

1987

The University of Nebraska College of Nursing, 1917-1987

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The University of Nebraska College of Nursing



1917-1987

Compliments
of the
University of Nebraska
College of Nursing
and the
Alumni Association

THE
UNIVERSITY OF NEBRASKA
COLLEGE OF NURSING
1917-1987

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PREFACE

The University of Nebraska College of Nursing celebrates the 70th anniversary of its founding this year, 1987. The publication of this history is long overdue.

No attempt has been made to record or interpret every event, or to include the names of all who have made contributions to the College. Some details of early events have been lost or have become indistinct with the passing of time. Few writers can hope to secure approval from all readers; I hope that the majority of those who read this history will appreciate the heritage of the College and its impact on nursing and nursing education.

This history is dedicated to students, alumni, and faculty — past, present, and future.

ACKNOWLEDGEMENTS

This volume is the culmination of years of effort by many people with a deep interest in the College of Nursing. Special thanks are due to students, faculty, and alumni for their foresight in preserving the materials used to compile this history.

My effort to write the history began in 1981 with the encouragement of the College of Nursing Alumni Association and donations of money and memorabilia from many individual alumni members. Rosalee Yeaworth, Dean of the College of Nursing, and the administration of the University lent their support by providing funds in 1982 and by approving a sabbatical leave in 1984. Dean Yeaworth has been a source of encouragement throughout the project and wrote the original draft of the chapter related to her years as Dean.

Regina Tangney Barentson made major contributions by locating and compiling materials and writing the original drafts of the Burgess and Kyle chapters. Her knowledge of nursing and nursing education was invaluable in placing events in a broad historical perspective, and I am indebted to her for her assistance.

Thank you to Ann Gray for typing and retyping the manuscript; to Pete Boughn for editorial assistance; to Reba Benschoter and the staff of the Biomedical Communications Department for editorial and production assistance; to Walt Allen and the staff of the Print Shop for expert advice and a finished product.

Finally, a sincere thank you to those who have nourished my love for nursing and dedication to the College of Nursing and the University of Nebraska Medical Center for the past 31 years — my classmates and instructors, my students, my faculty peers, and my nurse and physician colleagues.

Nancy Warren Schneckloth
BSN, 1960
MSN, 1975

Chronology

- 1881 Omaha Medical College incorporated
- 1883 College of Medicine opened at University of Nebraska in Lincoln
- 1887 College of Medicine in Lincoln dissolved
- 1902 College of Medicine of the University of Nebraska created through an agreement between the trustees of the Omaha Medical College and the Board of Regents
- 1909 Land purchased at 42nd and Dewey Avenue
- 1913 North Lab building erected (named Poynter Hall in 1970)
- 1917 130-bed hospital opened with Charlotte Burgess as Superintendent of Nurses
School for Nurses opened with 13 students on October 16
- 1918 Dormitory built
- 1919 South Lab Building erected — dispensary moved from 17th and Dodge
- 1920 Dormitory burned down
- 1921 School pin designed by Dr. Alfred Brown
Alumnae Association formed
- 1923 Conkling Hall built as the Nurses' Residence
- 1927 Unit II of hospital built — total bed capacity now 230
- 1930's Probationer uniform discontinued
Sleeves of uniform shortened and white shoes and stockings adopted
- 1939 School participated in a study by National League for Nursing Education (NLNE) to establish accreditation criteria
Nursing faculty given University rank
- 1946 Charlotte Burgess retired and Irma Kyle became Director
Childrens Hospital built
- 1950 Four year Bachelor of Science in Nursing (BSN) program approved by Board of Regents
- 1952 Students entered freshman year of BSN program
Diploma program temporarily accredited by National Nursing Accrediting Service (NNAS)
- 1954 Master of Psychiatric Nursing program offered through Department of Psychiatry
- 1957 New School of Nursing building dedicated
- 1961 Admission offered to married students and male students
- 1962 Curricular and organizational changes started under the direction of Regina Tangney, to ensure accreditation

- 1963 Control of nursing service and nursing education separated;
Carol Wilson named Director of Nursing Service
- 1965 BSN program accredited by the National League for Nursing
(NLN)
- 1966 Irma Kyle resigned as Director
Regina Tangney Barentson named Acting Director
- 1967 Rena E. Boyle named Director and Associate Dean
- 1968 University of Nebraska restructured into 3 campuses: UN-L,
UNO, UNMC
- 1969 Dr. Boyle's title changed to Dean
Nursing Care Research Center established
Master of Science in Nursing (MSN) program started
New hospital opened — total bed capacity now 285
Basic Science Building (named Wittson Hall in 1972)
dedicated
- 1970 Associate of Science in Nursing (ASN) program opened
Library of Medicine (named the Leon S. McGoogan Library
of Medicine in 1980) opened
- 1972 School given College status
Articulated programs planned and decision made to close
generic BSN program
All programs accredited by NLN
- 1974 Students entered Lincoln Division program
- 1976 Last class graduated from generic BSN program
College of Nursing and College of Pharmacy buildings
dedicated
- 1977 Off-Campus BSN program began with grant from Kellogg
Foundation
Clinic Building opened
- 1979 Rena Boyle retired
Rosalee C. Yeaworth named Dean
- 1983 All programs received continued accreditation from NLN
Plans made for closing of ASN program and return to a
4-year BSN program
- 1985 Students entered generic BSN program
- 1986 Last class graduated from ASN program

THE BEGINNING



1917-46



College Building, 1913



University Hospital, 1918



*Charlotte Burgess, R.N., Ph.B.,
Director, 1917-1946*

THE BEGINNING

In October of 1917 thirteen women enrolled in the University of Nebraska School for Nurses. Since that time, nearly 4000 men and women have received their nursing education at the University.

Since nursing education was closely allied with medical education in the early 1900's, the history of the School for Nurses begins with the history of the College of Medicine.

A Medical College

Nebraska's first efforts at formal medical education resulted in the establishment of two medical colleges. The Omaha Medical College was incorporated and admitted thirty-five students in the fall of 1881. The University of Nebraska opened a medical college in Lincoln in 1883; this college was plagued with problems from its beginning and was closed in 1887 after only four years.¹

The idea of a union of the Omaha Medical College and the University of Nebraska in Lincoln was discussed for several years. The University Board of Regents was anxious to have a medical college, and on April 18, 1902, signed an agreement with the trustees of the Omaha Medical College. The newly formed College of Medicine of the University of Nebraska offered a four-year course (two years in Lincoln and two years in Omaha) leading to an M.D. degree. Shortly after this affiliation, a six-year course which lead to the B.S. and M.D. degree was offered. In 1908, the medical college required two years of college preparation for medical school; this requirement was far in advance of most schools at that time.²

The Legislature appropriated \$20,000 for purchase of a campus site in Omaha in 1909; the 42nd and Dewey Avenue site was far removed from the center of the city.

A fierce battle ensued over the location of the medical college; supporters for both Lincoln and Omaha argued the merits of their cities. The battle ended in 1911 when the State Legislature passed a \$100,000 appropriation bill to construct a laboratory building in Omaha.³

The new building (later named the North Lab Building and much later, Poynter Hall) housed the entire medical college, and was dedicated on Oct. 16, 1913; the college was moved from its building at 12th and Pacific Streets. Equipment was moved from the basic science department in Lincoln and new equipment and furniture was purchased. A medical library was established with books from the University library and the Lancaster County Medical Society.⁴

Irving S. Cutter, named Dean in 1915, immediately made plans for further construction on the campus, and in 1917 Unit I of University Hospital was completed. The 130 bed hospital was "general in character, non-sectarian and open to the worthy sick poor of the state;"⁵ the hospital could not charge patients for its services. The college now had a teaching hospital for its faculty and students;⁶ a Dispensary at 17th and Dodge Streets provided student experiences in treating out-patients.

A Hospital Needs Nurses

Dean Cutter's plan for a hospital included the establishment of a nursing school. It was the standard of the era to provide women with nursing education in return for their service to the hospital; University Hospital was no exception.

University Hospital was unusual, however, in that when the School for Nurses opened in 1917, there were very few schools which offered a combined liberal arts and basic nursing curriculum leading to a bachelor's degree. Schools associated with a college or university were the exception rather than the rule.⁷ Dean Cutter's plan for a nursing school at the University of Nebraska was visionary.

The woman recruited as Superintendent of Nurses shared Dean Cutter's vision and laid the foundation for nursing excellence at University Hospital. There were only a few nurses in 1917 who were qualified to establish a nursing school, especially one located within a university setting. Teachers College, Columbia University had offered postgraduate courses for nurses since 1899 and by 1910 had established a Department of Nursing and Health to prepare nurses for teaching and administrative positions. Miss Adelaide Nutting, former principal of the Johns Hopkins Training School for Nurses, was the director of this program.⁸

Dean Cutter asked Miss Nutting to recommend a nurse for the position of Superintendent of Nurses at the University of Nebraska. She recommended Miss Charlotte Burgess who was a student at Teachers College.

Miss Burgess had earned a Bachelor's degree from the University of Wisconsin; after teaching high school students for several years she pursued her dream of becoming a nurse and graduated from the Illinois Training School for Nurses in 1904; she served as Director of Education at the Illinois Training School from 1908 to 1914. She had served with an American Red Cross nursing unit in Russia from 1914 to 1915.⁹

Miss Burgess had agreed to serve another year with a Red Cross unit and had enrolled at Teachers College while waiting for the unit to sail. Miss Nutting approached her in the library and shared the telegram from Dean Cutter; Miss Nutting advised her to accept the position. Miss Burgess was reluctant to “undertake so important a piece of work,”¹⁰ but agreed to consider the offer. “I made my decision walking back and forth in a pouring rain on Broadway a few blocks from the University.”¹¹

Since she had no experience with a university school of nursing, she wired Miss Louise Powell at the University of Minnesota and asked to visit that nursing school on the way from New York to Omaha. The Minnesota school had been organized as an integral part of that institution in 1909.¹² She spent a full day with Miss Powell and found her gracious and helpful in giving suggestions for organizing a nursing school.¹³

On August 4, 1917, Miss Burgess arrived in Omaha. The hospital was not completed, furniture and equipment had not been unpacked, nothing had been cleaned, and there was not a nurse in sight. She also learned that the main campus of the University was in Lincoln; she had counted on using the University for several courses. Dean Cutter explained that the hospital was to open on August 15!¹⁴

Miss Burgess was a woman of invincible courage and leadership ability; she was determined to succeed. To appreciate the immensity of the challenge facing her, one must place it in the perspective of the time. In spite of the efforts of the better schools of nursing to improve nursing education and nursing practice, there was still a shortage of prepared nurses; this was especially true in the Mid-west. Many of the best prepared nurses were serving overseas with the American Red Cross; when the United States entered World War I in April, 1917, even more nurses answered the call.¹⁵ Many members of the College of Medicine faculty and student body were also called into war service.¹⁶ Maintenance workers, janitors, engineers, and domestic help were also in short supply. To open and staff a hospital, develop a nursing program, and recruit faculty and students was no easy task.

The Hospital Opens

On September 3, less than one month after her arrival, the hospital was opened. Four graduate nurses had been recruited: one for the operating room, one for the second floor, one for the first floor, and a night supervisor.¹⁷

Miss Burgess arranged post-graduate work for graduates of other schools who needed an additional year of study to qualify for state

registration. Students from other schools also came as affiliation students. By September 12 she had recruited sixteen of these students.¹⁸

Thirteen beginning students entered the new nursing program on October 16; others entered in February and March of 1918. Nine of these women completed the program and received the Diploma of Graduate Nurse in 1920:

| | |
|------------------|-----------------------------|
| Otilla Czaplik | Edith Stockham |
| Georgia Dye | Alice Graham |
| Rita Eisenmenger | Edith Martin |
| Mary McHugh | Mabel Fischer ¹⁹ |
| Blanche Nicola | |

The Curriculum

The School for Nurses (the name was changed to School of Nursing in 1922) was established as a three-year diploma program. A five-year combined academic and professional course leading to a Bachelor of Arts or Bachelor of Science degree and the nursing diploma was also described in the School's first bulletin in 1919.²⁰

The purpose of the School was "to develop nurses of the best type."²¹ The schedule of theoretical instruction was described in the first bulletin published in 1919:²²

SCHEDULE OF THE THEORETICAL INSTRUCTION

| | |
|--|--|
| <i>Preliminary Term</i> | <i>Nursing of Infants</i> |
| <i>Elementary Nursing and</i> | <i>and Children 30 hrs.</i> |
| <i>Hospital Economy 90 hrs.</i> | <i>Nursing in Infectious and</i> |
| <i>Anatomy 60 hrs.</i> | <i>Contagious Diseases. . . 15 hrs.</i> |
| <i>Physiology 60 hrs.</i> | <i>Ethics 10 hrs.</i> |
| <i>Chemistry 60 hrs.</i> | <i>Pathology 30 hrs.</i> |
| <i>Bacteriology 48 hrs.</i> | <i>Massage 15 hrs.</i> |
| <i>Drugs and Solutions . . . 24 hrs.</i> | |
| <i>Personal and Hospital</i> | <i>Senior Term</i> |
| <i>Hygiene 15 hrs.</i> | <i>Obstetrical Nursing . . . 24 hrs.</i> |
| <i>Dietetics 12 hrs.</i> | <i>Nursing in Mental and</i> |
| <i>Bandaging 10 hrs.</i> | <i>Nervous Diseases 15 hrs.</i> |
| | <i>Nursing in Skin, Venereal</i> |
| <i>Junior Term</i> | <i>and Occupational</i> |
| <i>Medical Nursing 30 hrs.</i> | <i>Diseases 15 hrs.</i> |
| <i>Nutrition and Cookery . 48 hrs.</i> | <i>Eye, Ear, Nose and</i> |
| <i>Materia Medica 36 hrs.</i> | <i>Throat 15 hrs.</i> |
| <i>Principles of Nursing . . 30 hrs.</i> | <i>Dietetics 30 hrs.</i> |



*Myra Tucker, R.N., Educational
Director, 1917-1946*

| | | | |
|--|----------------|---|----------------|
| <i>Physical Education</i> | <i>20 hrs.</i> | <i>Hygiene and Sanitation</i> | <i>30 hrs.</i> |
| <i>Intermediate Term History and Ethics of Nursing</i> | <i>30 hrs.</i> | <i>Special Therapeutics . . .</i> | <i>10 hrs.</i> |
| <i>Psychology</i> | <i>30 hrs.</i> | <i>Hospital and Training School</i> | |
| <i>Surgical Nursing</i> | <i>30 hrs.</i> | <i>Administration</i> | <i>15 hrs.</i> |
| <i>Gynecology</i> | <i>15 hrs.</i> | <i>Special Topics</i> | <i>30 hrs.</i> |
| <i>Orthopedic Nursing</i> | <i>10 hrs.</i> | | |

The medical college faculty taught the basic science courses and also provided lectures in medicine and surgery. Miss Myra Tucker, RN arrived on Oct. 1, 1917, as the first instructor on the nursing faculty. She and Miss Burgess taught the nursing courses, and with the assistance of the hospital nurses, supervised the clinical instruction of students. Miss Tucker spent the remainder of her career at the School and in later years became the Assistant Director of the School.

Miss Burgess established the school within the framework of her own philosophy of nursing education and the thinking of leaders in the profession. The program reflected many of the tenets suggested by Florence Nightingale: there was an organized course of study, which included theoretical knowledge and clinical experience; the director was a nurse; students lived in a nurses' home; and head nurses were responsible for the administration of their wards and for the teaching of student nurses.²³ Two important Nightingale tenets were not present: the School was organized within the College of Medicine and thus lacked autonomy; the School was not primarily an educational institution, as the students were used as inexpensive labor for University Hospital.

The curriculum design was based on *A Standard Curriculum for Schools of Nursing* published by the National League for Nursing



Hospital ward, 1927



*Practicing anesthesia,
1922*



*Operating Room
rotation, 1923*



*Dining Room,
University Hospital,
1927*

Education (NLNE) in 1917. Miss Burgess was committed to quality nursing education and throughout her tenure adopted the recommendations of the NLNE and other nationally recognized nursing groups.

Admission Requirements

A four-year high school education was required for admission. Miss Burgess said that it was incorrect to assume that anyone with a strong back could be a nurse. "Ice-men can be found at 42nd and Leavenworth — what I want is nurses with brains." Students met the same requirements as all other students admitted to the University of Nebraska. Only 28 percent of all nursing schools in the U.S. required a high school diploma; the majority required only one year of high school. The requirement for admission to the majority of nursing schools in Nebraska paralleled the national trend.²⁴ It was not until 1930 that all nursing schools in Omaha required a four-year high school education for admission.²⁵

Only unmarried women between the ages of 19 and 35, with good health and sound physical condition, were considered for admission. Miss Burgess screened applicants personally; she monitored their progress carefully and retained the right to dismiss a student at any time for misconduct, inefficiency, or neglect of duty.



Patching the gloves, 1922

Student Life

Student life during the Burgess era was very much like student life in all schools of nursing. Students entering the probationary or preliminary term provided their own uniforms; Miss Burgess sent the pattern with the letter of acceptance. Short daily practice periods in the wards were arranged during the third and fourth months. Those who passed the probationary term were assigned to duty in the wards, diet kitchen, linen room, sewing room, operating room, and dispensary.

Students worked eight to twelve hours daily; this included class hours when it could be arranged. Two half-days off were allowed per week. Students often worked extra shifts, however, and attended classes during the day. Graduate staff nurses were not hired for University Hospital until the 1930's, so students and head nurses provided all patient care.

Learning to be a nurse was an all-consuming life; little time or energy was left to pursue personal activities. All social activities revolved around the hospital since students were required to live in the residence. In fact, Miss Burgess and many of her faculty also lived in the residence.

Students had to be in the residence by 10 PM except on Friday and Saturday when the deadline was extended to 11 PM. "Overnights" were allowed only for trips home. Duty hours were posted weekly, so only by special request were students able to plan ahead. A 1936 graduate recalls that if a student wanted to participate in any regular off-campus activity special permission was needed.²⁶

Students participated in teas and luncheons planned by Miss Burgess and her staff. Sing-alongs and card games were held in the residence; interns and medical students came for dances several times



Nurses' dormitory (the "bar-racks"), 1920



Nurse's dormitory after the fire, 1920



Conkling Hall, dedicated 1923

a week. An occasional walk to a nearby ice cream store on a hot summer night made the dormitory rooms seem cooler.²⁷

The Nurses' Residence

Students entering the School in 1917 lived on a hospital ward for the first year and then in four different houses near the hospital. Later a two story building called "the barracks" was built west of the hospital. This building burned down at Christmas time, 1920.

Miss Burgess recalled:

Our clothing was all burned; but promptly at seven o'clock the next morning everyone was on duty. We were, indeed, a sorry sight. The nurses hadn't any uniforms; they were dressed in doctors' gowns or women's hospital wrappers that we had at that time, and they wore hospital patients' slippers and stockings. Their hair was in braids



Student room, Conkling Hall, 1923



Living room, Conkling Hall, 1924

down their backs as they hadn't any combs; but they were on duty at seven o'clock. This indicated a fine sense of responsibility. Maybe the organization and hospital routine and discipline had some influence.²⁸

This was a traumatic time for Miss Burgess, as she accounted for all of her students and staff; several students were injured but fortunately no lives were lost.²⁹ Miss Burgess now was faced with the task of building a new residence for the second time in three years.

Conkling Hall was opened in 1923. It was a magnificent structure, very modern and "plush" for that period. It added comfort to the lives of the students and provided the necessary classrooms for teaching. In addition to rooms for students and faculty there were reading and sewing rooms, kitchen and laundry facilities, and a beautifully appointed reception room. A large gymnasium was included.

The Goldmark Report

Nursing leaders had been working for several years to upgrade nursing education conditions in the U.S. Unqualified students were being admitted to schools with poor curricula and were working as many as 105 hours per week providing service to the hospital.³⁰ While other professions had abandoned the apprenticeship system, nursing still maintained this earn-while-you-learn system.

The NLNE authorized a comprehensive survey of nursing education in 1919; the findings and conclusions were published in 1923 in *Nursing and Nursing Education in the United States*; this report is frequently referred to as the *Goldmark Report*.³¹

The *Goldmark Report* recommended that women of high capacity be recruited; that instruction be planned and correlated with practical



Student nurses, 1926

experience; that public health nurses, superintendents, supervisors and instructors receive additional training beyond the basic nursing course; that schools be organized primarily for educational experiences; and that University schools be developed and strengthened.³²

Miss Burgess had already implemented some of these recommendations when she opened the School; this attests to her knowledge of national trends and the ideals instilled by Miss Nutting, under whom she had studied.

This report and the 1927 revision of the NLNE publication, *A Curriculum Guide for Schools of Nursing*, prompted Miss Burgess to update course titles and to add courses in psychiatric nursing, english, and sociology. Public health nursing experiences were also expanded. The curriculum as described in the 1931-32 Bulletin reflects these changes:³³

SUMMARY OF THEORETICAL COURSES FIRST YEAR

| | Total Hours | Classes and Lect. | Labora- tory & Demon. | Credit Hours |
|--|----------------|-------------------------|-----------------------------|-----------------|
| Preliminary Term | | | | |
| <i>Principles and Practice of Nursing</i> | 90 | 36 | 54 | 3 |
| <i>Anatomy</i> | 72 | 54 | 18 | 3 |
| <i>Physiology</i> | 54 | 36 | 18 | 2½ |
| <i>Chemistry</i> | 72 | 36 | 36 | 3 |
| <i>Bacteriology</i> | 72 | 36 | 36 | 3 |
| <i>Drugs and Solutions</i> | 24 | 12 | 12 | 1 |
| <i>Nutrition and Cookery</i> | 24 | 12 | 12 | 1 |
| <i>Personal Hygiene</i> | 18 | 18 | — | 1 |
| Junior Term | | | | |
| <i>History and Ethics of Nursing</i> | 36 | 36 | — | 2 |
| <i>Principles and Practice of Advanced Nursing</i> | 18 | 18 | — | 1 |
| <i>Principles of Medicine</i> | 36 | 36 | — | 2 |
| <i>Principles of Nursing in Medicine</i> | 18 | 18 | — | 1 |
| <i>Materia Medica</i> | 48 | 24 | 24 | 2 |
| <i>Massage</i> | 18 | 18 | (36) | 1 |
| <i>Total Hours</i> | 600 | 390 | 210 | 26½ |

SECOND YEAR

| | | | | |
|------------------------------------|-----|-----|----|----|
| <i>Communicable Diseases</i> .. | 18 | 18 | — | 1 |
| <i>Pediatrics</i> | 36 | 36 | — | 2 |
| <i>Principles of Nursing in</i> | | | | |
| <i>Pediatrics</i> | 18 | 18 | — | 1 |
| <i>English Composition</i> | 36 | 36 | — | 2 |
| <i>Diet and Disease</i> | 54 | 18 | 36 | 2 |
| <i>Elementary Pathology</i> ... | 54 | 18 | 36 | 2 |
| <i>Psychology</i> | 36 | 36 | — | 2 |
| <i>Applied Sociology</i> | 36 | 36 | — | 2 |
| <i>Principles of Surgery</i> | 60 | 60 | — | 3 |
| <i>General Surgery</i> .. | 24 | | | |
| <i>Gynecology</i> | 10 | | | |
| <i>Orthopedics</i> | 18 | | | |
| <i>Urology</i> | 4 | | | |
| <i>Oral Surgery</i> | 4 | | | |
| <i>Principles of Nursing in</i> | | | | |
| <i>Surgery</i> | 18 | 18 | — | 1 |
| <i>Total Hours</i> | 366 | 294 | 72 | 18 |

THIRD YEAR

| | Total Hours | Classes and Lect. | Labora- tory & Demon. | Credit Hours |
|----------------------------------|----------------|-------------------------|-----------------------------|-----------------|
| <i>Obstetrics</i> | 18 | 18 | — | 1 |
| <i>Principles of Nursing in</i> | | | | |
| <i>Obstetrics</i> | 18 | 18 | — | 1 |
| <i>Psychiatry and</i> | | | | |
| <i>Neurology</i> | 18 | 18 | — | 1 |
| <i>Principles of Nursing in</i> | | | | |
| <i>Psychiatry</i> | 18 | 18 | — | 1 |
| <i>Dermatology</i> | 18 | 9 | 9 | ½ |
| <i>Eye, Ear, Nose and Throat</i> | 18 | 18 | — | 1 |
| <i>Physical Therapy</i> | 18 | 18 | — | 1 |
| <i>Sanitary Science</i> | 36 | 36 | — | 2 |
| <i>Social Aspects of Nursing</i> | 18 | 18 | — | 1 |
| <i>Introduction to Public</i> | | | | |
| <i>Health Nursing</i> | 18 | 18 | — | 1 |
| <i>Professional Problems and</i> | | | | |
| <i>Survey of the Nursing</i> | | | | |
| <i>Field</i> | 36 | 36 | — | 2 |

| | | | | |
|------------------------------|------------------|------------------|---------------|---------------------------|
| <i>Emergency Nursing and</i> | | | | |
| <i>First Aid</i> | $\frac{18}{252}$ | $\frac{18}{243}$ | $\frac{-}{9}$ | $\frac{1}{13\frac{1}{2}}$ |
| <i>Total hours</i> | | | | |
| <i>Grand Total Hours—</i> | | | | |
| <i>Theory</i> | 1218 | 927 | 291 | 58 |

One hour per week for 18 weeks, class and lectures, counts as one credit hour.

Two hours per week for 18 weeks, laboratory, counts as one credit hour.

NURSING PRACTICE

Courses of theory are given coordinately with practice

| | Months | Credit Hours |
|---|--------|-----------------|
| <i>Preliminary Term</i> | 4 | 0 |
| <i>Medical Nursing</i> | 5 | 3 |
| <i>Surgical Nursing</i> | 3 | 2 |
| <i>Gynecological Nursing</i> | 1 | 1 |
| <i>Orthopedic Nursing</i> | 1 | 1 |
| <i>Pediatric Nursing</i> | 3 | 2 |
| <i>Obstetric Nursing</i> | 3 | 3 |
| <i>Psychiatric Nursing</i> | 2 | 2 |
| <i>Eye, Ear, Nose and Throat</i> | 1 | 1 |
| <i>Diet Kitchens</i> | 2 | 2 |
| <i>Operating Department (Including anesthetics)</i> | 3 | 2 |
| <i>Out-Patient Department(2-3)</i> | 2 | 2 |



Aerial view of campus, 1928



Students near Conkling Hall, 1929



Hospital ward, ca. 1930

| | | |
|-----------------------------------|-------|-------|
| <i>Admitting Department</i> | 1 | 1 |
| <i>Physical Therapy</i> | 1 | 0 |
| <i>Electives(2-4)</i> | 2 | 2 |
| <i>Vacation</i> | 2 | 0 |
| | <hr/> | <hr/> |
| <i>Total Credit Hours</i> | | 24 |

One month of practice under supervision counts as one credit hour.

The Depression Years

The hospital and School of Nursing survived the Depression years despite great hardships. When Unit II opened in 1927, the hospital's capacity rose to 230 beds; however the Depression soon dealt the hospital a blow. Throughout the 1930's and 1940's operating funds were inadequate, wards were closed, and hospital occupancy declined. Despite these problems Miss Burgess maintained the School and began hiring general duty staff nurses for the hospital in the 1930's.

Nurses were a part of the massive unemployment of the thirties; graduates who were working as private duty nurses found themselves out of work. Few graduate nurses were working as general duty staff nurses in hospitals as this type of duty was considered "student work" and not respectable for graduate nurses. Amid dismal economic conditions, however, dignity became a luxury. Many unemployed nurses were offered and accepted board, room, and laundry in return for working as staff nurses.³⁴

Whether Miss Burgess offered employment to any of these nurses for board and room is unknown, but it is known that she hired staff

nurses. This provided employment for graduates and relieved students of some hospital duties.

Many unemployed persons worked at the hospital under the auspices of the Civil Works Administration (CWA) and the Works Progress Administration (WPA). Miss Burgess reported in several issues of the *Nurse Reporter* that people were hired as cleaners, carpenters, painters, and seamstresses; she stressed the value of this service to the hospital, staff, students, and patients. Some medical and nursing students were also paid for CWA work.³⁵

Committee on the Grading of Nursing Schools

Soon after the publication of the *Goldmark Report*, a comprehensive study was started to survey nursing schools in the U.S. The study committee included representatives from several professional nursing organizations, medical organizations, the hospital association, and the public health association. The Grading Committee, which began its work in 1926, published its final report in 1934 in *Nursing Schools Today and Tomorrow*. This study confirmed many of the findings of the *Goldmark Report* and recommended: (1) reduction of the nurse supply and improvement of the quality of training; (2) replacement of students with graduate nurses in hospitals; (3) financial assistance to hospitals to pay for graduate nurse services; and (4) public support for nursing education.³⁶

Participation in the Grading School study was voluntary and Miss Burgess chose to be part of the survey. When the surveys were completed, each school received a report comparing it to other schools in



Probationers, 1932



Above: Graduation, 1937

Right: Off to home visits for public health nursing, 1939



Below: Delivery room, University Hospital, 1942



the study; the University School was ranked with the better schools in the country.³⁷

Nurses who were eager to have schools of nursing graded or accredited were disappointed when the Grading Committee made no attempt to accredit the schools surveyed in the study. Accreditation was seen as public recognition of schools which met certain standards; it would encourage higher standards and guide prospective students in choosing a school.³⁸

Accreditation Moves Forward

In 1939 the National League for Nursing Education (NLNE) initiated the first inclusive program of accreditation for nursing programs leading to a diploma or baccalaureate degree in nursing. The Committee on Accrediting of the NLNE determined the criteria for accreditation, in part, by surveying 51 schools of nursing.³⁹

Miss Burgess agreed to a visit by the Committee in March, 1939. Following the visit, the Secretary of the Committee submitted a report of the findings to Miss Burgess. While some aspects of the nursing program were in need of improvement, the report was generally favorable; it was noted that "this school has many desirable characteristics as well as unusual potentialities for further development."⁴⁰



Class of 1943

The NLNE announced that it would accept applications for accreditation between July 1 and December 31, 1939, and in June, 1941, released the first list of accredited schools.⁴¹ No Nebraska nursing schools were on the list.

Despite the favorable report from the Committee on Accrediting, Miss Burgess did not apply for accreditation. Her reason for this decision is unknown. Accreditation at that time would have been a milestone in the history of the School. Faculty, students, and graduates in the next two decades felt the consequences of her decision; the lack of accreditation was an embarrassment.

Several factors may have contributed to Miss Burgess' decision not to seek accreditation. Her health was failing, she was nearing the age of 75, and she was again faced with managing the hospital and School during a World War. She had actually resigned as Director in 1940, but no replacement could be found.

At War Again

The entrance of the U.S. into World War II in 1941 created problems for University Hospital and the School of Nursing. Many



Probationers, 1944

members of the medical college faculty were called into military service. Head nurses, supervisors, and instructors were also called to service; general duty staff nurses were in short supply. The nursing shortage was relieved in part by Red Cross Nurse Aides and other volunteer help. Miss Burgess noted that these groups "give valuable assistance but do not take the place of good professional nurses."⁴² The students once again were expected to provide the majority of nursing services and many senior students served as head nurses.

The School began participation in the U.S. Cadet Nurse Corp in July, 1943. The Cadet Corp was created by the Bolton Act in 1943 and subsidized the entire education of nursing students - tuition, fees,



Cadet nurse, 1945

books, uniforms and monthly stipends. In return for these benefits, students promised to engage in essential military or civilian nursing for the duration of the war.⁴³

More than 100 students enrolled in the School in 1943 joined the Cadet program; all 27 students who entered the School in February, 1944, joined the program.⁴⁴ The nursing education program was shortened to 30 months as stipulated by the Bolton Act. By July, 1944, the Senior Cadets were ready to start the last four months of their training; four of these Cadets stayed at University Hospital to assist Miss Tucker, work in the operating room and surgical floors, and serve as assistant head nurses. Others went to Immanuel Hospital, Lutheran Hospital, the Omaha Visiting Nurses' Association, and Army hospitals.⁴⁵

The end of the war signaled the return of physicians and nurses to the hospital and a sense of normalcy returned. The time was right for Miss Tucker and Miss Burgess to leave the School.

Summary

Miss Burgess ended her 29 year tenure at the School on April 1, 1946. Miss Tucker had retired the previous January.

Miss Burgess began her work at the School at the beginning of one world war and finished it at the end of another. She established the School on a firm foundation and, with the loyal support of both nursing and medical faculty, she led the School and hospital through difficult times and events.

She was a true professional and a progressive nurse educator. She kept herself informed of the trends in nursing and nursing education and made program changes suggested by national nursing leaders. She was active in professional organizations and served on the State Board of Nursing. She encouraged her students to earn baccalaureate degrees and to join the professional nursing associations. She was proud of the School and its graduates, and frequently reminded students and faculty that "University nurses have no equals."

She is remembered as a stern, formidable woman but also as a very kind person. She loved to play cards and read detective stories. Although she enjoyed many activities apart from nursing, she rarely allowed herself to enjoy life's pleasures. There was always so much work to do.

She retired to her home in Vermillion, South Dakota and enjoyed comparatively good health for three years. Following a fall in the Spring of 1949, her health began to fail and she died on August 7, 1949, at the age of 83.

NEW DIRECTOR, NEW PROGRAM



1946 - 67



Student in Operating Room, 1948



*Irma Kyle, R.N., S.M., Director,
1946-1966; Director of Continuing
Education for Nursing, 1967-1972*

NEW DIRECTOR, NEW PROGRAM

In April, 1946, Miss Burgess had introduced the new Director of the School to the faculty. "Miss Kyle wore a royal blue wool dress which emphasized her cheerful expression. We were all happy to welcome her and this was, naturally, mingled with curiosity toward the future."¹

Irma M. Kyle, like her predecessor, started her career as a school teacher. The youngest of four children, she was raised in a small Iowa town. She had followed her brother and two sisters into the education field by earning a Bachelor of Science degree in Biological Sciences from Parsons College in Fairfield, Iowa, in 1932. She was not happy with her career as a rural teacher, and breaking with family tradition, she entered the Evanston Hospital School of Nursing in Evanston, Illinois. After earning her baccalaureate degree she then earned a Master's degree in nursing education from the University of Chicago in 1940. She had held the position of Nursing Arts instructor at Cook County Hospital School of Nursing from 1940 to 1946. Her career at the University of Nebraska School of Nursing officially began on April 1, 1946.

Miss Kyle was undoubtedly qualified to direct the School. She intensified the "curiosity" of the faculty and hospital staff, however, when she announced that she would live in an apartment rather than in the nurses' home. Miss Burgess had always lived with her students and graduate nurses; would this new Director break other traditions as well?

A change which came quickly was Miss Kyle's decision to admit only one class each year, rather than two or three, as had been the practice. Beginning in 1946, all students started their course of study in August or September. This greatly facilitated planning of courses and eliminated the need to teach courses several times a year.

The three-year professional curriculum totaled 62 academic credit hours; nursing practice totaled 1095 days. Students who wanted to earn the Bachelor of Science or Bachelor of Science in Nursing degree completed an additional 68 credit hours of general education courses. The curriculum described in the 1946-1947 Bulletin included a pre-clinical term, a freshman term, and junior and senior terms:²

SUMMARY OF THEORETICAL COURSES

First Year

| | Total Hours | Classes and Lect. | Labora- tory & Demon. | Credit Hours |
|---|----------------|-------------------------|-----------------------------|-----------------|
| Preclinical Term | | | | |
| <i>Anatomy</i> | 54 | 54 | | 3 |
| <i>Physiology</i> | 54 | 54 | | 3 |
| <i>Bacteriology</i> | 72 | 36 | 36 | 3 |
| <i>Chemistry</i> | 54 | 36 | 18 | 2.5 |
| <i>Psychology I</i> | 36 | 36 | | 2 |
| <i>Pharmacology I</i> | 36 | 18 | 18 | 1.5 |
| <i>Nutrition, Foods and</i> | | | | |
| <i>Cookery</i> | 54 | 30 | 24 | 2.2 |
| <i>Nursing Arts I</i> | 108 | 72 | 36 | 5 |
| <i>Professional</i> | | | | |
| <i>Adjustments I</i> | 15 | 15 | | .8 |
| <i>Personal Health</i> | 18 | 18 | | <u>1</u> |
| <i>Total</i> | | | | 24 |
| Freshman Term | | | | |
| <i>Introduction to</i> | | | | |
| <i>Medical Science</i> | 42 | | | 2.3 |
| <i>Introductory Pathology</i> | | 24 | | |
| <i>Physical Therapy</i> | | 12 | | |
| <i>Public Health</i> | | 6 | | |
| <i>Diet Therapy</i> | 18 | 18 | | 1 |
| <i>Pharmacology II</i> | 36 | 18 | 18 | 1.5 |

| | | | |
|---------------------------------|----|----|-------------|
| <i>Social Problems</i> | | | |
| <i>in Nursing</i> | 18 | 18 | 1 |
| <i>Medical Nursing I</i> | 54 | | 3 |
| <i>General Medicine</i> | | 18 | |
| <i>Principles Nursing</i> | | | |
| <i>in Medicine</i> | | 36 | |
| <i>Surgical Nursing I</i> | 72 | | 4 |
| <i>General Surgery</i> | | 21 | |
| <i>Principles of Nursing</i> | | | |
| <i>in Surgery</i> | | 24 | |
| <i>Urology</i> | | 6 | |
| <i>Neurosurgery</i> | | 6 | |
| <i>Operating Room</i> | | | |
| <i>Technic</i> | | 15 | |
| <i>Nursing Arts II</i> | 36 | 36 | 2 |
| <i>Sociology</i> | 36 | 36 | 2 |
| <i>Total</i> | | | <u>16.8</u> |

Junior Year

| | | | |
|---------------------------------------|----|----|-------------|
| <i>First Semester</i> | | | |
| <i>Medical Nursing II</i> | 69 | | 3.8 |
| <i>Dermatology and</i> | | | |
| <i>Syphilology,</i> | | | |
| <i>and Tuberculosis</i> | | 22 | |
| <i>Communicable Disease</i> | | 14 | |
| <i>Communicable Disease</i> | | | |
| <i>Nursing</i> | | 15 | |
| <i>Neurology</i> | 9 | | |
| <i>Neurological Nursing</i> | | 9 | |
| <i>Surgical Nursing II</i> | 60 | | 3 |
| <i>Eye, Ear, Nose</i> | | | |
| <i>and Throat</i> | | 18 | |
| <i>Gynecology</i> | | 18 | |
| <i>Orthopedics</i> | | 24 | |
| <i>Principles of Pediatrics</i> | 30 | 30 | 1.6 |
| <i>Principles of Nursing</i> | | | |
| <i>in Pediatrics</i> | 36 | 36 | 2 |
| <i>Principles of Obstetrics</i> | 18 | 18 | 1 |
| <i>Principles of Nursing</i> | | | |
| <i>in Obstetrics</i> | 36 | 36 | 2 |
| <i>Total</i> | | | <u>13.4</u> |

| | | | |
|--|----|----|------|
| <i>Second Semester</i> | | | |
| <i>Sanitation and Community</i> | | | |
| <i>Hygiene</i> | 18 | 18 | 1 |
| <i>Emergency Nursing and First Aid</i> | | | |
| | 20 | 20 | 1 |
| <i>Professional Adjustments II</i> | | | |
| | 24 | 24 | 1.3 |
| <i>History of Nursing</i> | 36 | 36 | 2 |
| <i>Total</i> | | | 5.3 |
| Senior Year | | | |
| <i>Psychiatry and Neurology</i> | | | |
| | 24 | 24 | 1.3 |
| <i>Principles of Nursing in Psychiatry and Neurology</i> | | | |
| | 36 | 36 | 2 |
| <i>Total</i> | | | 3.3 |
| GRAND TOTAL CREDIT HOURS | | | 62.8 |

SUMMARY OF NURSING PRACTICE

Courses of theory are given coordinately, as far as possible, with practice.

APPROXIMATE ASSIGNMENTS

| | |
|--|-------------|
| | <i>Days</i> |
| <i>Preclinical</i> | 126 |
| <i>Medical Nursing</i> | |
| <i>Diet Kitchen</i> | 42 |
| <i>Medical Practice</i> | 98 |
| <i>Surgical Nursing</i> | |
| <i>Operating Room</i> | 70 |
| <i>General Surgery</i> | 56 |
| <i>Surgical Specialties</i> | 70 |
| <i>Gynecology, E.E.N.T., Orthopedics and Fractures, Urology</i> | |
| <i>Pediatrics including Milk Laboratory</i> | 84 |
| <i>Obstetrics including New-Born Nursery and Delivery Room</i> | 112 |
| <i>Admitting Department</i> | 14 |



Surgical amphitheater, 1947

| | |
|---|--------------|
| <i>Psychiatric Nursing</i> | 84 |
| <i>Communicable Disease Nursing</i> | 42 |
| <i>Dispensary</i> | 28 |
| <i>Public Health</i> | 35 |
| <i>Senior Electives</i> | 164 |
| <i>Vacation</i> | 70 |
| <i>Total</i> | <u>1,095</u> |

Applicants for admission to the School were required to meet entrance requirements of the College of Arts and Sciences and preference was given to applicants who ranked in the upper fourth of their high school class and who had one year of acceptable college work.³ Admission was still restricted to unmarried women between the ages of 18 and 30; students who married before completing the program were asked to withdraw from the school. In 1947 students could marry within three months of graduation with written consent from parents and the Director of the School.⁴

A few brave students were known to flout the marriage restriction and were married secretly; classmates often knew of the marriage, but protected the bride from dismissal by keeping the secret from the



Faculty, 1947: (l to r) Maxine Jacks, Mercedes Breen, Irma Kyle, Vera Warner, Hilda Helmke, Lola Williams



First annual meeting of the Nebraska State Student Nurses' Association, October 18, 1949

School administration. The married student continued to live in the dormitory and the Director either was unaware of, or chose to ignore, the infraction.

While the marriage rule seemed unreasonable to some, most nursing students of that period would have agreed that life as a student left precious little time for any kind of social life. Students were still providing most of the nursing care to patients at University Hospital. Registered nurses (all of whom were University graduates in 1948) held the Head Nurse positions in the hospital and served as Assistant Instructors of Nursing in their clinical specialties. The day, evening, and night supervisors were also graduate nurses. Very few graduate nurses held positions as staff nurses; nursing care was provided by student nurses in return for their board and room. Students paid only \$96.00 per year for tuition, \$20.00 per year for books, and \$50.00 for their uniforms.

A typical week for a student included 8 to 10 hours of classroom instruction and 40 or more hours of clinical work. In principle, the classroom hours were to be included in the 40 hour work week, but in reality this rarely occurred since many students were assigned to evening and night duty; classes were held during the day hours, and class attendance was mandatory regardless of the shift worked. When study time was accounted for, a student could easily put in a 70 to 80 hour week.

Despite the grueling schedule of the students, Miss Kyle was successful in helping them form a Student Council in 1949; this was the first attempt at self-governance by the student body, and the Council remained active throughout the 1950's and 1960's. All social ac-



Elizabeth Kentopp, Clinical Instructor in Obstetrics, 1948

tivities were centered around the School and the hospital; the teas, dances, Christmas parties, and picnics of the Burgess era continued.

Miss Kyle recognized the need for graduate nurses and appealed to alumnae to work at University Hospital, especially on the evening shift, week-ends, and in the summer to relieve students, head nurses, and supervisors for vacations. Her appeal in 1948 offered graduates \$180.00 per month for full-time employment and \$6.50 per day for part-time work. A \$10.00 bonus was offered for each three-week tour of evening or night duty.⁵ Her appeal apparently went unheeded, as she repeated her plea many times in the next few years.

Despite the lack of general duty staff nurses, Miss Kyle did have a small group of dedicated women to assist her in running the hospital and the School. The distinction between faculty and hospital staff was nebulous; most had responsibility for nursing service as well as nursing education. Maxine White Jacks '28, Vera Warner '29, Lola Williams '34, and Clare Fleming '36 were faculty members at this time.⁶ Mercedes Breen held her faculty position until her retirement in 1953; she had served the School for 26 years. These women held faculty status and were responsible for the theory or lecture portion of the nursing curriculum.



Ivy Day, 1950

Nurses who were primarily service oriented, but had instructor or associate status with the School included Edna Braun, Adeline Cornelius, Mathilda Brock '23, Velma Sexsmith Mason '31, Kathryn Grace Koons, and Elizabeth Kentopp '48. The clinical or ward teaching was done by those with associate or instructor status.

In 1948 a Psychiatric Unit was opened at Douglas County Hospital under the control of the College of Medicine and Miss Kyle was required to provide nursing personnel for this unit as well as University Hospital.⁷ This presumably created another hardship for her and her staff; students, were, of course, expected to provide this additional nursing service.

As the 50's drew near, the School was given a vote of confidence by the "Classification Study" of the National Committee for the Im-



Night duty, 1950



Faculty, 1951: (back, l to r) Mary Wolanin, Avis Scholder, Helen Danielson, Vera Warner, Helen Erikson, Marion Vuylstek, Lola Williams; (front) K. Grace Koons, Carol Bornemeier, Minnie Schaefer, Irma Kyle, Velma Mason, Mercedes Breen, Mathilda Brock

provement of Nursing Services. Following a questionnaire survey of the 1,190 state-accredited nursing schools in the nation, the 1155 schools which responded were classified into three groups based on their ability to provide a sound nursing education program. Group I schools were the upper 25 percent and included 301 schools; Group II were the middle 50 percent and included 567 schools; Group III schools were the lower 25 percent — these schools were deemed undesirable and were encouraged to discontinue their programs. The University of Nebraska school was placed in the Group I classification,⁸ a tribute to Miss Burgess and her high ideals and to Miss Kyle for her first few years as Director.

In 1949 the National Nursing Accrediting Service (NNAS) was established to unify the accrediting activities for several nursing organizations. The NNAS published a list of programs and schools previously accredited or recognized by the National Organization of Public Health Nursing, the Association of Collegiate Schools of Nursing, the National League of Nursing Education, and the Conference of Catholic Schools of Nursing. Accreditation was voluntary and the first published list included only 146 schools, or 12 percent of the 1,195 basic nursing programs in the United States. No nursing schools in Nebraska were on this list. The goal of NNAS was to assist nursing education programs to meet the criteria for accreditation. The list of accredited programs could be used by prospective students, their parents, and educational counselors to select a school of nursing.⁹

Miss Kyle's priorities for the School were reflected in her address to the Alumnae Association in May of 1950. She said: "The standards of the School must be raised if we are to meet accreditation." She stressed the need for a larger graduate nurse staff to relieve students of evening and night duty, the need for more qualified applicants for admission, and more participation of alumnae in School and state nursing activities to stimulate interest in the School.¹⁰ Some alumnae responded by participating actively in recruitment activities, by providing nursing care to critically ill patients, and by working 6 to 11 PM as staff nurses. While these efforts were greatly appreciated, it would be a long time before the School would meet the standards for accreditation.

Miss Kyle's efforts related to accreditation did result in "temporary" accreditation by the NNAS of the three-year diploma program in 1952. Of the 1,108 nursing programs in the U.S., 18 percent were fully accredited (Union College in Lincoln was the only Nebraska program with full accreditation), 57 percent were temporarily accredited, and 25 percent were denied temporary accredita-

tion in 1952. The program of temporary accreditation was to cover a five-year period (1952-57) and was implemented in lieu of a second classification of schools.¹¹ The accrediting process was transferred to the newly formed National League for Nursing (NLN) in 1952; a primary goal of the NLN was to assist schools to achieve full accreditation.¹² The School's diploma program was listed as temporarily accredited until 1956 when it no longer appeared on the accreditation list published by the NLN.

The BSN Program

The diploma program had actually been replaced by a four-year program leading to the Bachelor of Science in Nursing (BSN) degree. Miss Kyle was well aware of the need for baccalaureate education for nurses. The Association of Collegiate Schools of Nursing had stressed that classroom and clinical instruction for collegiate and non-collegiate students should be separated. The University could not afford to offer both the diploma and the five-year programs as it had for many years. Miss Kyle asked the College of Medicine and the Board of Regents for permission to start the four-year BSN program; this approval came in 1950 and students entered the freshman year in 1952.

The four-year curriculum required four calendar years. A five-year program was still offered for those students wanting their degree from the College of Arts and Sciences rather than from the College of Medicine. The four-year program was described for the first time in the 1952-1953 Bulletin of the School:¹³

Four-Year Degree Program

The four-year program leading to the degree of Bachelor of Science in Nursing requires four calendar years. During the two semesters and summer of the first year, the student will enroll in the University of Nebraska or other accredited college and enroll in the pre-nursing curriculum as follows:

| | |
|---|-----------|
| <i>Freshman English</i> | 6 hours |
| <i>General Chemistry</i> | 5 hours |
| <i>(Chemistry 1 at University of Nebraska)</i> | |
| <i>Biology or Zoology</i> | 6 hours |
| <i>(Biology 1 and 2 or Zoology 1 and 2 at University of Nebraska)</i> | |
| <i>Normal Nutrition</i> | 3-6 hours |
| <i>(Nutrition 41 and 42 at University of Nebraska)</i> | |

| | |
|---|-----------------|
| <i>Principles of Sociology</i> | 3 hours |
| <i>(Sociology 53 at University of Nebraska)</i> | |
| <i>History</i> | 6 hours |
| <i>(History 2, European History Since 1500, and History 153, American Political Thought, or European History 1 and 2 at University of Nebraska)</i> | |
| <i>Public Speaking</i> | 3 hours |
| <i>Physical Education</i> | 2 hours |
| <i>Electives</i> | 3 hours |
| TOTAL | 39 hours |

At the beginning of the second calendar year the student will begin her professional curriculum on the College of Medicine Campus in Omaha. The student nurse will then have sophomore standing provided she has completed at least thirty (30) hours of required courses outlined above. During the three years in the School of Nursing the following curriculum will be given.

SOPHOMORE YEAR

| | Lecture Hours | Laboratory | Total Clock Hours | Credits |
|---|----------------------|-------------------|--------------------------|----------------|
| <i>Anatomy</i> | 48 | 18 | 66 | 3 |
| <i>Physiology</i> | 48 | 18 | 66 | 3 |
| <i>Chemistry</i> | 48 | 36 | 84 | 4 |
| <i>Microbiology</i> | 48 | 18 | 66 | 3 |
| <i>Pharmacology I</i> | 24 | 24 | 48 | 2 |
| <i>Pharmacology II</i> | 36 | | 36 | 2 |
| <i>Nursing Arts, including Professional</i> | 108 | 48 | 156 | 7 |
| <i>Adjustments I</i> | 18 | | 18 | 1 |
| <i>Personal Hygiene</i> | 18 | | 18 | 1 |
| <i>History of Nursing</i> | 36 | | 36 | 2 |
| <i>Medical and Surgical</i> | | | | |
| <i>Nursing, and</i> | 144 | | 144 | 8 |
| <i>Introduction to</i> | | | | |
| <i>Medical Science</i> | 30 | | 30 | 1.5 |
| <i>Diet Therapy</i> | 30 | | 30 | 1.5 |
| <i>Public Health</i> | 30 | | 30 | 1.5 |
| <i>Operating Room</i> | | | | |
| <i>Technique</i> | 18 | | 18 | 1 |
| <i>Educational Psychology</i> | | | | |
| 61 | 54 | | 54 | 3 |
| TOTAL | | | | 44.5 |

JUNIOR YEAR

| | Lecture Hours | Total | Credits |
|--|------------------|-------|---------|
| <i>Medical and Surgical</i> | | | |
| <i>Nursing and Correlated</i> | | | |
| <i>Subjects (cont'd)</i> | 96 | 96 | 5 |
| <i>English Literature 21</i> | 54 | 54 | 3 |
| <i>Educational Psychology 62</i> | 54 | 54 | 3 |
| <i>Clinical Specialties</i> | | | |
| <i>Obstetrics</i> | 72 | 72 | 4 |
| <i>Pediatrics</i> | 72 | 72 | 4 |
| <i>Psychiatry</i> | 90 | 90 | 5 |
| <i>Communicable Disease</i> | 60 | 60 | 3 |
| <i>TOTAL</i> | | | 27 |

SENIOR YEAR

| | Lecture Hours | Total | Credits |
|--|------------------|-------|---------|
| <i>Clinical Specialties (cont'd)</i> | | | |
| <i>English Literature 22</i> | 54 | 54 | 3 |
| <i>Sociology 161</i> | 54 | 54 | 3 |
| <i>Professional Adjustments II</i> | 36 | 36 | 2 |
| <i>Including Ward Management</i> | | | |
| <i>Senior Electives</i> | | | |
| <i>Clinical Experience</i> | | | 8 |
| <i>TOTAL</i> | | | 16 |
| <i>GRAND TOTAL</i> | | | 126.5 |

Miss Kyle's goal was full accreditation of this new program. A major task was the recruitment of faculty with graduate preparation. In 1955 she appealed to alumnae to become prepared by attending graduate programs. She quoted Rena Boyle on the qualifications of a good teacher/supervisor.¹⁴ Little did she know that Dr. Boyle would become Director of the School twelve years later!

Frequent references to applying for accreditation appeared in the minutes of the Faculty Organization in the early 1950's. Miss Kyle cautioned the nursing faculty and the administrators of the College of Medicine and the University that the lack of accreditation was seriously affecting student and faculty recruitment and the future of the School. Several consultants from the NLN were invited to assist faculty in meeting the standards. A request for temporary accredita-



Students preparing for Fall Festival Bazaar, 1958



Faculty member Norma Johnson and student prepare for Fall Festival, 1958



Class of 1954



Instructor Maxine Cook supervises injection technique, 1957

tion of the BSN program was denied in May, 1956. One can imagine the disappointment and frustration of the faculty who continued to revise the curriculum and effect changes to meet the criteria. The next application for accreditation would not be made until 1960.

Despite the emphasis on accreditation, everyday life at the School and hospital went on. Faculty and nursing staff came and went (turn-over was extremely high), students were admitted and graduated, and patient care continued.

Student Life

Nursing classes were small, perhaps because of the lack of NLN accreditation. It seems unlikely, however, that students worried about accreditation to the degree that faculty did; in fact, few students knew what this meant. Students chose the School because it offered a degree program and because of its reputation. Miss Burgess' statement that "University nurses have no equals" was well known and students knew that graduation from the School assured them of jobs anywhere in the country. A 1952 graduate recalls that she phoned an Omaha hospital inquiring about a staff nurse position in obstetrics. She was told that she need not come for an interview and was hired on the telephone. "We know the capabilities of University nurses," she was told.¹⁵

Student life had changed little from the earlier years. Classes, studying, and working 40 or more hours on all three shifts left little time for other activities. Social activities were those planned by the students and faculty — holiday parties, picnics, teas, dances, the Junior-Senior Banquet, and the Senior-Parent banquet. Many students were active in the Nebraska State Student Nurses' Association (NSSNA) and some served as officers.



School of Nursing, 1957



Student room, School of Nursing, 1957

Modern Florence Nightingales Keep Busy Schedule

Four Omaha Student Nurses Await Capping Ceremony

Although Omaha is challenged daily in many fields, our city is bidding for national recognition in the areas of medical and health sciences. The 18th Nebraska Legislature dreamed of a medical school for this state. Today, Omaha has two medical schools and five schools of nursing plus an expanding medical center that is rivaling the Rochester center in importance and facilities.

National Medical Education week, April 20-26, is set aside to pay tribute to medical education in America. In observance of this week, the auxiliary of the Douglas County Medical society has elected to emphasize the role medical education plays in our lives.

Sometimes we take for granted the doctors and nurses who are the foundation of the health and medical structure of our country. But to the men and women who qualify for their roles in medicine both personally and scholastically, their professions are an entrust responsibility.

Every year approximately 200 women are graduated from 11 nursing schools in Omaha. To the first-year student nurse the white cap symbolizes the first plateau of her career. Thirty-three students at the University of Nebraska School of Nursing will receive the caps at a candlelight ceremony Sunday afternoon, April 20, at 2 p. m. in First Methodist church.

Four Omaha girls will be among them. The girls are: Kathry Barnard, daughter of Mr. and Mrs. Paul Barnard, 3423 Cumis; Marilyn Leach, daughter of Mr. and Mrs. Rudolph Leach, 2719 Ross; Betty Scheffler, daughter of Mr. and Mrs. A. C. Scheffler, 4212 Parré; and Nancy Warren, daughter of Mr. and Mrs. Fred W. Warren, 34 E. 48th ave.

How do these girls prepare for their profession? Typical activities include classroom, laboratory and patient contact. Follow the girls through a daily routine—you'll agree their careers are more than just a job.



Upper left: Getting ready for a busy day, left to right: Betty, Kathry, Nancy and Marilyn prepare hypodermic syringes in the nursing arts laboratory.

Center left: Assistant in Nursing Arts Miss Maxine Cook uses a detailed anatomy model for class instruction.

Lower left: Left to right: Marilyn, Betty, Kathry and Nancy adjust a head traction for hospital patient, Mrs. Hazel Nether, Meadow Grove, Neb.

Lower right: Nancy (seated) and Betty ask the mirror if it's really them in the rotated white caps.

Center left: Even with their busy schedules student nurses find time for relaxation. Moments of formal dances and parties are added to Kathry's bulletin board by Betty and Kathry (knitting).



Students paid blanket fees ranging from \$150 to \$180 per year — this fee included matriculation fees, registration, medical care, laboratory, library, and course fees. Book costs for three years were estimated at \$75 to \$125; uniforms cost \$90 (\$50 of the uniform cost was subsidized by the Board of Regents). No charge was made for board, room, and uniform laundry. The cost of the freshman year was dependent on the college chosen to meet the pre-nursing requirements.



School of Nursing lounge, 1957

A New School of Nursing

Conkling Hall, which had served as the Nurses' Residence since 1923, was showing its age by the mid-fifties. Student rooms were dark and cramped, and office and classroom space was lacking. Miss Kyle convinced the administration that a new building was needed and on June 15, 1957, the School of Nursing on the southwest edge of the campus was dedicated.

The building could house 100 to 150 students in bright, tastefully decorated rooms; most rooms were designed for two students and each had its own dressing and closet area. Levels 3, 4, and 5 were reserved for students. Each level had a small kitchen where students could prepare snacks and simple meals. Level 2 provided office space for faculty, a Nursing Arts lab, the Myra Tucker Library, and classrooms. Level 1 provided classrooms, a game room and a lounge. The north wall of the lounge was partitioned into small rooms, called "date rooms". Each room contained comfortable chairs; a folding door could be closed to provide privacy for the occupants. The door had been carefully designed, however, so that it would not close completely!



Carol Wilson, 1955



*Tunnel connecting School and Hospital,
1958*



Clare Fleming, 1955



*Clinical instructors, 1955: (l to r) Judith Johansen, Loretta Asche, Maxine Cook,
Verna Eucker, Carol Wilson*

The tradition of requiring all students to live in the nurses' residence continued through the fifties. Admission was still restricted to unmarried women; no age limitations were imposed, but the vast majority of students were in the 19 to 22 age range. Students were allowed to marry within six months of graduation with the consent of their parents and the Director of the School. These married seniors were allowed to live off-campus.

Other Campus Construction

The fifties were a period of great expansion for the medical campus and surrounding area. In addition to the School of Nursing, new construction included the Nebraska Psychiatric Institute (1955), the Hattie B. Monroe Home (1956), the J.P. Lord School (1957), the Memorial Research Laboratory (1957), and the Meyer Therapy Center (1959). With the exception of the Research Laboratory, each of these facilities eventually would be used for clinical nursing experience.

A Graduate Program

The minutes of the Faculty Organization contained frequent discussions of the need to start graduate programs in nursing; the wisdom of this might be questioned in view of the difficulty in recruiting faculty qualified to teach undergraduate students. A program leading to the degree of Master in Psychiatric Nursing was begun in 1954, however. This program was funded by the National Institutes of Health and was directed by Theresa Muller.¹⁶ The program was offered by the Department of Psychiatry and Neurology of the College of Medicine, rather than by the School of Nursing since few nursing faculty were eligible for graduate faculty status.

Marjorie Hook, RN, Ed.D '40 (later Mrs. John Gedgoud) was recruited to teach in this program in 1955. Dr. Gedgoud recalls that it was always the intention that this program would eventually become part of the School of Nursing when enough qualified faculty could be recruited.¹⁷

Reorganization

A reorganization of the School in 1957 was a beginning attempt, at least in principle, to separate the teaching and nursing service functions. A distinction was made between faculty and nursing service personnel through the development of bylaws for each group.¹⁸ Each group had representation from the other, and the need for close



Faculty members Sybil Sawinsky and Gwen Finn with students, 1963

cooperation was stressed. Although Miss Kyle was still responsible for both education and service, this reorganization was the forerunner to the complete separation of education and service mandated by the NLN. Miss Kyle had two able assistants: Clare Fleming, RN, MA '36 served as Assistant Director of Nursing Education, and Carol Wilson, RN, MA '51 served as Assistant Director of Nursing Service.

The distinction between faculty and nursing service staff was still nebulous, however. Many nursing service personnel were listed in the bulletin as Assistant Instructors or Instructors in the clinical division; they were, in fact, still responsible for much of the clinical instruction and supervision of students.

Two nurses who joined the staff in the 1950's were Gwendlyn Macklem Finn and Freddie Powell Johnson, both members of the class of 1952. Both had attended post-graduate courses in obstetrical nursing and both would later earn advanced degrees and spend the major part of their professional careers at the University. It should be mentioned that Freddie Powell Johnson was the first black graduate of the School of Nursing. Many years later (1976) she would be the first nurse to receive a doctorate through an American Nurses' Association Fellowship for ethnic minorities.

Another faculty member who came in the fifties would also enjoy long tenure at the School. Sybil Sawinsky (later Mrs. Wesley Sedivy) was appointed Assistant Professor of Physical Education, Counselor, and Student Affairs Advisor in 1959. She had graduated from Northern State Teachers College in Aberdeen, South Dakota, with a Bachelor of Science degree in physical education and music, and later earned a Master's degree in education from the University of Nebraska in Lincoln.

Miss Sawinsky was given the responsibility of bringing together student extra-curricular activities as well as services such as student health, guidance and counseling, financial aid, and recruitment. She taught physical education classes and organized social/recreational activities for the students; many alumnae will remember bridge, tennis, and ping-pong lessons under her tutelage. She also directed the student choir, a required activity for sophomore students. The choir performed at many campus events, at the University of Nebraska Ivy Day celebration in Lincoln, and in the annual community presentation of the "Messiah."

Accreditation Denied

The School's first attempt at full NLN accreditation came in 1960. In a letter dated June 3, 1960, Miss Kyle was informed that the Collegiate Board of Review of the NLN "did not find it possible to grant accreditation for your baccalaureate program in nursing at this time." Reasons given by the Board were:

1. Lack of prepared faculty to provide direct instruction and supervision in all clinical settings.
2. Need for a nurse educator qualified to assist the director by giving leadership in the development and implementation of a collegiate program.
3. Many aspects of the curriculum resemble technical non-professional preparation for nursing; courses are disease centered, fragmented, and repetitious; many hours of lecture are given by physicians.



Irma Kyle with students, 1960



Freddie Powell, 1952

4. Students should have personnel practices comparable to those for other undergraduate students at the University; the Board noted the quarterly rotation pattern in which students had fragmented clinical experiences, including evening and night assignments, and attended classes during the day.¹⁹

In a letter to the NLN, Miss Kyle stated that the Board's action "was not entirely unexpected," and that she fully recognized "that much still needs to be done to improve our program."²⁰ Miss Kyle also shared her concern about the trend to limit clinical experience. She supported the philosophy that student nurses should not be used to meet nursing service needs, but stated emphatically that the profession and patients would suffer if nurses became RNs without knowing the basic skills. She believed that these skills were best learned through repeated and intensive clinical experiences. She suggested that if present trends continued, an intensive training period after college and before licensure might be needed.²¹

It seems that Miss Kyle knew the accreditation would not be granted; it is likely that this formal refusal was needed to convince the administration of the seriousness of the situation. The better schools had been accredited since the early 1950's; the message was clear — the School must become accredited, revert to a diploma program, or close. While Dr. J.P. Tollman, Dean of the College of Medicine, had been supportive of the School, he became more so after top University administration support waned. Miss Kyle frequently talked of the need for the administration in Lincoln to recognize and support the School as an integral part of the University; she felt the administration was not very interested in nursing education.

Curricular and Student Policy Changes

Many changes occurred in the next five years. The faculty agreed to admit male students and, in 1961, voted to admit married students. Students who wished to marry after admission still needed permission from their parents and the Director of the School.

Clinical hours for students were reduced to 24 hours per week. Additional faculty with Master's degrees and experience in their area of preparation were hired. Faculty began to provide instruction and direct supervision of students in all clinical areas. The emphasis of clinical experience shifted from meeting service needs to meeting the learning needs of students. Students were, however, still assigned to the evening and night shifts, reflecting Miss Kyle's philosophy that these experiences were essential to prepare nurses who could function as skilled practitioners when they graduated.

Public Health Nursing was added to the curriculum for all students in 1962. Frances McDonald was the faculty member; clinical experiences were provided by the Visiting Nurses' Association of the Douglas County Health Department. In 1963 Helen Hested, Director of the Omaha VNA, recognized the inclusion of Public Health Nursing with a gift to the School. A copy of *Notes on Nursing* by Florence Nightingale and a letter from Miss Nightingale to a minister regarding a wreath and cross to be placed on her father's grave were presented to the faculty.²²

A New Associate Director

In 1962 Miss Kyle found the nurse educator who could develop and implement a collegiate program as suggested by the NLN. Regina Tangney, RN, MS (later Mrs. M.P. Barentson) was named Associate Director and Associate Professor. Mrs. Barentson recalls that Miss Kyle's charge to her was clear — "Your job is to get this School accredited!"²³

Mrs. Barentson was a diploma graduate of St. Joseph Hospital School of Nursing in Kansas City. She earned a Bachelor's degree



Regina Tangney Barentson, R.N., M.S., Associate Director/Associate Dean, 1962-1970; Acting Director, 1966-1967



Pediatric experience, 1963



Faculty member Carmen Horn with students, 1963



Student delegates depart for NSNA Convention in Detroit, 1962



Fall Festival preparations, 1963



University Hospital nurses Barbara Winfield and Josephine Pinckley and ward clerk trim the tree on Wards A-B, 1965



Student Health nurse Laurine Jacobsen Burke welcomes new students, 1964

from the University of Minnesota and a Master's degree from the University of Indiana. She was prepared both educationally and through experience to direct the changes needed for accreditation.

One of Mrs. Barentson's first suggestions was the complete separation of nursing education and nursing service. Miss Kyle was initially opposed to this idea; she had held the dual responsibility since 1946, and Miss Burgess had held it before her; it was hard to break tradition. The separation came, however, on June 1, 1963. Miss Kyle was now Director of the School of Nursing with no responsibility for nursing service; Carol Wilson, RN, MA '51 was named Director of Nursing Service, a position which she still holds today.

Further changes were made in student personnel practices. In 1963 students began paying fees for board and room, since they could no longer earn board and room in return for hospital work assignments. Courses were put on a semester basis to conform to the University calendar, and students were given vacations and holidays consistent with other undergraduate students.

Curriculum changes placed greater emphasis on the basic sciences and liberal arts; nursing courses were restructured to eliminate repetition and the emphasis was shifted from diseases to the nursing needs of patients. With the emphasis on nursing intervention, fewer physicians lectured in nursing courses. This caused controversy; some physicians asked why they were no longer allowed to lecture. It was explained that education for professional nursing had to be focused on nursing intervention rather than medical knowledge, and that nursing faculty were the most qualified to teach nursing practice. Again, long-standing traditions were hard to break.



*Mother and baby class,
1964*

The School was certainly indebted to medical college faculty for their past contributions; the nursing program could not have survived the early years without the physician lectures. It was time for change, however, and it was believed that nursing courses should be taught by qualified nurse faculty members.

Recruitment of qualified faculty was an ongoing problem. There were few nurses throughout the country who were prepared for teaching and/or administrative positions, and attracting prepared faculty to a non-accredited program in the Midwest was difficult. Miss Kyle and Mrs. Barentson persisted, and by 1965 fifteen of the twenty-two faculty members teaching undergraduate students held master's degrees; seven held bachelor's degrees; none held the doctoral degree.²⁴

N. U. School Is Accredited

Nursing Program Gets Board's Approval

The collegiate nursing programs at the University of Nebraska School of Nursing have been accredited, Director Irma M. Kyle said Monday.

The National League for Nursing's Collegiate Board of Review voted the accreditation, she said.

A review team visited the school the week of March 8.

Miss Kyle said the team reviewed the school's philosophy and purposes, organization, administration, faculty, students, curriculum, instruction, resources, services and facilities.

There are two other collegiate nursing schools in Nebraska, at Creighton University and Union College.

These are accredited by the National League for Nursing, too, Miss Kyle said.

Enrollees at the Nebraska School of Nursing take their first year at the University of Nebraska at Lincoln or at another accredited college.

Three academic years and two summer sessions are then taken on the College of Medicine campus in Omaha. Bachelor of science in nursing degrees are conferred in June of the senior year.

Thirty-six senior nursing students will get such degrees at the 1965 commencement June 13.

Accreditation, At Last

In 1965, the faculty was confident that the BSN program would meet the NLN accreditation standards and they again submitted the application and self-study report. This time they would not be disappointed; on May 22, 1965, Miss Kyle was notified that the baccalaureate program was granted full accreditation. Mrs. Barentson

deserved much of the credit for this achievement; she had directed the faculty toward this goal with determination and confidence.

The year 1965 saw other “firsts”. Charlotte Steiner Abbink and Jane Adkisson were awarded BSN degrees *with distinction*, an honor not previously bestowed on nursing graduates. Jane Adkisson McMahill recalls that “the ‘cum laude’ was written on my diploma by hand...it looks like a forgery!”²⁵

Matthew Faier and David Mattson entered the generic baccalaureate program on June 14, 1965, as the first male students. Mr. Faier would claim in 1968 to be the first male graduate — “ ‘F’ comes before ‘M’, doesn’t it?” Actually, the honor of being the first male graduate belonged to Walt Hemelstrand, RN, who earned the BSN degree in 1967.

Summary

Miss Kyle had accomplished much in her 20 years as Director. A four year BSN program had been established, a new School of Nursing had been built, student services and activities had been expanded, and additional qualified faculty were recruited. Nursing education and nursing service had been re-organized. Her ultimate achievement was NLN accreditation.

Sensing that the School needed new leadership to strengthen the BSN program and begin a Master’s program, she announced early in 1966 that she would leave the position as Director of the School on August 31, 1966. Sandra Brodie ’58, President of the Alumnae Association, expressed the feelings of many at the Annual Reunion on June 18, 1966:

Each of us present tonight on this occasion have our own individual and very special memories of our past and present associations with Miss Kyle. We shall remember her wisdom and composure when failure seemed imminent, her warm smile and personality, her patience when our behavior was immature, and her hand upon our shoulder when disappointments in our personal or professional lives seemed impossible to face. These are all attributes of Miss Kyle which we will never forget. There is no final way to judge the worth of a teacher except in terms of the lives of those he has taught. What we have learned from Miss Kyle has not been by lecture or demonstration alone, but by personal example. Miss Kyle’s approach to each of us as human beings must certainly influence our approaches to patients, students, colleagues, and all people

with whom we come in contact in our personal and professional lives.

Miss Kyle has had the ability to inspire in us confidence in our own innate ability. It has been said that "A good leader inspires other men with confidence in him; a great leader inspires them with confidence in themselves." In her position as Director of the School, Miss Kyle has exemplified this example, that progress is made only through one's ability to tackle the job with confidence in ourselves and in the hope of success in the future.

A wise man once said, "Decision making is a lonely business, and the greater the degree of responsibility, the more intense the loneliness." Progress and growth for our school has at times, I am sure, meant loneliness for Miss Kyle.

Material tokens of our gratitude could never begin to fulfill what we owe Miss Kyle, either as professional nurses or as human beings.... We cannot wish you success, Miss Kyle; for you that has been achieved in great measure. But from our hearts, may our hopes be that this association will support the objectives of our school. By your example may we foster even more progress for the school in the future...²⁶

Miss Kyle had been granted a sabbatical leave for one year, and she immediately enrolled at the University of Chicago to prepare herself for a new career. She returned to the School in 1967 as the Director of the newly created Continuing Education for Nursing program, a position she held until her retirement in 1972. She had married a long time friend, Bernard Kramer, in 1968 and was looking forward to a pleasant retirement with her husband. It was not to be; she has suffered from a chronic illness for many years.

Regina Tangney Barentson was named Acting Director of the School in 1966 and the search for a new Director was begun.

MRS. KRAMER RETIRES



Mrs. Irma Kyle Kramer retired from the University of Nebraska College of Nursing on July 1, 1972.

During the twenty-six years that Mrs. Kramer was here as Director of Nursing, Director of the School of Nursing, and Director of Continuing Education, she initiated and participated in the many changes that have occurred in Nursing Education and the Medical Center campus as a whole.

One can in no way estimate the number of people who were influenced by her presence here—this includes nursing and

medical students, faculty, and hospital personnel. Each one would be able to recall their own special relationship with her.

Mrs. Kramer can measure those years with the triumphs and the disappointments that are a part of all work, and can retire happy and satisfied that she did her very best. We hope her memories of those years are as pleasant to her as they are to all of us.

All of us wish her retirement to be one of leisure and happiness now that her many years of responsibility are over. We are sure that with her husband, her many friends and her many interests, each day will bring her enjoyment.

CHARTING A NEW COURSE



1967-79



Babies need nurses too, 1969



*Rena Boyle, R.N., Ph.D.,
Dean, 1967-1979*

CHARTING A NEW COURSE

The woman who was to become the third Director of the School of Nursing, in its Golden Anniversary year, was firmly established in the nursing profession. In 1966 she was the highly respected Director of the Baccalaureate and Higher Degree Programs of the National League for Nursing (NLN) in New York City.

Dr. Rena E. Boyle, a native of Chicago, Illinois claimed that she never really wanted to be a nurse. She yearned to be a teacher, but "it was the Depression and the only thing I could afford to be was a nurse." She had earned a diploma in nursing from the Methodist Hospital School of Nursing in Peoria, Illinois, in 1938. Her love for teaching led her to the University of Minnesota where she earned a baccalaureate degree in nursing education (1941), a Master of Arts in Educational Psychology (1946), and a Ph.D. in Clinical Psychology and Higher Education (1953).

As Director of Student Teaching in Nursing at the University of Minnesota from 1943 to 1954 she was able to combine both careers — nursing and teaching. After leaving Minnesota she served as a nurse consultant with the International Cooperating Administration in Haiti and Guatemala. From 1956 to 1961 she was Chief of Research and Consultation, Division of Nursing Resources, U.S. Public Health Service in Washington, D.C.; in 1961 she joined the staff of the NLN.

It was in the NLN offices where Dr. Boyle first met Dr. Cecil L. Wittson, then Dean of the College of Medicine at the University of Nebraska. Dean Wittson had said he wanted “the best in the country” as the new Director for the School of Nursing. His trip to the NLN headquarters and his meeting with Dr. Boyle convinced him that he had found the right person and he invited her to visit the University. Dr. Boyle’s decision to leave the NLN was based on her desire to return to a school of nursing. She was nearly ready to accept the position of Chairman of the Graduate Program at the University of Indiana, but decided to keep her commitment to visit Omaha.²

Just as she had not had aspirations of being a nurse, she had always thought that she would never be a dean.... “I loved to teach. I had worked with beginning students and with student teachers at Minnesota. And even as a consultant... I always did a great deal of teaching. But once I had been at the League... I realized that if you wanted to change some things in nursing, you almost had to be in an administrative position. You couldn’t just be a faculty member. It was at that time that I began looking for positions for deans.”³

When the rumor spread on campus that Dean Wittson was courting such a well-known and respected nurse educator, the response was “You’ll never get Rena Boyle!” Always known as a very persuasive man, Dean Wittson did indeed hire Dr. Boyle and on April 1, 1967, she began her appointment as Associate Dean for Nursing and Director of the School of Nursing.

What did Dr. Boyle like about Nebraska? “First of all, it was the midwest, and home for me is the midwest. It had a small program, it was accredited, and it was only one program. I wanted no part of these huge programs.”⁴ It was in fact a small program, with 79 students studying for the only degree offered — the BSN — and 20 faculty. It was not a Dean’s position since the School of Nursing was administratively a department of the College of Medicine, as it had been since 1917.

The growth of the School in the next 12 years would surpass anything that had happened in its first 50 years. The School would become known nationally as an innovator in nursing education. Much of the credit for this growth goes to Dr. Boyle for her strong leadership, creativity, and risk-taking, but she in turn would always give credit to the students, faculty, alumni, university administrators, Board of Regents, the State Legislature, and the citizens of the state for their loyalty and support.

Dr. Boyle had hardly settled into her new position when a major university administrative re-organization occurred. Prior to 1968 the Medical Center campus was administratively part of the University of

Nebraska in Lincoln. In 1968 the Municipal University of Omaha was added to the system and the Medical Center became a semi-autonomous unit of the University system, which now had 3 campuses — the University of Nebraska-Lincoln (UN-L), the University of Nebraska at Omaha (UNO), and the University of Nebraska Medical Center (UNMC).

Dr. Wittson was appointed President of UNMC, Dr. Robert B. Kugel became Dean of the College of Medicine, and Dr. Boyle was named Dean of the School of Nursing. Dean Boyle now reported directly to the President of the Medical Center. (The title of the chief administrative officer of each of the three campuses was changed from President to Chancellor in 1971). This was a significant event in that the School of Nursing was no longer under the control of the College of Medicine.

Merger of University of Omaha and Medical Center Nursing Programs

In the months preceding the merger of the University of Omaha with the Nebraska system an immediate concern arose regarding the nursing program offered at the University of Omaha. This university had offered a non-accredited program leading to the Bachelor of Science in Nursing (BSN) degree to registered nurses for many years. University administrators insisted that the University offer one accredited baccalaureate nursing program. Task forces composed of representatives from UNO and UNMC were formed and plans were made to phase out the program at UNO. Registered nurses enrolled in that program could finish within a specified time or enroll in the nursing program at UNMC. Despite some opposition from nurses enrolled in the UNO program, the merger went smoothly. No nursing courses were offered at UNO after the 1968-69 school year.

Dorothy Patach, RN, MS, a 1944 graduate of the School of Nursing, who had directed and taught in the University of Omaha program, retained her faculty appointment at UNO and was later given a joint appointment in the School of Nursing. In the years since the merger she has provided counseling services for nursing students enrolled in classes at UNO and has served as the nursing liaison between the two campuses.

The Graduate Program and Nursing Care Research Center

One of Dr. Wittson's questions to Dr. Boyle soon after her arrival was related to a master's program in nursing. Dr. Boyle assured him

that she would not even think of it for the first year until she knew that the faculty was ready.⁵ Ready or not, planning for the graduate program leading to the Master of Science in Nursing degree began in 1968. The need for this program was great since no program existed in Nebraska to prepare nurses for leadership positions in nursing service, for teaching positions in schools of nursing, and as clinical nurse specialists.

The Nebraska Nurses' Association and the Nebraska State Medical Association both passed resolutions supporting the need for a graduate program in nursing. The Nebraska Hospital Association also urged that "...training at the graduate level be initiated at the earliest possible date."

A committee of eight nursing faculty members was charged with the task of developing the master's curriculum. Budgetary support was made available by Dr. Wittson. Meetings were held with Directors of Nursing Service, and department heads and deans from the Lincoln and Omaha campuses to secure suggestions in developing and implementing the program.⁶

The curriculum proposal was approved by the Graduate Council in May, 1969, and by the Board of Regents in September, 1969. Reasonable assurance of NLN accreditation was also granted in September, 1969. With this preliminary approval, students were ad-



First M.S.N. graduates, 1971

mitted for enrollment in non-nursing courses in the fall of 1969. In the fall of 1970 students were enrolled in graduate nursing courses in Medical-Surgical and Psychiatric-Mental Health Nursing for the first time. Ann Lallman and Sharon Swift Rife '58 were the first to complete the program and received their degrees in December of 1971.

The Master in Psychiatric Nursing (MPN) program, established in 1954 under the direction of Theresa Muller, was discontinued shortly after the MSN program became operational. Students already enrolled were allowed to complete the requirements for the MPN degree; 23 nurses had been graduated from this program since its beginning.

The purpose of the graduate program in the early 1970's was to prepare clinical nurse specialists in Medical-Surgical and Psychiatric-Mental Health Nursing. As defined by the faculty, the clinical specialist:

1. Demonstrates expert and direct nursing in the care of selected client(s) at prescribed periods in a variety of settings within the institution and community.
2. Counsels, guides, and serves as a resource person for nursing associates assigned to client(s) under her management.
3. Collaborates and consults with nursing colleagues and other clinical associates in behalf of certain client(s) and their plan of total care.
4. Innovates, initiates change, and sets the subsequent standards relevant to nursing in a given setting.
5. Contributes to the expansion of nursing knowledge by: (1) formulating concepts and identifying problems that require the application of systematic methods; and, (2) evaluating the usefulness of selected conceptual models for the practice of nursing.⁷

The master's programs were planned to enable graduate students to:

1. Acquire increasing competence in formulating and analyzing nursing diagnoses, developing plans of action, instituting needed intervention and in evaluating progress of the client.
2. Acquire advanced knowledge and skills in a specialized area of nursing and related disciplines.
3. Foster an attitude of continued independent and scholarly study of nursing by developing beginning competence in research.
4. Extrapolate the major issues confronting nursing and related health professions.⁸

Students applying for admission to the graduate program were required to have earned a bachelor's degree from an approved college or university and completed an undergraduate program equivalent to that offered at the University of Nebraska.⁹

The graduate faculty in these beginning years was small. Jeannene Kenney RN, Ph.D. (later Mrs. Ralph Boosinger), taught the Medical-Surgical component, and Marjorie Hook '40, RN, Ed.D. (later Mrs. John Gedgoud) taught Psychiatric-Mental Health. Martha Brown, RN, Ph.D., Director of the Nursing Care Research Center, taught the research component of the program and a gerontologic nursing course. Dean Boyle taught a course titled Dimensions of Professional Nursing.¹⁰

Post-Master's courses in teaching were offered for the first time in Spring, 1972, and were taught by Melba Leichsenring, RN, Ed.D. These courses were not an integral part of the master's program based on the faculty's belief that a professional practitioner must complete the clinical specialization requirements before preparing for teaching and administration of nursing services.¹¹ Post-Master's courses in nursing service administration were offered in 1973-74 under Nancy Dodge, RN, Ed.D., who was Chief Nurse of the Nebraska Psychiatric Institute and an Associate Professor in the College of Nursing.¹²

The Nursing Care Research Center (NCRC) was closely aligned with the graduate program due to the emphasis on research in the master's degree curriculum. Master's students were required to plan and conduct a research project under the guidance of a faculty member. Assistance was provided by the NCRC which was established in 1968 as the first state supported nursing research center in the nation under the leadership of Dr. Martha Brown. Dr. Brown came to the University in 1968 from the Washington University School of Nursing in St. Louis, where she had served as Dean and Professor of Nursing for seven years. Dr. Brown taught the nursing research courses, advised students in their research activity, and continued her own research focused on gerontologic clients. She served as Chairman of the Graduate Committee from 1970-74 and performed many of the administrative duties of the Chairman of the Graduate Program, although she never officially held the latter title. Dr. Brown's educational and experiential background put both the graduate program and the NCRC activities on firm footing in the early 1970's.

As the graduate student enrollment increased and administrative duties became more time consuming, Dean Boyle recruited Sr. Patricia J. Miller, RN, Ph.D. to serve as Chairman of the program. Dr. Miller had earned a diploma in nursing from St. Joseph Hospital in Omaha and degrees from Creighton University (BSN), Catholic University (MSN), and the University of Iowa (Ph.D.). A native Nebraskan, she returned to her home state in 1974 with considerable

experience in nursing; she had taught at St. Joseph's Hospital in Omaha, St. Joseph's Hospital in Ottumwa, Iowa, the University of Iowa, and Marycrest College in Iowa. Dr. Miller's affiliation with the Congregation of the Sisters of Humility of Mary, based in Davenport, Iowa, caused some concern for students enrolled in the master's program in 1974. "What do we call her — Sister or Doctor?" Had she been attired in the habit of a nun the answer would have been simple, but she had adopted lay dress, as had other religious orders. The problem was quickly solved when a courageous student asked the question; Dr. Miller replied that she answered to either title. On informal occasions she soon became "Sister Pat."

Two additional nursing majors were developed soon after Dr. Miller's arrival. The Maternal-Child Nursing major, chaired by Dr. Janice Rustia, admitted students in the fall of 1975; the Community Health Nursing major admitted its first students in the fall of 1976 under the leadership of Dr. Marjorie Corrigan.¹³

A review of the master's program in 1975 resulted in a revision of objectives and program content. The faculty recognized the great need for prepared teachers and administrators and voted to include this preparation in the master's program, rather than at the post-master's level. Students admitted in 1977 could choose courses to prepare them for roles in nursing service administration, teaching in schools of nursing, or clinical specialization.¹⁴ Enrollment continued to increase and in 1977 total enrollment was 98 (39 full-time, 59 part-time.) The typical student was a 25- to 29-year-old married woman with no children, who was employed as a teacher in a school of nursing.¹⁵ Twelve faculty members were teaching in the graduate program; faculty members were becoming more involved in research related to their own interests under the tutelage of Dr. Brown and Dr. Miller.

The Undergraduate Program

The four-year BSN program was well established when Dr. Boyle arrived in 1967. The reputation of the School for providing a quality education in nursing was well known; the number of qualified applicants greatly exceeded the number who could be admitted, due to physical limitations and available faculty. The number of students admitted had increased from 28 in 1964 to 55 in 1967; in 1968, eighty sophomore students, the maximum number possible, were admitted.¹⁶ The students, clad in the new blue and white pin-stripe wash and wear uniform went through the traditional courses toward the BSN. Nearly all clinical experiences were located at University Hospital, although nursing homes were utilized for some Fundamen-



*Faculty member Clare Fleming
with student and patient, 1968*



New addition, University Hospital, 1969



Patient room, University Hospital, 1969

tals and Medical-Surgical experiences and the Omaha/Douglas County Visiting Nurses' Association provided public health nursing clinical experiences.

The students were generally satisfied with the educational program and shared their comments and suggestions when Dr. Boyle met with seniors in the Spring of 1968. Students felt the sophomore year was one of pressure and fear; once they survived that year the remainder of the program was less difficult, and the experiences were interesting. The basic sciences received high marks as did Maternal-Child Nursing, Psychiatric Nursing, Advanced Clinical Nursing, and Team Leadership. Students in the Advanced Clinical and Team Leadership courses felt they were treated as co-workers or colleagues by their instructors and were encouraged to be independent; the attitude of the instructors helped them gain confidence in their ability to practice nursing.¹⁷

Students commented negatively about experiences in the outpatient department — they disliked being “forced” to sit and talk to patients for hours and objected to several students being “herded” into an examining room with a doctor and patient. Students requested more experience in the operating room and recovery room, increased emphasis on patient referrals, fewer written papers in the senior year, and agreement from instructors as to what was important on the nursing care plan. Students also told Dr. Boyle that they needed experience on the night shift so they would know how to function as graduate nurses; the shift most hated by hundreds of their predecessors was now being requested!¹⁸

These students emphasized that they should have more input into faculty decisions and wanted representation on the curriculum committee. While they were anxious to share their suggestions with the new Director, they were rational and professional in their approach. There was no sign of student unrest, sit-ins or demands for curricular change which plagued university administrators throughout the country in the sixties; thus the School approached the 1970's in relative calm.

The ever present shortage (or maldistribution) of nurses, as well as other health care personnel, was of great concern to the state in the late 1960's. A Medical Center study revealed that Nebraska's hospitals and nursing homes could hire 419 nurses if they were available. By 1978, the study estimated, the state would be short about 2,000 nurses. The eleven diploma programs and three degree programs in the state could not meet the projected needs created by additional hospital beds, new nursing homes, and expanded roles for nurses. The report recommended increased admissions to the BSN

program and the development of an associate degree program (ASN) to attract students interested in a shorter program leading to licensure.¹⁹

The addition to University Hospital completed in 1969 increased the bed capacity to 285 and provided excellent clinical facilities for all of the health profession schools, but compounded the nursing shortage. Nursing students who had completed their basic nursing courses were hired as assistant nurses and worked under the supervision of registered nurses. Their contribution to patient care was greatly appreciated, and they in turn benefited from the added clinical experience.

A Rural Experience

Rural areas of Nebraska felt the nursing shortage more acutely than metropolitan areas in the 60's and 70's; while many University students came from rural communities, few recent graduates were employed outside the Omaha area. All student experiences were centered in Omaha; it was thought unlikely that graduates would seek work in areas where they had no experience.

In 1971 the College designed a project to expose students to health care and nursing in a rural community. Ogallala (population 4900), 360 miles west of Omaha, was chosen for the pilot project. Arrangements were made through the Chamber of Commerce, and the community responded positively. Senior students Kathy McIntyre, Jacquelyn Holtorf, Joan Nyland, and Marilyn Stuhr were selected for a four-week summer course taught by Joyce Lowder, RN, MSN.

The students lived in an apartment provided free of charge, but were otherwise responsible for their own expenses. Learning experiences included work and observations at the Community Hospital, physicians' offices, mental health clinic, sheltered workshop, and nursing home. They also assisted with 4-H educational programs related to health. All was not work, however. Participation in activities such as the Optimist Club and invitations to other social activities provided first hand knowledge of life in a small town. Extra-curricular activities included trips to Lake McConaughy, Ash Hollow, and Ogallala's famous Front Street.

The pilot project was declared an overwhelming success and a three-credit elective course in Rural Community Nursing was established for senior students. Two University graduates living in Ogallala served as faculty; Sharon Bonham Holyoke '66 and Marcia Kuper Yochum '68 arranged and supervised classroom and clinical experiences for students, who lived in private homes for the six-week period.



Faculty member Joyce Lowder introduces students to rural nursing, 1971

Students from the College of Pharmacy joined the nursing students in 1973 and 1974; when Broken Bow, 250 miles from Omaha, was utilized for the course in 1974, medical and dental students participated. Thus, all of the health professions schools were making an attempt to acquaint some of their students with rural health care. While there was no assurance that this would entice graduates to work in smaller communities, it was a step in that direction.

A major drawback to the course was the requirement to be off-campus for six weeks; many students were unable to arrange this absence due to family, work, or other course responsibilities. A theory only course, Rural Community Awareness, was offered for

these students. These two courses were offered as electives until the generic baccalaureate program was phased out in 1976; 70 percent of the 1976 nursing graduates had participated in one of the rural courses.

Dr. Boyle was faced with a recommendation to increase enrollments and begin a new program, a building which was already crowded, and a critical need for more faculty prepared at the master's and doctoral levels. Less than 50 percent of the faculty had master's degrees and only Dr. Boyle and Dr. Hook held doctoral degrees in 1967. Recruitment of faculty and advanced preparation of current faculty became a high priority.

The Associate Degree Program

Associate degree (ASN) programs in nursing were first established in 1952; by 1967 there were 281 state-approved programs in 45 states, Puerto Rico, Guam, and the American Virgin Islands. However, no associate degree programs were offered in Nebraska and none were being planned. Dr. Boyle felt the lag in the development of these programs was due in part to the relatively slow increase in numbers of junior colleges, the lack of adequate clinical facilities outside the metropolitan areas, and an inadequate supply of prepared faculty. Dr. Boyle suggested that leadership in developing associate programs should come from the University.²⁰

While the majority of associate programs were offered by junior or community colleges, 70 were located in senior colleges and universities; five senior colleges or universities offered both associate and baccalaureate programs in 1968.²¹ The purpose of ASN programs was to educate students at the technical or semi-professional level; graduates were eligible for licensure as registered nurses and were prepared to give nursing care as staff nurses, usually in hospitals. A typical ASN program was two years in length and combined nursing theory and practice with general education courses in the arts and sciences (50-50 distribution of nursing and non-nursing courses). The ASN program was considered complete in itself and was *not* the first step toward the baccalaureate degree; if a graduate later chose to earn a baccalaureate degree (BSN) some credits could be applied at the discretion of the college or university.²²

Associate degree programs were particularly attractive to students who wanted to complete a nursing program in a relatively short time, and wanted both nursing education and college studies. Students were often older than traditional students, were married, and had family responsibilities; some were mature men and women seeking preparation for a career change.

Planning for the ASN program at the University began in September, 1969, with the appointment of Lois Merrill, RN, MSN as Associate Dean. Following approval by the Executive Committee of the School of Nursing, the Board of Regents, and the Nebraska Board of Nursing, reasonable assurance of accreditation by the National League for Nursing (NLN) was received in March, 1970. The first faculty, Rogene Anderson and Linda Perrin, were appointed in February and March and additional faculty were appointed in the summer months.²³ The associate program, as described in the 1970-71 Bulletin, initially included 34 credits of general education courses and 41 credits of nursing courses, and required four semesters and one summer session of full-time study:

FIRST YEAR

| Fall Semester | Credits |
|---|----------------|
| <i>Biol 102 Principles of Biology</i> | 5 |
| <i>Engl 111 Elementary English Composition . . .</i> | 3 |
| <i>Psych 101 Introduction to Psychology</i> | 3 |
| <i>Nurs 102 Introduction to Nursing</i> | 5 |
| | 16 |
| Spring Semester | |
| <i>Biol 244 Biology of Microorganisms</i> | 4 |
| <i>Biol 275 Physiology and Anatomy of Man . . .</i> | 5 |
| <i>Nurs 112 Fundamentals of Nursing I</i> | 7 |
| | 16 |
| Summer Session | |
| <i>Nurs 202 Fundamentals of Nursing II</i> | 7 |
| <i>(10-week session)</i> | |
| <i>Nurs 210 Normal Nutrition</i> | 2 |
| <i>(5-week session)</i> | |
| <i>Elective</i> | 3 |
| <i>(5-week session)</i> | |
| | 12 |

SECOND YEAR

| | |
|---|----|
| Fall Semester | |
| <i>Sociol 101 Introduction to Sociology</i> | 3 |
| <i>Engl 112 Intermediate English Composition . .</i> | 3 |
| <i>Nurs 212 Advanced Nursing I</i> | 10 |
| | 16 |



A.S.N. students



*B.S.N. student with pediatric patient,
1972*



Carol Wilson, Jane Carney, Rena Boyle

Spring Semester

| | |
|---|-----------|
| <i>Nurs 222 Advanced Nursing II</i> | <i>11</i> |
| <i>Nurs 230 Nursing and Society</i> | <i>1</i> |
| <i>Elective</i> | <i>3</i> |
| | <u>15</u> |

Students completing the 75 credit hours with a cumulative grade point average of 2.0 (4 point scale) were awarded the Associate of Science in Nursing (ASN) degree. The program was specifically designed to prepare men and women for meeting nursing care needs of patients and families who have common preventive, therapeutic, and rehabilitative needs.

As expected, the first students admitted in the fall of 1970 were generally older women, licensed practical nurses, and students from the middle half of their high school class.²⁴ Hospitals utilized for clinical experience for the program included Archbishop Bergan Mercy Hospital, Bishop Clarkson Hospital, Douglas County Hospital, Lutheran Medical Center, University of Nebraska Hospital, and Veterans Administration Hospital. Nursery schools, homes for the aged, and senior citizen federal housing units were also used as clinical facilities.²⁵

The students were attired in a yellow and white pin-stripe uniform to distinguish them from BSN students. With a few exceptions, major clinical laboratory resources were those also used by the baccalaureate program, so the problem of identification was a real one. BSN students were sometimes referred to as "the blue students"; the ASN students were the "yellows." Faculty of both programs explained and interpreted course objectives and skill levels of students to agency personnel, who eventually adapted to working with students and faculty of both the two-year and four-year programs.

Regina Barentson, who had served as Associate Director from 1962 to 1966, Acting Director from 1966 to 1967, and as Associate Dean from 1969 to 1970, resigned in 1970. In recognition of her service to the School, she was named an Honorary Member of the Alumni Association in 1970. Jane Carney, RN, MA, was named Associate Dean and the administrative head of the baccalaureate program in 1970. Miss Carney was an energetic, extroverted woman who quickly won the friendship of students and faculty alike. Her gregarious personality was in direct contrast to the reserved demeanor of Dean Boyle, and they complemented each other.

School to College and Accreditation

As the School was preparing for the graduation of the first ASN students, two events added to the festivities. The Chancellor had

recommended that the School be given the status of a College; the Board of Regents approved the change, and in 1972 the School became the College of Nursing. The College of Pharmacy, which had been based at the Lincoln campus, was aligned with the Medical Center in 1972; there were now three health professions colleges on the campus.

The College was also notified in 1972 that the four-year BSN program had received continuing accreditation from the National League for Nursing. The ASN and MSN programs were initially accredited by the NLN at this time.

The Articulated Programs

The associate degree program was initially planned as a terminal program. Concerted efforts were made to counsel potential students into the undergraduate program consistent with their educational and career goals; however, it soon became apparent that many students in the associate program wanted to obtain their baccalaureate degree. They could not transfer from one undergraduate program to another without loss of time and credit, and graduates of the associate program who decided to earn the baccalaureate degree were required to complete 41 credits more than students who initially entered the BSN program. The academic ability of most of the ASN students differed little from those entering the BSN program. The students were saying: "Why will it take us three more years to get our degree; why can't we get it in two more years?"²⁶

Could a nursing curriculum be designed so that the associate, baccalaureate, and master's programs would articulate with each other? Faculty examined their beliefs about nursing education, the rights of the learner, the abilities and educational goals of the students, and the obligation of the university. The following statement of beliefs was made explicit:

1. Individuals who are beginning their education in any given discipline should have the right to progress within that discipline to the limits of their ability.
2. Progression within a discipline's educational sequence should be reasonably economic in terms of time and money.
3. Courses should be so designed that the student is able to progress at his own rate, and the program should be sufficiently flexible to permit the student to extend the courses over a longer period of time if he so desires.
4. Lower division courses in a discipline should be the basis for continuation in upper division courses; these in turn should be the basis for graduate study.

5. Any discipline should offer opportunity at the undergraduate level for the student to elect to pursue special interests within the discipline.²⁷

The idea of developing articulated programs was discussed with students, other departments of the University, and nursing service personnel — all supported the concept and the faculty moved forward in 1972 with the following statement of purpose:

*To develop a curriculum sequence in nursing (and develop or provide the needed instructional materials) that will enable all beginning students in nursing at the University of Nebraska to enroll in the Associate Degree Program and permit those who are academically able and personally motivated to progress without loss of time or credit through the lower and upper division courses and the Master's Program. Students from other schools will be admitted by transfer credit for advanced placement to the appropriate curriculum level. Students will be able to terminate their educational preparation at the completion of the requirements for the Associate Degree, the Baccalaureate Degree or the Master's Degree.*²⁸

Funding for the five year curriculum project was obtained from the Division of Nursing of the U.S. Public Health Service. Melba Leichsenring, RN, Ph.D. served as Director of the Project. Outside consultation was provided by Dr. Myrtle Aydelotte, Director of Nursing Service at the University of Iowa Hospitals and Clinics; Miss Georgeen DeChow, Chairman of Nursing at Manatee Junior College; Dr. Elizabeth Giblin, Director of Medical-Surgical Nursing at the University of Washington; and Mrs. Verle Waters Tabor, Curriculum Coordinator of the Cooperative Graduate Education in Nursing Project in California and Nevada.²⁹

Conferences were held for faculty, the consultants, and selected nursing service personnel. Task forces were formed to develop the conceptual framework and to develop statements of the abilities of the graduates of each of the programs. These differentiation statements facilitated selection of content which was different for each program and demonstrated a progression through the programs which would facilitate articulation. The statements also clarified the differences in preparation and ability of the graduates of the three programs for employers.³⁰

It was the consensus of all involved that the associate degree program, which now totaled 73 credits, would provide an adequate base for an upper division baccalaureate program with the addition of a course in chemistry. To provide for articulation, the four year bac-

calaureate program was discontinued; the last class accepted into this program entered in June 1973 and was graduated in 1976. All students entering the nursing program in the fall of 1973 entered the first step of the career ladder — the two year associate degree program.

The new baccalaureate program, designed to be completed in two years, was much different than the old program and required the most time for planning. Only registered nurses were admitted to the second step of the career ladder. Graduates of the University's ASN program as well as graduates of other ASN and diploma programs could now enroll in a program which would be suited to their needs and interests. Credits required for the BSN program totaled 60/61 and included: required nursing courses, 18/19 credits; nursing electives, 12 credits; required non-nursing courses, 18 credits; and non-nursing electives, 12 credits.

THIRD YEAR

Fall Semester

| | |
|---|-------|
| <i>BioChem 315</i> . . . <i>BioChemistry</i> | 3 |
| <i>Nurs 310</i> <i>Basic Nursing Concepts</i> | 1 |
| <i>Nurs 320</i> <i>Health Maintenance Nursing</i> | 6 |
| <i>Statistics</i> | 3 |
| <i>Related Social Science</i> | 3 |
| | 15-16 |

Spring Semester

| | |
|---|----|
| <i>Pharm 330</i> <i>Pharmacodynamics</i> | 2 |
| <i>Physiol 331</i> <i>Pathophysiology</i> | 3 |
| <i>Micro 332</i> <i>Immunology</i> | 1 |
| <i>Nurs 350</i> <i>Health Reintegration Nursing</i> | 6 |
| <i>Related Social Science or Elective</i> | 3 |
| | 15 |

FOURTH YEAR

Fall Semester

| | |
|--|----|
| <i>Nurs 410</i> <i>Quality Assurance of</i> <i>Nursing Care</i> | 4 |
| <i>Related Social Science or Electives</i> | 6 |
| <i>Nursing Elective</i> | 4 |
| | 14 |

Spring Semester

| | |
|--|----|
| <i>Nursing Electives</i> | 10 |
| <i>Non-Nursing Electives</i> | 6 |
| | 16 |

The baccalaureate program included core courses in Health Maintenance Nursing, which focused on wellness and prevention of illness; Health Reintegration Nursing, which focused on acute complex illnesses and long-term care; and Quality Assurance of Nursing Care. Support courses in the natural and social sciences were selected utilizing the conceptual framework and differentiation statements to support their inclusion.

An exciting feature of the new baccalaureate program was the development of elective courses in nursing. Electives to be offered were chosen on the basis of the needs of Nebraska, requests from faculty, students, alumni and nursing service personnel, and the ability of the College to provide the necessary learning experiences. The electives offered in 1976 and 1977 were:

Care of the High Risk Client in the Emergency Room, Operating Room, and Recovery Room

Care of the High Risk Client with Interferences in Cardiopulmonary Adaptation

Community Health Nursing

Perinatal Care

Nursing in a Rural Community

Nursing Administration of Small Hospitals and Nursing Homes

Care of the Handicapped Child

Community Mental Health Nursing

Child Mental Health Nursing

Care of the Older Person

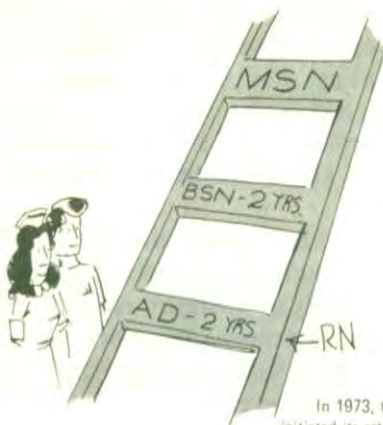
Directed Study

Nursing Care of the Client During the Diagnostic Process

School Nursing³¹

A School Nurse-Health Educator Program, developed with the University of Nebraska at Omaha, was designed to provide those students concentrating their studies in school nursing the opportunity to become teacher-certified health educators in grades 7 through 12. This program required an additional 20 to 25 semester credits and led to a Bachelor of Science in Education and the Bachelor of Science in Nursing.³²

While the ASN program was prescribed and regimented in order to meet State Board of Nursing requirements, the BSN program was somewhat more flexible. Faculty had the freedom to plan courses and clinical experiences to meet students' needs. Students also had the freedom, within limits, to select courses which they felt best met their educational and career goals. The baccalaureate students were a diverse group; some had just finished the ASN program, while others had several years of nursing work experience in a variety of settings.



Articulated Programs

In 1973, the University of Nebraska College of Nursing initiated its articulated, or career ladder, programs in nursing. The College offers associate, baccalaureate and master's degrees. When the student has completed one phase of the educational process, he or she is ready to move into the next phase or to go into practice.

Articulated Programs

Faculty members had to adapt to this heterogeneous group and did so with relative ease, although it was sometimes uncomfortable to have a student in class or clinical who had more experience in that area than the faculty member. Faculty members soon realized that this diversity was beneficial and stimulating and saw it as a positive rather than a negative factor.

The articulated career ladder program was the only one of its kind in the nation. The College had designed and implemented an innovative nursing program which allowed students to stop their education at the ASN, BSN, or MSN level, to proceed through the programs at their own pace, and to select upper division courses which best met their interests and needs. Approximately 40 percent of the students graduating from the ASN program in 1975 and 1976 went directly into the BSN program.³³ The articulated programs were fully accredited by the NLN in 1977.

The Lincoln Division

In the midst of the planning of the articulated programs the Board of Regents asked the College of Nursing to determine the feasibility of establishing a nursing program on the Lincoln campus. Following discussions with the State Board of Nursing and administrators of Lincoln hospitals, Dean Boyle surveyed the educational preparation of all registered nurses living in Lancaster County. Dean Boyle sug-



College of Nursing, Lincoln Division

gested that clinical facilities in Lincoln were limited, since two of the five hospitals were offering their own diploma programs; recruitment of faculty prepared at the master's level in nursing would also be difficult. Dean Boyle did, however, submit a proposal for establishing the ASN program on the Lincoln campus; this proposal was rejected by the Regents, who asked that a plan be submitted for a BSN program.³⁴

As in the first proposal, the Dean stressed the nationwide shortage of qualified faculty, the need for competitive salaries, and the desirability of teaching upper division sciences and nursing on the Medical Center campus. The proposal for the articulated ASN/BSN programs was eventually accepted by the Regents in 1972, and in the fall of 1974, 32 students entered the Lincoln Division ASN program.

With Lois Merrill as Associate Dean, five nursing faculty, and the Director of the Learning Center, the College was opened in Fairfield Hall, a former dormitory in Selleck Quadrangle. Clinical facilities included St. Elizabeth Community Health Center, Lincoln General Hospital, the Veterans Administration Hospital, and the Lincoln Regional Center.³⁵

The BSN program was implemented in 1976. Clinical experiences at Bryan Memorial Hospital, the Lincoln-Lancaster County Day Treatment Center, the Lincoln-Lancaster County Health Depart-



*College of Nursing, Omaha
Division*



Dean's office



Faculty office



Cooper Auditorium

ment, and the Madonna Professional Care Center were added. The first baccalaureate class of 35 students was graduated from the Lincoln Division in May, 1978.³⁶

The coordination of programs on two campuses 45 miles apart was no easy task. Faculty communication was aided, however, by telephone conferences and a great deal of inter-state highway driving. Some Omaha-based faculty commuted to Lincoln to assist with courses.

A New Building

The building which had housed the College since 1957 was bursting at the seams by the early 1970's. This building, originally designed as a dormitory, also contained classrooms, a Nursing Arts lab, and office space for 10 faculty. Students now lived at home, in apartments, or in a dormitory on the Duchesne Academy campus, and the building had been remodeled in an attempt to meet increasing enrollments. Rooms formerly occupied by students were converted to faculty offices, and were often shared by three faculty. Every bit of available space was utilized; one faculty office could be reached only by going through a women's restroom. With 359 students and 62 faculty in 1972, this building (planned for a total enrollment of between 100 and 150) was clearly inadequate to serve the functions of the College.³⁷

The Chancellor of the Medical Center, the President of the University, and the Board of Regents gave first priority to a new nursing building. In 1971 the Nebraska Legislature appropriated \$54,000 for preliminary architectural drawings. The \$3.7-million building was funded with state monies appropriated by the Legislature, a federal grant from the Division of Nursing of the U.S. Public Health Service, a donation from the Nursing Alumni Association, and private donations from alumni and friends of the College.

Located on the southeast corner of 42nd Street and Dewey Avenue, this five-story building was both attractive and functional. It was designed to accommodate 700 students and 100 faculty. The largest classroom, Cooper Auditorium on level one, seats 255; the auditorium can be divided into sections to accommodate smaller groups. Level two contains classrooms, a multi-purpose lounge called the Commons, and the Charlotte Burgess Administrative Suite with the offices of the Dean and Student Affairs Advisor. Level three houses the Learning Resource Center and the Child-Adult Education Center; level four contains small classroom/seminar rooms and faculty offices. Level five contains seminar rooms, faculty offices, a



Learning Center

graduate student study room, and the Nursing Care Research Center. The Nursing Research Laboratory, with its data analysis center, offices, conference rooms, and wet laboratory provided a facility that had never before been exclusively available to nursing. Faculty members were becoming more active in nursing research, and the Research Center was now able to provide the necessary encouragement, consultation and support services.



Learning Center



Chancellor Cecil Wittson and Dean Boyle, 1976

The electronic capabilities of the building improved communication with the Lincoln campus. Two-way television transmission was available for classes as well as faculty conferences and meetings. Classes taught on either campus could be attended by students on both campuses; this greatly increased the availability of classes and more efficient use of faculty. Commuting between Lincoln and Omaha also decreased, a savings of both money and time. Closed circuit television allowed transmission of audiovisual materials from the Learning Center to classrooms.

Dean Boyle and Miss Carney were cognizant of the importance of retaining some of the history of the College and encouraged the naming of conference rooms on levels four and five in honor of Irma Kyle Kramer and Myra Tucker.

Faculty and students eagerly awaited the opening of the building in January, 1976, and no one was disappointed. The spaciousness, colorful decor, and the presence of live greenery brightened the Nebraska winter. Faculty were especially pleased to move into private offices. No longer would they look for an empty room to have a conference with a student or ask their office-mates to vacate the room so a conference could take place there. Bookcases and file drawers were a luxury never before experienced by some faculty.

The building was not without its drawbacks, however. An unwritten policy prohibited eating or drinking in areas which were carpeted,

and those who were accustomed to taking soft drinks or coffee into classrooms were reprimanded by administrators and faculty members. Few would risk having Dean Boyle see them "eating or drinking on the carpet." Why such a restrictive policy? Dean Boyle was proud of the building and protective of its cleanliness and beauty. The policy was made more explicit by signs in many areas prohibiting eating, drinking, and smoking; the rules were strictly followed during Dr. Boyle's tenure as Dean.

The official dedication of the College of Nursing building was held on January 31, 1976. An Educational Conference on the Articulated Programs was planned for January 29 and 30 in response to requests for information from throughout the U.S. Although Dr. Leichsenring, Dr. Boyle, and other faculty members were anxious to provide consultation, it soon became difficult to respond to each request. Associate and baccalaureate programs that were agency members of the NLN were invited to send representatives to the conference and dedication; 193 nurse educators from 27 states attended and received information about this innovative nursing program.³⁸

Special guests of the College at the dedication were six alumnae who had graduated before 1926: Talma Bassett Allen '21, Frieda H. Dieterichs '23, Esther Daggett Schroeder '24, Helen E. Erikson '25, Alice Amen Heinz '25, and Mary A. Godfrey '25. Another alumna, Dr. Gladys Sorensen '45, Dean of Nursing at the University of Arizona, was the guest speaker and received the Distinguished Service to Nursing Award from the College of Nursing. Dr. Sorensen had also participated in a review of the nursing programs at the request of the faculty and the Chancellor; other reviewers were Dr. Dorothy Ozimek of the NLN, and Mrs. Verle Waters Tabor from the University of California, San Francisco. The report submitted by the three reviewers emphasized the soundness of the associate program as a base for the baccalaureate program, the explicit articulation between programs, and the suitability of the programs as preparation for graduate study in nursing.³⁹

The College of Pharmacy also moved to a new building in 1976. Located to the south of the College of Nursing, it was architecturally compatible with the brick nursing building and afforded the Pharmacy College the space needed for its educational and research programs.

The Off-Campus Baccalaureate Program

The College of Nursing moved west with its BSN program in the late 1970's. No baccalaureate programs were available outside the Omaha/Lincoln area. Many RNs in communities throughout the

state were anxious to pursue the BSN degree but were unable to attend classes on the UN-L or Medical Center campus; family, community and employment responsibilities prevented these nurses from enrolling as traditional students. The administration and faculty of the College recognized the need and the challenge.⁴⁰

The Off-Campus Program was funded by the W.K. Kellogg Foundation of Battle Creek, Michigan, and implemented in 1977 after two years of planning. Dean Boyle and Associate Dean Jane Carney were primarily responsible for establishing this program; both spent many hours interviewing prospective students in their home communities, arranging contracts with colleges and clinical agencies, and interpreting the program to Nebraska citizens.⁴¹

Students entering the Off-Campus Program met the same requirements as those on campus. The program could be completed in four years of part-time study. Non-nursing courses were provided by state and community colleges, and the College of Nursing provided the nursing and upper-division science courses.

The delivery of courses was the major challenge. Lectures were video or audio-taped and placed in cooperating agencies accessible to students, who viewed them independently. The students met as a group weekly for a telephone conference with faculty teaching the courses. The major difference between on-campus and off-campus nursing courses was the sequence of clinical experiences. On-campus clinical experiences were concurrent with the theory portion of a course; in an off-campus course, the clinical component was accomplished in a summer session after completion of the theory. Faculty traveled to the out-state communities to supervise clinical practice; this travel was done weekly for communities close to



*Dedication speaker,
Dr. Gladys Sorensen*



College of Nursing Dedication, 1976: (Back row, l to r) Alice Amen Heinz, Frieda Dieterichs, Dean Boyle, Esther Daggett Schroeder; (Front row, l to r) Mary Godfrey, Helen Erikson, Talma Bassett Allen

Omaha/Lincoln; when clinical was planned in communities beyond a reasonable driving distance, the faculty lived in the community for the five or six week summer clinical session.

The first off-campus centers were located in the Scottsbluff/Chadron area (Western) and the Grand Island/Kearney/Hastings area (Mid-state). In the Western area, Nebraska Western College and Chadron State College provided non-nursing courses and space for equipment and teaching; West Nebraska General Hospital was utilized for clinical practice. In the Mid-state area, cooperating agencies included Kearney State College, St. Francis Hospital and the Veterans Administration Hospital in Grand Island, and Mary Lanning Hospital and the Regional Center in Hastings.⁴²

The program in 1986 was offered in six geographic areas:

Western: Scottsbluff—Chadron

Mid-state: Kearney—Grand Island—Hastings—North Platte

Northeast: Norfolk—Wayne—O'Neil

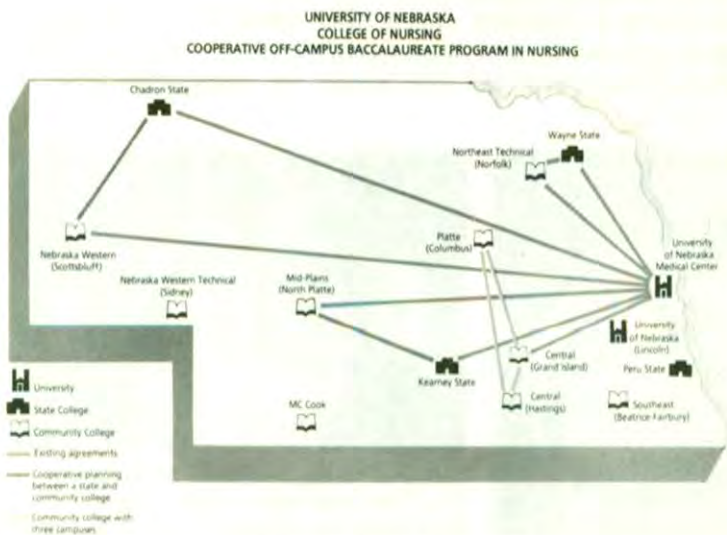
South Central: Geneva—Hebron—Fairbury

Southeast: Falls City—Auburn

North Central: Valentine—Ainsworth.

Agreements exist with all community colleges, except those in the Omaha and Lincoln metropolitan areas, and with four State colleges.

The early success of the program was due in great measure to the commitment and effort of Miss Carney, who had served as Associate



Off Campus Program Sites, 1986

Dean since 1970 and Director of the Off-Campus Program since 1976. Miss Carney left the College in 1979 to serve as a consultant for career ladder programs with the NLN.

Ann Van Hoff, RN, MSN, was named Director in June, 1978. Lincoln and Omaha faculty shared the responsibility for teaching nursing courses. Despite the logistics of administering the program and the increased workload and travel for faculty, the College is committed to maintaining this program.

Many RNs have earned baccalaureate degrees through this program; in June, 1980, Nancy Mitchell of Hastings was the first to earn the degree entirely through off-campus study.

The program has provided outstate RNs an opportunity to earn the baccalaureate degree and become better prepared professionals; it has demonstrated that the University, state colleges, community colleges, and health care agencies can provide educational services cooperatively and without duplication. While meeting the needs of individual nurses and health care agencies, the College of Nursing and University have also benefited. Faculty have developed new teaching skills; the association with students and other professionals in smaller communities has given faculty new insights into health care needs and the practice of nursing in Nebraska; and the image of the University has been enhanced.

Summary

Dr. Boyle led the College of Nursing through a period of tremendous growth and change during her 12 years as Dean. An innovative career ladder program which included ASN, BSN, and MSN programs was developed to meet the increasing need for registered nurses with different and distinctive educational preparation. Student enrollment increased from 79 in 1967 to 722 in 1979. The recruitment of qualified students, a major concern for previous directors, was not a problem; in fact, many prospective students were denied admission each year due to the large number of applicants. Selection criteria remained very competitive and, as had been true since its beginning, the College was able to admit only the best candidates.

The College had become a collegiate school in every sense of the term. Classes and clinical experiences were scheduled like other college courses with regular summer and holiday vacations. One hour of credit was given for three hours of clinical laboratory experience — a radical change from 1920 when no credit was given for 48 hours of work in the hospital. Clinical experiences were planned exclusively

for learning and students no longer supplied nursing services for the hospital. Students paid regular University tuition and fees.

The collegiate atmosphere changed student life considerably. Students no longer were cloistered in a dormitory and dependent on the College for their lifestyles. Many had family and job responsibilities. Since they no longer lived together, class cohesiveness was sometimes limited. Class size and varying schedules prevented students from knowing all their classmates. The College did encourage class and school activities, with limited success. The Student Council was re-activated and classes continued to elect class officers, but gone were the teas, holiday parties, dances, and picnics of the Burgess and Kyle eras.

Students became involved in operational activities of the College through representation on College committees. They freely expressed their opinions on everything from the school uniform to curriculum. Student participation in campus-wide activities resulted in the election of second year student Christine Baker as President of the UNMC Student Senate in January, 1976.

Nursing Student Will Join N.U. Regents on Saturday

The University of Nebraska Board of Regents, which got its first woman member in 1974, will get its second Saturday.

Christine Baker, a second-year nursing student, will join the board as a nonvoting student member from the Medical Center.

Miss Baker, whose parents, Mr. and Mrs. Bernard Baker have a farm near Trenton, Neb., was sworn in Tuesday as president of the student senate at the Medical Center.

Student senate presidents on each N.U. campus automatically become nonvoting members of the board of regents.

Miss Baker defeated three other candidates in a student election. She will succeed Dr. Timothy Chappell, a graduate student, as the Medical Center's student regent.

She said that, even without a vote, student regents "have done some good" because the voting members of the board "are listening to them."

"And students," she added, "need some kind of voice."



Miss Baker

She said she will start her one-year term on the board "sitting back and listening."

Mrs. Camille Elliott of Scottsbluff was the first woman regent. She was appointed by Gov. J. J. Exon to succeed her husband, J. G. Elliott, after he died in April 1974.

Mrs. Elliott served nine months as a voting member of the board.

—World-Herald Photo.

A more normal college life facilitated student participation in activities unrelated to nursing. Many students maintained their ties to the UN-L campus by spending weekends commuting to Lincoln. In 1971 and 1972 nursing students Becke Wagner and Barbara Allen reigned as the UN-L Homecoming Queen.

The faculty also benefited from the collegiate atmosphere. When Dr. Boyle arrived in 1967, faculty members were on 12-month appointments; the adoption of the University schedule for classes facilitated 10-month teaching schedules similar to other college professors. Faculty were able to spend the summer months working in other jobs, or continuing their own education.

Dr. Boyle was successful in recruiting more faculty with master's and doctoral degrees and facilitating better preparation of those already on the teaching staff. Faculty members who did not hold master's degrees were encouraged to return to school. In 1979, when Dr. Boyle announced her retirement, 83 percent of the 100 faculty were prepared at the master's and doctoral level.

In the 1970's four alumnae with long service to the University retired. Miss Frieda Dieterichs '23, had spent most of her career on the campus and retired from her position as Director of the Hattie B. Monroe home in 1970. Velma Sexsmith Mason '31, who had worked since 1941 as a head nurse and supervisor in the hospital, retired in 1972. She had been active in the Alumni Association, serving on many committees, as editor of the Nurse Reporter, and as President for several terms. She maintained contact with many alumni following her retirement and was a primary source for the Class News Section of the Reporter for many years.

Miss Lola Williams '34, Assistant Professor of Medical- Surgical Nursing since 1946, retired in 1976 after 30 years of service to the College. Miss Clare Fleming '36, Associate Professor of Medical-Surgical Nursing and Assistant Director of the School in the 1950's, had joined the staff of the hospital in 1943. She retired in 1977 after 34 years of service to the hospital and College. Each of these women left her mark on the hospital and College, and all are remembered for their contributions to nursing at the University.

A significant event of the 70's was the establishment of Gamma Pi Chapter of Sigma Theta Tau, National Nursing Honorary society; Gamma Pi was chartered on April 16, 1978 as the 86th chapter of the society.

The College moved into the mainstream of nursing research under the direction of Dr. Boyle, Dr. Brown, and Dr. Miller during the 70's. Recruitment of doctorally prepared researchers strengthened the research component of the graduate program. Nursing faculty became involved in their own research activities and were presenting

their research findings at national meetings and through publications in refereed journals. While not yet reaching the level of some other nursing colleges, the University had made great progress in the 10 years after the opening of the Nursing Care Research Center.

As the College approached the 1980's the state and nation were still experiencing a shortage of nurses. University graduates of all programs were assured of jobs in nearly any part of the country. The health care industry was still growing and consuming a large part of the Gross National Product, public concern over the cost of health care was growing, and a renewed interest in prevention and health maintenance was heard.

The winds of change were blowing softly as Dr. Boyle retired from the College and from nursing in July, 1979. For Dr. Boyle, retirement meant a move to Mesa, Arizona, and time to pursue her interest in writing, religious studies, and traveling. She had given much to the College of Nursing and University and was named Professor Emeritus upon her retirement. She was further honored with the Distinguished Service to Nursing Award from the College on May 25, 1980.

The friendships Dr. Boyle established in Nebraska have been maintained through correspondence and visits. A prized possession of Dr. Boyle's is a quilt presented to her as a memento of her years as Dean. Faculty members Jeanenne Boosinger and Joyce Lowder asked faculty and other professional colleagues to make individual quilt blocks depicting significant events of her tenure. The finished quilt was given to this remarkable woman with love, appreciation, and deep respect for her contributions to nursing at the University. In 1986, Dr. Boyle returned the quilt to the College for permanent display in the conference room on level four, Omaha Division.



*Quilt presented to Dean Boyle,
1979*

BEGINNING THE EIGHTIES



1979~87



Rosalee Yeaworth, R.N., Ph.D., Dean, 1979-present

BEGINNING THE EIGHTIES

Upon the retirement of Dr. Boyle, a nation-wide search was conducted to find the most qualified person to serve as the Dean of the College of Nursing. The search committee was charged with recommending a leader in education and nursing and one with interest and experience in research. From the many applicants and nominees, the committee recommended to the Chancellor and the Board of Regents a woman in Ohio who had the credentials to meet the challenge.

Dr. Rosalee Cockerill Yeaworth was the Assistant Dean for Graduate Programs at the University of Cincinnati's College of Nursing and Health when she was invited to the Nebraska campus by Dr. Jeannene Boosinger, chairman of the search committee. The possibilities of building on what previously had been achieved and the desire to assume the responsibilities of a deanship made the Nebraska position attractive to Dr. Yeaworth. University officials decided this was the person to lead the College as it headed into its seventh decade.

The new Dean was raised on a farm in south-central Ohio and received her basic nursing preparation at the University of Cincinnati. There was no master's program in nursing in Cincinnati when she was graduated. Instead, she entered a special program designed to prepare clinical teachers. She spent a year as a junior assistant instructor in nursing arts, six months as a junior assistant instructor in the sciences and six months as an assistant head nurse. At that point the program called for her to become a head nurse, and serve as a clinical instructor. But it was not to be.

Shortly after entering the program she married J. Thomas Yeaworth. When she was ready to qualify for the appointment as head nurse, she was expecting their first child. The Director of Nursing did not appoint her, explaining that the college expected at least a year in the position.

She resigned her full-time position and spent the next 10 years teaching part-time in the College and in a hospital diploma program. When her third child entered first grade, she began full-time study for her MSN with a National Institutes of Mental Health (NIMH) traineeship in psychiatric-mental health nursing. The year she completed her master's study the University of Cincinnati's Department of Sociology initiated a Ph.D. program; NIMH agreed to fund her study. Four years later she was awarded the University's first Ph.D. in sociology.

Dr. Yeaworth then returned to full-time teaching in the graduate program in nursing and subsequently was named Director of the

Graduate Program, a title later changed to Assistant Dean. Her tenure was a time of rapid growth for the graduate programs.

Dr. Yeaworth served as Acting Dean from 1977-78, and had returned to her post as Assistant Dean when she was approached by the University of Nebraska and agreed to an interview. She was impressed by the College of Nursing, its programs, faculty and resources, and was excited by the prospect of being its dean. On September 10, 1979, Dr. Yeaworth assumed the position. Lorraine Hedman had served as Acting Dean since the retirement of Dean Boyle in May.

The school year was already under way. There was an immediate need to form a search committee for an Associate Dean of the Undergraduate Programs, Omaha Division, since Jane Carney had left that position. That position eventually went to Dr. Odessie Taylor.

There was a need to begin reviews for promotion and tenure, and to obtain general faculty approval of the policy governing membership on the Committee for Promotion and Tenure.

There were also concerns — about the new Dean's goals for the College; about the number of full-time students needed to meet capitation requirements, as well as overall enrollment to fulfill commitments made for funding of the College of Nursing building. Student attrition was high and minority enrollments were low.

Faculty members were concerned about Medical Center guidelines on tenure and merit pay increases. A staffing problem at University Hospital resulted in a proposal to involve faculty and RN students in a temporary staffing pool.

First, goals had to be addressed.

Goal Setting

While stating that faculty input was needed before goals truly could be set, Dean Yeaworth identified areas of need at the November 1979 meeting of the general faculty:

1. Increased academic preparation of faculty.
 - a. Recruit and hire only persons with master's degrees in nursing with courses in teaching and, preferably, with experience.
 - b. Expect faculty to enroll in doctoral programs with the expectation of an earned doctorate prior to tenure. Efforts were made to facilitate this through scholarships, other financial assistance, and the use of two-way television to offer some graduate nursing courses in Lincoln.

2. Reduce student attrition.
 - a. Ascertain reasons for students dropping out.
 - b. Identify ways to build cohesiveness.
 - c. Ascertain if there are unnecessarily stringent requirements in the curriculum.
 - d. Insure access of students to faculty and administrators.
3. Increase research, publication and continuing professional growth by faculty.
4. Increase visibility of the college and accomplishments of faculty.
5. Establish priorities within the college mission. What is unique to the College? What does it do best?
6. Strengthen the graduate programs. Prepare for the goal of a doctoral program with sufficient doctoral faculty and funded research.

The need to recruit, admit and retain more qualified minority students was later added to the goals.

By the end of Dean Yeaworth's first year the emphasis on research and publication for promotion and tenure was clear, as was the fact that dwindling state and federal dollars would cause closer scrutiny of program costs. The College of Medicine was seeking additional funds to strengthen certain departments. The College of Dentistry was placed under Medical Center administration and brought with it budget deficits. Competition among the colleges for limited funds focused attention on the College of Nursing as a source.

Financial Resources

In November, 1979, the Board of Regents' Planning Subcommittee submitted the *University of Nebraska Five-Year Planning Workpapers: 1979-1984* to deans, directors and members of the Executive Committees of the Faculty Senates. Projected University expenditures would require state general fund increases of 18 percent per year. The final section of the report identified several alternatives if state funds did not increase. One was to eliminate programs by implementing "vertical cuts". A Legislative Resolution in March, 1980 called for a legislative committee to assess the need for the Lincoln Division of the University of Nebraska Medical Center College of Nursing.

The Report of the Regents' Planning Subcommittee to the Board of Regents, dated April 24, 1980, listed certain programs recommended for increased support, others for maintenance of excellence, and still others for reduction or elimination. The baccalaureate and associate degree programs in nursing in Lincoln were listed in the latter category. Medical Center Chancellor Neal Vanselow asked the

College of Nursing for (1) data comparing Omaha and Lincoln students, graduates and faculty; (2) calculations of annual savings if the Lincoln program were closed, and (3) a proposed plan for phasing out the Lincoln program.

A campaign to save the Lincoln program was mounted by students, parents, health care agencies and others. The President of the Nebraska Nurses' Association was among those who testified at the May 17, 1980, meeting of the Board of Regents. Other proposed cuts of programs drew strenuous opposition. The result was a revision in the Five-Year Plan calling for "reduction in the College of Nursing, following a study conducted by the Chancellor with a report to the Board by December, 1980." The Chancellor indicated it would be necessary to reduce the College of Nursing "state tax dollar budget by up to \$500,000 annually." He appointed an ad hoc committee to conduct the study.

The committee submitted its report in November, 1980, stating that at a time of a nursing manpower shortage and a need for higher education for nurses, the College should receive increased support, not less. The report stated that if state dollars must be saved, the College of Nursing faculty should be given time to consider long term alternatives that might allow additional savings without decreasing program quality. Alternatives included reducing faculty contracts from ten to nine months and increasing tuition and credit hour production.

At the January, 1981, meeting of the Board of Regents, Chancellor Vanselow noted the serious shortage of nurses in Nebraska, the fact that the University of Nebraska College of Nursing was the only state supported school in Nebraska offering a comprehensive nursing education, and that a reduction in program size could result in loss of capitation (\$60,316 was received in 1980-81) or a request to repay the \$2.1 million of federal construction assistance for the College of Nursing building. For these reasons, he did not recommend any reductions in the College. The Chancellor then requested Dean Yeaworth to do a comparative study of the cost of the articulated program to other programs.

The National League for Nursing (NLN) was in the process of developing a tool for comparing costs of nursing programs, and was willing to make the tool available for pilot testing. Several months were spent on the study; it confirmed the suspicion that the articulated ASN/BSN program was more expensive than the generic baccalaureate programs to which it was compared. The upper division baccalaureate, with its large number of part-time students and its selection of nursing electives, was more expensive than the ASN

program. The two campuses, the off-campus baccalaureate, and the large number of part-time students made it difficult to compare the University of Nebraska College of Nursing to other colleges. This study was presented to the Chancellor in early spring of 1982.

The threatened closure of the Lincoln program and the possible loss of a major portion of the College's budget took its toll on faculty time, energy and morale. It continued to be difficult to recruit faculty for the Lincoln Division. A hospital school of nursing in Lincoln expanded its diploma nursing program. Clinical agencies in Lincoln began taking more students from other nursing programs, making it more difficult to secure time for clinical experiences for Lincoln Division students.

After almost three years and three studies supporting the Lincoln Division of the College of Nursing's programs and budget, no special cuts were recommended for the College of Nursing. The College did take its share of across-the-board cuts and did cut positions for internal reallocation to improve faculty salaries. From 1980 to 1983, 15.6 lines were eliminated or used to continue faculty and staff who were on expiring grants. Almost \$124,000 was reallocated by reducing ten-month appointments to nine months for most faculty with non-administrative appointments. This was done in lieu of salary increases, and allowed money for College of Nursing salary increases to be used elsewhere in the Medical Center. The College gave up more than \$45,000 as part of the Legislature's required 3 percent general budget reduction. Credit hour production was increased. Tuition was considered as part of the total Medical Center budget, however, and increased tuition was "adjusted" out of the College budget.

In 1983, the University administration decided that each campus should identify 2 percent of its budget which could be freed up to support new or underfunded high priority programs. As part of this process, the College of Nursing was asked to justify continuing an associate degree program. After much discussion among faculty and students, it was concluded that the articulated ASN/BSN program had been an excellent program during the period of shortages of nurses. In 1983, however, some associate degree graduates were having difficulty finding jobs. The objectives of associate degree preparation did not fit the acuity of care in hospitals or the increased need for home and community care associated with changes in the health care delivery system. It was decided that the articulated program would be phased out and a new generic baccalaureate curriculum phased in over a period of five years. In the process, 10 faculty lines would be cut by attrition and \$188,000 would be freed up for reallocation. The plan requested that the \$188,000 be

reallocated to strengthen the graduate program in nursing, particularly to develop a doctoral program.

In mid-May of 1985, Chancellor Charles Andrews told all Deans and Directors that it would be necessary to make vertical cuts of colleges or programs to meet the projected budget deficit of the Medical Center. The Chancellor stated that he would not cut the College of Medicine because without it, there would be no Medical Center. He would not consider cutting the School of Allied Health, since it would not free up enough dollars. Most faculty in Allied Health also held appointments in the College of Medicine. He asked the Colleges of Nursing, Pharmacy, and Dentistry and the Meyer Children's Rehabilitation Institute to justify their continuing existence by responding to certain decision criteria which he had developed. At the June Regents' meeting, the Chancellor informed the Regents that he had decided that the Lincoln Division of the College of Nursing and the College of Pharmacy should be phased out. He believed that such drastic measures were necessary to avoid mediocrity in the total Medical Center and to develop excellence in remaining programs.

Nursing and pharmacy faculty, students, and alumni took their call to the people of Nebraska, to the professional organizations and to the health care agencies. Nursing organizations proved to be valuable support groups. The College of Nursing Alumni Association passed a resolution opposing the Chancellor's recommendation to phase out the Lincoln Division. Deans and Directors of Baccalaureate and Higher Degree Programs in Nursing were contacted through the American Association of Colleges of Nursing (AACN) membership directory. Almost 100 responded with letters of concern to the Chairman of Board of Regents, the Chancellor and the President. The Nebraska Nurses' Association (NNA) Board voted to: (1) have the president send letters of concern; (2) call a news conference to explain the American Nurses' Association (ANA) goals regarding the baccalaureate degree in nursing as the entry level for professional practice, and the importance of the College of Nursing's programs to this goal; (3) ask ANA to send President Eunice Cole or a representative to the public hearing in regard to the closings; and (4) have Shirleen Way, President of District III and an NNA Board member, testify at the hearing. Eunice Cole sent letters of concern and support for the College to the Regents. The House of Delegates of ANA voted unanimously to express its concern by a telegram to the Chairman of the Board of Regents. Districts II and III of NNA included information sheets in their newsletters and District V invited Dean Yeaworth to a meeting to present information. Dr. Jeannine Greenfield of the NLN served as an expert witness at the hearing.



*Classroom, Lincoln
Division, 1987*

The Regents introduced and unanimously supported a resolution which removed from the agenda the items on discontinuing the College of Pharmacy and the Lincoln Division of the College of Nursing. Their resolution provided an alternative method of meeting the Medical Center budget deficit by: (1) increasing tuition for all health profession students to the mid-point of peer institutions, (2) accepting proposed alternatives from the Deans of Nursing and Pharmacy in regard to giving up resources, and (3) using other monies identified in Chancellor Andrews's original proposal.

For the second time in five years, the Lincoln Division was "saved;" it was not done without losses to the nursing budget. The money realized from eliminating faculty positions was given up for Medical Center reallocation; the original reallocation plan had proposed that this be used for building a doctoral program. The predictions for scarce resources and increased competition among the health care disciplines appeared to be on target.

Faculty and Organizational Changes

For the 1979-80 academic year, about one-third of the total faculty (62 percent of the faculty teaching in the associate degree program) did not hold master's degrees. The College mounted national advertising efforts, but recruitment continued to be difficult, particularly in Lincoln. Most of the faculty who did not hold master's degrees were enrolled in graduate programs. Finally, in an effort to upgrade faculty preparation, the remaining 13 faculty members who did not hold master's degrees were given notice of termination in the spring



Faculty members Marlene Wilken and Mara Baun, 1983



Freddie Johnson, R.N., Ph.D.

of 1982, so their lines could be opened for recruitment. The College's tenure guidelines were modified to put more emphasis on enrollment in doctoral study for faculty who did not already hold doctorates. By the 1984-85 year, the problem of master's level preparation was essentially solved. There were still two or three non-tenured nursing faculty with non-nursing degrees who were informed that they could not be recommended for tenure without master's degrees in nursing.

To fill positions with master's prepared faculty, salary adjustments were necessary for lines that had been filled by non-master's prepared people. Salaries had to be at a level to recruit and retain master's prepared faculty. Since there was limited state money for salary increases, salary improvement was accomplished by eliminating lines and through the ten to nine month contract change. In a salary study completed after the 1984-85 salary increases were approved, Vice Chancellor James Griesen estimated that there was still a gap of 5.09 percent to put College of Nursing salaries at the national mean of salaries in other colleges of nursing in academic health science centers.

There were changes in several key positions in the College. Dr. Martha Brown retired at the end of the fall semester of 1980. Dr. Freddie Johnson was appointed as acting director of the research center and a search committee was established to help select a new director. The college recruited Dr. Mara Baun from the University of Michigan as Director of the Nursing Research Center; she brought with her the third year of a Division of Nursing funded research study on pulmonary physiology.

Dr. Odessie Taylor resigned at the end of the spring semester in 1981. A search committee was appointed and national advertising was begun. After much consideration, Dr. Nancy Langston was named associate dean for undergraduate programs on both campuses. The attempts to cut the Lincoln Division, and the later decision to keep the Lincoln Division and take budget cuts from the College of Nursing more generally, had created some divisiveness between Lincoln and Omaha faculty. The goals of having one associate dean were to: (1) promote better communication between the Lincoln and Omaha divisions, (2) facilitate cohesiveness in the undergraduate programs, (3) highlight the Lincoln Division as an extension rather than a duplication, and (4) to reduce administrative costs.

Other persons retired from key positions. Martha Horrell retired as chairman of the associate degree program, Omaha, in 1983, and Dr. Jeannene Boosinger retired from her position as chairman of the graduate medical/surgical program in the spring of 1985. Dr. Boosinger had been on the faculty since January, 1965 when she was named chairman of Medical-Surgical Nursing in the baccalaureate program. Dr. Nancy Langston resigned in the spring of 1985 to accept a deanship. Lorraine Hedman retired in May of 1986, after more than 14 years as Director of Continuing Education for Nursing and 38 years with the Medical Center.

Once the problem of master's preparation of faculty was solved, a long range goal of more doctorally prepared faculty was instituted.



Lorraine Hedman meets with program planners, 1984

The number of faculty holding doctorates did not show significant change during the first five years of Dr. Yeaworth's deanship. The untimely death in 1982 of Dr. Freddie Johnson '52 and the resignations of four other faculty with doctorates reduced the potential growth. In 1984-85, 24 faculty were officially enrolled in doctoral programs. Others were taking course work, but not officially enrolled.

The College of Nursing began the 1986-87 academic year under a changed organizational structure. Instead of faculty reporting directly to associate deans for graduate and undergraduate programs, with the graduate program then organized by clinical specialty and the undergraduate program by levels, the faculty reported to department chairpersons. There are four departments: 1) Adult Health and Illness; 2) Community, Psychiatric/Mental Health and Gerontological Nursing; 3) Parent/Child Nursing and 4) Nursing Administration, Education and Science. Because of the demands created by two divisions and a third to be developed, the need for increased marketing and recruitment, the additional development needed for the undergraduate curriculum and doctoral courses, it was believed that it was necessary to retain associate deans for both the undergraduate and graduate programs.

The rationale for the changes in the organizational structure was that changes were needed to increase: 1) cost effective use of faculty knowledge and expertise for total College needs; 2) ability of faculty to focus scholarship in substantive areas, stimulate communication, mentoring and building of expertise; 3) availability of the most creative, capable, talented faculty to both undergraduate and graduate students; 4) ability to structure internal consistency of the curriculum to provide a continuum from undergraduate to graduate; 5) ability to recruit the best prepared persons available and to utilize them most appropriately to build the faculty; 6) potential for faculty to accomplish more career goals in terms of variety of teaching experiences; and 7) potential for a unified faculty committed to and focused on goals of the total College rather than one division, program or level. The Regents approved the new organizational structure for a one-year period.

Dr. Patricia Miller resigned her administrative responsibilities as Associate Dean for the Graduate Program, but continued in her academic role. Dr. Nancy Bergstrom was named as Interim Associate Dean for the Graduate Program. Dr. Elizabeth Monninger was recruited from the University of Texas, El Paso as Associate Dean for the Undergraduate Program. The following were given interim appointments to chair the new departments: Dr. Lani Zimmerman — Adult Health and Illness; Dr. Phyllis Goins — Community,



Administrative Committee, 1987: (front row l to r) Bevely Hays, Mara Baun, Geri Wood, Lani Zimmerman; (back row l to r) Nancy Bergstrom, Rosalee Yeaworth, Phyllis Goins, Elizabeth Monninger, Martha Foxall

Psychiatric/Mental Health and Gerontological Nursing; Dr. Geraldine LoBiondo-Wood — Parent/Child Nursing; and Dr. Martha Foxall — Nursing Administration, Education and Science.

Program Evaluation and Changes

The articulated ASN/BSN program had not been formally evaluated since its implementation. It was decided that an evaluation plan should focus not only on the graduates but also on the ability of the curriculum to allow for faculty growth and goal attainment. It should consider the cost-effectiveness of various ways for providing content and learning experiences. A task force was appointed to study faculty workload with the idea of distributing workload more evenly and maximizing faculty productivity.

In addition to evaluating what existed, it was important to plan for what would be. The Regents' work on long range planning for the University highlighted the need for some long-range planning for the colleges. The long-range plan for the College of Nursing developed under Dr. Boyle had called for reducing associate degree admissions and transferring resources to the graduate program. Although two positions were transferred to the graduate program, it was decided that it would not be necessary to decrease associate degree admissions for the 1980-81 year.

There were changes occurring in other programs in the state which could influence the demand for College of Nursing programs. The Community/Technical Colleges were beginning to apply increased political pressure to undertake associate degree education in nursing and/or to articulate their practical nursing programs with the College's associate degree program. Two schools of nursing were granted authority by the Nebraska Coordinating Commission on Post Secondary Education to become private degree granting colleges. A private college started an upper division baccalaureate program for RN's; another private college with an associate degree program in nursing developed an articulated associate/baccalaureate curriculum comparable to the one offered by the University. Still another private university developed a plan with a hospital based school to offer baccalaureate and master's degrees in the mid-Nebraska area.

West Nebraska General Hospital officials began conducting an assessment of demand for nursing education in their locale. They asked Dr. Patricia Miller to evaluate the possibility of off-campus master's program offerings. Dr. Miller concluded that clinical opportunities were adequate but library resources were limited. The number of potential students was too small to justify off-campus master's level offerings. Once a greater pool of nurses with baccalaureate degrees in nursing was established, the situation could be evaluated again. Dean Yeaworth and Ann VanHoff met with representatives from West Nebraska General Hospital, Chadron State College and Nebraska Western College to discuss options for West Nebraska General Hospital School of Nursing graduates to continue full time study in their community to complete a baccalaureate degree. After continuing discussion, the Board of Regents approved exploring the possibility of a West Nebraska Division of the College of Nursing. In April, 1986, the Nebraska Legislature appropriated \$100,000 as funding for this Division, and the Regents approved a plan to phase in the program beginning in the fall of 1987. The plan calls for the West Nebraska General Hospital School of Nursing to graduate its last class in 1988.

Much of rural Nebraska is still dealing with the issue of getting LPN's to the associate degree level. Visits were made to Aurora and Norfolk to meet with individuals concerned about availability of the Associate Degree program for LPN's. Challenge exams were developed for the beginning nursing courses and increasing numbers of LPN's challenged successfully.

There was concern that only about 50 percent of the associate degree graduates were entering the baccalaureate program im-

mediately and many of these were attending classes on a part-time basis. Many RN's were still complaining about inaccessibility of courses; many had misconceptions and misinformation. An ad hoc committee of baccalaureate faculty studied ways to increase baccalaureate enrollment. They conducted a survey and considered various data before removing prerequisites for some courses, establishing a visiting student policy to allow students to take some courses prior to becoming officially enrolled, breaking some courses into smaller components to allow students to take fewer credit hours at one time, and offering some summer courses. They also increased recruitment and general marketing efforts.

The major events of the 1982-83 academic year were those associated with The National League for Nursing (NLN) visit for reaccreditation of the College's programs. The activities associated with the final editing, printing, distributing and mailing of the Self-Evaluation Report; the arrangements for the six visitors; the actual visit; and finally, the Dean's attendance at the meeting of the Associate Degree Program Board in June consumed much time, attention and energy. The efforts were successful and the College received reaccreditation for the maximum eight year period.

The Board of Regents took action at their July, 1983, meeting to approve the reallocation of 2 percent of the general fund budget based on recommendations from each major administrative unit. Chancellor Andrews had identified the areas which he believed should be evaluated in identifying 2 percent of the Medical Center budget for reallocation. One of the identified areas was to evaluate the need for an associate degree program in the College of Nursing. After consultation with the faculty and students, the decision was reached to phase out the articulated associate/baccalaureate curriculum and phase in a generic baccalaureate curriculum with a track for RN's. The plan called for accomplishing this over a five-year period to minimize disruption to students and faculty.

While it was a financial consideration that prompted the decision to phase out the associate degree program, faculty were already seriously considering the decision without the Regents' and Chancellor's reallocation mandate. The articulated ASN/BSN program had met a need during a time of nursing shortage. It had met a student need for quick access to a job and the opportunity to earn a baccalaureate degree without blocked education mobility. It was an educationally sound program as evidenced in the evaluation and accreditation. However, it was a more expensive program, with nursing taught in all four years and with the number of nursing electives offered. The nursing shortage rapidly eased because of cost contain-



Practice in the Learning Center, 1983



Laboratory experiment, 1986



Honors Convocation, Omaha Division, 1986

ment efforts of hospitals and decreased hospital occupancy rates. Associate degree graduates were having difficulty finding jobs. The increased acuity of hospitalized patients, the increased need for persons to deliver home and community care, and the faculty commitment to the baccalaureate degree in nursing as the level of entry to professional practice dictated the need to direct the efforts and resources of the College to baccalaureate and higher degrees in nursing.



Honors Convocation, Omaha Division, 1986

For continuity of programs during the phase out of the articulated curriculum, it was necessary that students, including RN students, be accepted every year. It was decided that the first year of the new generic curriculum should be non-nursing prerequisites; this would eliminate the need to teach nursing in all four years of the program, allowing for more economical use of faculty. It would also reduce the time investment for applicants who had considerable college credits. Decisions had to be made about what courses should be taken in the prerequisite year in order to get the information to college advisors; applicants for 1985-86 would need these prerequisites. Thus, the curriculum committee had to begin planning before the proposal was placed on the Board of Regents' agenda, and before the ad hoc committee working on the conceptual framework could develop and get acceptance of the new conceptual framework.

On March 17, 1984, the Board of Regents voted to discontinue the Associate of Science in Nursing Degree program following the complete offering of the curriculum to students entering the program in August, 1984. It was planned that the first RN's were to be admitted to the new generic program in the fall of 1987. Thus, one year after the 1983 reaccreditation by the NLN, faculty turned their efforts to major program and curriculum change.

During the 1984-85 year, the College received approval to participate in the Medical Sciences Interdisciplinary Area (MSIA) Ph.D. program. A core of doctoral level nursing courses is offered, allowing nurses to earn a Ph.D. with an advanced nursing component. Once there are sufficient numbers of nursing faculty with graduate fellow appointments and with funded research, the courses can be pulled out of MSIA and a doctoral program in nursing can be offered.

The College continued to receive funding for training programs. An Advanced Nurse Training grant for the graduate maternal/child program was renewed. A Kellogg grant was awarded to prepare faculty for teaching in associate degree programs. This grant, which is part of a University of Tennessee-Chattanooga project, provided considerable financial assistance for students. A Special Projects Grant, "Nursing Management in Rural Hospital Emergency Departments," was funded; this is a collaborative grant with Creighton University School of Nursing. The offerings are delivered to various sites across the state. The Robert Wood Johnson Teaching Nursing Home Project, in conjunction with Creighton's School of Nursing, has had impact on the Lincoln Division, since Lincoln students have clinical experiences in the Madonna Professional Care Center. Faculty in both divisions have participated in the research funded by this project. Dean Yeaworth received a National Institutes of Mental



Nursing enters the computer age, 1986

Health (NIMH) award for Faculty Development in Geriatric Mental Health.

Research Development

There has been a continuing thrust for increased quantity and quality of faculty research and publication, since these activities are part of the expectations for promotion and tenure. Research is acknowledged in the mission and long-range goals statement of the College. A full-time Ph.D. prepared research analyst was hired to assist faculty with research design and data management, analysis, and interpretation. Apple and IBM-PC computers were installed in the Research Center. The College also received one of the computer clusters installed by the Medical Center. The installation of word processors in the Research Center and in all of the secretarial pool areas has made it easier to prepare grants and manuscripts. Support has been provided for faculty literature searches and small internal grants allow for funding costs associated with pilot studies.

These efforts at increasing research and scholarly activities are showing results. Increasing numbers of faculty and graduate students

are presenting research at state, regional, national, and international meetings. The number of published research papers and other scholarly articles increases yearly. The College of Nursing hosted the Tenth Annual Conference of the Midwest Nursing Research Society in the spring of 1986.

Externally funded research has shown tremendous growth. Faculty have received UNMC Seed Grants, American Nurses' Foundation grants and other small grants as a beginning of outside funding. The Robert Wood Johnson Teaching Nursing Home project funded individual faculty and small teams for six pilot studies at just over \$8,600. In 1983, three research grants were funded by the Division of Nursing for a total of more than \$650,000 for the grant periods. The College became one of 12 colleges of nursing in the country to receive biomedical research support grants. One faculty member was appointed to the American Association of Critical Care Nurses' (AACN) National Study Group on Suctioning; the Board of AACN has approved \$50,000 to be used for seed research funds. Faculty members also received small grants from the American Heart Association (Nebraska Affiliate), from the Alzheimer's Disease and



Faculty research activities, 1986: (Top Left, l to r) Patricia Miller, Kathleen Ringel, Jane Garrett; (Bottom left) Mara Baun; (Right, l to r) Rosalee Yeaworth, Katherine Kaiser, Sybil Sedivy

Related Disorders Foundation, and from the Nebraska Fraternal Order of the Eagles.

Marketing

In the 1970's and 1980's health care began to borrow many expressions from business: delivery of services, health care consumers, cost containment. With increasing competition among hospitals and institutions of higher education, a word and idea that was much used was "marketing." Spreading positive information about the College, its programs, students, faculty and alumni became not just a nice idea but a necessity. The presentations, publications, and activities of faculty were an important part of this effort. A special brochure, *Facts About Nursing and the University of Nebraska College of Nursing* was developed in 1980 when the first effort was made to close the Lincoln Division. Faculty and students participated in the activities of the Centennial Train commemorating the College of Medicine's 100th Anniversary. This provided the opportunity to disseminate information about the College throughout the state. The Divisions of Biomedical Communications and Public Information worked with the College in producing a 30-minute feature on the College for one of the "What's NU?" programs on educational TV.



Presentation of teaching tape to American Cancer Society (l to r) Dean Yeaworth, Lee Wigodsky of the ACS, Linda Belsky, 1985

You are invited to a reception
honoring the appointment of
Sister Patricia J. Miller, R.N., Ph.D.
as the

Florence Niedfeldt Professor of Nursing
the first named professorship
in the College of Nursing

Tuesday, May 13, 1986
2:00 to 4:00 p.m.
College of Nursing Building
Commons Area

Please RSVP to: 559-4109 before May 1st



*Sr. Patricia Miller, R.N., Ph.D.,
Florence Niedfeldt Professor of
Nursing*

Increasing attention was given to recruitment materials. The Dean began to work with the alumni board to make the *Nurse Reporter* a joint publication of the Alumni Association and the College. The type of articles and the audience were broadened. Dr. Mara Baun worked with the Public Information Department in developing a brochure on research in the College. Particular attention was devoted to getting publicity about faculty research and activities and about special program activities of the College.

A videotape on testicular self-examination was written and produced in 1985 by faculty members Linda Belsky, RN, and Bill Lohr, and staff member Don Eggers. The tape was given to the Nebraska Division of the American Cancer Society; it has been distributed in 34 states, giving the College national exposure and recognition.

One positive outcome of the activities to promote the image of the College was the establishment of the first named professorship in 1986; Dr. Patricia Miller was named the Florence Niedfeldt Professor of Nursing.

Probably the most intense media campaign ever waged or experienced by the College resulted from the effort to close the College of Pharmacy and the Lincoln Division of the College of Nursing. News stories, editorials, letters to the editor about the proposed closings, the hearing, and the Regents' vote were regular media features. Although this was not staged as a public information or marketing campaign, it appears that the results were as effective as if it had been.



Clinical nursing experience, 1986

Students of the Eighties

The undergraduate nursing students of today are much like those of the past. They are bright, energetic, and articulate; they are eager to gain the knowledge and skills necessary for the practice of nursing.

Yet, they are different. They are more assertive, and take a more active role in decision making for their lives and careers. Nursing is an important part of their lives, but not all-consuming as it was in the past. In addition to being nursing students, many are wives, husbands, and parents. Many work in part-time or full-time jobs to support their education and their families. They are more like college students in other disciplines than ever before. The dream of the faculty of the 1950's for a collegiate program has been attained for undergraduate students at the University of Nebraska.

Looking Ahead

This chapter of the history contains the present, so it has not been distilled or tested by time. Much of it seems so recent that present



Taking a break, Omaha Division, 1986

tense verbs seem more appropriate than past. Efforts for the future will be guided by long-term goals. In mid-spring of 1984, the faculty, after input and discussion, accepted long range goals. Even long range goals require frequent revision, but those presently in effect are:

1. Phase out the articulated associate/baccalaureate curriculum while planning and implementing an educationally sound, more cost effective generic baccalaureate curriculum with an RN track.
2. Upgrade faculty and staff salaries.
3. Plan and implement a core of doctoral level nursing courses to be offered as part of the Medical Sciences Interdisciplinary Area (MSIA) Ph.D. program.

4. Increase the number of doctorally prepared faculty.
5. Increase the quality and quantity of research and publication and of research supported by external funds.
6. Maintain enrollments in the Master's Degree Program with special emphasis on maintaining the quality of applicants.
7. Maintain and develop programs that address nursing education needs in the state of Nebraska.
8. Maintain and strengthen the College's affirmative action efforts.
9. Increase the opportunities for faculty to maintain clinical expertise and to influence nursing in teaching settings.
10. Maintain excellence in teaching and provide opportunities for faculty development.
11. Improve support services to enhance the educational mission of the institution.
12. Develop formal working relationships between the clinical areas in the graduate and undergraduate programs.

The College of Nursing is committed to the future of nursing and nursing education. As the College approaches the 75th anniversary of its founding it will continue to respond to societal and professional needs and will offer strong academic programs.

While some people may recall the "good old days", few would honestly wish to go back. The College looks to the future and remembers that "University nurses have no equals."



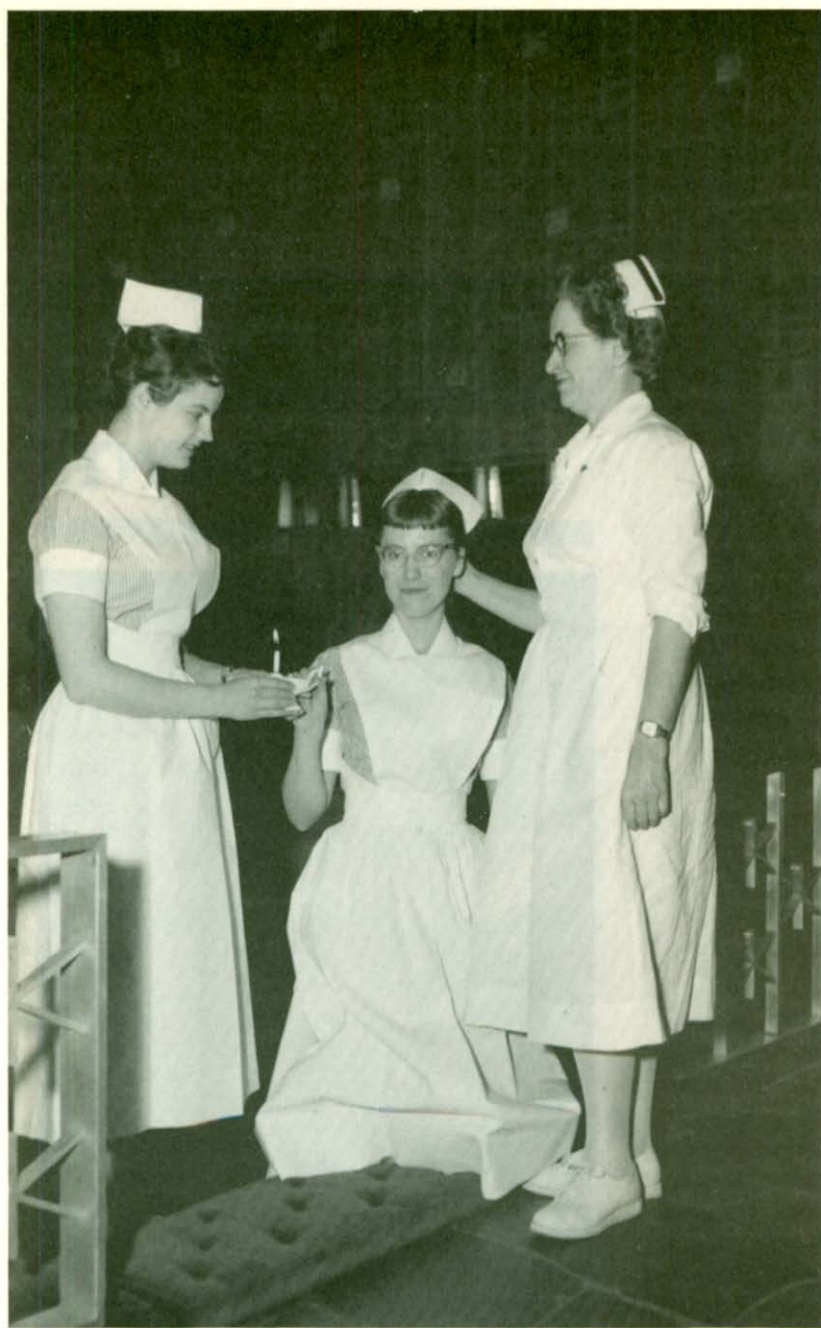
Relaxing between classes, Lincoln Division, 1987



Aerial view of campus, 1977

THE RAIMENTS





Capping ceremony, 1958

THE RAIMENTS

A distinctive student uniform was an accepted tradition by the time the School for Nurses opened in 1917; it had not always been so. Pupil nurses at the Bellevue Hospital in 1874 resisted a uniform even though it was deemed advantageous on the ground of economy, neatness, and its effect on esprit de corps. The Bellevue School felt it was inadvisable to insist on a uniform and instead devised this plan:

In the first class of nurses was a daughter of an old and prominent New York family.... She was also, by good fortune, very beautiful, tall, and dignified.... it was arranged that she should have a couple of days leave of absence. On her return she made her appearance in the wards dressed in the greyish-blue stripe with apron and cap of white. So charming was she to behold, and so dowdy and insignificant did all the non-descript print dresses look beside her, that prejudice vanished and as rapidly as possible the uniform was adopted, and never again questioned.¹

Uniform and Cap

The young woman entering the University of Nebraska School for Nurses in 1917 was attired in a long-sleeved blue and white gingham dress which measured exactly ten inches from the floor. Miss Burgess sent the pattern for this dress with the letter of acceptance, and the student made her own "probationer" uniforms. The School thus



Probationers, 1928



Probationers, 1930



*Above and below, student
in probationer uniform and
complete uniform, 1927*



School cap



Big Sister Organization, 1930



Capping ceremony, 1952

sustained no economic loss if the student did not pass the probationary courses — no money had been invested in her uniforms. A white bishop collar, white apron, and black or brown shoes and stockings completed the uniform.²

Following the successful completion of the probationary courses, the student was given a long sleeved blue and white pin-striped dress (worn with white cuffs in the senior year), white apron, bib, and cap. The cap was designed by Miss Burgess and was patterned after the cap of her alma mater, the Illinois Training School.³ For many years Miss Burgess reportedly cut out the dresses, supervised the fitting and was known to check the length with a ruler on occasion.



Members of the Class of 1954 before and after capping ceremony



Juniors (back row) show sophomores how to wear the cap, 1963



Dedication ceremony, 1963

In 1936 the "probie" uniform was discontinued and the sleeves of the dress were shortened, but the beginning student was still readily identified. She wore the dress with white cuffs, the apron, and white shoes and stockings (worn since 1933).⁴ The cap and bib were given after she was deemed "suitable" for a nursing career.

Every probie looked forward to the "capping" ceremony, which was held on campus or in a church and was attended by family and friends. The Director of the School placed the cap on the head of the kneeling student as her Big Sister presented a lighted Nightingale lamp. The Nursing School choir performed and a speaker was engaged to give an inspiring message. A tea sponsored by the School of Nursing Alumnae Association usually followed in the lounge of the nurses' residence. The capping ceremony was a momentous event in the life of the student nurse; it symbolized acceptance into the profession and is recalled by many students as the most significant event of their nursing school days.

The capping ceremony was held annually except for a few years during World War II when students received their caps with their



Dedication ceremony, 1963



Dedication ceremony, 1964

weekly laundry.⁵ In the early 1960's the ceremony was the victim of progress and change. The School was now becoming collegiate, and was trying to shed its diploma school image. The faculty felt that the capping was a diploma school symbol; the last ceremony was held on December 18, 1961.⁶ The next year entering students received the complete uniform; a dedication ceremony, which resembled the capping, was held during the fall semester.⁷ Sophomore students received the Nightingale lamp from their Big Sisters and repeated the Nightingale Pledge. A reception was hosted by the Student Council and Alumnae Association. This dedication ceremony was discontinued in the late 1960's.

A major change in the uniform was made in 1966. The cotton "starch and stripes", which had been laundered and ironed by the hospital laundry, was replaced by a pale blue and white pin-stripe A-line dress with a white dickey neckline; male students wore white slacks with a blue pin-stripe shirt. This wash and wear uniform was a boon to students, who were now required to do their own laundry. The cap became a perma-starch creation — no more starching, drying on the refrigerator, folding and pinning! For the first time in many years, everyone's cap looked the same as it could only be folded to one size. The cap was purchased at a local uniform shop rather than ordered from the School of Nursing.⁸



Baccalaureate student uniforms, 1966-1976



Student uniform worn until 1966



A.S.N. and B.S.N. student uniforms, 1970's



Student uniform, 1985-present



Faculty member Sue Kloch and student, 1987

The uniform was changed several times in the next 10 years as a result of problems with companies making the uniforms, student preferences, and program changes. The opening of the associate degree program in 1970 necessitated a uniform different from the blue and white pin-stripe worn by baccalaureate students. A yellow pin-stripe was initially chosen for the associate degree students.⁹

In keeping with fashion trends, the pant suit for female students first appeared in 1973; the pant suit was a welcome change from the short hem-lines so popular at this time and was more practical for nursing activities in both the hospital and community.¹⁰ Until the closure of the associate degree program in 1986, these students wore white slacks, yellow over-blouses, and white shoes. Baccalaureate students in the articulated program wore white uniforms of their choice; blue pants and white over-blouses were worn for community experiences. An arm patch identified students as University students.

As preparations were made for the closure of the articulated programs and the opening of the four year BSN program, the question of uniforms was raised again. Dean Yeaworth appointed a committee of faculty and students to choose a uniform. Following consultation with students, alumni, faculty, clinical agencies and other colleges, the committee recommended that students would wear white uniforms in the hospital and blue pants with white over-blouses in the community. Female students were able to choose from pants, skirts,



Presentation of water colors, 1973: (l to r) Mrs. McFadden, Dr. McFadden, Chancellor Sparks, Mrs. Nadine Hammon, Dean Boyle



Water colors of uniforms, 1973

tunics, and dresses for the white uniform. An arm patch and name pin clearly identified the students.

The cap has not been a part of the student uniform since the early 1970's at the request of students. This request mirrored the trend of staff nurses in many hospitals to doff their caps.

Six water colors depicting the evolution of the uniforms of the College of Nursing were presented to the College by Dr. and Mrs. Harry



O.R. Supervisor and Instructor Frieda Dieterichs models School cape, 1934



Student uniform, cap, and cape, 1956

W. McFadden, Jr. on January 9, 1973. The paintings were done by Nadine Hammon, wife of Bill Hammon who produced the mural of the DNA molecule for the Medical Center Library. Dr. McFadden, Chairman of the Department of Microbiology, gave the paintings in honor of his parents, the late Dr. and Mrs. Harry W. McFadden, Sr. of Greenwood, Nebraska. The watercolors are on permanent display on level seven of the McGoogan Library of Medicine.¹¹

Cape

The nursing cape was an optional part of the uniform from 1934 until the mid 1960's. The original knee-length cape was maroon with a scarlet lining; UNSN was embroidered in gold on the stand-up collar. Miss Burgess selected the design after a request by the Alumnae Association for a school cape.¹² In 1947 the colors were changed to maroon with gold lining.¹³ In 1954, the Alumnae Association approved a recommendation by the faculty and student body to change the cape to grey/blue with a red lining.¹⁴

Pin

The official pin worn by graduates has withstood the test of time and has remained essentially unchanged since it was designed in 1921 by Dr. Alfred Brown, Chief Surgeon at University Hospital. Design suggestions were made by Miss Burgess and the Alumnae Association, which was organized in 1921.¹⁵

The central lamp represents Florence Nightingale's nursing career; the blue border symbolizes truth and loyalty; the gold symbolizes worthiness. *Semper fidelis* is a well known Latin phrase meaning



Pin design, 1921-1972



Pin design, after 1972

“always faithful”. The only design change in the pin was made in 1972 when “School” was changed to “College” to reflect the change in status approved by the University of Nebraska Board of Regents.

All graduates of the College are eligible to purchase the pin, and thousands have worn the pin with pride.

Summary

The progression from the “starch and stripes”, which identified University students for 49 years, to the permanent press uniform worn today was the result of economics and practicality. The “starch and stripes” was considered the property of the School, although in later years students did pay a nominal fee for the uniform. As such, uniform maintenance was also assumed by the School; as classes became larger and students began living off campus, it was no longer economically possible for the School to pay for uniform laundry. Since the heavy starching and ironing precluded student maintenance of the uniform, the permanent press uniform was a practical alternative.

Those who had worn the “starch and stripes” viewed its demise both gladly and sadly. Who can forget the time it took to put the buttons on the dress and apron, attach the collar and cuffs, pin the bib, and fold the cap? Worn under an isolation gown in a private room in the summertime heat, the uniform was not viewed with compassion. The stiff collar rubbed many a neck raw. And yet the uniform had been worn with the pride of being a University nurse; an old friend had been lost and it was sad to see it become a victim of progress.

THE ALUMNI ASSOCIATION



THE ALUMNI ASSOCIATION

PREAMBLE

We, the Graduates of the University of Nebraska School of Nursing, in order to strengthen the bonds of friendship among us, to promote the interests of our profession, and to further the advancement of our Alma Mater, do pledge ourselves to support by personal interest and effort the organization called the Alumnae Association of the University of Nebraska School of Nursing.¹

The Alumnae Association was organized on May 25, 1921, by graduates of the classes of 1920 and 1921. The charter members were:²

Ottila Czaplik '20
Georgia Dye '20
Rita Eisenmenger '20
Marion Fleming '21
Mabel Fischer '20
Alice Graham '20
Arta Lewis '21
Edith Martin '20

Mary McHugh '20
Irene McKown '21
Blanche Nicola '20
Ella Reitan '21
Edith Stockham '20
Grace Styer '21
Theda Waterman '21
Helen Whisenand '21

Arta Lewis was elected as the first president of the Association. A constitution and by-laws were drafted and submitted to District 2 of the Nebraska State Nurses' Association (NSNA) with an application for alumnae membership.³ While the American Nurses' Association (ANA) had not required alumnae association membership since 1916, precedent implied that a nurse should be an alumnae association member, and some district and state associations kept this requirement.⁴ Many revisions of the constitution and by-laws were required before the district and state associations accepted the Alumnae Association as a full-fledged member; during that time alumnae were not allowed to vote at district and state meetings.

Once accepted, however, active Alumnae Association members automatically became members of District 2, the Nebraska State Nurses' Association, and the American Nurses' Association. Alumnae could also hold Associate or Non-Resident membership; these levels of membership allowed full participation in matters pertaining to the alumnae association, but excluded participation in the district, state, and national nursing organizations.⁵ This organizational

schema prevailed until 1946 when an ANA House of Delegates Resolution of 1944 was implemented; this resolution stated that no nurse be required to be a member of her alumnae association to obtain membership in a district or state association and ANA; the base unit was now the district association.⁶ Provision for honorary membership was included in the original By-Laws and could be "conferred upon a person who has rendered service to this association..."⁷

Membership in the Association at first involved more than paying the annual dues. Qualifications included being "registered and in good standing in the profession." (Registration and licensure was not mandatory until 1953 in Nebraska). Prospective members submitted an application signed by two active members, a letter of recommendation from the Director of the School, and the annual fee; a unanimous vote of the membership at a regular meeting was needed to finalize the membership. A member could be dismissed for "unprofessional conduct."

The procedure for membership gradually became less stringent; the letter of recommendation from the Director was deleted, and only a majority vote of the Board of Directors was needed. By 1951 a graduate who was registered became a member by paying the current dues. Life membership was offered for the first time in 1939 for a fee of \$50.00. Current levels of membership include active members (those whose annual or life membership dues are paid) and honorary members.

Membership increased gradually in those early years; Miss Burgess encouraged membership and apparently left students with the impression that it was mandatory rather than voluntary. The Association's goals to strengthen the bonds of friendship, to promote the profession, and to further the advancement of the school were reflected in many ways. Meetings were held quarterly until 1931 when monthly meetings were instituted. The meetings included a business session and a social hour. Educational sessions, which dealt with professional issues, art, literature, and music, were added in the 1930's; students were invited to attend the educational sessions.

The Association regularly contributed to the Nurses' Relief Fund, the American Nurses' Foundation, and the Florence Nightingale Fund; members knitted afghans for the Red Cross and donated clothing and personal articles to a national drive for nurses in war-torn countries. Money making activities such as bridge parties, and the sale of baked goods, greeting cards, wrapping paper, and candy provided funds to keep the organization viable.

The Association took an active role in recruitment activities. Members made recruitment trips with faculty and students and

hosted campus visits for high school girls. Educational funds often were given to graduate staff nurses, faculty, and students to help defray expenses of attending state and national nursing meetings. The association sponsored the Capping Teas for many years.

The Nurse Reporter, the official publication of the Association, began publication in 1924 and was published twice yearly until 1933, when it became a quarterly publication. Financial constraints forced the return to a semi-annual publication in 1969. While an occasional issue was missed, the *Reporter* has been published continuously since 1924. Circulation is to all active and honorary members.

Early issues of the *Reporter* included information about faculty, staff and student activities, hospital news, and minutes of association meetings. Miss Kyle began writing about the School soon after she assumed the position of Director. A popular section has always been the class news which reports professional activities and family news from alumni members. The *Reporter* currently contains information related to the Association and to the College, a message from the Dean, and names of recipients of awards, honors, and scholarships.

An unusual proposal of the Association was to establish an Endowed Bed at University Hospital for use by Alumnae Members. Members could use the bed free of charge. Permission for use of the bed was granted by the Board of Regents in 1932 and efforts were begun to raise \$5000.00. Marie Malmberg Mosiman '22 was the first occupant when her son was born in August, 1932.⁸ The bed was never endowed, as the Association could not raise the \$5000.00 required. Many alumnae used the bed, however, and paid 50 to 100 percent of the hospital charges. The Association purchased many items for use by the occupants of the bed — trays, over-bed table, silver and china service, crystal vases, lamp, fan, footstool, and clothes closet. These items were packed away and brought out when an alumna was admitted to the hospital.⁹ Regulations of Title XVIII of the Social Security Act (Medicare) forced discontinuation of all hospital courtesy allowances except for faculty, employees, and students; on July 1, 1967, the alumnae bed ceased to exist.¹⁰

A service to patients at University Hospital began in 1949 with discussion of a hospitality shop to allow patients to buy gum, candy, magazines, and personal grooming articles. Original plans were for a counter in the visitors' lobby to be staffed by alumnae volunteers. What evolved was the Sales Service Truck which became operative in 1951.¹¹ Alumnae took the wheeled "truck" through the hospital wards and sold articles to patients. While never a great money-maker for the Association, it was a service greatly appreciated by the patients. Alumnae "pushing the truck" often dug into their own pockets to pay for an item which a patient could not afford. Funds

raised by the Sales Service Truck were administered by the Educational Fund Committee and were used to pay expenses of alumnae and students to attend nursing meetings, to buy books for ward libraries and the medical library, and for student scholarships. The "truck" was disbanded in October, 1967, when it became difficult for the Association to recruit volunteers to take it through the wards. Plans were also being made at this time to provide a gift shop in the new hospital.

The Association continued to be an active support group to the School and hospital until the mid-1960's. Active membership declined and committees could not function due to lack of participation from the few members remaining. Membership had dropped from 520 active members in 1962 to 254 in 1964. Despite pleas from the President and the Board, the Association appeared doomed. Monthly meetings were discontinued as a result of poor attendance. The Board of Directors was given the responsibility of conducting the affairs of the Association, and an annual business meeting was held in conjunction with the Reunion Banquet in June. The officers of the Association were selected by Board Members who had been elected by the membership.

By 1965 the Board of Directors was seriously considering dissolution of the Association; joining the College of Medicine Alumni Association or the Alumni Association in Lincoln were other alternatives discussed. Miss Kyle favored one of the latter alternatives; she stressed the need for financial assistance to students rather than the "personal contact" previously provided by the Association. In 1968



Alumni reunion, 1958: (back row, l to r) Rose Gibbons McShane, Myra Tucker, Josephine Chamberlin, Frieda Dieterichs, Mercedes Breen, Irma Lippold Cameron, Julianne Godsey Murphy (front row, l to r) Mildred Watson Hempsted, Bernice Algoe Crane, Isabel Blaine, Nelda Demmel Belknap

the Board voted to disband the Association. Dr. Boyle cautioned against this in light of plans to re-organize the University system, and the plan was never presented to the membership for a vote.

The Association limped along, plagued by the lack of active members and clear direction. In the early 1970's the name was changed to reflect the new status of the School as a College; the feminine *Alumnae* was changed to *Alumni* to designate both female and male graduates.

As the College and the number of graduates grew it became increasingly difficult for the six-member Board of Directors to maintain accurate records and conduct the affairs of the Association. Linda Miers '71, President from 1976 to 1978, spearheaded a plan for affiliation with the University of Nebraska-Lincoln Alumni Association; the affiliation was approved by the membership effective July 1, 1977.¹² The Nebraska Alumni Association maintains records on all graduates, solicits dues, and assists with program planning, publication of *The Nurse Reporter*, and other activities of the Association. Graduates who join the nursing alumni association also become members of the University association, thereby receiving benefits of both groups. The affiliation has been a productive one. Membership has increased gradually to a total of 688 in 1986. Attendance at annual reunions improved considerably; in 1978 20 alumni attended; in 1983 the reunion and annual meeting attracted 100 alumni and family members.

The Association began sponsoring a yearly continuing education program in conjunction with the Annual Reunion in 1980; planning for these programs is done jointly with the Department of Continuing Education of the College. Fall programs which combine continuing education, lunch, fellowship, and a chance to see a Cornhusker football game were also initiated in 1980. Regional meetings were begun in the Spring of 1984 in an attempt to spur more interest in the Association.

The current-seven member Board of Directors conducts the affairs of the Association with the assistance of the Director of Constituent Societies of the UNL Alumni Association. The future of the Association seems secure as it continues to support students and alumni of the College of Nursing. Goals include solicitation of active members, increasing student scholarship funds, and providing continuing education opportunities for alumni.

Scholarships and Awards

The Alumni Association has a long history of service to students, faculty, and alumni through loans, scholarships, awards, and gifts.

STUDENT LOAN FUND

Recognizing the limited financial resources of students, the Association initiated the Student Loan Fund in 1925.¹³ Fund raising activities and individual donations provided monies for the fund. Students could borrow a maximum of \$100.00; interest was deferred until graduation, and the loan was payable within one year after graduation. Loans (maximum \$200.00) were offered to alumnae members in good standing in 1939. Many students and alumnae took advantage of this service until it was discontinued in the late 1960's. Records show that only two loans of \$100.00 each were declared uncollectible in the first 20 years the service was offered.¹⁴

SCHOLARSHIPS

Scholarships were provided through the Educational Fund Committee beginning in the early 1950's. The amount to be given was dependent on funds available and fluctuated yearly. In 1963 the University of Nebraska Alumnae Scholarship was initiated. It provided \$400.00 per year to be given to the School of Nursing for scholarships. Faculty would select recipients based on:

1. Financial need.
2. Average scholastic ability.
3. Potential for completing the program.¹⁵

This scholarship was supported by individual donations from alumnae and friends of the school and interest gained from the investment of Association funds.

To provide a more permanent and stable scholarship, the Board of Directors in 1980 established the University of Nebraska College of Nursing Alumni Scholarship with the University of Nebraska Foundation. The fund was started with \$5000.00 from the Association treasury, and again a plea was sent out for donations.¹⁶ Association members conducted a telephone solicitation in Omaha in April, 1984, with some success. A priority goal of the Association is to increase this fund.

While many alumni and friends have contributed to this Alumni Scholarship, others have given donations as memorials to be used for scholarships. Recent donations have been made in memory of Marsha Ochs Spooner '69, Suzanne Thornell Pfeiffer '45, Jacqueline Hobbs Jurcich '62, and Maxine Cook Gottschalck '49.

Endowed scholarships have also been established with the University of Nebraska Foundation as follows:

Alice Amen Heinz Scholarship

A gift from Mrs. Heinz '25 in 1976.

Cletas Moran Green Scholarship

A memorial to Mrs. Green '34 from her husband, Meyer E. Green, in 1982.

Freddie Louise Johnson and Class of 1952 Scholarship

A memorial to Dr. Johnson '52 by her family, classmates, and friends in 1982.

Frieda H. Dieterichs Scholarship

A gift from Miss Dieterichs '23 and memorials from family and friends in 1984.

Rena E. Boyle College of Nursing Scholarship

Funding for this scholarship came originally from the College of Nursing Building Fund. In 1979 it was named the Rena E. Boyle Scholarship Fund at the suggestion of UNMC Vice-Chancellor James Griesen. Alumni and friends of the College of Nursing have also made donations to this fund.

In 1978 a loan fund was established by alumni as a memorial to Vera Warner '29. Scholarship and loan funds established with the University of Nebraska Foundation are administered through the Foundation and the Office of Financial Aid on the UNMC campus.

Graduate students benefited from a fund established by the Association in 1973; \$500.00 was given to the Nursing Care Research Center to assist students with expenses related to their research projects. Monies were added yearly until 1980 when the Association felt it could no longer maintain this fund.

It has been a tradition of the Association to honor former Directors and Deans. Charlotte Burgess, Irma Kyle Kramer, and Rena E. Boyle have been so honored by the establishment of awards which are given to students.



*Alumni Awards: (l to r)
Irma Kyle Kramer
Award, Rena E. Boyle
Award, Charlotte Bur-
gess Award*

CHARLOTTE BURGESS AWARD

The Association first discussed a scholarship to honor Miss Burgess in 1946, shortly before her retirement. The Charlotte Burgess Scholarship (as it was then named), in the amount of \$100.00, was to be granted annually to a graduating senior student or a graduate of the School of Nursing "for graduate study in either academic or professional fields of nursing." Applications were submitted to the Scholarship Committee, and the winner was announced at the annual banquet in May.¹⁷ The Scholarship was first awarded in May, 1947. In 1959 the Association decided to award the scholarship to a junior student, since "all of the nurses now graduate with a Bachelor of Science degree".¹⁸ In 1964 the Charlotte Burgess Scholarship Award was in the form of a Nightingale lamp; the cash award was discontinued.¹⁹ From 1964 through 1971 the award was given to the senior student with the highest scholastic average.

The award was given to both associate and baccalaureate degree seniors from 1972 to 1976. In 1977 the Association designated the Charlotte Burgess Award exclusively for associate degree seniors on both campuses. From 1978 through 1982 it was given in alternate years on the Omaha and Lincoln campuses. From 1983 to 1986 the award was given to associate degree seniors with the highest grade point average on both campuses.

Recipients of the Charlotte Burgess Award

| | |
|------|---------------------------|
| 1947 | Inez Claire Schwab '47 |
| 1948 | Mary Rasmussen '47 |
| 1949 | Betty Huttenmeier '49 |
| 1950 | Elaine Zidko '49 |
| 1951 | Vera Anderson '51 |
| 1952 | Phyllis Morgan '52 |
| 1953 | Margery Pollman '53 |
| 1954 | Virginia Demaree '52 |
| 1955 | Elizabeth Peterson '55 |
| 1956 | Josephine Pinckley '52 |
| 1957 | Mianna Rase '55 |
| 1958 | (recipient unknown) |
| 1959 | Marilyn Anne Leach '60 |
| 1960 | Patricia Terry '61 |
| 1961 | Judith Ann Rice '62 |
| 1962 | Sharon Dunmire '63 |
| 1963 | Jane Foster '64 |
| 1964 | Jane Ruth Foster Thompson |

- 1965 Jane Adkisson
- 1966 Bevely Lee
- 1967 Bertha Colglazier
- 1968 Kathy Salmen
- 1969 Marjorie Smith Woodman
- 1970 June Burkhardt
- 1971 Carol Jane Karpisek Raymond
- 1972 Maxine Jane Lienemann — (BSN, Omaha)
Sharon Nell Maher Feller — (ASN, Omaha)
(Ms. Feller was the first associate degree recipient of the award.)
- 1973 Sandra Deanne Thompson — (BSN, Omaha)
Virginia Ann Vaughn — (ASN, Omaha)
- 1974 Laurie A. Bragg — (BSN, Omaha)
Roberta Jean Good Garland — (ASN, Omaha)
- 1975 Diana Lynn Cutshall Jilek — (BSN, Omaha)
Denise Marie Peschel Ciecior — (ASN, Omaha)
- 1976 Norma Jean Barnett — (BSN, Omaha)
Gwendolyn Marie Babbit — (ASN, Omaha)
- 1977 Cynthia Louise Stella — (Omaha)
Meredyth Carter Hossman — (Lincoln)
- 1978 Kaye Renae Hagerman — (Omaha)
- 1979 Roxanne Marie Gude — (Lincoln)
- 1980 Mary Kathleen Dion Dunn — (Omaha)
- 1981 June Robinson Smith (Lincoln)
- 1982 Karen L. Baker Spears — (Omaha)
- 1983 Kay Lynn Anderson — (Omaha)
Nancy Lynne Robinson Riffle — (Lincoln)
- 1984 Susan Mary Brzostek Thies — (Omaha)
Laurie Lynn Soward — (Lincoln)
- 1985 Nancy Cheryl Jones Edwards — (Omaha)
Brenda Joanne Doze Glenn — (Omaha)
Donna Marie Beck — (Lincoln)
- 1986 Cynthia Lynn Watson (Omaha)
Anita Sue Lewis (Lincoln)

IRMA KYLE KRAMER AWARD

The Irma Kyle Kramer Award was initiated in 1978 as a tribute to the second Director. The Association directed that this award be given to the baccalaureate degree graduate with the highest scholastic grade point average. It was given in alternate years on the Lincoln and Omaha campuses between 1978 and 1982. Since 1983 it has been

presented to graduating baccalaureate seniors on both campuses and to a graduate of the Off-Campus program.

Recipients of the Irma Kyle Kramer Award

- 1978 Kathryn Gross Oetting (Lincoln)
Ms. Oetting was a member of the first BSN class to graduate from the Lincoln campus and the first recipient of the award.
- 1979 Patti Rose Hiller (Omaha)
- 1980 Karee Sue Shonerd (Lincoln)
- 1981 Joan Marie Ortmeier Lappe (Omaha)
- 1982 Monica Sue Schukei (Lincoln)
- 1983 Kathleen Ryan Johnson (Off-Campus)
Mary Louise Nelson Maxwell (Omaha)
Carol Waltner Buller (Lincoln)
- 1984 Judy Anne Arnold Armbruster (Off-Campus)
Annette Kathleen Jarvis Sellers (Omaha)
Rebecca Lynn Forsman (Lincoln)
- 1985 Margaret Kallash Stephens (Off-Campus)
Sandra Kay Laudenklos Vyhldal (Omaha)
Nancy Lynne Robinson Riffle (Lincoln)
- 1986 Marcia Alice Legge Loop (Off-Campus)
Sharon Ann Meagher Schur (Omaha)
Joan Marie Loberg (Lincoln)

RENA E. BOYLE AWARD FOR EXCELLENCE IN RESEARH

As a tribute to the third Director and first Dean, this award was initiated when Dr. Boyle retired in 1979. It is presented annually to a master's degree student or students who have excelled in research. Recipients are chosen by a panel of judges following presentations at a Student Research Forum on the UNMC campus.

Recipients of the Rena E. Boyle Award

- 1979 Cynthia Cloyd
JoAnn Wer
- 1980 Joyce Black
Jane Hawks
Suzanne Malloy
Carol Sharkey
- 1981 Ann Marie Bremer

| | |
|---------------|---|
| | Ione M. Eckroth |
| | Marlene Kay Van Tuyl Finch |
| | Maribeth Hercinger |
| | Diane Cavanaugh Millea |
| 1982 | Margaret L. Cunningham |
| 1983 | Kathleen Frederickson |
| | Susan Beth Hassmiller |
| 1984 | Diane Elaine Irby |
| | Rhonda Hageman |
| | April Kositzky |
| | Nancy Rajek |
| 1985 | Award not given — no eligible candidates. |
| 1986 (Spring) | Linda Susan Christensen Kjar |
| | Marsha Lou Head Wilson |
| 1986 (Fall) | Pamela Demuth |

DISTINGUISHED ALUMNUS AWARD

The Distinguished Alumnus Award was approved by the Board of Directors of the Alumni Association in 1982 to recognize a graduate of the College of Nursing who has given exemplary professional or community service.²⁰

Criteria for the Distinguished Alumnus Award

The nominee must:

1. Be either a current member of the Alumni Association or have had a previous membership.
2. Demonstrate marked achievement in one of these areas of nursing:
 - a. Contributed to nursing and nursing related literature (articles in periodicals such as newsletters, bulletins, and journals).
 - b. Demonstrated consistent, creative nursing practice as evidenced by application and/or development of innovations which:
 - a) improved client care.
 - b) facilitated administration in a nursing setting.
 - c) promoted education in a nursing setting.
 - c. Demonstrated continuing professional development as evidenced by:
 - a) seeking relevant opportunities in continuing education.
 - b) becoming involved in activities of professional organizations.

- c) assuming past and/or present responsibilities for community activities.
 - d) Attained a nursing leadership role and demonstrated the ability to sustain that role (for example, maintaining an active role in alumni functions).
 - e) Been recognized for achievements by members of the profession or the community.
 - f) Interpreted nursing practice to community and health agencies.
 - g) Contributed to nursing research.
3. Be nominated by a member of the Alumni Association.²¹

Recipients of the Award have been:

- 1983 Theta Cole Bullington '38
- 1984 Velma Sexsmith Mason '31
- 1985 Beatrice Petersen Kalisch '65
- 1986 Gladys E. Sorensen '45

Gifts and Memorials

MYRA TUCKER LIBRARY

Miss Myra Tucker was the first instructor hired by Miss Burgess when the School for Nurses opened in 1917; she retired January 1, 1946, after 29 years of service to the School. In April, 1946, the Association voted to establish and equip a library in Conkling Hall in her honor. Ruth Brodbeck Finlayson '37, Chairman of the Tucker Library Committee, reported that chairs were covered, draperies were hung, and lamps were purchased. The Association requested donations of books and magazine subscriptions from alumnae.²² Alumnae responded generously and the Library was soon a comfortable and well-equipped place to study.

When the new School of Nursing building opened in 1957, the Tucker Library was moved to the east end of the second level and the Association continued to maintain the library in collaboration with the School of Nursing Committee on Library. Activities included purchase of books, periodicals and equipment. The Tucker library committee also collected and preserved historical material related to the School, the Association, and the College of Medicine, and was responsible for obtaining and preserving pictures of the graduating classes.²³

With the dedication of the College of Nursing building in Omaha in 1976, the decision was made to place all books and periodicals in the medical center library. The Faculty Conference Room on level

five of the College was named in honor of Miss Tucker, and her portrait is on display in this room.

JOSEPHINE CHAMBERLIN MEMORIAL

Miss Josephine Chamberlin was Superintendent of the Dispensary from 1919 until her retirement in November, 1945. The Association honored her for 26 years of service to the hospital and school by donating \$500.00 to Childrens Memorial Hospital to furnish a room in her name. Miss Chamberlin was an Honorary Member of the Association.

Other Gifts

Since its inception in 1921, the Association has made numerous gifts to the College for the benefit of students and faculty. Many silver serving pieces, such as trays and coffee servers for teas and receptions, were donated. A piano was purchased for the lounge in the nurses' residence in the early 1950's. Money was given to sponsor guest lecturers in nursing in the late 1960's.

The original cost of the frames for class pictures was shared by the Association and the Student Council in 1951; since then, the Association has purchased frames as the need arose. Class pictures are in the College of Nursing buildings and are a great source of enjoyment to visiting alumni who like to "remember when."



Myra Tucker portrait



Josephine Chamberlin

In 1983 the Association, in cooperation with the UNL Alumni Association, purchased a plaque engraved with the names of all past-presidents; this plaque is displayed in the trophy case on level three of the College of Nursing building in Omaha.

Portraits of the three past Directors/Deans have been commissioned by the Association. The portrait of Miss Burgess was unveiled at the Annual Banquet in 1950, and records show that it cost \$250.00. Since Miss Burgess' health would not permit her to sit for the portrait, it was done from a 1946 photograph taken by Dr. Alister I. Finlayson, husband of Ruth Brodbeck Finlayson '37. It has graced Conkling Hall, the lounge of the School of Nursing built in 1957, and now hangs in the Charlotte Burgess Administrative Suite on level two of the College building in Omaha. Those who knew Miss Burgess and those who only knew of her are reminded daily of her contributions to the School as its founder and Director for 29 years.

Miss Kyle's portrait, commissioned at a cost of \$700.00, was given to the School as a gift for the lounge of the new building in 1957. It now hangs in the Irma Kyle Kramer Conference Room on the fourth level of the Omaha building, where it serves as a constant reminder of a gentle woman who led the School through a major curriculum change and its first NLN Accreditation.

The photograph of Dr. Boyle was commissioned in 1974 at a cost of \$544.00 and was presented to the College of Nursing in 1976. It was placed in the Charlotte Burgess Suite as a tribute to the woman who directed the greatest expansion the College had ever experienced.

A major monetary gift was given by the Association in 1973 in response to fund-raising pleas for the planned College of Nursing



Past Presidents of the Alumni Association



Charlotte Burgess portrait



Irma M. Kyle portrait



Rena E. Boyle photograph

Building. The Association pledged \$5000.00 from its funds and an additional \$5000.00 from the membership. A portion of the gift was used to print a brochure explaining the new building and the goals of the College to be sent to potential contributors. Alumni eventually contributed more than \$20,000 for the new building.

Presidents Of The Alumni Association²⁴

- 1921 Arta Lewis
- 1922, 23 Irene McKown
- 1924, 25 Effie Welsh
- 1926 Agnes Etherington Stahly
- 1927, 28, 29 Frieda Dieterichs
- 1930 Esther Daggett Schroeder (until June)
 Frieda Dieterichs
- 1931 Frieda Dieterichs (until June)
 Catherine Lavelle
- 1932, 33 Catherine Lavelle
- 1934 Frieda Dieterichs
- 1935 Nelda Demmel
- 1936 Anna Steffen (until September)
 Theda Murphy
- 1937 Emily Brickley
- 1938 Velma Sexsmith Mason

1939, 40 Helen E. Erikson
1941 Ellen Entenman
1942 Rose Gibbons McShane
1943 Elsie Andersen Talley
1944 Ruth Brodbeck Finlayson
1945 Mary Farwell Bettinger
1946 Clare Fleming
1947, 48 Velma Sexsmith Mason
1949, 50 Sadie Schindler Peirce
1951 Helen Danielson
1952 Wilma Krogh Cochran
1953 Laurine Jacobsen Burke
1954 Dorothy Patach
1955, 56 Velma Sexsmith Mason
1957 Carol Wilson
1958, 59 Nelda Demmel Belknap
1960, 61 Donna Manchester Sack
1962 Carol Layher Moyer
1963, 64 Velma Sexsmith Mason
1965, 66 Sandra Brodie
1967 Kathryn Sealock Lewis
1968, 69 Gwen Macklem Finn
1970 Roberta Butler Quiring
1971 Jackie Smith Severa
1972, 73 Nancy Anderson Griffith
1974, 75 Elizabeth Peterson
1976, 77 Linda Miers
1978 Gwen Macklem Finn
1979 Barbara Winfield
1980 Nancy Warren Schneckloth
1981 Carol Wilson
1982 Sandra Brodie Elsea
1983 Josephine Pinckley
1984 Joyce Lambrecht Schilke
1985 Jane Hetherington Jensen (until August)
Meredith Brown Hachiya
1986 Grace Gavit Miller

Honorary Members of the Alumni Association

Honorary membership in the Association is offered to persons who have rendered distinguished service or assistance to the College of Nursing or its Alumni Association. Those so honored, with date of membership, are:²⁵

- Charlotte Burgess, 1924
- Nettie Fitch, 1924
- Myra Tucker, 1924
- Anne Collins, 1928
- Josephine Chamberlin, 1935
- Esther Palmer, 1935
- Alice D. Orr, 1939
- Edna Braun, 1945
- Mercedes Breen, 1945
- Adeline Cornelius, 1945
- Irma Kyle Kramer, 1951
- K. Grace Koons Frandsen, 1954
- Myrl Alspach, 1955
- Rena E. Boyle, 1969
- Regina Tangney Barentson, 1970
- Sybil Sawinsky Sedivy, 1974
- Jeannene Kenney Boosinger, 1985
- Nancy F. Langston, 1985

APPENDICES

STUDENT NURSE OF THE YEAR

The Student Council proposed this award in 1953, and asked the School of Nursing Faculty to select a senior student based on the following criteria: scholarship, nursing ability, and extra-curricular activities. For many years the Alumni Association presented cuff-links with the school crest to the recipient. The award was given to both associate and generic baccalaureate seniors between 1972 and 1976; from 1977 to 1986 it was given to associate degree seniors.

Recipients:

- 1953 Mary Ann Wollmer
- 1954 Marilyn Jo Krueger
- 1955 Margaret Jean McQuistan
- 1956 Shirley Mae Hoebet
- 1957 Elinor May Vahl
- 1958 JoAnn Carr
- 1959 Mary Carolyn White
- 1960 Carmen JoAnn Horn
- 1961 Kathryn Ann Murphy
- 1962 JoAnne Kilday
- 1963 Virginia Wadhams
- 1964 Katherine Ann Williams Rhoades
- 1965 Gail Sharon Post
- 1966 Bevely June Lee
- 1967 Bertha Colglazier
- 1968 Trudy Jo Cornette
- 1969 Mary Rowoldt Martin
- 1970 June Marie Burkhardt
- 1971 Linda Jean Miers
- 1972 Katherine Lois Richstein (BSN)
Sharon Nell Maher Feller (ASN)
- 1973 Jane Ann Bruning (BSN)
Winifred Medley Williams (ASN)
- 1974 Jean Marie Bazata (BSN)
Juliette Lucille Schellander Cowdin (ASN)
- 1975 Joan Marie Merchant (BSN)
Carol Harrington (ASN)
- 1976 Edward Williams Averill (BSN)
Celeste M. McEwan (ASN, Omaha)
Mary Sue Shonka (ASN, Lincoln)

- 1977 Sharon Ann Sweitzer Hebish (ASN, Omaha)
Mary Street Alinder (ASN, Lincoln)
- 1978 Mary Louise Stark (ASN, Omaha)
Roberta Eileen Herman (ASN, Lincoln)
- 1979 Kristy Diane Potter Iwansky (ASN, Omaha)
JoAnn Nelson Foster (ASN, Lincoln)
- 1980 Jeffrey R. Lane (ASN, Omaha)
Gayle Sue Blomendahl (ASN, Lincoln)
- 1981 Rick Alan Madison (ASN, Omaha)
Kathy Lynn Zlomke (ASN, Lincoln)
- 1982 Susan Diane Patterson Clement (ASN, Omaha)
Jacquelin Patterson Grabouski (ASN, Lincoln)
- 1983 Lori D. League (ASN, Omaha)
Barbara Ann Kalin (ASN, Lincoln)
- 1984 Susan Mary Brzostek Thies (ASN, Omaha)
Kim Diane Preston (ASN, Lincoln)
- 1985 Barbara L. Nobel Parker (ASN, Omaha)
Lisa Bacon (ASN, Lincoln)
- 1986 Rebecca L. Keating Burns (ASN, Omaha)
Karen Stevens (ASN, Lincoln)

DEAN'S AWARD FOR ACADEMIC EXCELLENCE

Dean Boyle originated this award following the Alumni Association's decision in 1978 to give the Charlotte Burgess and Irma Kyle Kramer Awards in alternate years on the Omaha and Lincoln campuses. A scholastic award was therefore available to associate and baccalaureate classes on both campuses each year; it has not been given since the Alumni Association decided in 1983 to award a Burgess and Kramer award on both campuses. Recipients:

- 1979 Rebecca Lynn Breed (ASN, Omaha)
Colleen Lewis Speidell (BSN, Lincoln)
- 1980 Christine Ann Hanson (BSN, Omaha)
Vickie Sucha Herout (ASN, Lincoln)
- 1981 Rick Alan Madison (ASN, Omaha)
Catherine Marie Amen (BSN, Lincoln)
- 1982 Carol Ann Ciebien (BSN, Omaha)
Debra Jo Heinrichs (ASN, Lincoln)

DISTINGUISHED SERVICE TO NURSING AWARD

The Distinguished Service to Nursing Award has recognized those individuals who have made exemplary contributions to the nursing profession. Nominations are made by the faculty and the award is presented by the College of Nursing at the May commencement or at another appropriate time. Recipients have been:

| | |
|------------------|----------------------------------|
| January 31, 1976 | Gladys E. Sorensen, RN, Ed.D. |
| May 20, 1979 | Kathryn E. Barnard, RN, Ph.D. |
| May 25, 1980 | Rena E. Boyle, RN, Ph.D. |
| May 24, 1981 | Irma Kyle Kramer, RN, SM |
| May 23, 1982 | Martha M. Brown, RN, Ph.D. |
| May 22, 1983 | Frieda Dieterichs, RN |
| June 13, 1987 | Regina Tangney Barentson, RN, MS |

HONORARY DOCTOR OF SCIENCE DEGREE

Persons who have had distinguished careers and have made major contributions to the health care field may be awarded an Honorary Doctor of Science degree from the University of Nebraska upon recommendation by the Medical Center. Nurses so honored include:

| | |
|---------------|--------------------------------|
| May 25, 1975 | Jessie M. Scott, RN, MA |
| May 24, 1981 | Myrtle K. Aydelotte, RN, Ph.D. |
| May 12, 1985 | Gladys E. Sorensen, RN, Ed.D. |
| June 13, 1987 | Rena E. Boyle, RN, Ph.D. |

EMERITI FACULTY

- Boosinger, Jeannene, R.N., Ph.D., Associate Professor of Nursing, Emeritus
- Boyle, Rena, R.N., Ph.D., Professor of Nursing, Dean, College of Nursing, Emeritus
- Braun, Edna, R.N., Instructor in Public Health Nursing, Emeritus
- Breen, Mercedes, R.N., B.S., Assistant Professor of Nursing, Emeritus
- Brown, Martha, R.N., Ph.D., Professor of Nursing, Director, Nursing Care Research Center, Emeritus

- Burgess, Charlotte, R.N., Ph.B., Professor of Nursing, Director,
School of Nursing, Emeritus
- Fleming, Clare, R.N., M.A., Associate Professor of Nursing,
Emeritus
- Horrell, Martha, R.N., M.A., Assistant Professor and Chair,
Associate Degree Program, Emeritus
- Kentopp, Elizabeth, R.N., M.S., Assistant Professor of Nursing,
Emeritus
- Kramer, Irma Kyle, R.N., S.M., Professor of Nursing and Director,
School of Nursing, Emeritus
- Tucker, Myra, R.N., Professor of Nursing, Assistant Director,
School of Nursing, Emeritus
- Warner, Vera, R.N., M.A., Assistant Professor of Nursing,
Emeritus
- Williams, Lola, R.N., M.A., Assistant Professor of Nursing,
Emeritus

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