Ft. Worth) and The University of North Texas (Denton).

The Texas Christian University library had just two indexed articles containing information on Anderson. A February 27, 1948, article in The Skiff (Vol. 46, No. 21,
1948, p. 1) reported that Anderson's article "Research and Transcription" was published in the Journal of Business Education. An article entitled, "Dr. Anderson Sponsors Club, Sings, and Writes" written by The Skiff staffer Tommey Thompson (Vol. 49, No. 12, 1950, p. 1), reported Anderson's involvement with the Business and Professional Women's Club; her playing of the piano and accordion; and the fact that as well as writing numerous journal articles, Anderson also made her own Christmas cards, composing a jingle in keeping with each person's personality.

Numerous articles appeared in sources located at The University of North Texas library. These sources revealed that in 1955 Anderson was elected dean of the Institute for Certifying Secretaries (The Campus Chat, Vol. 38, No. 25, 1955, p. 1); that she served on a university committee for rewriting the manual of directions for writing theses and dissertations at North Texas (The Campus Chat, Vol. 38, No. 39, 1955, p. 1); that she was in charge of the program at the 1955 Business Education Conference held at Kansas State Teachers College in Pittsburg, Kansas (The Campus Chat, Vol. 38, No. 47, 1955, p. 1); and that Anderson served as editor of the state handbook for teaching business subjects as published by the Texas Education Association (The Campus Chat, Vol. 39, No. 16, 1955, p. 1). In 1956, Anderson was a featured speaker for the Tyler chapter of the National Secretaries Association (The Campus Chat, Vol. 39,
No. 60, 1956, p. 1). This same article reported that she presented a lecture on "Business Letters," her third in a series which included "Clerical Practice" (Wichita, Kansas, Annual Conference on Business Education) and "Good Teaching Practices in Shorthand" (Oklahoma A & M University); and that "What Can I Accomplish in a Two-Year High School Shorthand Course?" was the topic of an address for the Mountain Plains Business Education Association meeting in 1956. In June, 1956, a page one article in The Campus Chat (Vol. 39, No. 61, 1956, p. 1) reported that Anderson directed a shorthand workshop at North Texas State College. In July, 1956, she traveled to the National Secretaries Association convention, in Detroit where, according to an article in The Campus Chat (Vol. 39, No. 63, 1956, p. 1), as dean of the Institute for Certifying Secretaries, she delivered the Dean's Report and gave the Welcome to Certified Professional Secretary certificate holders. In August, 1956, Anderson worked as a test consultant in analyzing the results of the 1956 Certified Professional Secretary (CPS) Exam. Later that month, she met with the Dallas CPS holders to plan the 1957 CPS Exam (The Campus Chat, Vol. 39, No. 65, 1956, p. 1).

In October, 1956, Anderson attended the West Texas Business Teacher Association's conclave. Stated fellow North Texas Business Administration professor, Bess Perryman, "Dr. Anderson started the ball rolling for the
West Texas area to encourage secretaries to become Certified Professional Secretaries when she was in Odessa in 1955" (The Campus Chat, Vol. 40, No. 10, 1956, p. 1). Also in October Anderson spoke before the organizational meeting of the Business Teachers of East Texas in Kilgore on "Business Teacher Associations and Their Values to the Business Teacher" (The Campus Chat, Vol. 40, No. 10, 1956, p. 1). This same article noted her presentation entitled "Education and the Certified Professional Secretary," which was the topic for the business teachers of New Mexico State in Albuquerque in October. She also addressed a joint dinner meeting of the Santa Fe and Los Alamos chapters of National Secretaries Association in Santa Fe on "Five Years of Progress in CPS." The article recounted that Anderson also met with representatives of the Atomic Energy Commission and members of the extension service of the University of Southern California on educational programs for secretarial training. In November, 1956, according to an article in The Campus Chat (Vol. 40, No. 15, 1956, p. 1), Anderson spoke at a secretarial clinic at Texas Christian University on "Business Etiquette."

In a December, 1957, news brief in The Campus Chat (Vol. 41, No. 24, 1957, p. 1), it was mentioned that Anderson was to serve as moderator of a clinic on modern college typewriting problems at the National Business Teacher's Association meeting in Detroit. Another article
in that issue (p. 2) announced that she was recently named executive secretary for the coming year for the national Delta Pi Epsilon business graduate students' fraternity. This position is one of the top administrative positions in the fraternity. As described in The Campus Chat (Vol. 41, No. 46, 1958, p. 1), the first state handbook in the field of business education was published in 1958, with Anderson as co-author. Also stated is that Anderson had co-authored Teaching of Business Subjects, a textbook for those studying the field of business education.

In June, 1958, as narrated in an article in The Campus Chat (Vol. 41, No. 57, 1958, p. 1), Anderson was guest lecturer at a business education workshop program held at Iowa State Teachers College in Cedar Falls, Iowa. Topics for her lectures were "Methods of Teaching Shorthand and Transcription," "Current Trends in Business Education" and "Research in Business Education." Also in June of that year, Anderson addressed the Iowa State chapter of Delta Pi Epsilon on "Challenges to Business Education in the Space Age." The Campus Chat (Vol. 42, No. 48, 1959, p. 6), reported that Anderson traveled to Beaumont, Texas, to speak before the a secretarial seminar on "Business Letters--The Ambassadors of Your Business." Anderson was serving as chair for the education committee of the Institute for Certifying Secretaries at this time.
According to an article in *The Campus Chat* (Vol. 43, No. 1, 1959, p. 5), Dean O. J. Curry of North Texas State College School of Business stated that Anderson was a "top-level" professor and would be serving as a visiting professor at the University of Indiana for the Fall semester of 1958. Anderson spoke at the 1960 annual business education conference held at West Texas State College, Canyon, as described in *The Campus Chat* (Vol. 44, No. 26, 1960, p. 1), on "What's Ahead in Business Education?" She also served as a panel member for the discussion on "Curriculum Trends."

In June, 1961, she and fourteen others from North Texas State College traveled to Albuquerque to attend the United Business Education Association Conference (*The Campus Chat*, Vol. 44, No. 58, 1961, p. 1). After the conference, Anderson traveled to Logan, Utah, to attend a two-day workshop for business teachers of shorthand and transcription at Utah State University. Also in June, 1961, Anderson directed a three-week workshop at North Texas State College. A June 23, 1961, article in *The Campus Chat* (Vol. 44, No. 59, 1961, p. 1) reported this workshop was designed to acquaint teachers in clerical and secretarial fields with the latest developments in equipment and to prepare materials and develop their own teaching projects.

In February, 1962, Anderson attended the National Association for Business Teacher Education convention in Chicago. There, as chairman, she presented a summary of
findings to the entire convention by the committee on the research of secretarial office skills and education. (The Campus Chat, Vol. 45, No. 30, 1962, p. 1) Anderson's book, Secretarial Careers, was the topic of an article found in the February 23, 1962, issue of The Campus Chat (Vol. 45, No. 33, 1962, p. 1). This book was the fourth book that Anderson had written in the field of business education and one of the first books in a series published by Walck, Inc., to introduce almost every occupational career. In June, 1962, as reported in The Campus Chat (Vol. 45, No. 55, 1962, p. 1), Anderson directed a business workshop in shorthand and transcription at North Texas State College. She also spoke at the Delta Pi Epsilon Business Education Conference held on the North Texas State College campus on "A Blueprint for Preparing Secretaries for Tomorrow's Offices" (The Campus Chat, Vol. 45, No. 58, 1962, p. 1). A December, 1963, article in Denton Doings (1963, p. 3) noted that Anderson had been elected national president of Delta Pi Epsilon and she was only the second women ever to be elected to the position. Anderson, as reported in The Campus Chat (Vol. 47, No. 21, 1963, p. 3), also attended a joint meeting in Cincinnati of the North Central Business Education Association and Delta Pi Epsilon where she spoke on "Delta Pi Epsilon: Past, Present, and Future."

In June, 1964, Anderson presented a workshop at New York University and a shorthand workshop at Brigham
Young University (Denton Doings, June 1964, p. 3). In February, 1965, Anderson spoke at the annual meeting of the Future Business Leaders of America, held at North Texas State College (The Campus Chat, Vol. 48, No. 36, 1965, p. 1). In November, 1965, Denton Doings (November, 1965, p. 3) reported Anderson was named by the Denton chapter of the Business and Professional Women as "Woman of the Year," at which time she was cited for her contributions to the field of education. In February, 1967, Anderson ran unsuccessfully for a seat on the Denton City Council (The Campus Chat, Vol. 50, No. 32, 1967, p. 1), and she was named to the Denton Board of Adjustments (Denton Doings, August, 1967, p. 7). Also in 1967, while serving as president of Delta Pi Epsilon, the organization received two grants for educational research, the first time the organization had received such grants (as reported by an article in Denton Doings, February, 1967, p. 8). A September 29, 1967, article in The Campus Chat (Vol. 51, No. 3, 1967, p. 5) reported Anderson advised public school systems in setting up business curriculums and course outlines. She assisted the Arlington school system in 1966. Anderson stated in this article, "'We do this as a service to the schools.'" In October, 1969, Anderson participated in a research meeting concerning "The Mental and Emotional Factors in Learning and On the Job Competence" as a member of the board of governors of the research organization Delta Pi Epsilon
in conjunction with the National Business Education Association, as communicated in an article found in The Campus Chat (Vol. 53, No. 5, 1969, p. 6).

In October, 1970, The North Texas Daily (Vol. 54, No. 23, 1970, p. 3) and Denton Doings (October 1970, p. 11) announced that Anderson, a nationally-known business educator, had been selected by the Grove City College Alumni Association to be one of four prestigious alumni to receive the Pennsylvania college's Achievement Award. She was presented the award at the Annual Homecoming Dinner. In April, 1971, Anderson was selected to receive the second highest award presented by the president of North Texas State University to a faculty member. President C. C. Nolen presented Anderson the Special Recognition Award, as reported in The North Texas Daily (Vol. 60, No. 110, 1971, p. 1).

The year 1972 was a very good year for honors and awards for Anderson. In March, 1972, The Denton Record Chronicle (Vol. 69, No. 190, 1972, p. 5A) and The North Texas Daily (Vol. 55, No. 95, 1972, p. 5) articles and a news item in NTSU Update (Vol. 2, No. 17, 1972) announced that Anderson had received the John Robert Gregg Award in Business Education. The award, given annually to a business educator for outstanding contributions to the advancement of business education, was presented to Anderson at the National Business Education Association convention held in
Chicago in February. The award consisted of a citation and a cash gift of $500 that is sponsored by the Gregg Division of the McGraw-Hill Book Company. The John Robert Gregg Award is considered the top national award for business education. Anderson was the third woman in the award's nineteen-year history to be selected for the honor. Anderson later received a letter of congratulations from President Richard Nixon.

Anderson also received the 1972 Distinguished Teaching Award presented by the North Texas Alumni Association. According to the article in The North Texas Daily (Vol. 56, No. 39, 1972, p. 6), Anderson was the first woman to receive the teaching award, which is based on length of service, outstanding professionalism in the classroom, and other special educational activities. Winners are chosen from a list of nominees from alumni throughout the United States. The year 1973 proved, too, to be a year of achievement for Anderson. She was named by the Texas Business Education Association as "Texas Business Teacher of the Year," and she was honored as one of ten Piper Professor Awards by the Minnie L. Stevens Piper Foundation (NTSU Update, Vol. 2, No. 17, 1972). This award recognizes teaching excellence at the college level. She published her sixth book, a revised edition of Teaching Business Subjects.

An April 15, 1982, edition of NTSU Update (Vol. 12, No. 16, 1982, p. 2) announced the retirement of Ruth I.
Anderson. However, in an April 12, 1978, *North Texas Daily* (Vol. 61, No. 95, 1978, p. 2) article written by reporter Suzie Schwalm, Anderson summed up her work philosophy as, "'Work, work, work and when you get tired, work some more!'"

Upon reviewing her achievements at this time, Anderson remarked, "'I worked hard, but there is a certain amount of luck that helps. You have to be at the right place at the right time.'"
CHAPTER 3

RUTH ANDERSON'S EDUCATIONAL PHILOSOPHY

When asked about her educational philosophy, Anderson remarked, "I don't think I have one!" (Personal interview, July 27, 1989) However, after thinking a moment, Anderson commented that preparing students for a living was probably her educational philosophy. Anderson said a person should be able to cope not only with earning a living but with the problems of living. She suggested that sometimes people in the teaching field get caught up in teaching skills and theory and do not let the students know teachers care about them as a person. "It involves teaching the whole person so they can not only earn a living but that they can live a successful life." (Anderson, personal interview)

Perhaps the person most influential in developing the educational philosophy of Ruth Anderson was Elvin S. Eyster. Anderson recalled the many times she would tell Eyster the assigned project was something she just could not do or knew anything about. He would always tell her she could do it. He rooted in her very, very thoroughly that statement, "Yes you can." She found herself doing the same to her students. She would give them things to do and they would say they could not do it; she would say, "Yes you can." "I had a lot
I had to invest in them," Anderson recalled, "I felt that way very strongly that he (Eyster) had invested so much in me that I owed it to invest in my students that same kind of commitment." (Personal interview)

Former students were interviewed, or questioned, on the topic of the educational philosophy of Ruth Anderson. One former student, Margaret Johnson, came closest to matching the reply of Anderson when she said, "she (Anderson) seemed to see business education as that part of education which would prepare students to earn a living and to help others earn a living." (Questionnaire response, September 1989)

Other former students referred to Anderson's vision of business education. They indicated Anderson had a visual image of what business education should be; and, therefore, she prepared her students to take part in that vision.

According to some, Anderson stressed the multifaceted responsibilities of the teacher and the student. Anderson maintained, as expressed by former students, that one is never completely educated, there is always something to learn. Education, according to those interviewed, was viewed by Anderson as a lifetime experience, an open-ended entity. Others concluded Anderson's educational philosophy consisted of the belief every student had a right to education and every student could achieve what they wanted to, if they were really willing to persevere at what they were doing. Anderson, according to these former students,
felt you had to work at becoming educated. Others said Anderson was a demanding, strict educator. One former student remarked, "we worked, worked, and worked some more and we are still working." (Elliott, personal interview, July 26, 1989) "Idealistic achievement of reasonable and possible goals for everyone involved," is how former North Texas teaching colleague Fairchild Carter characterized Anderson's educational philosophy. Former student Frank Norwood stated that Anderson's educational philosophy might be reflective of her health problems; therefore, being that "... one should do as much as you can, probably more than you should, and to do it as quickly as possible." (Norwood, personal interview, July 28, 1989)

As evidence of Anderson's educational philosophy, one of the first courses she developed at North Texas was an introduction to business education class, fondly termed "250" by former students. Anderson said she and her fellow educators felt too often students majored in business education thinking it was all typewriting and shorthand. In this class, students began to understand that they were going to have to teach a lot of other things. This course explored such topics as the history of business education, the teaching of social business subjects, who's who in business education, as well as how to do lesson plans. Professionalism was developed in this course, mainly through attendance at conventions held in the area. "We used to
have a regular North Texas delegation at all of them," Anderson quipped. (Personal interview) In this way, the students got to know people in the field and did not feel in awe of them when introduced to a business education expert. According to Anderson, "the students said they did enough work in that class so that when they took their education courses all they had to do was just look up something out of their 250 notebook." (Personal interview)

Former students were questioned to ascertain what they remembered most from their educational experience with Anderson. Most often recalled was her demand for perfection. Anderson was described by former students as a person who expected and demanded perfection, all the while serving as an example for students to emulate. There was constant pressure for the students to do the best they could and often more than they thought they could. Anderson was an example of a dedicated educator and she expected no less from her students. She wanted her students to be dedicated to the profession and to be constantly striving for excellence.

Recalls former student Glenodine Pippin,

There is a line from "Spencer's Mountain" where Grandma hands the life savings--her and Grandpa's life savings--and tells JohnBoy as he goes on to school to "reach for the stars." I think that to me epitomizes what Dr. Anderson made me want to do, she made me reach; she made me stretch places I never thought was possible. In fact, we laughingly told her this, after we had come out of a class, "We thought you were unreal;
did you realize what you were demanding that we do?"
But, she made us stretch farther than we ever thought
we could. This is the memory that I hold greatest is
that she did not let me settle for mediocrity, she made
me reach as far as I could. I have called on that many
times, not only in my personal life, but it carried
over into my classroom. I would not let a student get
by with any less than his/her full potential also. So,
as I say, this story about JohnBoy and Grandma, "reach
for the stars,"--I think that is what Dr. Anderson did
for me. (Pippin, personal interview, August 17, 1989)

As recalled by one former student, Anderson "lived,
ate, breathed, and taught business." (Laxson, personal
interview, August 16, 1989) Anderson never missed a class,
she was never late, and she was always prepared. One former
student recalls that Anderson "would come into the room
teaching." (Elliott, personal interview) Theresa Zimmer,
one of the last students to be taught by Anderson during her
years at North Texas, recalls one rainy, stormy day:

Another student and I were taking our very
first class with Dr. Anderson at North Texas
State, our very first semester. We did not know
what to expect, but the third or fourth day of
class it poured down raining all over campus and
the campus was flooded. I can remember walking
into class soaking wet because the rain went
through our rainboots. We took off our shoes and
walked into class barefooted. The lights were out
in the building, yet Dr. Anderson was lecturing
away to half the class when most of the classes
had been canceled. Under no circumstances would
she ever cancel class. We were dripping wet when
we walked in; she did not acknowledge us; she did
not bat an eye; she just continued lecturing.
That's how serious she took her teaching and
education. She was not going to lose any class
time because of a power outage or because of an
extreme rainstorm that flooded campus. If you
were there you were there and if you weren't, you
missed it. (Zimmer, personal interview,
September 20, 1989)
Other remembrances include the constant energy Anderson appeared to have. Energies which, according to former student Margaret Johnson, "somehow elicited similar energy output from students." (Questionnaire response)

When asked to recall things Anderson had taught them that they later put into practice in their classroom, former students most often listed techniques of teaching, methodologies, research foundations, technical skills development, teaching standards, and the ability to try new things. Specifically, Anderson's shorthand methodology greatly influenced the teaching of shorthand of many former students. Overall, students learned to always be prepared when you walk into a class. Anderson taught them to always have more prepared than they expected to cover in case they covered their material faster than they had planned. "Never waste a minute of class," is what Theresa Zimmer recalls being taught. "There is always more material to be used and presented." (Personal interview)

Glenodine Pippin, who had Anderson for undergraduate and master's level classes, stated:

She taught me so many things that it would be hard for me to start delineating them. First of all, to get the job done I would had to be a motivational teacher. She gave me some very vital hints on how the teacher could be a motivator by being a participator. In shorthand, for instance, she taught us to sit down and take dictation with the students from tapes; the students always wanted to beat the teacher and they were so glad when they could take shorthand faster than I could.
Secondly, I learned from her to make the student responsible for his/her own learning; that it wasn't totally my responsibility. Learning was a two-way street, and I should never expect a student to work any harder than I was willing.

She also taught me to look at the student as an individual. And, too, the fact that I owed no one any apology that I taught business education; that I was not just simply preparing secretaries and office personnel, but that I was preparing a very vital person for that office; a support person is just as important to a smooth-running business as the manager.

Finally, she made me realize that I had the responsibility to teach students from a broad base, not just skills; but that I had a responsibility to teach that student, but to help that student find himself as a person, or herself as a person, and it was no longer sufficient for him/her just to be able to make a contribution to filing, but to learn the business, to take pride in being part of a team. (Personal interview)

One former student, who after thirty plus years of contact with Anderson, could not distinguish what "... seeds she planted in me and which were my own. But she had set some very, very high standards for us and made us, in retrospect, seem lazy." (Laxson, personal interview)
CHAPTER 4

RUTH ANDERSON'S MAJOR ACCOMPLISHMENTS AND CONTRIBUTIONS TO BUSINESS EDUCATION

When questioned about what contributions Anderson made to the field of business education, the answers given by former students, colleagues and business associates indicated the three areas of the professoriate: teaching, research, and service. Colleagues and business associates were quick to point out as major contributions to the field of business education the publications, research and professional involvements of Ruth Anderson. Dean Emeritus O. J. Curry related Anderson "... was always in demand from other universities for workshops and speeches." (Curry, questionnaire response, September 1989) Former students, too, listed Anderson's textbooks, articles, presentations, visiting lectureships, workshops, and involvement in professional organizations on the state, local and national levels as major contributions. However, most often alluded to as a major contribution was teaching, of being a role model for future business educators.

"She made her students proud to be business education teachers," reflected Glenodine Pippin. Too, Pippin reiterated, "She led us to remember not to get so sold on
technology that we forget the rudiments, the basics."
(Personal interview) As professed by Annice Elliott, "I think probably the most important thing was the influence she had on all of us." (Personal interview) Anderson, according to Elliott, taught her students to participate in and enjoy the conferences they attended. These conferences were to be great learning opportunities. Elliott said she believes Anderson taught her students to get so involved that there was really little time to enjoy what they were doing. Frank Norwood stated, "she was willing to lead and to show that there was something to be accomplished in business education." Norwood continued, "she made us realize that there was more to education than just technical training." (Personal interview) Former student Janice Laxson reiterated, "she wanted constant growth, constant expansion. She would always challenge us. If the challenge was not there, she would make one." (Personal interview) Alta Dollar expressed it best, "... possibly her greatest contribution continues through the teachers who have been taught by her." (Dollar, questionnaire response, September 1989)

Only a few of those questioned replied that Anderson's greatest contribution to the field of business education was her publications and presentations. Most responded with answers related to the teaching ability of Anderson and that of being a role model. "I have seen her take an average
teacher," recounts Glenodine Pippin, "and turn them into an excellent teacher by simply making them want to be an excellent teacher; and she showed the way." (Personal interview) While termed demanding by many of her students, Anderson was also described as compassionate. Pippin related, "if you did not give your very best, she would chastise you and then she showed you how to give your very best." (Personal interview) Anderson's students all indicated it would be disappointing to her, and possibly insulting to her, if you did not give your very best. Virginia McKenzie said Anderson's greatest contribution would have to be "her planting of seeds in students' minds about what they were able to do and to excel in business education or education itself." She pointed out there are now deans, presidents, authors, and others of Anderson's students who have been or are leaders in the their community. (McKenzie, personal interview, August 16, 1989) Frank Norwood added that many of Ruth Anderson's students are still practicing her methods, her techniques, and using her knowledge. (Personal interview) Margaret Johnson responded that Anderson's greatest contribution to the field of business education would have to be:

Her contribution to the educational background of literally thousands of students who have ably carried out the responsibilities of office and administrative positions or who have pursued teaching positions in high schools, junior or community colleges, and four-year educational institutions of higher education. The educators,
following Dr. Anderson's teaching and example, are providing leadership throughout the United States in ways that would be very difficult to measure. (Questionnaire response)

As Alta Dollar stated, "Her influence as a classroom teacher will live on and on." (Questionnaire response)

Annice Elliott, perhaps, remarked on Anderson's contributions to business education best:

I think her teaching and her inspiration and working with us . . . well, it is like a little pebble; you throw the little pebble and it continues to make ripples. Well, we are the little ripples that came from her inspiration and I think, maybe, her writings, her speakings, her professional offices, and the things she did that influenced people across the nation. I think the greatest thing would be the influence she had on all of us. No matter how great a person is in their writings and their speaking, that does not last forever and her influence on us, I think that her influence spreads to us and when we go on through the years . . . and I don't think whatever she inspired us to do that will never die even though I am now retired full time, I am still doing a lot of those things that she taught me to do. (Personal interview)

In conclusion, Elliott stated, "In my vision, she is the epitome of what a business educator should be and not only in her teaching and writing and all that but her personal influence on us and the visions that she has." (Personal interview)

When asked what her greatest contribution to the field of business education would be, Anderson commented, "I would put teaching number one." (Personal interview) This statement is supported by remarks in Anderson's acceptance speech for the John Robert Gregg Award. Anderson commented,
Finally, let me say that if any of you are perplexed by the decision of the Board of Selection, you are far less so than I. I have spent my life doing exactly what I have wanted to do--being a business teacher. In these times, it is a challenging and exciting experience. So, I too, am perplexed. I can only say that while I do not understand this year's selection, I do promise to attempt in the remaining years of my professional career to merit the faith and confidence the committee has shown in me.

In closing, I would like to say simply that all the articles one may write, all the textbooks one may author, all the speeches one may give can never measure up in importance to the classroom teaching function. I would rather have my students consider me a good classroom teacher than receive this award today. And of course, I would rather have both! Consequently, as a classroom business teacher, I am a bit overwhelmed at being the 19th recipient of the John Robert Gregg Award. Thank you. ("Acceptance Speech for John Robert Gregg Award," February, 1972)

While just parts are quoted here, a copy of the complete speech may be found in Appendix E. Again, in Anderson's article "Professionalism vs. Superior Teaching," she wrote, "the most important professional activity in which any teacher can engage in is that of superior classroom teacher." (The Journal of Business Education, October 1983, p. 12)

Although Anderson considered classroom teaching her first priority, she did find the time to write books and articles. Anderson has written, or co-written, six books and has had more than eighty articles published in professional journals. A listing of Anderson's publications may be found in her vita, Appendix A.
Writing has always been an easy thing for Anderson to do. She remarked, "I just think about it and go ahead and write it; I don't do all this rewriting and rewriting; it is easy for me." (Personal interview) Most of Anderson's writing was done by request. She began publishing because of her doctoral dissertation, "An Analysis and Classification of Research in Shorthand and Transcription." It was 900 single-spaced pages, therefore, too expensive to publish. However, Eyster sent it to the Gregg Publishing Company which later asked Anderson to collect segments that would be interesting to readers. They then ran a series of about 15 articles taken from her doctoral dissertation findings.

This series of articles established Anderson as an expert on shorthand and transcription in the field of business education. Anderson recalled attending her first national convention after publication of these articles. There was a big affair in the ballroom on the opening night of the convention. Everyone was milling around, but Anderson was standing on one side of the room by herself, because she did not know anyone. Her eyes scanned the ballroom and caught sight of D. D. Lessenberry, a noted expert in the field of business education. To her surprise, Lessenberry walked across the room toward her, and upon approaching her said he had been reading her articles and was wanting to meet her. He then made sure she was
introduced to some very important people on that night. Through the years, Anderson and Lessenberry maintained a good friendship.

Her first book, written at the request of Prentice-Hall Publishing Company, was a collaboration with Lloyd Douglas and James T. Blanford. They had all been instructors at the United States Naval Training School. Douglas and Blanford had been asking Anderson to help them in writing a business methods textbook. Finally, after convincing her there was no way they could write the skills section without her, Anderson agreed to help. The textbook, *Teaching Business Subjects*, was published in 1957.

Presentations, too, were among the many professional activities of Ruth I. Anderson. The first speech she ever made upon completion of the doctoral dissertation is one she is not soon to forget. She had been at TCU for about three weeks when the dean informed her he had volunteered her to speak on the topic of business writing at the National Office Management Association meeting on campus the next week. "I had had only a two-hour course in business writing; I was teaching it for the first time in my life, working like mad till two o'clock in the morning on it; and he tells me I'm going to give a talk on it," Anderson remarked. (Personal interview) When she arrived at the meeting, another surprise awaited Ruth Anderson; there was not another woman present. "That shook me good," Anderson
recalled, "I was terrible; I know I was." (Personal interview) Nonetheless, the organizational leaders invited her back four or five years later. At the end of that presentation, one of the men came forward and told Anderson, as she recalled, "Well, Ruth, I'll say this, you certainly have improved." (Personal interview) Anderson was also very active in the Certified Professional Secretary program. Through this organization, too, Anderson had to do many presentations. "You get into certain situations where you almost have to (make presentations)," Anderson stated. (Personal interview) Anderson made many speeches while serving as president of the national research society, Delta Pi Epsilon, and later as executive secretary of this organization. "I got to where I enjoyed it," Anderson explained (Personal interview).

Another area of importance to Anderson was membership in professional organizations. Anderson said membership in professional organizations is important because it keeps you up to date with what is happening in the field. She said affiliation with professional organizations allows you to meet prominent people in the field and acts as an incentive to get back and do an improved job. "Meeting these people is like a shot in the arm; you get new ideas." (Anderson, Personal interview) However, in her article "Professionalism vs. Superior Teaching," published in the October 1953 issue of *The Journal of Business Education*, Anderson stated,
"such professional activity is highly commendable until it begins to affect the quality of the individual's teaching."

Anderson continued, "college teachers should remember that these future business teachers will in many instances teach their students in the high schools the same way in which they were taught in college." (p. 11)

For her many years of dedication to the business education profession, Anderson has received many awards and honors. Of all the honors received by Ruth Anderson, the one she said she feels proudest of would have to be the 1971 John Robert Gregg Award. The purpose of the award (given annually since 1953) is to stimulate, encourage, and reward outstanding contributions to the advancement of business education. The award is presented to a person who has made an outstanding, meritorious contribution to the development and advancement of business education with one or more specific contributions having a beneficial effect upon business education during the two-year period preceding the year in which the award is bestowed. The award includes a citation in testimony of the recipient's contribution to business education and a cash gift. The citation to Anderson reads as follows:

For her years of dedicated service and scholarship in business education; for her un- tiring efforts to share her insights in business education through numerous personal presentations and leadership roles; for her outstanding research in business education and her numerous contributions to the literature through articles and books; for her patience and kindness with
students, colleagues, and business groups; for her generous giving of self to education; and for exemplifying new levels of professionalism in business education, Ruth Irene Anderson has gained the respect and admiration of all who know her. An example to colleagues, to teachers everywhere, and to young people—a human being who epitomizes superior achievement and service in business education—to Ruth Irene Anderson, this nineteenth John Robert Gregg Award is presented. (Balance Sheet, May 1972)

"I never even anticipated it at all," Anderson recollected. "When they called from New York and asked if I would accept it, I nearly fell off my chair." (Personal interview) Another special award was the Minnie Stevens Piper Professor Award, bestowed on Anderson in 1973. "This foundation selects what they consider the ten most outstanding college teachers in the state of Texas each year," Anderson stated, "and I don't see how in the world they could select me." (Personal interview) According to The Foundations Directory (p. 734), ten Piper Professor awards are given annually by the Piper (Minnie Stevens) Foundation to recognize teaching excellence at the collegiate level.

Former students, too, have accomplished a great deal partly because of the influence of Ruth I. Anderson. The answers to a question about what former students have accomplished as business educators that was influenced by Anderson reflected the areas of research, service and teaching. One former student indicated her desire to publish an article in Delta Pi Epsilon's Journal, a difficult goal, was achieved with the influence of Anderson.
Margaret Johnson indicated that Anderson provided the stimulus for her research activities and textbook publishing. Anderson's research course, according to Johnson, was a direct contributor to her own continued involvement with doctoral dissertations and service as chairman of doctoral committees. "Somehow, her concept of business education," stated Johnson, "responsibilities of business teacher educators, and elements of professionalism was an underlying factor in my activities throughout the years." (Questionnaire response) Virginia McKenzie said she feels as though her professional involvement in organizations was influenced by Anderson to a great extent. (Personal interview) Janice Laxson, too, felt Anderson's influence toward involvement in professional organizations. "She made us want to be involved in the professional organizations," stated Laxson. "She was encouraging us to try for awards and to set very high standards professionally." (Personal interview)

Alta Dollar responded that Anderson influenced her to continue to work for self-improvement and professional development that would enhance her effectiveness as a teacher, regardless of the subject. (Questionnaire response) Glenodine Pippin, too, said Anderson influenced her career accomplishments a great deal. As Pippin stated,

I think she made me a better teacher by showing me some of the nuts and bolts of how I could improve my teaching. She made me want to be an influence, because I saw how influential she
was I think she caused me to maybe expand my horizon a little bit and look beyond my role as a classroom teacher. I wanted to inspire others to be a better teacher. I wanted to be in a position to where I could make a difference. I truthfully think this is one of the reasons I went into administration. I don't think that without someone's prodding like Dr. Anderson's I would ever have been presumptuous enough to think I could help anyone else like that, and I think those are some of the things she influenced. (Personal interview)
CHAPTER 5

RUTH ANDERSON'S IMPACT ON BUSINESS EDUCATION

The growth and development of business education during the time Anderson was employed in the field were affected by her research and publications, as well as her function as a role model. Her methods textbook, for example, is indicative of her research activities. Even though the textbook does not exhibit today's computer technological world, the basic methods of teaching presented carry over into current word processing and computer-oriented classes. However, Anderson was not one to dismiss new technology. "She included the technologies (in her teaching)," remarked Virginia McKenzie, "she expected her students to enhance those new ideas, new trends, new technologies into their teaching." (Personal interview)

Anderson was constantly updating the business education field by incorporating these new technologies and new ideas into her research, her writing, and her teaching methods. Involved with business education more than any other subject matter, Anderson has taught it, has molded other people into it, and has worked with the educators more than anything else. She has encouraged others. Frank Norwood stated perhaps Anderson has most affected the growth and
development of business education through "her encouragement of her students who have gone on to really become research-oriented, authors, and so forth..." (Personal interview) Dean Curry wrote in response to this question, "Two-thirds of the business education high school teachers in Texas were Dr. Anderson's students." (Questionnaire response) Anderson, therefore, has had a profound effect upon business education. According to Margaret Johnson,

She was directly responsible for the development of an image of excellence. Educators who were concerned with graduates of the program in which she was involved understood her standards and knew those graduates could be depended upon if she recommended them.

She was also directly responsible for the development of standards in the secretarial programs throughout the country. In fact, I would confidently state that during the period of her teaching she was the most highly respected business educator in areas of and related to secretarial programs.

Through her influence business education gained recognition as a discipline of significance in preparing business educators and students to function in the competitive areas of business. (Questionnaire response)

Also, through her professional involvement at all levels of professional organizations, Anderson developed a highly respected reputation as a business educator, and thus her opinion was sought and honored. H. G. Shepard recalls one conversation between two deans, one in search of personnel:

I can remember once hearing one dean tell another who was looking for someone in the field of business education at a very, very well-known university in the East, that the most professional
person South of the Mason-Dixon line and well beyond that was Dr. Ruth Anderson. He suggested that the dean contact Dr. Anderson for possible employment. He did, but she was unwilling to relocate; but he took her advice and selected a person she had recommended. Mind you, he had never heard of Anderson before, yet he took her word on her recommendation. (Personal interview, August 25, 1989)

As recalled by Annice Elliott, when Anderson came to North Texas in 1953, there had not been a strong business education program. It was part of Anderson's job to build the business education program into one of nationally known status. Elliott claimed she was very fortunate to have come through the undergraduate and master's programs in business education. She said she came through at the time when these programs were strongest. Any time she traveled in the United States she did not have to explain what school she came from and what kind of training she had. "I always felt honored to be a North Texas student," Elliott exclaimed, "Anderson was instrumental in building one of the greatest business education programs in the nation." (Personal interview)

According to those interviewed, Anderson possesses all of those qualities a good leader has, as found in any management textbook. These qualities included the ability to delegate, to motivate, and to organize. Anderson was well recognized and well respected for her organizational skills. O. J. Curry, Dean Emeritus of the College of Business Administration at North Texas, expressed upon being questioned about the leadership qualities possessed by
Anderson that, "she challenged her students to excel, to be better today than yesterday." (Questionnaire response, September 1989) Former students agreed that Anderson would challenge them, yet pointed out that she never expected anyone to do more than she was willing to do. Concurred former student Glenodine Pippin, "she was a role model... you would see her work so hard, and you could do no less... and this is the reason we never resented it, because she was in there working as hard as you were." (Personal interview, August 17, 1989) Others agree that Anderson led by example and has led others to be committed to and involved in business education. She was very dedicated to the profession. According to one former student, "she has been willing to devote her work life to business education." (Johnson, questionnaire response)

In addition to being a dedicated educator, Anderson, said former students, was also a caring professional. "She wanted them (her students) to succeed better than she did. She wanted them to be better than her in the past." (Norwood, personal interview) Two other qualities maintained by Anderson were told by former student, Margaret Johnson, "she demonstrated a quality of integrity and fairness that contributed to a sense of trust on the part of students and colleagues which enabled her to develop a very high degree of loyalty among those who had an opportunity to work with her." (Johnson, questionnaire response) One
former student simply stated when asked about the qualities of leadership Anderson held, "sometimes I think she was born that way!" (Elliott, personal interview)

The one word used most often by former students, colleagues, and business associates to characterize Ruth Anderson was "dedicated." She was portrayed as being totally dedicated to the field of education, to any commitment she would undertake, to life, and to other people.

"Brilliant" or "intelligent" were synonyms used by others in describing Ruth Anderson. Other characterizations included "devoted," "self-made," "marvelous," "unbelievable," and "extraordinary." Former student, Annice Elliott, depicted Anderson as "... a professional business educator to the nth degree." (Personal interview)

The answers given by former students when asked how their educational experience with Anderson affected their career were diverse. Most of those interviewed acknowledged trying some things they probably would not have tried had Anderson not encouraged and supported them. For example, one former student began using more handouts because Anderson was known to use many handouts each class period. (Laxson, personal interview) Another former student found he began having high expectations of the quality of work completed by his students, as did Anderson have extremely high expectations of the work of her students. (Norwood, personal interview) Still another former student credits
her continued involvement in professional organizations to motivation from Anderson's professional example. (Dollar, Questionnaire response)

Other former students seemed to have been affected to a different, more deeper degree by Anderson. Former student Margaret Johnson writes:

My educational experience with Dr. Anderson (master's and doctoral degrees) was probably the most important influence in my career development. Through her guidance and friendship, I was then channeled into higher education, where I happened to have opportunities to be quite active in program and curriculum development at undergraduate, master's levels and doctoral levels of higher education at a state university. Too, my activities at local, state, national and international levels could be traced directly to Dr. Anderson's influence. (Questionnaire response)

Former student Theresa Zimmer indicated that Anderson made her want to endeavor to be the best teacher she could possibly be and to attempt to make a contribution to the profession of business education as a whole. Anderson, Zimmer related, was one of the reasons she decided to attend North Texas for completion of a doctorate degree. She said she wanted to study under Anderson because of her publishing record and reputation. Zimmer said studying under Anderson has greatly strengthened her career. "I think studying under Dr. Anderson," stated Zimmer, "enhanced the quality of my degree or the credibility of having a doctorate from North Texas." (Personal interview)
Glenodine Pippin, too, said she found her career to be immensely affected by her educational experiences with Anderson. Anderson, according to Pippin, made her think about how she could do something more than she was doing; she made Pippin feel dissatisfied with herself. "She made me see that I had so much more to offer than just to students," recalls Pippin. "She made me see that I could have an impact in my own way, not only with the students I was teaching at a particular time but maybe in formulating opinions and bringing about change and being a catalyst for others." (Personal interview) Pippin said Anderson made her feel a responsibility for those who were to follow her. As Pippin put it, "she made me grow up in my vase." (Personal interview) Another person significantly affected by Anderson was former student Annice Elliott. "I really do not think I would have done all the things I did without her encouragement or her pushing us," stated Elliott. According to Elliott, Anderson set an example and the students would just follow as fast as they could. Elliott has been very active in local, state, national, and international organizations. She has received numerous awards, based on her work in business education. "I know all of that," Elliott stated, "I owe to Dr. Anderson's influence." (Personal interview)

While Anderson has certainly influenced the lives and careers of many business educators in past years, she said
she does not like what she envisions for the future of business education. "It looks to me like it (business education) is going vocational; I don't think they have the same interests in business education that we always had or that they will push it the same way." (Personal interview) Anderson said business education programs are either being moved to education or moved out completely all across the country. As to the future business educators of this nation, Anderson says things are going to have to change. In her October, 1953, article "Professionalism vs. Superior Teaching," Anderson pointed out that superior teaching is absolutely necessary, especially on the collegiate level, if business education is to continue to progress in the future. (The Journal of Business Education, October 1953, p. 11) Business education is an area which is undergoing much change. Future business teachers must, therefore, "... change with technology; change with the jobs; change with what is happening with business and industry; even if it means re-tooling or whatever." (Anderson, Personal interview)
CHAPTER 6

SUMMARY

This study recognized Ruth I. Anderson as a significant person in the field of business education. Employed in the field for more than forty years, Anderson has been the author, or co-author, of six books and the contributor of more than eighty articles published in professional journals. Because of her lifetime devotion to education, and her professional contributions to business education, Ruth Anderson was chosen as a worthy subject for historical study. This study highlighted the educational philosophy of Anderson, who/what influences affected her educational philosophy, the nature of her work in business education, and the impact of her work on the field of business education.

Furthermore, this study revealed that Anderson's educational philosophy focused on preparing students for a living. This philosophy consisted of teaching the whole person so he can not only earn a living but can also contend with the intricacies of living. Anderson maintained that one is never completely educated; there is always something to learn. Anderson believed that all students had a right to education and all students could achieve their goals, if they were really willing to persevere at what they were doing.
Dr. Elvin S. Eyster, former director of the United States Naval Training School and Anderson's major professor at Indiana University, was most influential in developing her educational philosophy. Eyster's insistence that Anderson could do the assigned projects rooted in her very thoroughly the statement, "Yes you can." Anderson carried this statement over to her teaching; and when giving her students a task they found difficult to do, Anderson would simply tell them, "Yes you can." Anderson expressed that Eyster had invested so much in her that she felt a need to invest that same kind of commitment to her students. She wanted her students to be dedicated to the profession and to be constantly striving for excellence.

Although Anderson's textbooks, numerous articles, presentations, visiting lectureships, workshops, and continuous involvement in professional organizations on the state, local, and national levels were listed as contributions Anderson has made to the field of business education, perhaps her major gift to the profession is her superior teaching ability. Anderson was definitely a role model for all the future business educators she contacted. Anderson could take average teachers and turn them into an excellent teachers by simply making them want to be a superior teacher and showing them the way. Anderson never expected a student to work any harder or to set goals any higher than her own. Possibly her greatest contribution continues today through
the teachers she taught. There are literally thousands of educators, following Anderson's teaching and example, that are providing leadership throughout the United States in ways that would be difficult to measure. Anderson led by example and has led others to be committed to and involved in the field of business education.

During the time Anderson was employed in business education, the field was affected by her research and publications, as well as her function as a role model. Anderson was constantly updating the business education field by incorporating new technologies and new ideas into her research, her writing, and her teaching methods. She expected her students to incorporate these new ideas, new trends, new technologies into their teaching as well. Anderson has had a profound effect upon business education in Texas, for two-thirds of the business education high school teachers in the state were students of Anderson. Through her influence, business education gained recognition as a discipline of significance in preparing business educators and students to function in competitive areas of business. Anderson, during the period of her teaching, was considered the most highly respected business educator in areas of and related to secretarial programs. She was instrumental in building one of the greatest business education programs in the nation at The University of North Texas.
Anderson recommends future business educators should remain up to date with technological changes, prepare for new jobs that are being created, and react with changes in business and industry. Future business educators should maintain her educational philosophy by striving to become a superior classroom teacher like Ruth Anderson. Former students of Ruth Anderson should continue to model their teaching techniques after her ideas, her methodologies, and her teachings in order to improve the quality of the business education profession. More studies should be conducted on professional leaders in order to preserve the professional heritage vital today in unlocking the key to the future.
APPENDIX A

VITA OF RUTH IRENE ANDERSON
APPENDIX A

VITA OF RUTH IRENE ANDERSON*

Education

Grove City College, Grove City, Pennsylvania, Bachelor of Science in Commerce.

Indiana University, Bloomington, Indiana, 1942-1946, Master of Commercial Science and Doctorate of Education.

Teaching Experience

Instructor, U.S. Naval Training School, Bloomington, Indiana, 1943-44.

Professor and Head of Department of Business Education and Secretarial Administration, Texas Christian University, Fort Worth, Texas, 1946-53.

Professor, School of Business, North Texas State University, Denton, Texas, 1953-1982.

Visiting Summer Professor: Long Beach State College, University of Oregon, University of Colorado, New York University, Wichita University, University of Tennessee, Indiana University.

Guest Lecturer at over thirty other colleges and universities.

Honorary Organizations

Member: Pi Gamma Mu, Pi Kappa Delta, Delta Pi Epsilon

Honorary Member: Pi Omega Pi, National Secretaries Association, Phi Chi Theta, Gamma Beta Sigma
Professional Organizations

Texas Business Education Association, Past Vice President.

National Business Education Association, State Membership Chairman.

Delta Pi Epsilon, National Executive Secretary 1957-60; National President, 1964-65.

Institute for Certifying Secretaries, Chairman of Education Committee and Research Committee, Association Dean and Dean, 1953-59.

National Association of Business Teacher Education, Board Member and Program Chairman, 1964-65.


Council for Business and Economic Education, 3-year terms ending 1971.


Civic Activities

Denton County Heart Association, Board of Directors, Member, 1962-63.

Denton Business and Professional Women's Club, President, 1962-64.

Fairhaven (Home for Senior Citizens) Board of Directors, Member, 1957-70.

City of Denton, Board of Adjustments, Member, 1969-1976.

Altrusa Club, President, 1973-74.
Listed In

Community Leaders of America
Contemporary Authors
Directory of British and American Writers
Directory of Prominent Women in Communication
Foremost Women in Communications
Outstanding Educators of America
Personalities of the South
Who's Who in American Education
Who's Who in American Women
Who's Who in the South and Southwest
Who's Who in Texas
Who's Who in the World of Women

Honors

Business Teacher of the Year, Fort Worth, 1955.
Woman of the Year, Business and Profession Women's Club, Denton, 1969; District Winner, 1971.
Distinguished Alumni Award, Grove City College, Pennsylvania, 1970.
Mountain Plains Leadership Award, 1970.
State Business Education Teacher of the Year, Texas, 1972.
John Robert Gregg Award, 1972.
Distinguished Teaching Award, North Texas State University Alumni Association, 1972.
Piper Professor Award (Minnie Stevens Piper Foundation), 1973.
Books


Articles


"Pen or Pencil in Shorthand?" *Business Education World*, April, 1949, p. 474-475.


"Longhand Penmanship and Intelligence as Predictors of Shorthand Success," *Business Education World*, October, 1949, p. 95.


"Research in Shorthand, 1949-1950." University of Tennessee, 1951. (With George A. Wagoner.)

"How Do Teachers Rate Gregg Shorthand Simplified?" *Journal of Business Education*, February, 1952, pp. 239-242. (With M. D. Bright.)


"Is Your College Typing Course Really College Level?" Business Education Newsletter, (Prentice-Hall), Spring, 1959, p. 1.

"Certified Professional Secretary--A Survey of Educational Programs of NSA Chapters," The Secretary, July, 1959, pp. 6-7, 10.


"The Subject Content of Secretarial Science Courses is Worth of Collegiate Undergraduate Academic Acceptance," National Business Education Quarterly, December, 1961, pp. 55-61.


"Secretarial Shortage Here to Stay," Business Studies (North Texas State University, School of Business Administration), Spring, 1962.


"Standardized Production Typewriting Tests," Business Education World, November (p. 19-21) and December (p. 17-19), 1966. (With Margaret H. Johnson.)

"Quickie Quiz—Secretarial Procedures," The Secretary, April, 1966, p. 31.


"Gregg Outlines: How Important Are They?" Business Education Forum, October, 1969.


"Human Relations Quiz," The Secretary, April, 1971, pp. 21-22.


**Program Participation**

National:

Panel Chairman, Typewriting, National Business Teacher Association, Chicago, 1951.

Panel Chairman, National Association for Business Teacher-Training Institutions, Chicago, 1955.

Panel Chairman, Shorthand, National Business Teachers Association, Detroit, 1957.


National Program Chairman, National Association of Business Teacher Education, 1964; Co-Program Chairman, 1963.

National Board Member, National Association of Business Teacher Education, 1962-64.

Lecturer, World Institute for Office Education, University of North Dakota, 1965.


Member of National Board of Delta Pi Epsilon, 1966-67.
Member of National Research Committee of the National Office Management Association, 1963.

Member, National Board of Governors (Research Board in Business Education), and attended four meetings in Denver and one in Chicago, 1967-69.

Member of Policies Commission for Business and Economic Education and have assisted in writing national policy statements.

Speaker at two sessions of National Association of Business Teacher Education Convention, Chicago, 1969.

Chairman, National Committee on Organization and Structure of Delta Pi Epsilon; finished report in Chicago, 1969.

Regional:


Mountain-Plains Business Education Association Convention, Dallas, 1956; Co-Program Chairman.


Program Chairman, Mountain-Plains Business Education Association Convention, Tulsa, 1962.

Speaker, Southern Business Education Association, 1964.

Speaker, Western Business Education Association, 1965.


Mountain-Plains Business Education Association Keynote Speaker, Bismarck, North Dakota, Summer, 1969.

Colleges and Universities: (Also other state meetings)

Texas Business Education Association, Panel chairman, State Convention, 1951.

Texas State Teachers Conference and Workshop, Austin, 1953 and 1954.


Junior College Association of Texas, Austin, 1954; Fort Worth, 1969.

Southwest Social Science Convention, speaker, 1948 and 1952.

New Mexico State Teachers Association, 1956.


Lecturer, University of Mississippi, University, Mississippi, 1962.

Lecturer, University of Wisconsin, Madison, Wisconsin, Summer, 1962.

Lecturer, Oklahoma State University, 1949, 1961.

Lecturer, George Peabody College for Teachers, 1962.


Summer Conference, Indiana University, 1964.


Texas Business Education Association, Corpus Christi, 1965.
Mid-Western University, National Secretaries Association, 1967.

Sam Houston State College, Phi Chi Theta, 1966.
San Francisco State College, March, 1964.
University of California at Los Angeles, 1964.
University of Southern California, 1964.
University of North Dakota, Research Lecturer, 1964.
Hunter College, 1964.
New York University, Summer, 1964.
Columbia University, Summer, 1964.
Boston University, June, 1964.
University of Houston, December, 1964.
University of Texas, December, 1964.
University of Illinois, 1965.
Michigan State University, February, 1965.
University of Kentucky, 1965.
State College of Iowa, Summer, 1965.
University of Nebraska, Summer Conference, 1965.
Consultant to Northern Oklahoma College, Talequah, Oklahoma, 1967.

All-day workshop, Southern Louisiana University, 1968.

City Meetings—Texas and Other States:
Oak Ridge Chapter, National Secretaries Association, 1952.
Knoxville Chapter, National Secretaries Association, 1951, 1952.
Pi Omega Pi Chapter, Huntsville, 1964.
Educational Secretaries Association, Forth Worth, 1952.
Educational Fraternity, Denton, 1953.
Business Women's Sorority, Denton, 1957.
Executive Secretaries Association, Fort Worth, 1956.
Sales Executives Association, Fort Worth, 1952.
Regional Sales Conference, Houston Casualty Insurance, 1951.
National Credit Men's Association, Fort Worth, 1952.
Traffic Management Association, Fort Worth, 1952.
Office Management Association, Fort Worth, 1951, 1954.
National Education Fraternity, Denton, 1954.
Career Day Conference, Fort Worth, 1954.
Career Day, Howard County Junior College, Big Spring, 1956.
Secretarial Workshop, Jackson, Mississippi, 1955.
Secretarial Workshop, Long Beach, California, 1954.
Secretarial Workshop, Shreveport, Louisiana, 1956.
Secretarial Workshop, Corpus Christi, 1955.
Secretarial Workshop, Oklahoma City, 1955.
Secretarial Workshop, Tallahassee, Florida (one week), 1954.
CPS Presentation talks, Dallas, Houston, Fort Worth, Denton.
Lions Club, Fort Worth, 1954.
Lions Club, Denton, 1964.
National Secretaries Association, Dallas, 1963; Judge of Secretary of the Year Contest, 1968.
Career Day Speaker, Grapevine High School, 1957.

Career Day Speaker, Texas Wesleyan College, Fort Worth, 1967.

Business education consultant to San Angelo Business Teachers, Fall, 1968.

Speaker, Tarrant County Secretaries, Tarrant County Junior College, 1969.

Speaker, Business Education Division, Texas Junior College Association, Fort Worth, 1969.

District Meetings in Texas:

National Secretaries Association, Galveston, April, 1965.

National Education Secretaries, April, 1966

District Meeting of Texas Business Education Association, Fort Worth, 1953; Dallas, 1964, 1969.


Oral Presentations

"Better Classroom Procedures in Business Education to Meet the Demands of the Vocational Education Act."

"From Such a Seed."

"Implications of Research in Shorthand and Transcription." Wisconsin.

"One-Year Shorthand Program." Indiana and North Dakota.

"Professional Status Means Professional Responsibilities."

"Professionalism--What Is It?"

"Significant Implications of Research in Shorthand and Transcription."

"So--You Have Joined a Business Sorority."

"Suggestions for Improving Your Shorthand Teaching." Nebraska.
"Standards in Business Education."

"Standards in Transcription."

"These Things We Know About Research in Shorthand and Transcription."

"Tidal Waves in Business Education."

"Today's Challenges to Business Education."


"Time in Our Hands." North Texas State University, Denton, 1975.


"Upward Mobility—The Choice is Yours." Dallas, Texas, 1976 and Houston, Texas, 1976.

Workshops

Shorthand Research and the Classroom Teacher. California University, Pomona, 1972.

Vocational Office Education. Galveston, 1974.

Distinguished Business Education Lectureship. Oklahoma State University, 1974.

Secretarial Conferences, September 29, 1976, Dallas Texas; and September 30, 1976, Houston.

Office Administration, Center for Continuing Education, Denton, Texas, 1976.


Executive Secretaryship, Center for Continuing Education at the Denton State School, 1976.

Worked with Adult Retail Institute to present several eight-to ten-hour programs on business writing.

Presented workshops for firms such as the Container Corporation, Pangburns, and General Industrial Supply, and others.

One-week workshop at Wichita, Kansas.

Two-week workshop at Long Beach College, Long Beach, California.

New Highlands, Las Vegas, New Mexico, 1971.

Research Consultant

University of North Dakota, Grand Forks, North Dakota.

Liquid Paper Company, Dallas, Texas.

Educational Secretaries, Denton, Texas, ten-year research program.

*Compiled from (1) a vita obtained from Ruth Irene Anderson, (2) the 1943-1976 Bibliography of Ruth Anderson found on pages 84-91 of Lila Burrington's dissertation, and (3) a review of Business Education Index.

**Includes only active participation; does not list all other meeting attended.
APPENDIX B

PERMISSION LETTER FROM RUTH ANDERSON
Ms. Barbara G. Matthews  
211 East Jefferson  
Lake Charles, LA 70605

Dear Barbara:

Last March 3, you called requesting permission to do a research study in which I would be the topic. At that time, I suggested there were many other topics more suitable, but when you explained that your committee already had approved the subject, I, of course, said you were quite free to use that topic with my blessing and that I would provide any materials I had that you might need.

Sincerely,

Ruth I. Anderson

dh
APPENDIX C

LETTER REQUESTING PARTICIPATION IN STUDY
APPENDIX C

LETTER REQUESTING PARTICIPATION IN STUDY

211 E. Jefferson, Apt. 2
Lake Charles, LA 70605-5715
DATE

NAME
ADDRESS
CITY, STATE, ZIP

Dear NAME:

My name is Barbara G. Matthews and I am presently working on my Ph.D. at the University of North Texas in Denton, Texas.

In an attempt to preserve the historical background of business education, I am conducting a research project which pertains to the contributions of Dr. Ruth I. Anderson to business education. Dr. Anderson is considered a national authority in the field of business education.

Your contributions to this study will be greatly appreciated. Would you agree to being interviewed for this study? If so, please complete the enclosed Interview Schedule Questionnaire and return it in the enclosed self-addressed, stamped envelope as soon as possible. I will contact you by telephone to set up the exact date, time and place for the interview.

The interviews are to be tape-recorded when possible. Therefore, at the time of the interview, I will need to have you sign or give verbal agreement (if interviewed by telephone) to having the interview recorded. A numbering system for the tapes will be utilized; therefore, complete confidentiality may be maintained.

I look forward to hearing from you soon.

Sincerely,

Barbara G. Matthews

Enclosure
APPENDIX D

LIST OF INTERVIEW QUESTIONS

FORMER STUDENTS

COLLEAGUES AND BUSINESS ASSOCIATES

RUTH I. ANDERSON
APPENDIX D

LIST OF INTERVIEW QUESTIONS

FORMER STUDENTS

1. What have you learned from Dr. Anderson that you have put into practice in your classroom or in your career?

2. What do you remember most from your educational experience with Dr. Anderson?

3. How has Dr. Anderson contributed to business education in America?

4. How has your educational experience with Dr. Anderson affected your career?

5. How has Dr. Anderson affected the growth and development of business education?

6. How would you describe Dr. Anderson's educational philosophy?

7. What one word would best describe Dr. Anderson?

8. What qualities do you feel Dr. Anderson has as a leader in the field of business education?

9. What do you feel has been the greatest contribution of Dr. Anderson to the field of business education?

10. What have you accomplished as a business educator that can be attributed to Dr. Anderson's influence?
LIST OF INTERVIEW QUESTIONS

COLLEAGUES AND BUSINESS ASSOCIATES

1. What qualities do you feel Dr. Anderson has as a leader in the field of business education?

2. What do you feel has been the greatest contribution of Dr. Anderson to the field of business education?

3. Many of Dr. Anderson's former students have become leaders in educational institutions and in professional organizations; how do you think Dr. Anderson influenced these students to become leaders? What did she instill in them to have the determination to become leaders.

4. How would you describe Dr. Anderson's educational philosophy?

5. What one word would best describe Dr. Anderson?

6. Has knowing Dr. Anderson influenced you professionally? personally?

7. What kind of teacher was Ruth Anderson?

8. What are the "good" points of Ruth Anderson? Are there any "bad" points? If so, what?

9. How has Dr. Anderson affected the growth and development of business education in America?

10. What do you remember most about your experiences with Ruth Anderson?
LIST OF INTERVIEW QUESTIONS

RUTH I. ANDERSON

1. For background purposes, tell me a little bit about your childhood.

2. Who/What influenced you to major in business at Grove City College?

3. What inspired you to attain a master's degree and later a doctorate?

4. How did you come to be hired at TCU?

5. What were some of the things you feel you accomplished in your seven years there?

6. Then, in 1953, you came to North Texas, what were your goals then?

7. Tell me about "250"?

8. What is your educational philosophy?

9. Who/What may have influenced your philosophy?

10. Who/What inspired you to publish?

11. You have also done presentations, what stimulated you to do those?

12. You were the first woman to receive the North Texas Distinguished Teaching Award, how did that make you feel to receive such an award?

13. You have received several honors and awards in business education, which do you feel you are proudest of?

14. You were a member of numerous professional organizations, what is the importance of belonging to these professional organizations?

15. You were Executive Secretary and then National President of Delta Pi Epsilon; how did this experience help your career?
16. Many of your former students have attained many levels of leadership positions, supervisors, division heads, department heads, . . . what qualities do you feel you instilled in them for them to become leaders?

17. What would you say has been your greatest contribution to business education?

18. What one word best describes Ruth Anderson?

19. When were you named Professor Emeritus?

20. What do you see for the future of business education?
APPENDIX E

ACCEPTANCE SPEECH FOR

JOHN ROBERT GREGG AWARD
APPENDIX E

ACCEPTANCE SPEECH FOR

THE JOHN ROBERT GREGG AWARD

Dr. Robertson and my friends and colleagues in Business Education:

Being human, I am, of course, deeply moved by the thoughts which have been expressed at this luncheon. And to you, Dr. Robertson, and to the members of the Board of Selection, whoever they may be, I want to express my deep appreciation. Having served on this board in the past, I know how many, many dedicated business educators have made outstanding contributions to the advancement of business education and how difficult it is to select a single name to receive the John Robert Gregg Award in any given year.

To the Gregg Division of McGraw-Hill, Incorporated I want to express my thanks and my appreciation for the foresight which led to the establishment of an award designed to stimulate, encourage, and reward outstanding contributions to the advancement of business education. While the impact of this action cannot be objectively measured, there is little doubt it is a highly coveted award which does serve to stimulate and encourage contributions to our field.

As the recipient of the 1971 John Robert Gregg Award, my first reaction is one of humility. My contributions to business education have been far less than those of many of you here in this room. They have not been great contributions, only small ones, often insignificant. As a consequence, I cannot help but feel undeserving of such a recognition.

I am humble because contributions I may have made to our field have not been the achievement of any single individual. They have been the result of many persons, teaching, guiding, prodding, and frequently inspiring me to new endeavors. My professors in graduate school were outstanding; my teaching positions have afforded me many opportunities, my colleagues in business education have expected much, and my fellow teachers, chairman, and the administration of our university have always been highly cooperative. These are the persons deserving recognition.
here today. All of us need some help and many, many names come to mind as I look back over the years--friends, teachers, colleagues who have worked with me, fully as dedicated as I to the field of business education. It is to all of these persons to whom I also want to extend my thanks.

Finally, let me say that if any of you are perplexed by the decision of the Board of Selection, you are far less so than I. I have spent my life doing exactly what I have wanted to do--being a business teacher. In these times, it is a challenging and exciting experience. It is, at times, frustrating but always changing. It seems to me there is small credit in devoting one's life to teaching when it is such a rewarding experience. So, I too, am perplexed. I can only say that while I do not understand this year's selection, I do promise to attempt in the remaining years of my professional career to merit the faith and confidence the committee has shown in me.

In closing, I would like to say simply that all the articles one may write, all the textbooks one may author, all the speeches one may give can never measure up in importance to the classroom teaching function. I would rather have my students consider me a good classroom teacher than receive this award today. And of course, I would rather have both! Consequently, as a classroom business teacher, I am a bit overwhelmed at being the 19th recipient of the John Robert Gregg Award. THANK YOU.
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