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### **Peters, Ann, Betty Schmoll, and Nancy Janssens interview for the Miami Valley College of Nursing and Health Oral History Project**

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Oral History Project College of Nursing and Health

Interview of: ANN PETERS, BETTY SCHMOLL, NANCY JANSSENS

Interviewer: Carol Holdcraft & Donna Miles Curry

NOVEMBER 13, 2006

CAROL HOLDCRAFT: ...to do our first group interview in our oral history project of the College of Nursing and Health, the early days when it was Wright State University School of Nursing. And we're here today on November the thirteenth, two thousand and six. And we're talking with some members of the very first graduating class of Wright State University School of Nursing. We have, I'm Carol Holdcraft and I'm going to be the interviewer today and we have with us Ann Peters, Betty Schmoll and Nancy Janssens as well as we have Emily Pingrey who is a graduate assistant and Donna Miles Curry who is taking care of our technical recordings today. So, we're going to get started today and as we were gathered together, actually Betty Schmoll started thinking about and talking a little bit about the very first question which is, tell us about your personal background and how you came to be a student at Wright State back in the nineteen seventies.

Betty Schmoll: Well, I started out in a hospital School of Nursing in Cincinnati and dropped out in my last year and I really felt like I had an unfinished business and so I went back and I went to Kettering and I had to literally do the two years over because it had been so long and this and that. And so I finished and I'd worked at Kettering Hospital. I'm going to say something kind of mean about the Director of Nurses there, I think, but it's part of what brought me to Wright State. She was very much pro collegiate nurse compared to AD even though when I took my boards I scored the highest board in the state and the second or third highest in the nation or something like that which, you know, made me the equivalent of other nurses, I thought. And in my AD program Anna May taught the same things you did at Wright State but at a different level. So, it was kind of an abrasive thing, she was really nasty about it because she

was very, oh, I don't think the leadership should be nurses that aren't prepared at the baccalaureate level and I thought well, what's that make me, you know, because I'm not at that level. And it was kind of an insult to me personally and I decided that I wanted to do something about that. So, I did want to go to Wright State but they were starting and they didn't have any rules or any regulations about what you had to have to get in. So, I looked at all the programs around and I picked classes from them that I thought equivalent, for example, history and I don't know, like chemistry and advanced chemistry. So, I took those three classes sequentially and I remember taking the chemistry class and getting a C in it and it was devastating because I had never got a C in my life that I can remember. And the guy said well, that's great you're not a chemistry major, you know, that's really good and I thought really. Anyway, about then they decided they were going to open the school of nursing. And you could take tests to get out of classes if you'd been to school recently. So, I came out to talk to the lady in charge and to take the tests because she told me don't bother nobody's passing them. And I said well, I'd like to do it anyway and she said don't bother nobody's passing them and I said well I'd like to do it anyway. Well, if you want to. So I went and took the first one and I passed it and I felt well let's take the second one. I took the second one, passed it. Took the third one, passed it. And so by then I had passed all the ones that the faculty had written and I will say they were difficult.

CH: So these were nursing tests for the nursing courses?

BS: Yes. Very difficult from my point of view. So then they told me you have to take NLN's and I said fine I've taken lots of them. So, then I proceeded to take them and I had to wait until the results came back for one before I could do the other one. So, I took the NLN's and every one I took I got either a ninety-eight or ninety-seven percentile. So, I kept going and then I took the last one and it wasn't back and they had decided that the School of Nursing was filled. It was over with. And I said well wait a minute, the only thing I'm missing is this one

class and there's a good chance I passed that one since I passed all the rest of them. You know, can't you let me in it and they said well, you know, and they finally said yes. So, that's how I got into the School of Nursing in the first class. And afterwards I was wishing I was in the second class. (Laughs)

CH: Can you explain what you mean by that Betty?

BS: Well, when we were ready to graduate Gert Torres told us we would never be an accredited class. And that was a low blow because none of us were expecting it.

CH: So, this would have been in June, probably, of nineteen seventy-five?

BS: May or June.

Nancy Janssens: The school had a party for us and after she introduced us as a class she had made this announcement and we were like only two or three days before we were to graduate and we were like lady.

BS: Yeah, and the only thing that saved us was Nancy went to Ohio State University and got her masters and she did a beautiful job doing it. And so they decided we were legitimate because we had gone up there. (Laughs)

NJ: I think rightfully so. You put somewhere in your documents that we all were pioneers. And every class as you can see about Betty sharing your story and mine will be similar but a different entrance level that we all really intensely wanted that degree. I think for different reasons and we were motivated and I think, of course Betty I always knew was smart but I didn't know she was that smart. But I think attested to our capabilities and our motivations. And I remember Julie George saying to us one time and we hit many stumbles, obstacles along the way but still we hung in there and one time she said to us do it for your sister. And I think that's what we did. We lead the way. We really did.

CH: Okay, so Betty just to summarize a little bit from what your story was about the beginning, you actually began taking what were the general education and science prerequisites for a BSN program based on what you saw as being similarities at University of Cincinnati, Ohio State and perhaps Cleveland because Wright State at that point didn't have it spell out well enough for someone to walk you through exactly what was going to be taken?

BS: Yes, they didn't have any idea what they were going to require and I had pretty many general ed. I had all kinds of English classes, psychology, things like that but the only thing that I was missing was like a history class, a chemistry class and then I ended up having to either test out of or pass physiology class because mine was combined.

CH: Yours was a combined anatomy and physiology?

BS: I went crazy. I was taking sixteen hours and trying to test out of two other classes. I was going nuts. I really was because it was everything I could do; I had a family you understand.

CH: Right.

BS: I had my five children and I had a job part time. It was crazy.

CH: And once you got and were accepted and had done the prereqs. Then you tested out of nursing courses through either taking the exam that was written for the course or...

BS: I tested out through the final year.

CH: ...until the final year. And so then you sat and took classes in the final year?

BS: And I while I was taking them I was testing out of my physiology class.

CH: Okay, to get the final requirements.

BS: It was crazy.

CH: And so at that point in time as you're approaching June of nineteen seventy-five...

BS: I would say it went pretty good. We were going to graduate. We were excited. It was, we were looking forward to being whatever legitimately was given to us and then Gert just threw it away.

CH: And so that was a devastating statement from all of your perceptions about...

BS: It was unbelievable. And she explained why we wouldn't be accredited because we didn't take enough classes.

NJ: To be very frank, after she said we wouldn't be accredited I don't remember what else she said. I included, is it appropriate for me to comment on that.

CH: Okay Nancy, go ahead.

NJ: I included this very thing in my oral interview, the impact on the three of us. I might add to that in reference to Gert so if I was the first one, I was ready to go on to graduate school but at Ohio State if I recall you were not allowed or they weren't admitting graduate students who were not of an accredited school of nursing. So there was another option.

CH: That was a stumbling block.

NJ: Exactly.

CH: So, how were you admitted at that point?

NJ: Thanks to Gert Torres because she knew I wanted to go to graduate school. She's the one who made the announcement and we went in and talked and she said you know based on your grades, performance, et cetera, she said I'm going to see what I can do for you. So, she called and she talked to Gracie Sills who was then dean or director of the graduate school. And they were very much aware of our situation at Wright State, the crises because they were trying to help them out because they had something similar at Ohio State with the School of Medicine. And so she talked with her, I guess several conversations and then she got back to me and said, Nancy you're in. So, at least give Gert credit for that.

BS: Nancy did a beautiful job in school. I mean she was so good.

NJ: Well thank you.

Ann Peters: She led the way for us to grad school.

NJ: Yeah, another pioneer again.

CH: So, you immediately in nineteen seventy-five then applied immediately to graduate school and went in that fall and through some advocacy from the dean, Gert Torres, with the director of the graduate program Grace Sills.

BS: I don't think Gert Torres meant to devastate us with her announcement. I think she was just telling it like it was, you know.

AP: I remember just thinking, oh my goodness I've spent all this time why another roadblock. You know and I went home just furious and you know my husband said what's the matter and I told him and he said oh, you know it'll work out, it'll work out. And I said I don't think so.

CH: Okay, Ann why don't you share a little bit of your background and how you came to be at Wright State.

AP: Okay, I was born in Michigan but I grew up in North Carolina and I went to Berea College in Kentucky because I was so called in territory in the Appalachian Mountains of North Carolina, which was my home. And I went there in nineteen fifty-two and finished the freshman year there. They had a School of Nursing. I had always wanted to be a nurse. My father used to say that wherever I went it had to be a bachelors so I think I fibbed and told him that I thought it was, you know. And then I did complete there and graduated in nineteen fifty-six. I was salutatorian of that class. I'd been valedictorian in high school so it wasn't really a come down.

EVERYONE: (Laughs)

AP: I had been then a nurse, a RN for fifteen years because I'd taken my boards in Kentucky and lived in North Carolina initially, married and moved to West Virginia and lived in West Virginia while my husband completed his education at Marshall College, Marshall University and we moved here in nineteen fifty-nine. I wanted to get a BS. That was really my initial wish and when I, in the fall of nineteen seventy-two I began and I took a biology course because my husband said start minimally because it's been awhile. I had two children and he was, he just finished his graduate work and so he was, he kind of knew about starting to go back to school having been Army and then back to school and then working and then in grad school. So, I began with a biology course and then I took a couple English courses and really enjoyed being back at college. I was juggling roles, yes, of wife and mother and church activities. And they began to talk about opening a School of Nursing and so I thought huh. I was nursing major before I returned to Wright State and so I thought well, I'll check this out. And so I communicated with, at the time, it was Dean Joyce Randall who was the first dean here. And she gave me the information that I needed. So my second year then I started with some sciences like Betty. I was in one of those chemistry classes that would hold five hundred people in a room or something like that and it was the thought that if you had not had chemistry in the past eight years you might as well drop this class now. Well, it had been fifteen and I said to myself well I'm going to try this and see. Well, I started again the math, like Betty said the math was different and strange and you know I had to relearn the metric system and stuff like that but I hired a high school senior to tutor me in the chemistry and in the math. I also came to all the classes, you know, work-study things they had, all the lab study things. And I got through that with a B and my husband said oh, I never want to hear you complain again about school and about grades but I was loving that. And then I began to do the testing out like Betty of the initial; you know the first and second year nursing courses and the NLN's for credit. And that was

pretty much the early years. I remember then starting clinicals and we were all in this class together and the first class Marge Kinney turned to me and this was a semi circle you know and she turns to me and says Ann, tell me what you know about the nursing process and I looked back at her and said I don't know what you mean. And she kind of like rolled her eyes and those green eyes that looked you through more than once. You know it was like and then when she asked, Betty, I remember, answered because Betty had just been in the AD program and so she, and I thought hey that's scientific process, I know that but it had a different label so I was like oh. I was driving here and I was thinking when was, when did we begin to bond and I think it was a Christmas party. I don't know if Nancy arranged it at the Officer's Club but most us were there from the class and we began to know each other socially as well as living in the same courses then.

CH: So, Nancy tell us a little bit about how you came and I know you did a separate oral history interview and we can pull information from that as well but just to set the stage for anything in addition that you would like to add about that initial process of becoming a student here and becoming a nursing student here.

NJ: Well just as the previous I was also a graduate of a diploma program in Detroit, Michigan at Mercy Hospital. I always wanted to have a degree in nursing. When I graduated in nineteen fifty-seven from the diploma program I knew then. I knew the second year I was there. I wanted to be one of those. My husband was in the military so it wasn't a possibility to enroll in a school anywhere. I never knew how long we'd be there. But I started taking courses when we were at different bases just some of the liberal arts. My motivation always was some day I will go. I don't know where. And then I was, one of my first memories was being interviewed by Dean Randall and my reaction is very similar to Betty's. And when she said where did you graduate from and I told her and I said to her and how much credit will I get for my diploma

program and she looked at me and said nothing. I sat there and I thought that doesn't seem right to me that I get nothing for three years of you know course work and a lot of clinicals of course. And then I was not familiar at that time that I had the option to test out. She never told me that and maybe it wasn't a possibility then I don't know because I was in the first class and as we all found out there was no curriculum planned. There were no guidelines. There in essence was you know just go out there and do it.

CH: So, just to clarify, you were admitted into the first class as if you would take the full four years other than some of the courses you had transferred in from previous, some of the general education type courses you had transferred in from other universities?

NJ: That's correct.

CH: Okay.

NJ: But I finished sooner because once I got into the program I started testing out also.

CH: You were offered that as well.

NJ: Yeah, I was aware of that. But it was that first experience which was very unpleasant to me and demeaning. And of course I didn't like it but I'm not one to choke a challenge so I thought I'm going to hang in here and see what's happening because this is going to be the first time I can really do this. And just to fast forward to show that attitude that even when we graduated, I don't know if Ann and Betty remember this but aside from the fact we are not accredited on the day of graduation and you know you line up and you go in order and you go into your section, there were supposed to be and it ended up that we were in the back of some row somewhere and when we went to sit down there weren't enough chairs and they were folding chairs in the back and I thought here we go again. And another very personal situation and Ann remembers this because she comforted me there, I graduated magna cum laude and then

when it came to the booklets and all the honors and what ever they do for you it wasn't in the book. The School of Nursing had forgotten.

CH: Had forgotten to acknowledge that?

NJ: Uh-huh.

CH: So, it sounds like it was a really difficult endeavor to be starting in this new program where things weren't quite in place yet, the rules and the regulations and the program wasn't really laid out. I'm almost wondering, this is really a question that just comes to my mind. I'm wondering as they initiated this new BSN School of Nursing if they were thinking originally of the traditional students that would take four years to get through it. I'm wondering if they had a clue that there would be these women with RN licenses who had been thinking about earning a bachelors degree some for many years back fifteen years, twenty years ahead of that time and waiting for an opportunity and the setting, who were determined and prepared and moving along advising themselves, almost, on courses that needed to be taken.

BS: I think that really makes sense because in our class almost everybody was already an RN. We only had two...

NJ: Three.

AP: Well we lost a couple of them along the way but two that stayed in the class.

NJ: Three.

BS: And they were young enough to be fun.

CH: Ann, you had a thought.

AP: Yes, when she was talking about the college credit, because I had had the freshman year at Berea they allowed me to take sophomore classes. And so I transferred in like nine college credits but I had to go to each department and get it verified because it had been more than five, ten you know whatever the criteria then was. So, I had to go to each dean and talk

with them and give them a summary of what the courses had been. And you know so I ended up with ninety credit hours because it had been semester hours and it transferred into quarters.

BS: You shouldn't feel bad about that Ann because I had just graduated from Kettering a couple of years before that and I had to go and talk to Fritz about nutrition class and somebody else about my physiology. I mean it was like I went to an alien school. They didn't even know it was there and didn't know what they had and didn't care enough to find out. So I had to go and prove it. And like Nancy said when she talked to Joyce Randall. She wasn't very polite when she told me nobody was passing these tests and I should save my money. She didn't know me from anybody and that's the kind of comment she made. Now I find that reprehensible. That was absolutely the biggest insult I'd had in a long time because at Kettering I graduated with honors. When I went to Wright State I graduated cum laude. So it was not like I was stupid but she acted like I was and it really ticked me off.

CH: And it sounds like for each of you part of this getting started was a series of hoops you had to jump over. Whether it was within the School of Nursing or whether it was getting courses accepted from different departments and I almost get a sense that you each took that on as a personal challenge.

BS: Well, if you want to know I'm the kind of person that if you tell me I can't do something I'm going to say to you just watch. And that's the same thing with these two, I mean we are going to show you and you're going to be sorry you challenged.

CH: So, actually Dean Randall you perceive that as being an insult but she actually probably stimulated you to achieve more by either having these courses accepted or by testing out.

AP: She didn't realize what she was doing.

BS: And the same way when she said we weren't going to be accredited. When I went to work at the VA they asked me if I was from an accredited school and I said no, I'm not. They don't have their accreditation yet. But I didn't tell them I was never going to be.

CH: Right.

BS: So, you know, they accepted me for what I was which was a BS graduate and then when I left to go to graduate school it was fine.

CH: So at that point, Betty you graduated in nineteen seventy-five, Nancy went immediately off to Ohio State University to begin working on her master's degree, you went to work at the VA at that point as a BSN registered nurse?

BS: Well, I didn't, I waited to see what Kettering was going to offer.

CH: Okay.

BS: But what they offered me was the same job I had before I went to school, which I really didn't want. It was head nurse in a respiratory unit, which I was good at but I really didn't want to do it anymore.

CH: Okay.

BS: So then I decided to go to the VA. They paid more and I'd do whatever. So, I ended up head nurse on a step down unit in their intermediate care and it was nice. I did a lot of things but oh, it was painful because they had rules about the rules.

CH: The VA was a Bureaucracy.

BS: And you couldn't make a change no matter what. You could do changes at your local level, your unit level but not anything important and they had some things, like they had a committee that would choose new equipment. They didn't realize what they were choosing so they chose all wrong just on price. It was awful. So, I decided I really didn't like it and I went looking forward to something different. And then I got to talking to Ann and she was going to

graduate school and she was talking to Nancy and they were chit chatting about this and that and I thought well I don't even understand what they are talking about. So, I decided I had to do it too.

CH: So, Ann then, you were the second person to start back to graduate school, also at Ohio State.

AP: Yes. I was hired at Community Hospital School of Nursing in Springfield as teaching Mental Health and Med Surg in that fall of seventy-five. And part of that requirement was that I had to begin a masters program. And the first few quarters there I was just getting my feet wet in the School of Nursing and hot on my heels was my son who was going to college and it was like geez, how am I going to deal with college tuition for me when he really has, in my mother's eyes, he had the priority. So, I heard about, I learned about the various traineeships that were available. I had been an orthopedic nurse both at, staff nurse at Miami Valley and prior to coming back to Wright State and in Huntington, West Virginia and I thought that orthopedics was what I liked but I took, in the fall of seventy-three I took a course titled counseling for nurses. I think Nancy and I were in that class together. And it was out of the education department and it was the first mental course that I had had. And I decided that hum, that's sounds interesting and I had scored highest on my NLNs in psychiatry and had been advised at that time by the director of the school to think about that as a career but you know didn't use it at that time. So, I was faculty at Community and began to commute to Ohio State taking one three hour course and here I am teaching full time, starting, you know, driving an hour or two each way, taking this three hour course, having the papers, you know the upper level stuff that they taught. And in the spring I, each evening I would shut myself up in the bedroom and I had my desk back there and I would come out maybe once or twice during the day or during the evening to see if the kids got their homework done and that they got their teeth brushed and stuff. So, my

husband said one day, well, I think something happened about my daughter and she was really tearful and she said Mom, look at me, pay attention to me and it was like wow. And so my husband said you have had to either writing papers or grading papers. He said do one or the other. Don't try to do it all. And so luckily that fall, that summer I was granted a traineeship and it was in mental health nursing. And so that got me into that.

CH: So that traineeship permitted you to go full time.

AP: To go full time and to leave community. And Betty, at this time there were several of us that was in some of the generic classes of graduates and Betty and I began to car pool and we left out of Springfield three and four times a week going over. And at that time you were done.

BS: Yeah, she was finished.

NJ: Yeah.

AP: And the interesting thing to me is when we all graduated, Nancy was first but and I was next I guess, but there were only fifteen masters prepared nurses in the Dayton area. So, Gert Torres had to hire us as faculty. (Laughs) She had to eat her words, we thought. Anyway, she probably knew too that she was motivating us but she, Nancy was hired first and then I had graduated from Ohio State in August, I believe, the end of August and about two weeks later or maybe like the next week Marge Stanton called and they needed a clinical faculty person and I had done my baccalaureate clinical practicum here. So, they kind of knew that I was on that team and what they had gone through, I think. So, you know they knew my capabilities. So, I was hired that fall and I said to them at that time, my specialty is mental health and I intend to keep looking for a position. And so, I worked that fall quarter and then was hired in the Criminal Health System in Montgomery County. First in east wing then in detached and things evolved from there.

BS: I went to Ohio State because I wanted to find a program that was theory based. I had enough clinical experience and knowledge to last a lifetime, I figured but I needed more theory. And so I remember telling Grace that was why I wanted to go to Ohio State rather than the University of Cincinnati because they were really clinical moreover. And I have to say I enjoyed it after the first class because we had to do a paper on make up a word. Remember that?

AP: Yes, I do. Maybe Nancy didn't have that one but we did.

NJ: Was it a concept paper?

AP: Yes, a concept paper.

BS: You identified a research practice and then I was like wow.

AP: And see she, excuse me, Nancy had been there and done that and so we would say okay, what are they talking about. And so she would show us a paper and so it was like oh, okay. So her leadership there got us through in terms of you know, what the expectations were because she been.

BS: And they were awful papers. I would rewrite them sixteen time when I was typing them because I didn't have a computer.

CH: Those were hard times because of not having the computers.

BS: I also got a traineeship like Ann did. They paid for my tuition and books, which was good because my son was at Miami University and my daughter was at Wright State, my oldest daughter. So, we had two kids in college at the time.

CH: Okay, so Betty and Ann both went through Ohio State with traineeships. And Nancy did you also go on a traineeship?

NJ: Yes I did.

CH: And where all of these mental health, through the Masteral Institute of Mental Health or where they, do you recall?

NJ: Mine was because I was also interested in the style in teaching.

CH: A combined interest, okay.

NJ: Yes, and all I remember about my first quarter there was I had to do nine papers and as you know in the program we were in we didn't do papers at that level or whatever level we were on. So this was a whole new ball game to me.

AP: Not only did you have to do them but you had to keep them at a limit. Remember? So many pages?

NJ: Oh yes. There were just boundaries and I thought this is going to be the shortest career I ever had after all the supposed accolades.

BS: And you had to document everything within that.

NJ: But you know that part there, one thing we learned at Wright State in the nursing process in which we were all like Ann, nursing process through what to more Marge Kinney but you all taught us well. One of the criteria was that we had to document our scientific rationale page and you know resources and that just became ingrained in me. So as a result when I went on to these papers where I didn't know what I was going to do and how to define theory and then develop a theory. Boy that was challenging.

CH: Good.

NJ: So I had that skill that I brought from Wright State.

CH: So, I'd like to talk a little bit about the context of nursing at the time you all earned either a diploma in nursing or an associates degree in nursing prior to coming to Wright State and do you recall at that time, we heard just a little bit about the beginning emphasis in the places of employment on nurses with a bachelors degree in nursing. Can you tell us a little bit about that context of what sorts of things before you had the bachelors degree were you being told you couldn't do or jobs that were not open to you because of the bachelors degree? So we can kind

of set the context for the times in nursing in which Wright State began and initiated a BS in nursing.

NJ: I'm recalling first when we were out in the community and in clinicals and keep in mind we were the first class and this is my perception. I don't know how Ann and Betty feel about it. That we were and this is from the Valley, we were not welcome. I think we were a threat first because the majority of the nurses in the community were diploma or AD nurses. So we're this new breed and keep in mind we were older or politically correct mature and running around in these cute, yellow, pinafores. So, I handled a lot of issues in clinical and add to that we were usually assigned, particularly if we were in, you know, intensive care or more critical patients, two students to one patient. Now, you know, that was just unknown. So, I perceived that we were a threat. We were not really welcomed. It's not as if this is wonderful nursing is upgrading it's status, education, all the things we admired at that time. I thought we were a threat. We were looked down upon and who are you and particularly we were RNs who would come back. So that was another difficulty. Now, as time went on even by the time the second and third class and particularly at Miami Valley who was always avant-garde and ahead of the game, they started seeing this and some of their RNs were starting to go back. And so of course it came through the baccalaureate program and then the masters program and then the PhDs. So, it was a developmental situation. We were again pioneers.

CH: But was there something Nancy, a particular job or a particular role that you were seeking that you couldn't do without the BSN that motivated you to get the BSN?

NJ: I was not working as a nurse when I came to the program because I was a military wife.

CH: Okay.

NJ: I had worked in the beginning but I always had to up and go from a position so I was not really working.

CH: Okay. In this local area.

NJ: That's right.

BS: And see I think it was different for me because I was looking at clinical specialty and amongst the clinical specialty people at Kettering were baccalaureate. There weren't very many of them. There were a couple of old ones that had been doing it forever but that's what I wanted to try next.

CH: So that clinical specialist role had just really been being pulled into the hospital setting and those positions were being held by people with a recent bachelors degree.

BS: And like Nancy I think I saw differently about some of the people we worked with in the hospitals. I think they were afraid we were going to come and take their jobs. That came across very clearly. They were on us tight.

CH: And that was what you were saying Nancy in terms of a threat of taking their jobs?

NJ: Uh-huh.

CH: And Ann, how about you?

AP: I had worked as a staff nurse for a general practitioner in New Carlisle and when I was talking about going back to college he said why in the world would you want to do that. And he said you know you've got this job here and you're six blocks from home. You don't need it here. And I said but I need it for me. And so then I had also worked as staff nurse at Miami Valley and it was on peds and orthopedics part time off and on. And I noticed that, well my supervisor was Barbara Murphy who was a UC grad and so you know she would come by and she would talk to me. And then it was like wow, it's like me getting power in the system I'm going to need the degree. So that was kind of in the back of my head but most of all it was a

personal ambition. Well not ambition as much as desire to get the BSN my father wanted me to have.

CH: Okay. So clear back to your childhood or going off to college and spending a year at college and then becoming a nurse because that was what you wanted to do but?

AP: But he was in education and he knew the value of a BSN. So it was like now you can.

CH: Okay.

AP: And then like I said I did the BS for my father but I did the MS for me.

EVERYONE: (Laughs)

CH: And take that a step further. What was it that you needed the MS for that the Bachelor of Science was not enough?

AP: Well the theory based concepts of nursing were so challenging and interesting and it put together the clinical pieces that you had been doing almost by rote for now by this time almost twenty years and it was just it began to come together as a profession. I think doing the dual practicum both in mental health and in the baccalaureate that I did from my senior year and until the last year of graduate school just began to tie it all up together and I could see our future. I was considered a clinical nurse specialist in mental health although I did not go for credentialing but did work, as at in several roles at the pain center here and part of that job I was twenty-five percent faculty here. And so it was the ability to put it in practice and to then share that with the other nurses and the people that were going to be the future of the profession from me.

CH: So you began teaching at Community Hospital with a BSN but with the understanding that you would start in the masters program. So at that point in nursing there were some things within education. Education was enlisting in the masters, they wanted at least a

masters or PhD probably. Although they may not have said that to people as they came on board. And then also the clinical nurse specialist, roles were being developed in hospitals and in community mental health centers where they were looking for that, not the credential but perhaps the certification because I don't believe they had that then.

AP: No.

CH: But you were credentialed as a clinical nurse specialist having graduated with a masters in clinical.

AP: And you go back to clinical in different hospitals. I didn't notice it when I was at Miami Valley because I guess because I had worked there and I had some friends and faces that I knew there but I didn't at Kettering. I think the, working in intensive care there and being behind a curtain with a patient and hearing the snickering and the smart mouth stuff that staff nurses were doing within our hearing and deliberately I'm sure but also they didn't really put up roadblocks but they didn't help you any. They didn't, you know you'd be looking for something, a piece of equipment or something and they would you know allow you to search and sit there and watch you and smoke. So, they did feel threatened and I don't know that they even understood our need to do this for ourselves but you know they weren't there. And when I was at Community that was an educational program and I made the mistake of I'd come to some alumni thing and I think Dean Torres gave us these buttons. I made the mistake of putting it, and I think it said go Wright, I put it on my lab coat and I was reprimanded and written up for doing that in that school system because you know I should be more supportive of their program. And I said but these nurses are diploma prepared as I once was but the future is going to be BS and they need to know that there's one locally. But they didn't see, the Director of Nurses did not want to hear that particularly from the new faculty.

CH: So it sounds like we've really been talking about some of the challenges of the early years that you all faced. Challenges at Wright State that were put up because you were coming here as registered nurses with educations that didn't fit the model that the university was looking at. The one statement was you're diploma program would count for nothing and the other thing was for some of you your courses had been taken over a lengthy period of time and you had to meet with individual department chairs to show that you had some content in that area before they would do it. And you also had challenges, as you were in that final year of nursing in the clinical setting as student nurses wearing the yellow pinafore of the student nurse from Wright State.

BS: Pancake House uniforms.

CH: Is that what it looked like? From staff nurses that you perceived felt somewhat threatened by the fact that you were, you had taken that step to go on and get that bachelors degree and perhaps from their perception not knowing what that would mean for them in their future.

BS: We did have some very interesting and very individual experiences. I remember having a clinical at Wright State, I mean the VA where I worked with a nurse practitioner and did physicals on patients from the nursing home and it meant that I had to come up with a list of problems and recommendations for each patient. And I did that and I found out what happened to them later but anyway it was very interesting to have the ability to do that at a different level. And I had had a similar experience at Kettering where I worked with physicians in intensive care and in other backgrounds like that. So I learned a lot from them as well as here. So some of it was stuff I already knew and some of it was stuff that I learned. And other people had different experiences. I think Ann did a mental health one and I don't remember what Nancy did. It might have been mental health too.

NJ: I was at Good Sam and in the mental health unit and was able to work in family counseling because that was part of the motivation to go into family counseling because at Ohio State we had a curriculum concept of family, you know, individual, family, and community. So that was new to me, a family. And then on several occasions I was able to co counsel with a senior staff member and be involved actively with that. And that was also on another one to one I was able to participate in counseling with an anorexic patient, client, excuse me. At that time that was very, very unusual. You just didn't even hear the word. It was brand new to me and so that was interesting.

CH: And so these varied experiences were those in your Wright State BSN program?

NJ: Uh-huh.

CH: They were part of that program?

BS: Part of the expectation was that you came back and shared your experiences with the rest of class because each one was different. I found that really interesting to hear what everybody was doing and how different we all were.

CH: And so you all had an opportunity to participate in the selection of what that varied experience was.

NJ: For spring quarter senior clinicals was do your own thing.

CH: Okay.

NJ: But come prepared to share and describe your problems.

BS: By then I'd settled down because I remember going round with Marge Kinney because I was determined I wasn't going to learn anything. And she told me despite the fact that I knew more than most the people in the class I was going to learn something or I wasn't going to get through it. So, I decided to settle down.

BS: Mine was in community health and I worked for Bob White and a guy whose name I cannot recall at the Huber Heights Mental Health Center. And from that I was expected to lead a youth group and I had teenage children and college age children and so these were senior high and so we had an afternoon group once a month or once a week that was a counseling group but it was also you know began apply the theories and the concepts from here that we had been exposed to and began to strengthen my interest in mental health. Then that, after I finished here that fall quarter of clinical instruction and I was hired then based on those experiences at Eastwood and did joint counseling and individual but this of course by that time I was in the end of the graduate program that I was doing that.

CH: So it sounds like it set the stage and it set the stage in your undergraduate that final opportunity to elect something that was an interest to you and to really, it sounds like you in many of the studies were given some ability to go really beyond what at that point was the RN role in the setting to do something different and to demonstrate your capabilities. And so whether it was in physical assessment and diagnosis kinds of things or in counseling or in working with individual or family groups those are all things at that point were probably beyond what we would call a scope of practice and yet it was the fact that you all were in a new program here, BSN, and had experience in nursing were really capable of taking it to the next level and experience something else.

BS: I don't know what Betsy and Chris did. Do you?

NJ: I'm thinking they did intensive care stuff because I they both kind of went in that.

BS: Yeah.

NJ: Because they were the, the two of the three students who had transferred from Schools of Nursing, collegiate Schools of Nursing into the program. Was it the Julia gal?

BS: Oh she, yeah.

AP: She didn't pass.

NJ: Yes, she did she graduated with us.

AP: I think I know who you are referring to, the girl, she did not pass.

NJ: She didn't pass the clinicals that one but I'm talking about the blond one.

BS: Oh, I thought you meant.

AP: But we did have a student who'd been with us and just could not apply clinically.

BS: Yeah, she was very bright.

AP: She had A's in just about everything but you know was told she would not graduate because she could not pass the clinicals. And she was intensely angry of course. And we all tried to help her in our own way but she just didn't seem to grasp the application and was not a hands on person. And I think we were all saddened that they flunked her out.

SIDE A ENDS

SIDE B BEGINS

AP: The blond? She was from Dayton.

NJ: The other student who was really bright theoretically she would have made a great researcher because that was her. But I had actually I remember I don't know if it was delivered or not but I had been assigned with her several times in clinics and she just could not apply theory to practice. And I know it was difficult for her and her family and it was difficult for us to see her this very bright person but I think appropriately so.

BS: Oh, yeah.

NJ: Because she just could not apply the situation and she ended up in sociology I believe.

CH: So she transferred out of nursing and then completed another degree is what you're thinking happened to her.

NJ: Yes.

CH: Let's talk a little bit and shift gears a little bit and talk a little bit about some of your interactions that you recall with faculty members within the college. You've mentioned Marjorie Kinney as one of your faculty.

BS: Yes, she had very high standards and I remember we took this take home exam. I forget whose bright idea that was but I was going no because I knew it was going to be a disaster but anyway we had to look at the brain and figure out what was causing the problem. That was the hard part and then what you were going to do about it backed up with every kind of and it took forever. I mean it was, and the other half of it was the diabetic teaching or something and what's her name gave us the clue that you could look in a magazine and find it because we were all finding it.

AP: Well let's see Agnes Bennett and JoAnn Cross were our faculty.

BS: It was the other one.

NJ: Barb?

BS: No.

AP: Bogan?

NJ: Barb Bogan.

BS: She's the one who told us to look in nursing in ER.

AP: She was in charge of the clinical area for us and she help bail us out.

CH: She gave you a hint that this may be the direction you need to take.

BS: But that was...

AP: I prefer just to forget it.

EVERYONE: (Laughs)

BS: Oh, it was horrible.

AP: Overall I think faculty was very supportive. I don't recall any particular individual that I really felt was hindering in any way. They were nurturing in their own way but as they said they all had high standards for our achievements because it was their initial faculty livelihood too. And it was just a new concept in this area and they wanted it...

BS: They wanted us all to succeed and when I was teasing about Marge Kinney I didn't mean I was smarter than anybody but my knowledge was more recent and so I could answer all the questions on test and I would do fine and everyone was crying because I did well and so I said to her well I'm doing better than they are what's the problem and she said the problem is you're not learning because I had to learn from going through that program. And so finally I realized what she was saying that I had to grow and I did.

AP: And I want to give Betty credit for helping me survive clinicals because you know I had been you know like I said office nurse and in a very restrictive orthopedic hospital in terms of what I was doing there and most of the time I was in the operating room scrub nurse and so I had not had a whole lot of experience with you know the new mechanical things like IV pumps and sectioning and all that. It had just been forever if I ever got it. So Marge Kinney, I think, realized that I needed some support and so she would often pair me with Betty in terms of the dual roles for care giving for patients at clinical. And you know Betty, she wouldn't do it for me but she'd say think about what it is we that learned it in or how it needs to be and you know I learned well didn't I?

BS: Yes.

CH: So, there may have been a method to the madness of pairing students for clinical experiences.

BS: Oh yeah.

CH: It wasn't that it took two nurses to take care of one patients but there was learning that was occurring.

AP: Because Marge Kinney was a person who realized she couldn't spread herself among all the students and we wouldn't have been dangerous by ourselves she felt. So by pairing us it lessened her liability a lot because what one person didn't think of the other one would.

NJ: And we shared the hands on. I mean one was the recorder and then half way through you'd swap kind of thing so that you were doing things each time.

BS: And so you could look at what the other person did and you could decide whether you liked that method or not.

CH: Do you recall anything about the campus life during the time you were students here? Did you as a little bit of nontraditional students coming to Wright State did you feel like nontraditional students or did you feel a part of it?

AP: Remember when we took that marriage and family living class?

NJ: Yes.

EVERYONE: (Laughs)

AP: It was taught by rote and you know here we'd all been married twenty, twenty-five years and he was like...

NJ: The ladies in the corner could probably answer this and he'd turn to us.

AP: Because there were younger students in there but it was just, in a way he gave us credit for having lived through some years but you know there was always things he said that didn't really apply to life. And so you know.

NJ: I remember my very first course I took here. It was on my thirty-fifth birthday. It seems like a hundred years ago. And I walked in the classroom and keep in mind that at this time it was not very common to have older women come back to school. And I walked in and saw all these young people, I mean really young and I went to the back row. I don't know how they do it now but the coats were hung up in the back and I'd lean back and I was excited. And I worked like the devil on that course. I found it fascinating. I still love learning but I just enjoyed that so much. And I got an A on that paper and I put it on the refrigerator and that was my beginning. But as far as social interaction with the university students there was none because I had two children and I had a husband in the military and I was busy raising my children alone and then schooling here back and forth.

BS: And then we hung around.

CH: Just your own core group.

NJ: We would do our own social activities and things like that but it was very close.

AP: Occasionally I would meet for coffee with people from New Carlisle that I knew. We were here, some of them were in education and maybe I'd see them in the cafeteria or by the little shop there by the moat.

CH: I'm not sure what it was called at that point that little coffee shop near the mailboxes but yeah.

AP: It was located pretty near where the School of Nursing was first located. It's sort of true when you go to graduate school too. We kind of hung in with the group we were with. The rest of the university could have disappeared and I don't think we would have noticed because you're so busy there.

NJ: I think my first experience was walking in biology class, biology 101 or whatever it was and I think Millett and you know the room was packed with younger people and I'm

thinking when I sit down at least I don't have to look around who's the cute guys because I'm not even interested in knowing because I'm here to look at this stuff. And you know I guess we had a different focus. I mean not only were we nontraditional here we were nontraditional in our own setting.

AP: I know that a number of women that I had been quite close with in my church began to distance themselves because they didn't understand why I was doing this because I should be content with being involved in PTA and going to all the sports activities with my kids because that was very important. Well eventually my daughter got into cheerleading but it was like they didn't understand me either. My husband however was very supportive and I think that's what got us all through and we deliberately had some times potluck at my house you know and brought our husbands so they would get acquainted with one another so that they would understand not there by themselves too. And we did a little bit with our kids but not often, mostly the husbands but we got together every month or two we would do something as a group together and that helped them then when they would show up for the official things like you know graduation.

CH: Nancy and Betty, did you have that similar experience with support?

BS: I think the reality is that the husbands were very proud that we graduated. They were just beaming. I mean you would have thought we were the first people who ever did it.

AP: You were talking about putting you're A on the thing, I remember putting my grade strip from Wright State on the refrigerator and say to my kids who were by that time both in college magic.

BS: When I graduated my son wrote this thing trudge to trudge and how I worked so hard to do it and put it up on the bookcase and he had a big celebration. But the kids were more excited than I was. By then I was just so tired.

CH: How about you Nancy?

NJ: My husband at that time was very supportive. He, I remember one time when we had one of our gatherings and we had a two level house and I said we can't go upstairs because on the dining room table we never ate dinner or had a holiday dinner in the two years I was at Wright State because you couldn't use the table because all the books and papers were on it. And he also said, I still remember this, he said I called the Public Health Department the other day and they came over and we didn't pass the test.

EVERYONE: (Laughs)

NJ: Remember that? But he was very proud at that time and supported me and I honestly think that we could have not gotten through if our guys did not stay and pick up the slack and you know the no dinners at that time. So keep in mind the time that it was the early nineteen seventies it was not the thing. Now it's you know everybody does it but not at that time.

AP: We had one classmate whose husband was not at all supportive. He was a judge in Logan county I believe and she really struggled to make it to classes, to get the clinicals in and that sort of thing because he expected no difference in their social lives and I think they had a couple of kids at home and he really was almost a roadblock in her life and her attempt to go further.

BS: And she really wanted to go to graduate school.

NJ: She cried because she wanted to go to grad school.

BS: He told her she could do it when he died. I would have killed him.

EVERYONE: (Laughs)

CH: Are there things about your experience at Wright State that we've not asked about that you think are significant to include in our Oral History as we bring the three of you from the first class together? Nancy?

NJ: I think when Dean Torres came on board she was a visionary and revolutionary thinking. In the program she introduced of course health and wellness, which was foreign to nursing period never less this community. She was a motivator though. She introduced to us the nursing theories that we learned in graduate school, which was new. And what she did was, she took faculty and paired us up, we paired each other up and we wrote a book jointly about the nursing theory and this had never been done to my knowledge. We had learned it like graduate schools were teaching it at that time and then wrote following additions to that and everybody kind of thought it put us on the map. So that was a wonderful thing to do and fulfill nursing. She had a personality that was although she was very bright and brilliant as we probably all know she was very abrasive and did not walk to the same drummer like everybody else did. That caused conflict and problems within the school, definitely with the School of Medicine and Dean Beljan and we had more than several crises with that situation. I happened to be faculty at that time, new kid on the block and I kept trying to recall conflict negotiations from the masters program. That was theoretical but attempts were made half-heartedly on both parts. They were both strong personalities but I would like to think that out of these crisis and adversities came some good and I think it's something to say that the school survived despite them. And it really according if you viewed it, it wasn't going to make it. One crises and then another and it just looked like it wasn't going to make it but it did. I very proudly look at you today. I mean I was overwhelmed when I walked in this building and it said College of Nursing.

BS: Yeah, it got me.

NJ: You know I was of course on memory lane. All the PhD's on faculty.

CH: And that was something at that point that Dr. Torres was envisioning that people would have doctoral degrees from the College of Nursing to come on board as faculty.

NJ: Yes. Definitely. Yes.

CH: That's interesting.

AP: Nancy's referring to the crisis that cumulated in seventy-nine and eighty but there was another one for us as a class. I brought a letter that we wrote to the Board of Regents. Remember when Donna Dean and Andy Kuntzman were the co deans at the time and they were not going to open our senior year and we were going to have to wait.

NJ: I remember that. I remember sitting around a conference table and I still remember Chris who was writing the letter and he said I think of this, and he was telling them about the situation and documents of the school. And Chris said let's use the word perused, it sounds better and we said yes, we voted on it.

CH: Okay, so this is a letter that stated May thirty-first, nineteen seventy-four. To whom it may concern. In the event that the Wright State University School of Nursing is not permitted to open the continuing education four hundred level in September, nineteen seventy-four I wish to state for your consideration the personal impact that this decision will have in the future attainment of my personal goals. Do you want me to read the whole thing? We'll put it with the documents.

AP: That was a scary time. It was like oh geez; we've got to wait a whole year. I mean our kids will be graduated and you know it was just; it was another one of those rugs getting almost pulled out from under us.

CH: So this was actually mailed to who?

AP: I believe to the Board of Regents because it doesn't say.

CH: It doesn't say. It says to whom it may concern.

AP: Maybe we all wrote a personal letter and then we wrote a group letter to the University administration and to the Board of Regents because they were funding these people I think. And then in terms of the seventy-nine, eighties problem. By that time I had been out a couple years and I had become involved with the Alumni Association. I'd been an active member of the Berea College Alumni and OSU and so you know when the Alumni Association here, Pat Moran in particular spoke with I believe it was Dean, must have been Dean Torres, she called and asked me to meet with them and they were interested in starting a School of Nursing Constituent Society, they called it, a sub group of the Alumni Association. And we had all been part of the school Honor Society and it kind of evolved from that I think that they wanted some continuity. And we, I began to work with Pat Moran about developing this Constituent Society and I brought you some paperwork from that time. And when it all began to be a major uproar in the community about the fight between the School of Nursing and the School of Medicine there had been statements made by Dr. Beljan and what was the Board of Trustees that we were talking about earlier?

NJ: Al Sealy.

AP: Yes, but who was partner with Cindy?

NJ: Was it?

AP: It started with an A I think but anyway I wrote a letter to all the nursing alumni, yes.

CH: Okay.

AP: Armistedd Gilliam, yes the A was sticking in my head. But the news media had criticized nursing graduates as being incompetent and this was part of the School of Medicine's ploy to close down the school. It was none of the hospitals wanted to hire us, nursing grads, because they wanted us to focus on the illness model and of course we were coming into the wellness activities. And so there were charges of incompetent clinical practitioners as well as

changes in the leadership of the nursing program is what they were saying. So we met and I don't know how many letters and burning the midnight oil I did because one of the things we had learned well was advocacy. So, we met at a home not far from here and I think there were about fifty of us, about fifty alumni showed up and we talked about what we wanted to do. And one of the things was to talk with an attorney because we thought that this was slander against the school, or against nurses, graduating alumni, the alumni graduates, the graduates of the School of Nursing. And we wondered if we could bring charges against these people for that because of this public statement and she did a lot of research for us. And we collected funds at night for paying an attorney. I think we had two hundred dollars total or some such thing because we didn't make much money then, still don't. But anyway we did have another meeting and she said she thought carefully about what we wanted to do that it might be possible to go forward with it because this had been published but she had recalled that there had been, that there was currently a case of some emergency room nurses against one of the hospitals that had been dragging on for five years and that every month it was postponed another time, another time and those people had to take time off work to go to wait to find out that they were postponed again. And she said that sort of delay tactic will be a part of this too. And by that time maybe we had a little cooler heads but we also realized that you know it was beginning to be inevitable that there were going to be major changes in the school. So that was, but I really felt that was one of my achievements in terms of stirring the pot about that whole thing because we were, there had been statements that the School of Nursing would close and then it was like the alumni said oh, no we won't let it happen. There will be faculty that can be hired that will come here to you know, it was a hard time. There was a lot of bitterness. I think that the graduates from seventy-nine and eighty never really again became loyal to the school as alumni in other years because they were

so hurt by what happened and the situation of that because I mean you know it was like they were almost ready to burn down the place but of course that didn't happen.

CH: So the alumni and if I can summarize a little of what you are saying. The alumni was sort of outraged and upset by some of the comments that were coming from outside of the school about the quality of the graduates.

AP: Right.

CH: And gathered and were really even considering legal action about that. But what I'm hearing mostly is a sense of support for the quality of the education that you all as graduates had been through.

AP: Yes, and Louise also made a point of going on record and saying that at the Valley she hired many graduates and that they were, within six months, as good or better than anybody else was. So, I mean she really stood up for the school.

CH: It was really a public statement.

AP: And she was not affiliated with Wright State per say and I think it was important because she was also someone who said that the school wasn't going to close. She was right with the alumni because we were all determined that it was going to keep going whether Gert was there or not. She wasn't the issue but one of the things that she made it a personal thing at the end.

CH: Do you want to expound on what you meant by that?

AP: I can't remember what the issue was but she made sound as if the school had to close because she was leaving.

NJ: Yes. It became for her personal.

AP: You know it was me or nobody and it wasn't that kind of situation we didn't feel.

CH: So as alumni you were a step back from...

NJ: Yeah, we had worked very hard to see the school get started and go and become successful and even though she was important to the school she wasn't that important.

AP: It's like we've had other deans. We had five or six by the time we graduated because it was Donna Dean and the different ones. So it was like you know she's just one more person and she's important yes but it was you know it seemed like a personal vendetta by Dr. Beljan, the Dean of the School of Medicine to remove her and some of the faculty that she had brought in. And along in there was when we were trying to start Sigma Theta Tau. We had all been inducted in Columbus in that chapter. And we were well on the way to being chartered as a chapter here and when this happened there were calls made to Miss Watts at National Honor Society headquarters.

NJ: Nel.

AP: Nel Watts. So things began to be blocked about that. In fact we had two people sent to the convention, the national convention where they were given a name for the chapter and that was resident and if you read the history they still have the name in there. That name is not there and it has never been used but it then took us another five years of working and trying to pull together the credentials and I know that Betty and Barb.

NJ: That was Barbara Murphy.

AP: Well yeah, but there was somebody else. There was a couple of, Jan Bush was it?

BS: We went to visit Nel Watts in Indianapolis and she told us we can't do it, which was the wrong thing to say to us.

EVERYONE: (Laughs)

BS: I just told her we were going to do it and so did Barb and we did.

AP: And that's part of the history that's written up there. And then you know I have always been a strong person involved in alumni activities in whatever educational system I was

in. You know give my money to all the different ones but I believe in some ways that this how the university is maintained and grows. And so I think that that was one of the achievements too that we helped to do was the initial charting of the Sigma Theta Tau chapter.

NJ: I would also like to commend Ann and Betty, Betty and Barb were instrumental and I know Ann was actively involved in establishing alumni. Ann ended up being president of Wright State alumni. Give her credence.

AP: I wasn't.

NJ: You were not the president of the Alumni Association?

AP: I don't think so.

BS: Okay, so she was on the Board of Directors forever.

NJ: But I think the comments that we are sharing I think it also shows a commitment to nursing, not only Wright State but to nursing. And the community, I think each contributed a lot in our own specific role. And to this day when I see a Wright student my heart just, you know, flutters. However that sounds that's the truth and of the school when I walk in.

BS: And I feel pride and involvement. My husband and I still have season tickets to the Wright State Raiders, you know, yeah they beat Miami and to the Wright State theater because the programs within the college have excelled in so many ways. So we continue to support and there are days if you watch me on TV I'm such a ballgame bug.

CH: So, one of the things that we didn't talk about Betty Schmoll is was really the initiator of the Hospice in the Dayton area. And I was wondering, Betty, I know that I had heard that that evolved out of some work you did as a graduate student at Ohio State. But I wasn't sure if the seeds of it had begun in your own mind back when you were a student at Wright State?

BS: It really did because my mother died right before the program started. She died like on Memorial Day and the school started in September. And it was a very difficult and painful

time for me. It was very hard. She died at home and nobody could have understood how hard it was. And then when I came to Wright State and tried different things I got the idea that there was a better way to do it but I didn't know what it was. And then when I started it in graduate school I met Candy Schneggenberger and she was a person who was working at the Valley. I think she was like a vice president or something at the Valley and she was talking about Hospice and it really peaked my interest because it was a lot of what I thought about. People were alone. They didn't have an answer. They didn't have any help. Nobody understood them. And like when my mother died I went back to work and people said oh, I'm sure you're glad she's gone and I wanted to just yell at them I'm not glad. Part of me is not glad and I'm going to miss her every day you know that kind of feeling. And so I thought of it when we did a group project.

AP: We had to design an agency.

BS: Yes, and we designed a Hospice in this agency and so we were going to measure their satisfaction by the smiles on their faces. I mean those weren't really. (Laughs) So it was pretty funny but anyway I just kept getting more and more meshed with it and then I got involved directly with the program that was getting organized in Dayton. An oncologist was running a thing with my mother's oncologist and I knew him from Kettering and he wanted me to drop out of graduate school and start the hospice program and I told him no. I was committed to going to school but I would work with the program over the summer and get it started. And that's what I did. I saw, I think, six or eight patients and did the structural work of the patients and tried to get people going in the right directions, figure out what kind of records to keep, everything from scratch. And I was planning to teach at Wright State also because I thought that would be a good career choice but when September came they offered me a job to stay with Hospice. And I didn't make very much money at the beginning because we didn't have very

much and it was quite a challenge. We had nurses donated from each hospital and me and a handful of volunteers and that was it. And with that we started and grew and grew and grew.

CH: It's really a monument, I think, to that initial idea of what Hospice of Dayton has turned into over the years.

BS: It mostly came from taking care of my mom.

CH: And so taking care of your mother at the same time that you were going to school and then embarking on thinking of different ways of doing things.

BS: Because I realized how lacking medicine and nursing were in caring for people like her. They just didn't have a clue.

CH: It wasn't what people had studied at that point.

BS: No.

CH: It wasn't part of the curriculum.

BS: And I remember this one time this oncologist who told me I had to go on the Hospice program, asked me how come it took a nurse with a master's degree to deal with dying people. Like it was a waste of my time. And he came around eventually but it was a complete reeducation for everybody. And I remember one time I had to talk to social workers about what social workers could do for hospice patients because there weren't any social workers to do it. And so I stood up and I said that I'm a nurse you need to know that first because you're going to be unhappy if you think I'm a social worker but and then I told them what I thought they had to do and I told them it was too bad that they didn't have a social worker to talk to them but if we got more people then next time they would have.

CH: So little by little you began to gather a staff.

BS: Because when I started with Hospice there were only about six programs in Ohio and we were the first ones to provide care. And we started the Ohio Hospice Organization. We

started the national Hospice Organization and later on I became president of the state group and then the national group and I mean it was just incredible. We wrote regulations. I had to go to Michigan to talk about the new Medicare rule for hospice care and the person sitting in the audience was one of the medical reviewers because she hadn't heard about it yet. It's funny but it was a wonderful time and I learned so much and to do so much.

CH: It's like you were on the cutting edge of a movement that you did share a part in.

BS: I think the biggest thing I learned in my nursing programs, all of them, was to care about people and to do the right thing for the right reason because as long as you do that you're going to be okay.

CH: Okay. I want to thank each of you remarkable women for coming together today and spending the time. I think it's really nice that you have maintained your friendship over the years from those beginnings here in the nursing program at Wright State and that you've continued to have such a positive and supportive attitude towards our college here now. And we really wish to, we're very proud as the graduates of that initial class not only for what you did at that point but for where your careers took you afterwards and what you've reflected on here at Wright State.

AP: I would also like to say that after working in mental health for a number of years I became involved with hospice working for Betty as a Director of Volunteers and of Bereavement Services initially, well prior to that being a staff nurse but I also had worked for the chronic pain program that was established here on campus at Fred White Center that was run by the School of Professional Psychology. And that was my second time back as faculty because I was, that was, I initially was a seventy-five percent time and twenty-five percent faculty. The twenty-five percent faculty that I was initially assigned to was doing the neurological assessments for the program that Dr., well I forgot his name. Let's see if I can find it here in the notes. Petrovsky.

Dr. Petrovsky did and Donna Dean assigned me to do that and so most of the people that he initially worked with I was involved with measuring their pain before and after his work and their mobility activity that Wright State is known for now nationally.

CH: You worked with the paralyzed spinal cord injured people.

BS: Yes. And that was one of the things that I wanted to mention you know it was an interesting thing that I did as a faculty here and when I was working for the pain clinic. And that program was my dream job. We put together my mental health and my nursing careers together as a clinical nurse specialist. Too bad the State opened their own program and didn't finish.

CH: But at that point chronic pain was really a new area specialty practice with some interest. Okay. Well thank you all so much.

TAPE ENDS