

Nick Pavlik:

Good afternoon, everyone. Welcome to Jerome Library at Bowling Green State University. And thank you so much for attending today's program, which is part of the Local History Publication Award Fall Lecture Series sponsored by the Center for archival collections, or the CAC. My name is Nick Pavlik, I'm the curator of manuscripts and digital projects at the CAC and I also serve as the current chair of the CAC's local history publication awards given.

Nick Pavlik:

The CAC's annual local history publication award is an extension of its mission to collect, preserve and provide access to historical and archival records relating to Northwest Ohio. The order was established to encourage and recognize authors of outstanding publications about Northwest Ohio history, with awards being given and both academic scholar and independent scholar divisions. Each division winner is awarded \$300 and a plaque and is invited to Jerome Library to give a talk about their work.

Nick Pavlik:

It's my pleasure today to welcome authors Patricia Beach, Susan Eisel, Maria Nowicki, Judy Szor and Beth White to Jerome Library as the winners of our 2018 local history publication award in the independent scholar division for their book *Caps Capes and Caring: The Legacy of Diploma Nursing Schools in Toledo*, published by the University of Toledo press. All five of the authors we are welcoming here today have had distinguished nursing careers of their own and are themselves graduates of diploma nursing schools. By way of introduction, if each of you just wouldn't mind raising your hand when I say your name, just so everybody knows who you are.

Maria Nowicki:

Five authors.

Nick Pavlik:

Patricia Beach, received her nursing diploma from St. Elizabeth Hospital School of Nursing in Youngstown, Ohio, a BSN from Capitol University in Columbus and MSN from Medical College of Ohio and Toledo. She's a clinical nurse specialist and patient navigator for the Mercy Health cancer program and holds advanced certification in oncology and palliative care nursing. She also worked as an instructor at Toledo hospital School of Nursing.

Nick Pavlik:

Susan Eisel, attended the Flower Hospital School of Nursing matriculating in 1974. And over the course of her nursing career, she has worked in emergency rooms, intensive care areas and in hospital management and nursing education. Maria Nowicki is a 1970 graduate of Mercy Hospital School of Nursing. She received her BSN from the University of Toledo as well as a master in science and education and public health from UT. An MSN from Madonna University in Livonia, Michigan, and a PhD in health education also from UT. She's also a graduate of the Mercy Hospital School of Nursing. After her time as a hospital nurse, she went to spend over 30 years in nursing education. Teaching first level nursing at both Mercy's School of Nursing and the Toledo Hospital School of Nursing, and eventually heading the nursing program at Mercy College of Ohio.

Nick Pavlik:

Judy Szor, attended the Toledo Hospital School of Nursing and worked in head nurse positions at the Toledo hospital before joining the faculty of the Toledo hospital School of Nursing in 1971. Following the closure of the Toledo hospital school in 1988, she continued working at Toledo hospital, leading the first nurse residency orientation program for new graduates serving as the hospital's HIV/AIDS resource and serving as wound ostomy continence nurse. She then set up her own consulting business, healing wound and ostomy Services LLC in 2001, which she left in 2010. Though she continued to work part time in healing care at Flower Hospital's Hickman Cancer Center until retiring fully in 2015. Judy also has a BSN from the University of Michigan and MN from the University of Toledo and MSN from Medical College of Ohio.

Nick Pavlik:

And finally, Beth White graduated from St. Vincent School of Nursing in 1973, and received a BSN from Madonna College in Bologna, Michigan, 1975 and MSN from Medical College of Virginia, Virginia Commonwealth University in 1981. Beth's career has spanned adult critical care to nursing care of children and perinatal nursing care. She has taught Nursing at Toledo area diploma ASN and BSN programs and as a certified pediatric clinical nurse specialist. And as a final note, the University of Toledo press's managing editor Yarko Kuk is here today and has brought copies of the book that are available to purchase if you would be so interested in purchasing them, which I hope you are. So after the program, please feel free to speak to Yarko about that. So without further ado, please join me in welcoming our authors to Jerome Library.

Maria Nowicki:

Thank you, Nick for the introductions. As you listen to the introductions, you probably heard one thing keep coming up Toledo Hospital School of Nursing. And that was how these five folks got together. And Patty, raise your hand again. Because Patty needs to take credit for this idea of this book and pitching it and without too much arm turning, getting us to all agree to go ahead and work on this project. Patty has a wonderful two daughters, but one daughter and her oldest Stacy, who we tried to talk into nursing as her original degree, but we couldn't quite get her there. Went to Ohio State, and got a degree in communications and then decided afterwards that perhaps she would go back to school. And she decided to go into one of the accelerated programs, BSN programs.

Maria Nowicki:

And Patty and Stacy started exchanging ideas and exchanging thoughts about what was going on in nursing education and Stacy would tell her what was going on in her program and Patty would regale her with stories of life and diploma schools X number of years ago. And Stacy just couldn't quite believe what kind of went on there. You had to do what? Everybody went and took the same board in the same place with a paper and pencil? A computer you had to wait, how long we get your results? And all of those kinds of things. So Patty decided that wait a minute, the story needed to be told that we had a very important part of history that was going to be lost unless we started sitting down and telling the story.

Maria Nowicki:

And so, God love her, she invited us all to go to dinner. And it wasn't an unusual thing because the Toledo Hospital faculty had always been a close knit group. And it was not unusual for us to go out and have dinner or have a big party here and there. So we all sat down on Jan [Alexanders 00:07:19]. And she pitched it to us thinking that she might have one or two bite, and everybody bit. So we all decided that this would be a great project to work on. And all of us coming from different schools of nursing, we all had our own perspectives and our own stories

and people to talk to, and archives to go ahead and wait into. So that's what we began doing, taking a look at things. So this is the culmination of that. Everybody wonders how you can get five people to work together and actually get something done and do a decent job with it. And thank you very much for the recognition of the history award, which kind of just as another feather in the cap saying, "Well, yeah, I guess you did do a decent job." So excuse my mopping with Kleenex is periodically.

Maria Nowicki:

First thing I think everyone will agree, we definitely check egos at the door. Everybody read each other's material, reread it. We said, "Man, maybe you could say this a little better. How about you include this? Well, wait a minute that goes better in this part of the book, then it goes over here. That picture that you picked up might go better over here. Let's organize the picture this way, or let's do that." And everybody was very open. I don't think anybody dug their heels and say, "Now I want to do it my way or we're going to it this way or whatever." So it stands the test of time, how long... It's been a year and a half since the book was published, and we're still friends and we still go out together and all those kinds of things. So that's a good thing. So we're going to give you a little walk down memory lane, in terms of the schools of nursing.

Maria Nowicki:

Toledo is a little unusual in terms of how many schools of nursing there were. Because there were a lot bigger cities that didn't have quite as many as we had in Toledo. We found that through our history, things change in nursing, because nursing recognizes that something needs to be done, and nurses pick up and make it better and they give it a go. And that's who makes the changes and who gets things going. So the book is organized with some quotes from Florence Nightingale that we felt really spoke to what was happening in the chapters and what we're trying to convey. So things never happen or things never get better, unless someone in the profession decides to go ahead and get things change.

Maria Nowicki:

Diploma nursing education, it's something that we have a giggle over. Although we talk about the Toledo area. When I went into nursing school, I was a born and bred city girl. And I have to laugh because the first week in school, I never met so many people who lived on a farm in my life. So when we talk about this, we may talk about Toledo. But the people who came to school really were pulled in from all over Northwest Ohio. From a lot of the smaller towns and a lot of different backgrounds that I certainly hadn't had any experience with. So we saw people from all different areas. The different schools of nursing buildings, these are kind of the final buildings. When we speak about the dormitory buildings. There are a lot of other pictures that we came across that the dormitory and the School of Nursing buildings were very different depending on the location. There are a lot of pictures of old houses where the nurses lived. The Old West End especially, there are a lot of the big homes.

Maria Nowicki:

As we look through these, if you look at the very top picture in the your left hand corner, that's the Toledo Hospital School of Nursing. And we know that building's gone. Generational tower and a few other things are sitting on that right now. There is some of the paneling from the lounge in that area in one of the conference rooms in there. Over next to that is D'Youville Hall, which was the St Vincent's School of Nursing. That's also gone right now. That was renovation of the ER area, so that's new. Next to that was the Flower Hospital School of Nursing, and that was the last place then for the dormitories. And that was like the first time everyone was in the

same spot for that one. Down here is Mercy School of Nursing and that was completed in 1957. That building is still there, although it's pretty much mothballed right now. A lot of his [inaudible 00:12:26] and stuff in that so that's why it's not coming down right now.

Maria Nowicki:

Next to that is, what was Maumee Valley School of Nursing. Before it became Medical College, we had Maumee Valley. That was the hospital and it was also dormitory space for the School of Nursing. Down here in this corner is the Riverside Hospital School of Nursing. And then in the far corner, there was the Toledo state hospital and they operated a full School of Nursing at one point for a short time. And then was just used for affiliation for psychiatric nursing after that. It was a beautiful building inside too. Very much like the old [Croxon 00:13:12] hall with the wooden paneling and very pretty inside. These are the Thompson sisters going to make sure give you the right sisters here.

Maria Nowicki:

These were some of the first graduates from the Toledo Hospital School of Nursing. And one of the things that kind of struck us when we were looking at your pictures, were certainly the uniforms. I'm sorry, these were the Butler sisters, boy I was off on that one. And was Catherine and Jimmy Butler from the class of 1898. The uniforms at this time had to be made. You didn't go pick these off the rack anywhere. So they were specific McCalls butterick patterns that they used to make these. And they were very specific in terms of how deep the hem should be, how long the sleep should be.

Maria Nowicki:

I don't remember anything like this. I remember that I was told I better be able to kneel on the floor because I'm sister Sylvia comes by and my uniform doesn't touch the floor when I kneel down, that baby is too short. That was the only thing I had to contend with and my shoe laces better be clean. Because if not you better go back up to your room and scrub your shoelaces, none of those little black marks on your shoelaces. Part of the thing over here and one of the pre letters that were sent was, they should not buy their shoes before they come into for duty because they would have an orthopedic specialist examine their feet to make sure that they would buy the right shoes. So they were very particular very, very particular about what you wore. There were also a variety of things that actually brought people into nursing. Florence Nightingale actually felt that she had a calling from God, that this is why she went into nursing.

Maria Nowicki:

We have a website that's called Caps Capes and Caring on Facebook. And I have a newspaper clipping on that one that talks about a family and you see mom and dad signing the sixth daughter in to start nursing school. So many times we think of nursing kind of running in families. Grandma was a nurse, mom was a nurse, daughter was a nurse. I felt extremely old when I had a student on the phone one day, and she called down the hallway, "Doctor Nowicki my mother's on the phone. You had her as a student." So I retired before someone could say, "Yes, my grandmother on the phone." So callings were very different. And I'm going to talk about one of those sisters. Tradition was also very, very important when we talk about what was happening in the nursing schools at that time. Every nursing school had a different cap. And we were lucky to have gotten pictures of each of those caps and for some of them it was pretty hard. Because they be became a thing of the past.

Maria Nowicki:

I always had a student pop in near graduation time and say, "If I get my picture taken with a nurse's cap on grandma'll pay for all my graduation pictures. Do you have one yeah, we can borrow mine." We kept a cap is the cap of the nursing program, but no one wanted to wear them. So we've got Flower hospital's cap up there, and I believe that's a mercy picture on the bottom. We always wondered how they got everybody so regimented and precise in that picture, it was. And nursing pins were very important too. I always and just speaking for me, and I think everybody kind of feels the same way. You always like your own program. So I always said that if I'm in the ER and I'm in an accident, and I wake up and I look at somebody's chest and I see a mercy pin, I know I'm okay. But now, after working with my colleagues, I know I'm okay if I see her till we open Flower pin and [inaudible 00:17:35] pin. There were a lot of things also, besides family that had an effect on how people chose their careers.

Maria Nowicki:

Cheer games, cheer games was a big one. And they just reissued Oh, probably about five or six years ago. All the cheer games books again. The very same books, just new covers and everything so you could buy six of the old ones. A sense of duty to country, we saw a lot of people entering the nursing profession as a result of wars, things that were going on. The way they needed to have more health care providers in the military. So there were variety of reasons why people chose to go into nursing. One of the things too, as we talk about why you went into nursing, when you think about early are in the 40s and 30s, 50s, 60s even, what kind of choices that women have? You could be a nurse or what? Teacher or secretary. Yeah, that was it. I remember a lot of my friends that I graduated from grade school, who went into secretarial school, who went to secretarial school those kinds of things. So it was one of the choices that you had at that time.

Maria Nowicki:

There were a lot of recruitment posters too that we came across that either played on your patriotic duty or played on... This one definitely talks about a calling from God, that you are serving humanity, that you are taking care of God's people. So a lot of these kinds of things you saw in terms of how nurses were portrayed, and a lot of people said these kinds of things affected them. We had the book launch, someone brought in this picture frame that her aunt had received as a graduation present from Riverside Hospital School of Nursing where she graduated. And we were trying to find where this picture came from, we just had the photo, but we never were able to find out the original source of the photo. And she had gotten this picture as a gift for graduation. So we still don't know what the original is.

Maria Nowicki:

As we were doing research on the book, certainly much of it came from going through the archives, which was a lot of fun, going through all the old photos and researching what we could find in the news archives. One of the things was interviews with people, and we were able to get interviews completed with some of the folks in the area that we felt made the greatest impact on nursing as a profession in the area. And one of the interviews that my colleagues were able to get was Mary Booker Gregory Power, and Mary was the first African American graduate from a diploma school in Toledo. And she really had a hard way to go. Because after she graduated from high school, with exceptional grades, she had five of her friends applied at every diploma school in Toledo and were turned down by every one of them.

Maria Nowicki:

They were told to go to college for a year and then reapply. So, they all went to college, they all went to University of Toledo. Four of her friends went on to be teachers, pharmacist. Mary decided to reapply to all the schools again, and she was turned down again. And many of her applications were returned not even opened. But the Friday before school was supposed to start on Monday. She received a phone call from St. Vincent's Hospital School of Nursing. They told her she could get ready and have everything she needed. By Monday she could start the program. She doesn't know why they made that decision why they changed their mind. But she was allowed to come in and start that program. She stated in her interviews that she felt that she had to be the person who was going to be the model that she was a trailblazer at that point, that she took a lot of flack. And some of the worst treatment she got were from the physicians in the area. That they called her nanny.

Maria Nowicki:

But she recounted one incident where she was in the operating room, and the anesthesiologist was firing a lot of questions at her. And she thought he was really being hard on her, but she could answer everything. And no matter what he asked her what he was trying to get from her, she was able to go ahead and give her the info. And afterwards he took her aside and he said, "I just wanted to do that for you, so that you knew what you would be up against." He said, "I knew you could do it." He said, "I wanted you to know that I went through the same thing." He said "I'm Jewish and I felt the same kind of prejudice and persecution that you feel. So just know that you can also go through this." Mary went on to do a lot for the inner city and healthcare in the inner city. She was asked to sit on one of the governor's commission for community health. And she really did a lot in the community and many people that worked with her and were touched by her.

Maria Nowicki:

We all had an opportunity, I think, to teach Jeff when we were at Toledo Hospital School of Nursing, and he was probably one of our favorite students. Jeff was definitely a non traditional student. Number one, he was male. When we were used to having traditional students which the definition was 17 or 18 years old, right out of high school, no college, no classes or anything and what behind the ears. Jeff was married, he had a family. And he had to work all the way through school, which many times we would tell students don't do that, it's too hard, you're not going to be able to handle this. Well, he certainly proved us all wrong. He worked as an orderly all the way through his education. He was especially interested in care of the dying and making sure that people were given the best care that they possibly could have at end of life. He was also very careful and reverential whenever he treated or had to take care of dead bodies. Making sure that everything was done properly.

Maria Nowicki:

Jeffrey graduated went down to Columbus to work he was working nights as most new graduates had to do when they first got their first job. So he decided that he was also interested in politics. And where laws get made and where laws get changed. So we used to spend a lot of time at the State House and would listen to the discussions. He would also go to the Ohio border nursing and listen to their meetings and their deliberation and see how things were done there their policies and procedures and worked very tirelessly on behalf of palliative care. And now works as President, I'm going to make sure I get the role correctly. He received his baccalaureate and his master's degree, and he is actually still working in Columbus as president of the Ohio hospital lines that represents 29 nonprofit hospices. So he continues to work in that arena.

Maria Nowicki:

The dormitories I think, were the first time many people were away from home for the first time. Florence Nightingale was very specific in terms of what she felt a dorm should be like and where people should live the regimentation. My colleagues were laughing as I said, "Yes, I know Bowling Green well." Because I used to come down here for parties on weekend because all my friends were down here at Bowling Green having fun. And I was up at Mercy in four study hour from 5:30 to 7:30 every night. And I had to be in by 10 o'clock and you got one late a month and those kinds of things and my friends are down here partying like crazy. So Friday, I will drop my laundry off, my mother would graciously do it and I would head down to Bowling Green. So I used to know how to get around the campus. But dormitory still were home for us. And so, there was a lot of emphasis on making things like home. So, decorating your rooms decorating the place for Christmas. There were still dances.

Maria Nowicki:

We had things called dating parlours, rooms where you could bring your boyfriend. But there was a window in them and Sister Sylvia would walk the hall. So she kind of made sure what was going on. The T up there, a lot of the students said that whatever program they were at those were those kinds of functions. I think it was the function were teaching you manners and acting proper. They would pull out the lovely silver and you'd have your cup of tea and your cookies. There was also, if you see the choir at the bottom, I know it was a requirement usually your freshman year that you were in the choir. And every year we would have something called Nightingale sing, and all the school choirs got together and did different selections. You only had to be in that nursery freshman year you could stay in it after that. But we would sing I remember the year that I did it. We sang selections from The Music Man. But everybody did and at the end all the choirs came out on stage and we all saying you'll never walk alone.

Maria Nowicki:

I think one of the things that people have a hard time dealing with is 40 girls and two telephones. You get a little buzz in your room that you have phone call, and everybody would charge down to the phone. And it also had a window and a door and a lot of windows and doors at that time. And if you were on the phone too long, people started giving the evil eye as you walked up and down, or the knock on the door. One of the other Joys. Sister Rita Mary Watchman is another person that we had the chance to interview as one of the folks who's made a difference in the area. She was a graduate of Mercy School of Nursing. One of the first questions on our interview was, why did you become a nurse? And again, some of those thing that I mentioned always came up well, my mother was a nurse. You know, my great aunt Betty was a nurse. I was sick in the hospital and a nurse took care of me, and I was really impressed with her so I wanted to be like her. All of those things came up.

Maria Nowicki:

I asked Mary, why did you want to become a nurse? She said, "I didn't." I said, "What do you mean you didn't." She said, "Well, it wasn't my choice." Tell me about that. She said, "I thought I was going to be a teacher." She said, "I entered the order." after she had worked for a while. And she thought she would be going to Teachers College. And they had an emergency in Toledo, so she came and she taught fifth grade and she really liked it. Thought that she would be doing the same thing next year and go to Teachers College. And she got a letter saying, "You will report to Toledo and you will be entering Mercy Hospital School of Nursing and you're going to be a nurse." Because that's what they needed at that time. So she said, "I entered the order. I wasn't religious, and you go where they tell you to go and you do God's work and that's

what happens." So she graduated from nursing school and was made a supervisor the next day.

Maria Nowicki:

And then she became the director of nursing and eventually became the CEO at Tiffin Hospital, that was a Mercy Hospital also. She then was actually looking for her replacement, because she said, "I was getting older and I knew I was going to be able to carry everything out." And then they, after she got that taken care of they told her they were going to transfer her to Willard. She said, "The first thing that came in my mind is, where is Willard?" She had never heard of it before. So she went down to Willard and in Willard she said, that's probably where she found her real Calling. Where she got a chance to really interact with patients.

Maria Nowicki:

She took over as a really the minister, the hospital ministry at that time. And was able to get so much trust built up in the area that she worked with all the pastors of all the different churches. They would call her asked her to visit their patients that were in the hospital. She said she had been invited to so many weddings, baptisms, funerals, and she was instrumental in working with the Mennonite and Amish community to get them access to health care. So interesting way to get into the profession, but also a way to continue. And Beth is going to take over now. I didn't do too bad.

Beth White:

You did great.

Maria Nowicki:

I'm the one that you can't shut up so.

Speaker 4:

It's because the stories are so good.

Beth White:

The stories are great.

Speaker 5:

There are too many stories.

Beth White:

We want to save some time for your stories as well.

Maria Nowicki:

Get to do it a couple of times.

Beth White:

Oh yes you have to do it a couple... Oh There you go. Florence Nightingale is the recognized founder of modern nursing. And this long quote here is a summary of what she really thought was required of a nurse. That nurses training and we used to call it nurses training until really

the middle of the 20th century, when it became apparent that horses were trained to not nurses, and we started calling it nursing education. But she really believed that you were born to be a nurse. That you had that kind of compassion, that search for knowledge, that wanting to care for other people, and that you not only had that calling, but you needed to apply what you had inside of you to becoming a nurse. And so she was one of the first people that said, "We need to have pretty strict college schools of nursing. And that you need to store it up in practice." And so the whole idea of practice, practice, practice was started with Florence Nightingale.

Beth White:

For those of you in the room that are nurses of Diploma Nursing School, should know that one of the things that separates diploma nursing schools from collegiate nursing schools are clinicals. And if you had to say, what was the difference between a nurse that graduated from a diploma school when you went to school and a nurse that went to BSN program, was because you spent a whole lot of your time in the hospital taking care of patients and that was where the classroom content was really supposed to be applied. It's true that the reason the diploma school started to begin with was because hospitals could bring student nurses in and not pay them and have them staff for hospitals. And at the turn of the 20th century, it was true that student nurses worked probably about 80 hours a week. It seemed anyway, and they didn't have much class time at all.

Beth White:

But as the 20th century evolved, and knowledge of medicine and nursing evolved as well, that decreased but clinicals were still very, very important that business, Penny likes to say, "Where the rubber hits the road." Where you apply what you were told in class. This is from St. Vincent, in the early 1920s. It's a surgical suite as you can see. One of the things that just, actually they're two, that stands out for me is there's not a glove in sight. Is that something? And no one's wearing a mask, but the head gear boy, that's done up like the dog's dinner. This is a picture from St. Vincent as well, it's the D'Youville Nursery. You can see one of the grey nuns in the background. The sisters were the supervisors of the schools of nursing as well as the hospitals in those days. And nurseries were pretty sterile places.

Beth White:

It wasn't until probably the 1970s, 60s and 70s, that the knowledge of nurses became kind of paramount. That you really needed to have an appreciation of how to apply medical knowledge to the care of people that were sick. That the whole idea of what nursing was became apparent to those that were in nursing school. That nursing in other words is designed to help people who had a health problem or one to maintain their health to do that in the very best way that they are able to. And what nurses do is help them accomplish their health goals. As that kind of scientific understanding started to be developed it was necessary to hire nursing instructors. You couldn't just put the nurses that were in your second semester of their freshman year in charge of the women's ward at night. You couldn't do that anymore. It was required from an accreditation standpoint, as well as as what the standards of nursing became that students needed to be taught and then the application of that knowledge needed to be applied.

Beth White:

I've got some quotes here from student nurses. We interviewed about 100 nurses of diploma programs and clinicals. There are stories, that's why we're going to leave some time for you to talk with us because clinicals like, really where you really learned how to grow up. You really learned what it was like to be human and how to give of yourself. It really was in a hospital

setting. Students said to us, "We stood up for doctors, we got charts for them, and we did not speak to doctors unless we were spoken to." Say listen where I went to school, there was a doctor site the nurse's station. And you could better not sit there. Do you remember med powers? Everybody practically that we talked to talked about being afraid of making med errors.

Beth White:

That the night before clinical, you went up to the unit that you were assigned. And you found out who your patient was, or patients, a couple of patients, the older in the program you got, the more patients you're assigned. And you're expected to know the medical diagnosis, the medications, the significance of test results. You were expected to know what the nursing care was supposed to be. And you darn well better know what when the instructor came over and said, "Hi, can we talk for a second?" And men and women in their 50s and 60s we're still kind of quaking a little bit. Somebody told one of us that she still had her med cards up in the [artic 00:38:54]. They were pretty much on three by five index cards, weren't they? Yeah. And I don't know if she thought that maybe somebody would knock on her door one day and say, "[inaudible 00:39:04]."

Beth White:

Kind of so and I'm not sure about that, but really clinicals, you needed to have a lot more appreciation in the latter half of the 20th century than you did at the very beginning. And actually, that's one of the reasons that diploma schools eventually closed. Because they became less budget friendly. Somebody said even today, how is it that Toledo hit so many schools of nursing? I mean, you had one, the Catholics had one and the Episcopalians had one and Robin Wood the Lutherans had one and everybody had a school of nursing. It was because it was so cheap. Even tuition was pretty cheap. You could go to... I graduated in 1973 and my parents didn't spend \$3,000 to send me there for three years with a meal ticket and living in the dorm, which is one of the things that until probably the 1970s, maybe late 70s you had to live in the dorm. You couldn't be married, or you had to get special dispensation and that's really no joke. I can see you guys nodding your heads and I know what I'm talking about if you wanted to get married.

Beth White:

So yeah, you needed to really stand up for the things that the school expected you to do. University affiliations started in the 1940s. We talked to a nurse from Toledo Hospital School of Nursing class of 1941, who said that her class was the first class that went to Toledo University, and took their science classes there. And it most certainly is true until the 1980s. That was the only college credit that the diploma nurses had. And going back for a Bachelor of Science in Nursing was nearly impossible. Unless you wanted to start all over and become a freshman and we take everything other than those of biology and anatomy physiology, microbiology courses that you took at the university.

Beth White:

University of Toledo was where Flower hospital students went and Toledo hospital School of Nursing students went. Lourdes college and Mary Manse. That's a picture of Mary Manse. Anybody go to St. V's or Mercy? Go to Mary Manse? Wasn't that cool? I mean, they're all old houses and no one's there. And as St. Vincent got closer to closing, and Mary Manse closed, then those classes were taken at Lourdes college now Lourdes University in Sylvania. Not only two schools of nursing in Toledo that did not have University affiliations. That was Robin Wood,

which closed in the 1950s. Is that right? And that's now what we know as St. Lukes Hospital and Riverside Hospital have all of your their sciences taught at the school.

Beth White:

So most students spent most of their time in clinicals. They practice clinicals with Mr. And Mrs. Chase and baby Chase. And they learned how to do technical skills, they needed to practice technical skills before they were let loose in the hospital. And one of the things that Patty's daughter Stacy couldn't believe, I mean, she couldn't believe a lot of the stuff that we told her but, one thing was that we started IVs on one another. we inserted mg tubes down one another. And yeah oh boy is right. We certainly didn't defect this because, until very late in the 20th century, it was not uncommon for student nurses to be in charge of whole rooms at the hospital. And so you really did need to know what you were doing.

Beth White:

As technology increased, schools of nursing increased as well and in the 1970s when cardiac units, intensive care units started to be... When they were really in the very beginning in the 19, late 1960s in the 70s. And it wasn't until about 1970 or 71 that the Toledo area hospitals even had ICUs and CCUs and students were rotated there then. And we learned how to interpret arterial blood gases and read EKG strips and all of those kinds of things so that diploma schools of nursing kept up with technology. Maria sort of made a little joke that you graduate on Sunday and on Monday you're the charge nurse. That was sort of tongue in cheek it's pretty much true. And within a year many students were head nurses. The clinical experience was definitely something that separated diploma nurses from other students and other programs.

Beth White:

Affiliations were those places that student nurses went when they needed education in a specialty that was not offered at the hospital that they worked at and Psych and Petes were the two most common affiliations. Psych was almost always in the Toledo area at Toledo state hospital. Some people love their psych rotation. Some people hated their psych rotation. One former student told us that the thing that she didn't like the most about the state hospital was that the people that lived there were also the cooks and they had the knives and she never felt more comfortable about that. There were some things, just harking back a little bit to the time in the dorm. Do you remember going back after clinical and talking to your friends about the clinical assignments that you had? And we call it to briefing now but trying to process, what the heck happened to you on that shift?

Beth White:

And really it was your friends in nursing school that knew the most about what happened to you. And you didn't really talk about it to anybody else. We interviewed a nurse whose mother was also a nurse. We interviewed both of them. And their mother talked about her psych rotation at Toledo State Hospital. And she talked about going into a room to give a patient dinner, to find that he had hung himself. I remember, most of these students were 18, 19, 20 years old, young women. The daughter, who was also a registered nurse had never heard this story before. And it really did impress on us the importance of that living together in the dorm and being able to make sense of some of the things that happened to us on the clinical units. Lots of people said that they didn't really worry about being in bad neighborhoods when they had the cape on and affiliations. The Children's Hospital of Detroit was a common place to go for peace and one person said we never worried about people bothering us, they knew that nurses help them. And so we could walk the streets of Detroit and it really wasn't a problem at all.

Beth White:

We interviewed a nurse that talked about going to the Toledo Health Department. And that was her community rotation. And once a week, was it once a week? Once a week all the prostitutes were rounded up, and they were sent down to the Toledo Health Department to check for venereal disease. And if they didn't come, the police knew who they were, so they're just going to get them anyway. And she said, this was before World War Two and so things that we knew now would help venereal diseases wasn't even available then. And she said we gave potassium permanganate douches and send them on their way. But they were checked very carefully. So clinicals, clinicals were just a big huge deal and it really was the amount of time that was needed with an instructor, as well as the way knowledge started to change that changed the way diplomas, schools and even nursing education in general had changed. In 1950, knowledge it was estimated doubled every 50 years.

Beth White:

And the 1980s it was every seven years. At the turn of this century, it was every year. In 2020, it's estimated that every 73 days, knowledge will double. Which means that the way of teaching nurses with med cards and memorizing the six major symptoms of diabetes mellitus was not an appropriate way to teach nurses anymore. That it was necessary to teach conceptually, to teach the ideas of adequate glucose metabolism, rather than specific kinds of things that were related to diabetes. The way insulin actually works in the cell, rather than how do you necessarily draw up five units of regular insulin, things like that. And because of those kinds of things the schools became much less budget friendly, and it started to close.

Beth White:

Mary Ann Arquette, does anybody in here remember Mrs. Arquette? She was a pretty famous nurse at St. Vincent anyway. She worked in the units as well as at the School of Nursing. And she wrote an unpublished autobiography. And one of the things that when we read it that we got the biggest bang out of it was how she recalled that we needed to learn procedures step by step by step. And she... You guys, this is so funny. She wrote out how to take a temperature. This is... I know. Do you remember having to like, can you tell me the seven steps of taking a blood pressure whatever. Routinely, each patient has to have a temperature reading in the early morning, right after the day shift comes on duty and in the late afternoon. Here's what you do. You take the thermometer out of the tube, you wipe it with a cotton ball, you check the level of mercury in the thermometer, you shake the thermometer with a snapping wrist action. Mm-hmm (affirmative).

Beth White:

Until the mercury level is 96 degrees or below. And then you insert the thermometer under the patient's time for at least one minute and you take the pulse and the respirations at that time. Then you remove the thermometer, you check the reading, you wipe the thermometer again with a cotton ball, you put it back in the test tube, and then you [inaudible 00:49:55] it all. And students had to memorize that kind of stuff. The procedure manual was really pretty specific there for a while. It's certainly specific now enough to give nurses an idea how to perform a technical skill but it's not really as take the thermometer out of the test tube specific. I got the wrong thing. Need to get rid of this thing. Okay. I just want to show you these because they are so old fashion. Do you see the double stethoscope thank you. I couldn't think of the thing you put in your ears. Yeah, I know. And you see the instructor is listening and all the others students are gathered around making sure waiting for their turn when they had to see if they were able to listen to the blood pressure.

Beth White:

Nurses drew up their own meds. It was simply not expected that some medications that only had a one hour time, things like penicillins, the early penicillins especially, you would mix your own, and you would be make real sure that you gave those medicines within the timeframe that was necessary. Diploma nursing schools started to close. In Toledo, the first one closed I think it was Maumee Valley Hospital School of Nursing closed in 1972. And all of them eventually closed until the last, St. Vincent close to 1999. There really were a couple things, three for sure that drove the closure. One was the budget. Again, it wasn't this cheap to get student nurses... Students couldn't be assigned patients without another [inaudible 00:52:04] watching them. So they had double staffing and the hospitals. Didn't make any money doing that. On the 1940, the brown report was published that was the first time that the idea was floated that a nurse should really only graduate from a university.

Beth White:

And in 1965, the ANA position paper on diploma schools hit the bricks and the result of if any of you were around for that was nuclear. There was a lot of conversation that no one could train nurses. No one could educate nurses like diploma schools and colleges just simply weren't able to do that. But as time went on diploma schools did eventually closed. In the Toledo area there are not any left. There are two in Ohio. The two in Ohio are really LPN to RN focused. And so we don't very often see diploma graduates anymore. With the last school closing in 1999, do the math, those nurses are in the middle 40s now. Another reason that we really wanted to tell the story because we're getting older man.

Beth White:

Florence Nightingale was right. For the sick it was important to have the best and we alluded to the idea that the church and regimentation military were really important parts of nursing education, the diploma program and that's how we knew we were the best because we did everything the right way, at the right time. And we did it really clean. Our white shoes and our uniforms and those were always the appropriate life. We found some incredible people that graduated from schools of nursing in the Toledo area. Admiral Alene Duerk was the first female Admiral in the United States Navy, in any Navy in the world.

Beth White:

She entered nursing school at the time, right before World War II. And so most nurses did enter the military after graduation for World War II. And she remembers being dropped off. She had a suitcase and she was dropped off at the floor or the bottom level of a bunch of stairs going up to a military hospital and she said I just picked up my suitcase and walked up and just did what I needed to do. It's because of Admiral Duerk that corpsmen are core personnel now, are able to start interosseous IVs. They had [inaudible 00:54:52] today, they can do more than just throw on a bandaid and run. Because she realized that the mortality rate in World War II was very high on the battlefield, primarily because corpsmen weren't able to do anything they weren't educated or trained to do any other life saving skills.

Beth White:

The corpsmen in those days too only combat trained, they were only to hand combat trained. And she told us when we interviewed for that, there were a lot of gold stars in her classes of corpsmen and that refers, of course to the star that the families get when a person is killed in battle. We had Miss America that came from yes St. Vincent hospital School of Nursing. [inaudible 00:55:38] entered beauty contest to pay for nursing school. And that's the only reason

she did it originally. And she's got the [rible 00:55:47] stories in the book and it's just fascinating. She was like 300 bucks short of Lourdes College tuition and her friends, they were at the Monroe County, whatever. And they said, "Now Miss Monroe County pays \$300 woman you can dance why don't you?" And she did and she won. And she really was an oncology nurse. And to this day she is back in her hometown in Monroe, Michigan. And she continues to work with hospice patients and with families, particularly children of families where parents have died. She's a fascinating woman.

Beth White:

Florence Nightingale was convinced that the preparation to become a nurse needed to be difficult, and it needed to be regimented. In that way, it will become the finest of the fine arts. Thank you very much for coming today.