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Photographs / Images: shorthand class at Broken Bow Business College, circa 1903; Aurora Business College; Boyles College; Lincoln Business College; York Business College and Normal School; Professor C W Roush, principal of Broken Bow Business College, with his stenographer, Miss Mabel Holcomb, 1903; Grand Island Business School students studying banking in a mock bank; new students arriving at Boyles College; Horace Boyles; monthly report card for Mary Prokop, September 1919; Grand Island Business College, 1921

LOOKING FOR “WIDE-AWAKE” YOUNG PEOPLE: BUSINESS COLLEGES IN NEBRASKA, 1873-1950

High schools taught no office skills. Colleges taught the classics. By the late nineteenth century, entrepreneurs founded business colleges as an alternative to both.

BY OLIVER B. POLLAK

Right: **Shorthand class at Broken Bow Business College, circa 1903.**
NSHS RG2608:2816

“I ain’t homesick a bit, or at least not that I know of,” wrote sixteen-year-old Frisby Rasp to his parents. In May 1888, Rasp left the family farm in Polk County, Nebraska, to enroll at Omaha Business College. His letters during the next month express the culture shock experienced by a young man far from home and family for the first time.¹

“I wouldn’t live in the City always for anything,” he wrote in the same letter. “Get an education there and a good start in life and then let me have a farm. If I had to live in the City always the very thought would kill me.”²

Rasp was one of many Nebraskans in the latter nineteenth century who sought to better his prospects at the state’s new business colleges. Between 1874 and 1903, at least fifteen business colleges opened in Omaha, and twelve in other Nebraska communities. From Omaha with a population of 102,555 in 1900, to Aurora with 1,921 residents, educators sought to prepare students for the needs of commerce.³

The needs were growing. Railroads, banks, the legal system, stockyards, post offices, and other businesses employed stenographers, typists, secretaries, telegraphers, cashiers, and clerks for mail, payroll, and shipping. Introduced commercially in the 1870s, the typewriter created a new industry (Remington, Smith, Underwood, Oliver, and Monarch), a new occupation (typist), and eventually led to a de-emphasis of penmanship.

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Postcards showing respectable bricks-and-mortar were part of the marketing campaigns of many business colleges. Shown here: Aurora Business College, Boyles College, Lincoln Business College, and York Business College and Normal School. Author's collection.

American public education, however, did not yet teach practical office skills. Business colleges filled this role. They were a new breed of school, led not by traditional scholars but by entrepreneurs, court reporters, business equipment dealers, and those familiar with office job placement.

The schools were often family enterprises involving husband-and-wife stenographers (Boyles College and York Business College and Normal School), siblings (Omaha Commercial College), fathers and sons (Boyles), or other relatives (Van Sant School of Shorthand). Some schools had long lives; most didn't. About fifty denominational and commercial Nebraska institutions of higher education lasted a few years, closed, merged with other institutions, moved, or changed their name. Hastings Business College had ten owners in fifty-four years.⁴

When schools failed, they usually did so for familiar reasons. In June 1912, Aurora High School purchased Aurora Business College for \$1,500. The college attributed the closing to "increasing competition from both public and private institutions of learning." The closing of Deshler Lutheran High School and Business College in 1927 was attributed to a variety of reasons: flu and scarlet fever; competition; excessive tuition; an acute economic depression immediately following World War I; loss of subsidy; poor location for a regional high school; and "too great an undertaking for local control and support."⁵ And like the "paper towns" of the pioneer era, some schools never left the promoter's table.

To recruit students, business colleges advertised, used direct mail, and even made recruiting visits; Rollie O. Nimmo, who started teaching at Boyles College in Omaha in 1912, recalled traveling Nebraska and Iowa to recruit students.⁶

Omaha colleges extolled their proximity to employment. Omaha Commercial College boasted in 1908 that it "would be impossible for you to find any

other city where you would find employment as an [telegraph] operator more readily than in Omaha."⁷ The prospectus included endorsements by successful businessmen and testimonials from graduates.

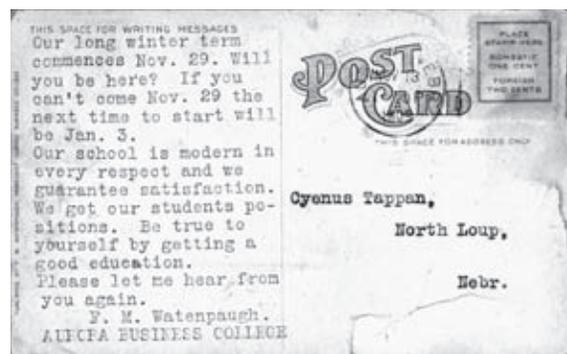
Boyles College, meanwhile, warned students against the "disastrous mistake of trying to prepare for a successful career in Omaha by attending a small, weak business college in a small city." The potential employer "wants a live, wide-awake young person who has familiarized himself or herself with the city ways of doing things by attending such a college as Boyles College."⁸

Smaller communities touted their own advantages. Grand Island Business College, located in the "City of Churches," boasted, "In point of healthfulness it has no superior in the country, and in the prosecution of mental labor a healthy location is an important consideration."⁹ For rural youth in particular, such advertising could have its appeal. Frisby Rasp, the Polk County farm boy gone to Omaha, was shocked by urban conditions. "I think this is the unhealthiest place I ever saw," he wrote to his parents. "The air is full of dirt and filth, and the water is full of sewerage. I haven't drank a drop of water for a week. I don't drink anything but coffee. The coffee hides the filth. . ." ¹⁰

Aurora Business College, meanwhile, emphasized its temperance. The town was "free from vice and kindred unwholesome influences and having neither saloons nor substitutes therefor," and thus the "student at Aurora has no opportunity to come in contract with the vices and unwholesome influences so prevalent in larger cities," where the student "may be learning to drink or gamble, or to frequent questionable houses." To ensure that no one missed the point, college letterhead contained the caption "AURORA HAS NO SALOONS."¹¹

Again, Rasp (who eventually became a minister) found ample cause for concern in Omaha. "This is an awful wicked town," he wrote. "The saloons run on Sunday and most all work goes right on." In another letter, he noted that "The next building from the College is a bad house, the College boys say. The one on the opposite corner from where I room is another. The papers say there are 6,000 of them, 300 saloons, and if you would stop those two and tobacco half of Omaha's business would be gone . . ." ¹² Nevertheless, Rasp graduated from Omaha Business College and worked as a bookkeeper in Omaha for two more years.¹³

Business schools also recruited students with the prospect of employment upon graduation—though they differed as to how much they would promise. George Rathbun, founder of Omaha Business Col-



A personal appeal from Aurora Business College, 1909. Author's collection.

lege, responded in 1885 to competitors' negative advertising with his own accusation: "We are often asked if we guarantee situations to graduates. We answer, No! and whoever does is a swindler."¹⁴

That same year, Omaha Commercial College stated, "We do not guarantee situations upon the completion of the course. Should you prove worthy in all respects of a good paying position, we will do our best to place you in one."¹⁵ However, the *Omaha Daily Herald* noted that "acts speak for themselves. Last year they had over 400 pupils, and eighty of them have secured paying position and are proving themselves a credit to the institution from which they graduated."¹⁶

Two decades later, the OCC Telegraph Department advertised that the Union Pacific "has entered into an agreement with us, in black and white, whereby it has agreed and guaranteed to take all of our graduates and place them in positions on its road."¹⁷

In 1921, Grand Island Business College said of its Full Course of Commercial Training: "Our written guarantee to students of this course is: A position within thirty days after graduation or tuition refunded."¹⁸

The lure of employment justified the expense of schooling. "You wanted to know if my book[s] were worth 11 dollars," Frisby Rasp wrote to his parents shortly after his arrival in Omaha. "No they are not. This is what I got: one day book, one journal, one ledger." He listed his expenses as: "tuition, \$40, books, \$11, Board \$3.00 [per week], room \$1 [per week], foolscap, 10c, Oranges, 5c for 3, pen holder 5c . . ." However, in less than a month's time, Rasp wrote home that "I am having a good time in Omaha at your expense. This beats farming all hollow. . ."¹⁹

If students or their parents lacked cash they could "by all means borrow it," said the Omaha Community College catalogue in 1908. The school offered to "take a bankable note for" tuition. At the time, respectable board and room cost around \$15 per month. There were positions for students to work for board in a private family, restaurant, boarding house, or by delivering newspapers. Some schools made vague offers of life scholarships.²⁰

Recruiting wasn't directed only at men. At Omaha Commercial College, "Ladies enter the College and pursue precisely the same work as the gentlemen, and in their behalf we make a liberal discount on the regular rates of tuition."²¹ Citing successful women in public and commercial positions, Boyles Business College marketed business education and teaching careers to women, emphasizing the responsibility of parents to provide security for their daughters:

And for a woman! What great fields of opportunity the stenographic career opens up to her! A congenial position—pleasant hours—a good salary! Freedom from the fear of dependence on others!

Any parent who neglects to provide his daughter with the stenographic training that will assure her independence and ability to take care of herself no matter what financial misfortune may overtake her, is not doing his duty!²²

At Omaha Business College in 1890, twenty-three of sixty graduates were women.²³

U.S. entry into World War I increased economic momentum, expanded government bureaucracy, and created a shortage of skilled labor—all of which spurred the training and employment of women. In 1917, the Van Sant School of Business published a letter dated July 12, 1917, addressed by the United States Civil Service Commission to school principals calling for stenographers and "typewriters" outside Washington to apply for government positions as "A PATRIOTIC DUTY."²⁴ The following year, with two million American men in military service, Boyles Business College published a full page advertisement with the headline, "Your duty is clear. You must take their places!" followed in slightly smaller type with, "Ye Daughters of America, Your Country Needs You!" The ad offered a free copy of the college's 125-page Year Book.²⁵



Omaha City Directory, 1896.

Prof. C. W. Roush, principal of Broken Bow Business College, with his stenographer, Miss Mabel Holcomb, 1903. NSHS RG2608:2815



African Americans, however, do not appear in Nebraska business college class photos. Grand Island Business College discriminated on the basis of reputation in the community, stating that “By our methods no student is enrolled unless he or she can give some reputable merchant, farmer, minister, teacher or professional man as character reference,” and declared, “We do not accept negro students.”²⁶

Your Latin and Greek will never help you solve the mysteries of business problems.²⁸

George Rathbun’s curriculum was typical. He founded the Great Western Business College in Omaha in 1874, renaming it Omaha Business College in the early 1880s. He taught bookkeeping, arithmetic, English, and plain and ornamental penmanship. Four other teachers taught office deposits, rapid calculation, bookkeeping, arithmetic, business exchange, telegraphy, typewriting, and photography. Ella McBride, owner of the Omaha School of Elocution, taught elocution both at Omaha Business College and Omaha Commercial College.²⁹

Despite the advent of the typewriter, ordinary and ornamental penmanship remained important subjects for some time. In 1958, seventy-six-year-old Charles Darnell recalled his experience at Grand Island Business College in 1902: “I presented D.A.T. [D. A. Trivelpiece, secretary-treasurer] my first copy of penmanship. He looked down at me with pity in his eyes and said, ‘Mr. Darnell cannot you do better than that.’ My answer, ‘I will try sir.’ And I did.”³⁰

Successful shorthand students, meanwhile, learned business techniques while taking dictation; when they were promoted, they in turn hired younger stenographers.

In addition to job skills, business colleges advertised flexibility. “There are no vacations,” Rathbun promised. “Persons can enter at any time. Classes are formed whenever required.”³¹ At Omaha Business College, new students were picked up at the railroad station, their luggage delivered to a nearby hotel. They began their studies the following day. Likewise, Aurora Business College noted that the town’s depot, hotel, and school were “easily reached by sidewalk.” They, too, advertised “no vacations.” The school took roll three times a day and furnished monthly report cards to parents and guardians. Business schools commonly offered remedial classes for “backward students” who “for some reason, have neglected their common school education.” Some even offered night programs.³²

Despite their self-proclaimed disdain for classical languages, in 1885 Omaha Business College hired a man to teach German, Latin, Italian and French, adding a Spanish teacher in 1887.³³ Omaha Commercial College introduced German in 1886. And despite their advertised practicality, “Some of the best literary and musical entertainments ever given in Omaha were given by the Omaha Commercial College,” according to the college’s Literary Society, which met on Saturday evenings at a local law office.³⁴



According to the school’s 1921 catalog, Grand Island Business College students studied banking in a mock bank. Author’s collection.

Business school curriculum emphasized marketable skills. Grand Island Business College, for example, boasted in 1921 that its students learned to use business machines in a commercial office atmosphere complete with counters and separations between worker and patron.²⁷

With their practical emphasis, business colleges often adopted a dismissive tone toward traditional academic subjects:

Shall it be four years in High School or one year in a business college and three years at \$80.00 per month?

French, German, Greek, Latin, and Music are luxuries—good enough for a few people, but generally they are non-productive.

Business Colleges furnish their graduates with a better education for practical purposes than either Princeton, Harvard or Yale.

I would rather be able to understand the science of bookkeeping and modern accounting, than to be able to translate Horace.



New students arrive at Boyles College, as portrayed in the school's *Year Book 1909-1910*. Author's collection.

Schools brought in speakers or hosted public debates. In 1890, for example, Omaha Commercial College sponsored a debate on the resolution: "Resolved, That Private Ownership in Land Should be Abolished." In 1888, the Omaha Business College literary society discussed "The Generalship of Washington and Napoleon." Aurora Business College provided lectures through Redpath-Slayton Lyceum Bureau. Some schools featured a college orchestra; some offered organized sports such as baseball, football, basketball, and bowling. School colors, distinctive yells, flags, buttons, and logos on textbooks fostered "college spirit" even as business schools promoted their distinctiveness from academic colleges.³⁵

Horace B. Boyles was among the most successful of Nebraska's early business college entrepreneurs. Before founding his Omaha school, he worked as a secretary and stenographer for Union Pacific Railroad in Omaha, and for Pullman Palace Car Company in Chicago. In the early 1890s he was secretary to Governor James E. Boyd in Lincoln, and for twelve years served as court reporter for five judges.

"This long practical experience was the foundation of the Boyles college courses," he wrote. "I know the things that helped me in business, and these are the things I include in my courses. I know

what is worthless to an officeman and these frills are shorn from my methods."

In 1890 Boyles officed in the same building as Standard Business College. By 1899, he and his wife, Anne (a court stenographer), ran the Shorthand School in the Bee Building. Boyles claimed to have "visited every school in every city of the United States from the Atlantic to the Pacific and from the Great Lakes to the Gulf" to observe "up-to-the-minute" teaching methods.³⁶

The Boyles prospered. In 1906 they built a 105-by-60-foot steam-heated building that could house a thousand students at a time. The engraved signage read, "Boyles Business College." It stood on Harney Street next to the 1894 Omaha Public Library, and across from the Douglas County Court House. According to the prospectus, "Costly bird's-eye maple and highly polished cherry furniture and fixtures furnish that environment that must be present in a business college if the pupils are to be endowed with that proper business spirit and discipline."³⁷

All rooms were connected by a private telephone exchange. Shorthand and typewriting were taught on the first floor; commercial departments, elaborate bank and office fixtures, English, "normal" and telegraphy were on the second floor. ("Normal" meant general education leading to elementary school teaching.) The basement contained a gymnasium "equipped with the gymnasium devices best

Background: A classroom at Broken Bow Business College, 1903.
NSHS RG2608:2817

Horace Boyles as shown in the Boyles College Year Book 1909-1910; 1896 Boyles College pin. Author's collection.



fitted to increase the muscular and mental forces of the participants, together with a shower bath, lockers and other conveniences.”³⁸

When the college formally incorporated in 1909, its articles of incorporation stated that the school would be active in “all branches of education in the sciences, arts, literature, telegraphy, shorthand, bookkeeping, typewriting and any and all other branches of education.”³⁹

Report cards, issued monthly, revealed the standard business school curriculum—typewriting, transcribing, penmanship, spelling, grammar, bookkeeping, arithmetic, commercial law, telegraphy, and conduct.⁴⁰ The Boyles report card graded student performance as Satisfactory, Medium, or Poor, and concluded with the statement: “Parents or guardians will favor the management by conferring with the President should there be any complaints by the student at home of lack of attention or assistance at school.”⁴¹

During the high unemployment of the Great Depression, H. B. Boyles wrote with wishful thinking and salesmanship to Pauline Des Combes of Lexington on April 4, 1934, to persuade her to enroll. “All doubts of impending revival of business are fading away. . . . In this situation it must be apparent to every young person that now, right now is the time to train for business.” The nine programs ran three to sixteen months at \$18 per month. Unfortunately, unemployment rates remained high until 1940.⁴²

By 1937, Boyles College claimed to have graduated thirty thousand students in the first forty years of the school’s existence, including

three Nebraska Supreme Court justices and many court reporters. The Omaha and Council Bluffs campuses served one thousand to twelve hundred students annually.⁴³

Horace Boyles died in 1935 and his son, V. Warren Boyles, ran the school until his death in 1943. The father and son were “Reputed to have launched more than 40 thousand on business careers.” Boyles faculty member Rollie Oliver Nimmo bought the school from the Boyles family in 1943.⁴⁴ He bought the Van Sant School of Business in 1950, creating the Boyles-Van Sant Business College. He retired in 1957.

On his eightieth birthday in 1971, Nimmo reflected on the changes he had witnessed since his arrival at Boyles in 1912 as an accounting instructor. The trend toward mechanization had marked his tenure: stenotype machines, dictation machines, accounting machines, and simplification of rapid writing. Dictaphones, appearing as early as 1917, reduced the need for stenographers. But the greatest change was the age of the students. When he started, high schools did not offer business training; Nimmo’s early pupils were likely to be just out of the eighth grade.

“We had to convince them that if they went to business college, they could go to school a year and then go to work rather than going to school for four years,” he said. Gradually, more and more students were high school graduates. During the good years the enrollment varied from 200 to 400, “with an even mixture of girls and boys.”⁴⁵ By 2007, through mergers, buyouts and franchising, Boyles and Van Sant colleges had evolved into Kaplan University.

Mary Prokop received good grades and only one tardy in September 1919. Since Boyles College was near the courthouse, she may have been delayed by Omaha’s “Court House Riot” of September 28-29, which saw the lynching of an African American man. Author’s collection.

BOYLES COLLEGE
INCORPORATED
OMAHA, NEBR. SEP 1919

Monthly Report Card For _____

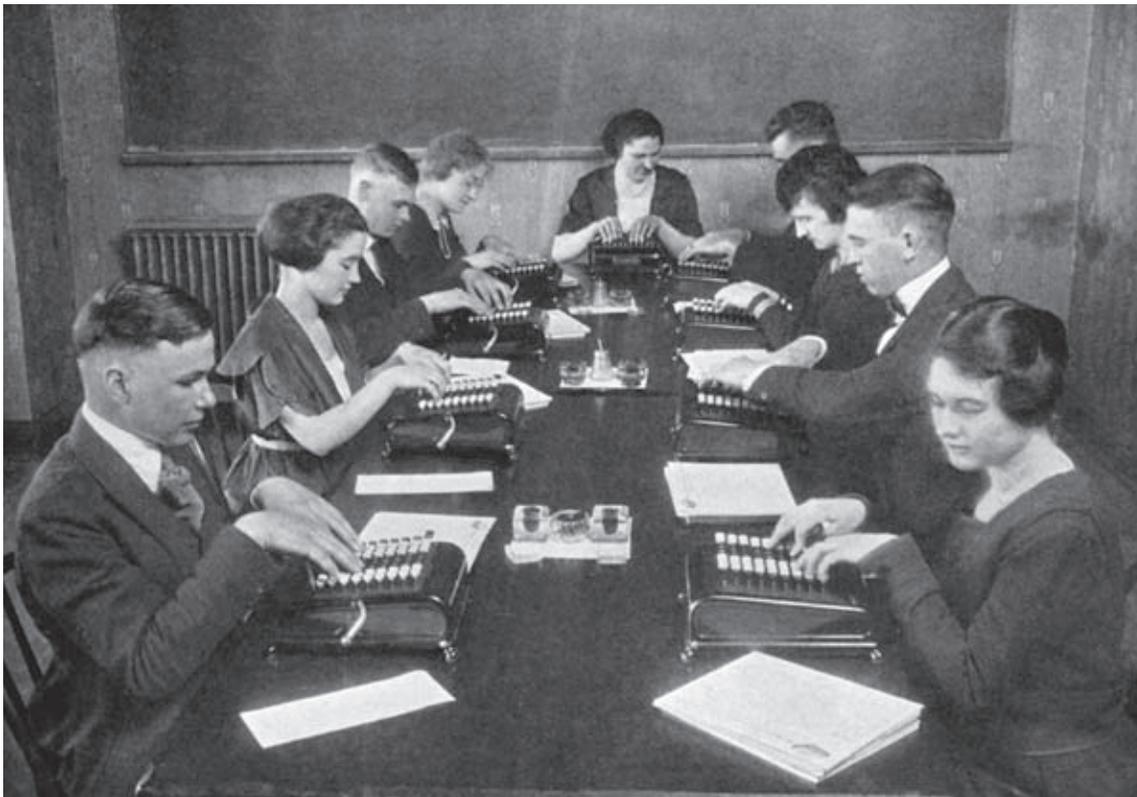
Student's Name Mary Prokop
Satisfactory, S. Medium, M. Poor, P.

Shorthand	Spelling..... <u>S</u>	Bookkeeping..... <u>S</u>
Typewriting	Grammar	Arithmetic
Transcribing	Conduct..... <u>S</u>	Commercial Law
Penmanship..... <u>S</u>	Telegraphy.....

Absent _____ Half Days _____ Tardy _____ Times _____

F. E. GEORGE
Principal

Parents or guardians will favor the management by conferring with the President should there be any complaint by the student at home of lack of attention or assistance at school.



In the second half of the twentieth century, the G.I. Bill and federally guaranteed student loans transformed higher education.⁴⁶ State and federal regulation also increased. In 1961 the Nebraska State Department of Education established a committee for accreditation of privately-owned schools. At the time, Nebraska reported fifty licensed or accredited private vocational schools, seven of them in Omaha. The committee regulated fly-by-nights “to protect the public from racketeers who have invaded the education business and turned this demand to their advantage.”⁴⁷

Private business colleges found themselves competing with public high schools, junior and community colleges, and university business schools. To meet the challenge, they developed additional programs such as paralegal studies and health care.

An innovation of the late nineteenth century, business colleges remain part of the educational landscape. They have improved the lives of at least 100,000 aspiring Nebraska students including Nebraska State Senator Ray M. Powers, Lieutenant Colonel Irene O. Galloway of the Women’s Army Corps, and Madison Bentley, who served on the editorial board of the *American Journal of Psychology* from 1903 to 1950, as well as countless others noted in online obituaries.⁴⁸ 

NOTES

¹ The substance of this paper was presented at the Missouri Valley History Conference on March 6, 2008. Sherrill F. Daniels, ed., “So Different from Country Life: The 1888 Omaha Letters of Frisby L. Rasp,” *Nebraska History* 71 (Summer 1990): 88.

² *Ibid.*

³ Besides Omaha, Nebraska communities with business colleges included Aurora, Beatrice, Broken Bow, Deshler, Fremont, Grand Island, Hastings, Kearney, Lincoln (with at least three), St. Paul, Scotia, and York. *Patterson’s American Educational Directory*, Homer L. Patterson, ed., (Chicago and New York: American Education Co., 1916), also listed business colleges in Columbus, Falls City, McCook, Norfolk, Scottsbluff, and Stromsburg. Population figures: A.E. Sheldon, ed., *Nebraska Blue Book*, 1915.

⁴ Dr. Ray Brown of Westminster College in Fulton, Missouri, maintains a list of colleges that have closed, merged, or changed their names. For a partial list of Nebraska’s closed schools see http://www2.westminster-mo.edu/wc_users/homepages/staff/brownr/ (accessed October 21, 2007). See also Erik Paul Congert, “Kansas Closed Schools” (Ph.D. diss., Hastings College, 1970); and Dorothy Creigh, *Adams County: A Story of the Great Plains* (Hastings, Neb.: Adams County-Hastings Centennial Commission, 1972), 584.

⁵ Theodore Heinicke, “A Historical Study of the Deshler Lutheran High School and Business College” (masters thesis, Concordia Teachers College, Seward, 1947), 62.

⁶ Roger Lewis, “Old Business Grads, Mentor Out of Touch,” *Omaha World-Herald*, Aug. 16, 1971, PM, Douglas County Historical Society clipping file (henceforth cited as DCHS/CF).

⁷ Omaha Commercial College, *Twenty-Fourth Annual Catalogue* (1908), 9. (Author’s collection.)

⁸ Boyles College, *Year Book 1909-1910*, 10.

- ⁹ *Grand Island Business College* (1921): 8.
- ¹⁰ Daniels, ed., "So Different From Country Life," 91-92.
- ¹¹ *Catalogue of the Aurora Normal and Business College* (Aurora: Register Publishing Co., 1906), 24-25.
- ¹² Daniels, ed., "So Different From Country Life," 90, 93.
- ¹³ *Ibid.*, 86.
- ¹⁴ *Omaha Business College Journal* (September 1885): 4.
- ¹⁵ *Omaha Commercial Age*, 3 (May 9, 1885): 5.
- ¹⁶ *Omaha Daily Herald* quoted in "Type and Other Writing," *Omaha Commercial Age* (September 1885): 2.
- ¹⁷ Omaha Commercial College, *Twenty Fourth Annual Catalogue* (1908?): 46, italics in the original.
- ¹⁸ *Grand Island Business College* (1921): 18.
- ¹⁹ Daniels, ed., "So Different From Country Life," 88, 92, 96.
- ²⁰ Omaha Commercial College, *Twenty Fourth Annual Catalogue* (1908): 49.
- ²¹ *Ibid.*
- ²² *Boyles College, Omaha-Council Bluffs*, 20, 25; *Boyles College, Year Book 1909-1910*, 53, 54, original emphasis.
- ²³ "Hon. Edward Rosewater Delivers an Address on Business Ethics to a Graduating Class of Sixty," *Rathbun's Omaha Business College Journal* (September 1890): 4.
- ²⁴ DCHS/CF.
- ²⁵ Advertisement, "Answering a Nation's Call for Trained Workers," *Omaha Bee*, June 3, 1918, DCHS/CF.
- ²⁶ *Grand Island Business College* (1921): 22.
- ²⁷ *Ibid.*, 41.
- ²⁸ Omaha Commercial College, *Twenty Fourth Annual Catalogue* (1908): 16, 31, 33, and 51; *Boyles College, Omaha-Council Bluffs* (1910): 11.
- ²⁹ B.J. Scannell, "Student's Corner," *Omaha Commercial Age*, May 1885, no. 9, 3, and *Omaha Business College Journal* (September 1885): 2.
- ³⁰ *Grand Island Business College* (n.d., 1915?), marginalia.
- ³¹ *Omaha Business College Journal* (September 1885): 4.
- ³² *Boyles College, Year Book 1909-1910*, 23, and *Catalogue of The Aurora Normal and Business College* (Aurora, NE: Register Publishing Co., 1906), 11.
- ³³ *Omaha Business College Journal*, September 1885, 4. Omaha's German speaking immigrant community supported the German Lutheran School at 1003 S. 20th Street, on North Twenty-sixth Street, in South Omaha, as well as the German-American School on Harney near Nineteenth Street. German language private school instruction declined "as the public schools of the city have grown in efficiency and popular favor to such an extent as to render private schools almost superfluous." James W. Savage and John T. Bell, *History of the City of Omaha* (New York and Chicago: Munsell & Company, 1894), 318.
- ³⁴ Omaha Commercial College, *Twenty Fourth Annual Catalogue* (1908): 64; *Omaha Commercial Age* (June and July 1885): no. 10, 1, and no. 11, 1.
- ³⁵ "A College Entertainment," *Omaha Bee*, February 14, 1890; "Literature and Logic," *Omaha Herald*, December 17, 1888; *Aurora Business College* (Aurora?: 1909?), n.p., and "Dunlap Coming Down Strong," *Bee*, November 21, 1903, DCHS/CF.
- ³⁶ *Boyles College, Year Book 1909-1910*, 19.
- ³⁷ *Ibid.*, 17.
- ³⁸ *Ibid.*
- ³⁹ Articles of Incorporation, April 23, 1909, Douglas County Clerk's Office, Omaha, Nebraska.
- ⁴⁰ Telegraphy and the Morse code gave way to fax machines and email. In 1929 Western Union delivered 200 million telegrams, in 2005, 21,000. Western Union closed its telegram operation in 2006. Sam Roberts, "Word for Word: The Rest is Silence, Dot-Dot-Dot, Dash, Dash-Dash, No More," *New York Times*, February 12, 2006, Section 4, p. 7.
- ⁴¹ Author's collection.
- ⁴² Letter in author's collection.
- ⁴³ Paul L. Martin, the second dean of Creighton University School of Law, 1910-19, took notes in shorthand at Harvard Law School. See Oliver B. Pollak, *To Educate and Serve: The Centennial History of Creighton University School of Law, 1904-2004* (Durham: Carolina Academic Press, 2007), 62; "Boyles College to Be 40 Years Old Soon," February 28, 1937, DCHS/CF.
- ⁴⁴ Appointment of Resident Agent for Domestic Corporation, July 13, 1943, Nebraska Secretary of State's Office, Lincoln.
- ⁴⁵ "College Head Nimmo Quits," *Omaha World-Herald*, July 14, 1957, AM, and Lewis, "Old Business Grads, Mentor Out of Touch."
- ⁴⁶ Willis Van Sickle, "Boyles College is Strictly Business," *Council Bluffs Nonpareil*, February 2, 1950, 1.
- ⁴⁷ Philip Gurney, "Trade School: Technicians for Future," *Omaha Sun*, February 9, 1961, CF/DCHS.
- ⁴⁸ "Boyles College to Be 40 Years Old Soon," "College Head Nimmo Quits"; Lewis, "Old Business Grads, Mentor Out of Touch"; Karl M. Dallenbach, "Madison Bentley: 1870-1955," *American Journal of Psychology* 69 (June 1956), 169-93.