

**The
Centennial History**

of

**Milwaukee County Medical Complex
School of Nursing**



1888 - 1988

Milwaukee, Wisconsin

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Preface

The Centennial History of the Milwaukee County Medical Complex School of Nursing is intended to provide an illustration of the history of the School and the environment from the School's inception in 1888 to the present.

It can be argued that some significant events, persons and places were omitted from the text. Indeed, I have chosen occurrences and topics in an attempt to represent nursing and nursing education through the various periods. It is hoped that both text and pictures capture the spirit and essence of the Milwaukee County Medical Complex School of Nursing.

Many people have been involved with this project in different ways. To all of them I extend my sincere appreciation, especially to the contributors: Carol Konrad, Barbara A. Schroeder, and

Margo Vukovich. I am grateful to them and to Mary Joan Stuessi for their interest and involvement as members of the Centennial Committee of the School of Nursing.

I would like to acknowledge the many individuals who helped compile the Diamond Jubilee history of the School, especially Dr. Jeanette Schaefer, Marlyss Erickson, Margaret Bahr, the Alumni Association and members of the Classes of 1962 and 1963.

Finally, I am deeply indebted to Jeanne Arnold, Public Relations Director at Milwaukee County Medical Complex, for her interest, support, and expertise.

Come, let us celebrate!
Barbara J. Weihing, M.S.E., R.N.

**Milwaukee County Medical Complex
School of Nursing**

8900 West Wisconsin Avenue
Milwaukee, Wisconsin 53226

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Alma Mater

Early Development 1818-1923

Solomon Juneau, acknowledged as the first permanent white settler of Milwaukee and later postmaster, village president and mayor of Milwaukee, arrived in 1818 as an agent for the American Fur Company. Mr. Juneau purchased a quarter-section of land located on the eastern side of the present Milwaukee River. The land was obtained from the Indians by treaties – the Menomonees in Washington, D.C., on February 8, 1931 and from the Pottawatomies in Chicago on September 26, 1833.

In 1834, few white people inhabited the area. Medical care was virtually nonexistent. Records indicate that when Mrs. Juneau became ill in January of 1834, her husband sent a family friend, a Mr. Fowler, to Chicago for the diagnosis and prescriptions. No physician was practicing in the area at the time, but later in the same year, two doctors arrived.

Within 15 years, as a result of land speculation and the extensive influx of immigrants, Milwaukee was growing rapidly. By 1841, there were 2,000 people in the city. Eight physicians lived in the area. The first hospital in Milwaukee, St. Mary's, opened in 1848. By 1850, the population exceeded 20,000.

It soon was obvious that provision had to be made for the health needs of the poor. Care in the home was difficult since many had no established residences. To compound the situation, a smallpox epidemic was occurring. Cholera had struck earlier in 1848-1850.

Early in its history, Milwaukee County showed its concern for the indigent. Records dated January, 1849, indicate that less than one year after Wisconsin's admission to the Union, the Milwaukee County Board assumed responsibility for the County's poor, sick, and mentally ill.

In November, 1852, the board bought the 160-acre Hendrick Gregg farm for \$6,000. The Wauwatosa property included a dwelling and three farms located in the area which is now between 84th and 92nd Streets, just south of Watertown Plank Road. This was the first of several acquisitions which would eventually total 1,140 acres.

In that first winter, the poor, sick, and insane all lived together in the Gregg farmhouse, which accommodated about 24 people. The Milwaukee County Poor Farm or Almshouse developed quickly. Less than a year after the farm was acquired, the County Board voted to build a larger structure to house the sick and insane. The Almshouse, which was to stand for 40 years, was constructed.

In 1860, the first County Hospital was built to treat the Poor Farm's population. Records reveal that in 1867, six iron beds were purchased for this hospital. The small capacity of the unit soon resulted in overcrowding. Construction of a larger hospital began in 1868 and was completed one year later. The new hospital, with a 41-bed capacity, was built for \$16,000.

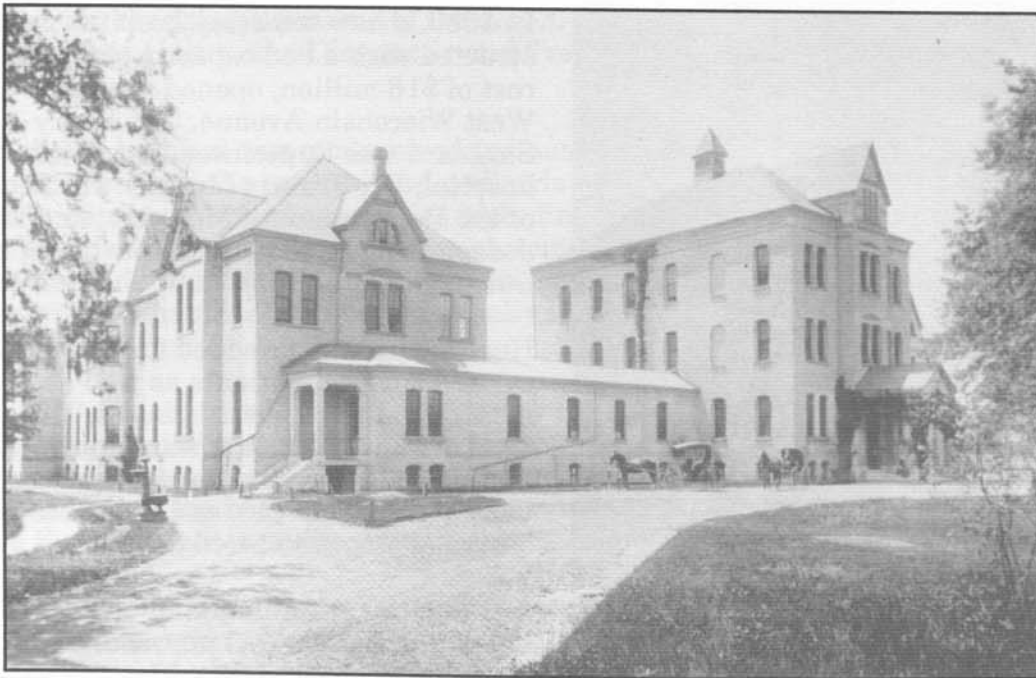
Upon completion of the new hospital, trees were planted to beautify the grounds, and lightning rods were placed on the roof. In 1871, hospital authorities were confronted with a parking problem, and a shed was constructed to house visitors' horses during the cold months.

Dr. Fisky Day, a noted Wauwatosa physician, provided the sole medical care for patients, which was available on an "on call" basis. Dr. Day did not routinely make daily hospital rounds. He was notified of new admissions or emergencies by the raising of a flag on the hospital's pole. His five-story Victorian home, from which he could spot the signal, was located at 8000 Milwaukee Avenue. Dr. Day later became the first Superintendent of the Milwaukee County Hospital.

On February 3, 1880, 11 years after initial occupancy, fire destroyed the entire building, and two patients died. Some months later, a new brick building was constructed on the same site. A contract for the new structure was awarded for \$80,000, provided that its East Wing could be completed by the new year.

The new hospital was built in an E-shape. In 1903, an addition, also E-shaped, was added to close the open end of the original E. The new building increased bed capacity to 275.

The County Hospital of 1903, later known as Unit II or the Rehabilitation Hospital, was located just west of the present Medical College of Wisconsin. It was removed in the early 1980s to allow for construction in 1988 of the new Children's Hospital of Wisconsin.



Milwaukee County Hospital, 1909



Ward Duty at Milwaukee County Hospital, 1901

In 1905, a separate laboratory building was erected. A 40-bed annex to the County Hospital was built in 1908 to care for the victims of tuberculosis, thus creating the first tuberculosis sanitarium in Milwaukee County.

In 1878, the County Board bought an adjoining 70-acre farm and erected the first separate

insane asylum at the cost of \$160,000. By 1880, it had 200 patients. Eight years later, a hospital for the chronically insane was constructed to separate these patients from the hospital for the acutely insane. South Division, consisting of seven buildings, could care for 3,000 chronically mentally ill patients, and North Division could serve 1,200 acutely mentally ill patients.

In 1883, a new almshouse, or infirmary, was constructed, and in 1898, the Home for Dependent Children was built just north of Watertown Plank Road. In 1915, the Muirdale Sanitarium, named for Wisconsin naturalist John Muir, was built to care for people with tuberculosis.

In 1909, Dr. F. M. Schultz, then Superintendent of the Milwaukee County Hospital, submitted his annual report to the County Supervisors. Thirteen hundred people had spent 67,000 patient days in the County Hospital in the previous year. The daily room charge (including costs for employees, house staff and nurses) was seventy-six cents.

After World War I, the unemployment rate was high and many homeless people roamed the streets. During the winter, the men would enter the hospital as patients although they rarely required either nursing or medical care. Cots were set in "Hogan's Alley," an unused corridor connecting the two wings of the hospital. Free meals and lodging were provided for the winter's guests. Once the warm weather arrived, Hogan's Alley was deserted.



Surgery in 1908

Transition Period 1923-1950

By 1923, the bed capacity of the County Hospital proved to be inadequate. The need for a larger facility was apparent. After considerable debate and public hearings as to whether the new hospital should be erected at 24th and West Wisconsin Avenue (site of the County Emergency Hospital) or on the Wauwatosa Institutions grounds, a decision was made to build in Wauwatosa.



Nurses' Residence and Milwaukee County General Hospital, 1940

In 1930, a new ten-story hospital, constructed with a bed capacity of 665 at a cost of \$16 million, opened at 8700 West Wisconsin Avenue. Dr. Harry Sargeant was Superintendent of the hospital, Dr. Francis Murphy was head of the Department of Medicine, and Dr. Joseph King headed the Department of Surgery.

Health care was provided for all medical and surgical patients as well as mental health observations. In 1935, a total of 18,136 patients were admitted and 1,382 births recorded. The average daily census was 746, and the average length of stay was 14.46 days.

In 1936, the attending staff of the hospital numbered 70 physicians who provided their services without compensation. The resident staff totaled 68 interns and residents. Nursing personnel included about 120 graduate nurses in training with the addition of student nurses from eighteen other hospitals located throughout Wisconsin.

Emergence of Modern Medicine 1950-1968

By the 1950s, a constant shortage of beds was experienced at the County Hospital and many patients were transferred to the old County Hospital (Unit II) for chronic care. Ground-breaking for an addition took place in February, 1954.

The new annex was completed in August of 1957 at a cost of \$11.5 million. The 577 beds provided by the addition complemented the over 500 beds in the 1930 building, and a facility complete with modern medical, surgical, and laboratory equipment was created. The hospital provided a comprehensive diagnostic, educational, and research center in Milwaukee County.

The Outpatient Department was transferred from the Emergency Unit at 24th and Wisconsin. Neuro-psychiatric services occupied the second through the eighth floors of the new west wing. In 1958, the County Board of Welfare

approved changing the name of the Neuro-Psychiatric Unit to the Diagnostic and Treatment Center.

The 1930 hospital was modernized to house the medical library, the medical and pediatric departments and several specialties including orthopedics and neurology. A tunnel connected the new addition to the 1908 structure, now a center for rehabilitation and chronically ill patients.

In 1956, construction was started on a \$650,000 dormitory building which would eventually be named Sargeant Hall. The Pathology pavilion was added to the hospital building in 1970 and the Eye Institute was completed in 1976.

The Infirmary closed in 1972. Its 300 residents were transferred to Muirdale which had ceased operation as a tuberculosis sanitarium and became the Milwaukee County Nursing Home. Milwaukee County General Hospital, composed of structures from different eras, formally became the Milwaukee County Medical Complex in 1972.

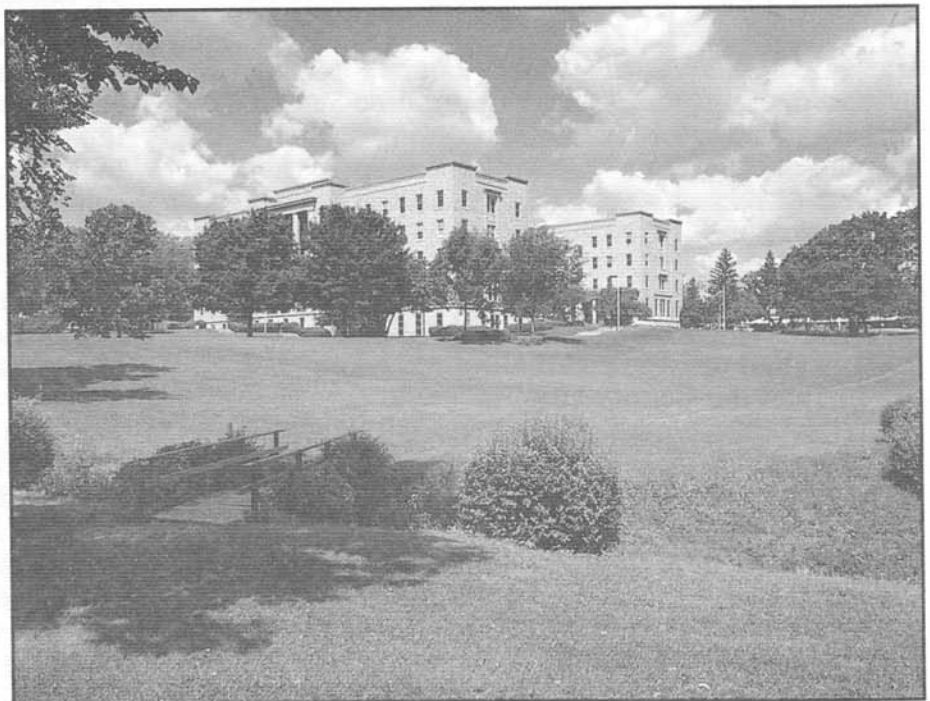
The Mental Health Complex closed both North and South Divisions during the 1970s. The Day Hospital opened in 1968; the Child and Adolescent Treatment Center in 1973; and the Inpatient Unit in 1979. The Milwaukee County Mental Health Complex, comprising nearly 900 beds, is the largest facility of its type in Wisconsin.

A Look to the Future

The Milwaukee Regional Medical Center was formally established in 1968. It is an unusual mix of public and private medical facilities. Initially composed of nearly two dozen member institutions, the Medical Center was reorganized in 1981 to limit membership to facilities either located on or planning to relocate to the Wauwatosa campus. The Medical College of Wisconsin, formerly Marquette Medical School, relocated there in 1978. Curative Workshop, founded in 1919, became the Curative Rehabilitation Center and moved into its new building in 1976. Froedtert

Memorial Lutheran Hospital opened in 1980 with services and programs shared with the Milwaukee County Medical Complex. The Ronald McDonald House opened in the fall of 1984. The Flight for Life emergency helicopter has become a permanent service, and the construction of a new Trauma Center is on schedule for its planned dedication in 1988. Children's Hospital of Wisconsin plans to occupy its new structure in 1988.

The Milwaukee County Medical Complex of the 1980s fulfills three roles — providing quality health care, education, and research. It serves as a fully accredited teaching hospital for a diverse group of health care personnel — nurses, physicians, paramedics, nurse anesthetists, and members of other disciplines. A wide range of services is provided, from the ambulatory care program (largest in Wisconsin) to the Eye Institute; Perinatal and Neonatal Intensive Care; Oncology; the Trauma Center and Bone Marrow Transplant Unit; Cardiology and Orthopedic Surgery programs. The memories remain, but the old landmarks are quickly giving way to the advances of the 1980s. The former Milwaukee County Institution grounds and County Poor Farm is now the home of the Milwaukee Regional Medical Center and its multiple facilities, research programs and patient services.



School of Nursing

The Origins

County historical records document that educating nurses qualified to care for the sick and injured has been of importance since the beginning. Nursing care prior to 1887 was provided by untrained young women. In charge of these women was the Superintendent of the Hospital and the Superintendent of Nurses. These two administrators were under the jurisdiction of the Committee of the County Farm, Almshouse, and Hospital of the Milwaukee County Board. In September or October of 1887, the Superintendent of the Hospital, Dr. M. E. Connell, and his wife, Dr. Anna Gregory Connell, established a class for the instruction and training of nurses for hospital service with the approval and consent of the Hospital Committee, appointed by the County Board.

The County Board proceedings of March 12, 1888 (pp. 578-581) indicate the expressed purpose of the Training School:

“... that in forming such a class in order to induce better educated persons to form the same and take service as nurses in the hospital. . . .”

In 1888, classes began for the first 13 student nurses. Eight of the original number completed the program in 1889. The Training School for Nurses was thought to be the answer to a long and acutely felt need for trained nurses.

On March 12, 1888, the County Board received a proposed plan from a special Committee on the Training School for Nurses. According to the March 12, 1888 County Board proceedings, the committee recommended that a contract between the County of Milwaukee and the Wisconsin Training School for Nurses be entered into and that the authorities of the School:

“... shall provide and maintain continuously in the County Hospital at Wauwatosa a nursing staff consisting of nine nurses for day and night service and one head nurse.”

The proposed contract stipulated that the nurses then in service at the County Hospital whom the Superintendent of the Hospital wished to retain, should be kept and paid by the newly independent Wisconsin Training School authorities. They were to serve for not less than 12 months, and were to have the entire care of the 180 patients.

On March 2, 1889, the formal contract was presented to the County Board and referred to the Committee of County Farm, Almshouse, and Hospital, and the Special Committee on Training School for Nurses. Although the proposed plan was viewed with favor, the experiment was short-lived. Late in 1889, the Wisconsin Training School for Nurses moved to the “Soldiers’ Home,” now the Zablocki Veterans’ Administration Medical Center in Wood, Wisconsin. The Milwaukee County Training School remained unchanged.

The formal presentation and notarization of the Articles of Organization and Incorporation of the School took place on July 31, 1896. In attendance were: F. W. Stewart, M. D.; R. P. Pfister, M. D.; Clement Vern, M. D.; E. Frost Fish, M. D.; Fred Hartung, and E. C. Johnson.

According to the Articles, the business of the School was:

“... to establish, conduct, and maintain a Training School for Nurses, for the purpose of scientifically teaching and training nurses, and all things incident thereto; and shall have the power to issue certificates of proficiency or diplomas to such person or persons trained in said school, or graduates therefrom. . . .”

By the terms of the document, the complete government and control of the training school was given to a Board of Directors, which was in association with the Milwaukee County Hospital. The Board of Directors was given authority to appoint the Directress of Nurses to whom was delegated the responsibility for the students’ educational work, hours of ward duty, and practical training. The Directress of Nurses was subject in turn to the policies of the hospital authorities and the approval of the Board of Directors.

The organization for the School was influenced strongly by the “Bellevue System,” a program adopted in America similar to that used by St. Thomas’ School (London, England) and the Nightingale System. Coincidentally, Miss Hattie Montrose, the second Superintendent appointed in 1891, was a graduate of the Bellevue Hospital Training School of New York.

Early Growth

The *Annual Report* of 1901 presents a clear description of the School's objectives and curriculum:

"Its object is to give young women desirous of becoming professional nurses a systematic course of instruction and training in the theoretical and practical works pertaining to nursing. . . ."

The requirements for admissions in 1901 is illustrated by the 1901 *Annual Announcement*:

"The applicant is required to fill out the answers to the paper of questions, and to send with it a letter from a physician with certificate of vaccination, and one from a clergyman testifying to her physical and moral qualities."

"The applicant must not be under twenty-three and not over thirty-five years of age. She must present letters certifying to her good moral character and good health, and she must have at least a common school education."

It was noted that:

"This amount of education is indispensable, but applicants are reminded that women of superior education and cultivation, when equally fit for nursing, will be preferred to those who do not possess these advantages."

If the applicant was judged suitable, she was then received on probation. Before arriving, however, the student was directed to "receive attention if her teeth were out of order in any way."

The course of training covered two years. Applicants were received at any time during the year when there was a vacancy. It was, however, greatly preferred that they enter no earlier than March 1 and no later than November 1, as then the entire course of study could be taken without interruption.

The first month was considered a probationary period. During this time, examinations in reading, penmanship, English diction and arithmetic were given. The Principal had the full power to

ascertain the fitness of the applicant for the work, and to decide whether to retain or dismiss her at the end of the month of probation. In doubtful cases, the time of probation was extended to three months. Applicants were expected to have a thorough knowledge of common and decimal fractions, weights, measures and percentages. It was noted firmly that the applicants must provide themselves with sufficient means to return home in case of nonacceptance.

Upon being accepted as a pupil-nurse, the candidate was required to sign an agreement, promising to remain for two years, and to conform strictly to the discipline of the School and the hospital, with the distinct understanding that the board reserved the "right to dismiss her at any time for misconduct or inefficiency." *The Rules for the Guidance of Nurses, Annual Announcement, 1901*, said:

"It is hoped that nurses will be duly impressed with the importance of the charge they have undertaken exemplifying the highest standard of Christian womanhood, at all times exercising self-denial and sweet temper in attendance upon the helpless sick."

In the event of leaving for a "reason of her own, illness excepted," the pupil was required to refund the School the money spent on her maintenance.

Although the early curriculum included theoretical content, the focus was on training and "practical work pertaining to nursing." All of the time was spent in the hospital wards; the nurses were transferred at stated times from one ward to another. The pupils were given "every opportunity to fit themselves for their chosen profession by actual contact with disease in all its forms." Thus, it was felt that a thorough general knowledge and experience was provided.

The hours of duty for the day nurses were 7 a.m. to 7 p.m.; night nurses served from 6 p.m. to 7 a.m. Students were not to be placed on night duty for more than one month at a time, nor until three months after entrance.

For free time, the pupils were allowed one half-day on Sunday and one half-day during the week.



Friends, 1910

Vacations were given only during the summer, and at Christmas and Easter holidays, as the work of the hospital permitted. Four weeks of vacation in two years was the limit. Time lost through illness or on vacation over the four weeks limit was required to be "made up." In the event of illness, pupils were cared for without charge.

The practical knowledge gained by the work experience was supplemented by a regular course of study and lectures extending over ten months of each year. The course was comprised of elementary anatomy, obstetrics, physiology, material medical, hygiene and the art of nursing. Lectures were given to the Training School by prominent physicians and surgeons of the day at 4 p.m. "on Tuesday and Friday . . . once a week between September 15 and June 15." Some of the topics were:

Surgical Dressings – Poultices, washes, fomentations, bandaging, splints, leeches and blisters, enemas, surgical hemorrhage, etc.

Emergencies – Hemorrhage, burns, heat stroke, fits or seizures, drowning, fractures, immediate treatment of wounds and injuries, foreign bodies in eye, nose and ear, poisons, domestic emergencies, and practice of expedients.

Medicines – Avenues of taking, preparation and doses, classes of internal and external poisons, cautions, hospital formulae.

Infectious Fevers, especially diphtheria and scarlet fever.

The Model Sick Room – Temperature, light, ventilation, care of bed, bedding and clothing, furniture, utensils, cleansing, dusting, etc.

Food values and principles of cooking food.

Massage – its history, theory, and modes of application.

The lectures were intended to embrace a large number of subjects calculated to make nurses "more intelligent and efficient." To supplement them, demonstrations and quizzes, chiefly upon practical points, were given by the medical staff.

The training included daily practical drill in the wards, operating rooms and other departments. For example, instructions in massage, cooking for the sick, and instruction in the wards were conducted by the Principal of Nurses and the Head Nurses.

Examinations, both written and oral, were held from time to time. Nurses could not progress to graduation unless "attaining, on critical marking, at least 70 percent."

Nursing Textbooks

A limited variety of textbooks were required. *Notes on Hospital Nursing* by Florence Nightingale was suggested for collateral reading.

One significant text was *A Handbook of Nursing*, prepared for use in 1878 by the Training School for Nurses in the State Hospital, New Haven, Connecticut. The committee heading the New Haven institution felt it was important that a summary of practical directions be placed in the hands of nurses, "so simple as it can be easily understood, and so comprehensive as to provide for the ordinary routine duties among the sick."

This particular book was used first at the Wisconsin Training School in 1888. The first section was devoted to medical and surgical nursing. The responsibilities which the hospital nurse had to herself, to fellow nurses, to the doctor, and to the patient were identified.

Diseases for which a cure had not yet been found were explained, and special emphasis was placed on the nursing care of these patients. For instance, a recommended treatment was the vapor bath. The *Handbook* advised:

"The simplest way of giving a vapor bath is to undress the patient, put a flannel or woolen cloth about him, seat him in an armchair, stand by his side a pail of boiling water, into which, as it cools, you put bricks made very hot, and cover the patient's chair and pail with a large blanket fastened securely at the neck. The steam will soon produce the perspiration required."

It was further emphasized that the first prerequisite of surgical nursing was absolute cleanliness. Common surgical sutures were made of cat gut, silkworm gut, silver wire, kangaroo tendon, horsehair, and silk. Knowing how to apply a good bandage was considered an important nursing function. Directions for "monthly" nursing which included care of a new mother, baby and the principles of gynecological nursing filled a separate division of the text.

Special emphasis was placed on the care of infantile disorders and those of young children. It was recommended that a warm bath be given to a child at the first sign of illness. Overfeeding was to be avoided for all ages because of the danger of imperfect digestion. For disinfecting discharges, carbolic acid was used in a strength of one to ten (if plumbing was available).

A common blunder in children's clothing was considered to be narrowness across the chest. It was noted that the ability to draw a full breath without any obstruction from tight bands, armholes, and straps was essential for the lungs. Further, it was felt that tight clothing impeded every function of the body.

The Handbook of Nursing was comprehensive in its description of child care. Its writers

believed that no girl or boy under 12 to 15 years of age should be allowed to bring school books home to study:

"The number of studies may be reduced by request, and the home hours over books regulated, and not studying after school be permitted until there has been an interval of an hour or two or more in the open air at play. Stooping over books by gaslight all the evening is muddling to brains, and injury to eyes, and mischievous to the general health."

Family hygiene and care of emergency situations were discussed. Daily bathing was considered a health necessity. A significant aspect of a healthy home was considered to be the intelligent supervision of the servants' work from garret to cellar.

Stipends and Tuition

During the course of training, board, lodging, and laundry were provided free by the School. Early records appear to indicate that no tuition was paid. At the discretion of the Board of Directors, cash allowances were granted to pupils. The amounts allotted varied from year to year. In the early 1900s, the general range was \$8 for first-year students and for the second-year student, \$10. Candidates, however, were informed in the 1901 *Annual Announcement* that:

"... any cash allowance is subject to discontinuance and is not guaranteed for any stated period, nor is it to be construed as wages, it being considered that their education and maintenance during the courses is a full equivalent for their services."

Allowances increased as the training progressed, and \$12 was provided monthly in the third year. In addition to this, graduates were awarded a bonus of \$100 upon graduation. The October 14, 1891 *Milwaukee Sentinel* stated that "those who had spent the two years there were presented with this amount."

By 1920-1921, the monthly allowance had increased (\$10 for the first year, \$12 for the second, and \$15 for the third). During the three months probation period, \$5 per month was provided. Its purpose remained unchanged.

In 1937, monthly stipends were discontinued because of the heavy financial burden they placed upon the School. Tuition now was charged to defray some of the expenses. The cost of the three-year course in 1937 was \$150. Expenses were estimated in the 1937 *Annual Announcement*:

Books, approximately \$75
 Uniforms, approximately \$60
 Extracurricular activities \$10
 Laboratory fee \$5

Students were directed to bring all furnishings for their rooms except bed linens. Room, board and laundry were provided.

In the early 1940s, room, board and laundry continued to be provided for the student. Textbooks for the three years were estimated to cost about \$40. Students were expected to purchase their uniform capes.

By 1950, expenses for the three years were estimated at \$175 (first year, \$110; second, \$35; third, \$30). In addition to tuition, the price included laboratory fees, library fees, health fees, books, school capes and graduation fee. Uniforms were furnished by the school and remained its property.

The tuition and fees continued to rise in the 1950s and 1960s. Items such as health fees, books, uniforms, cape and sweater were included. A review of the *School Bulletin* for the period indicates the costs of the total program in 1956 to be \$223.50; in 1959-60, student expenses had increased to \$350.

A substantial increase in the cost of the nursing program occurred in 1969, following affiliation with the University of Wisconsin Center - Waukesha County for all nonnursing freshman courses. The School of Nursing's total cost for the program was \$535, University of Wisconsin Center - Waukesha County, \$450, exclusive of an estimated charge of \$100 for textbooks. In 1969, the School initiated a room charge of \$200-\$240 per year for the first time. Meals were furnished by the hospital when the student was on campus, and laundry services were also provided by the hospital. Uniforms and cap were the responsibility of the student. By 1975, meals and other services were the responsibility and expense of the student.

To assist students in defraying the cost of the program, a work-study program was instituted with the Milwaukee County Medical Complex. The 1971 *National League for Nursing Self-Evaluation Report* noted a large increase in the number of employed students. It was documented that 30 percent of the freshman and 50 to 60 percent of the junior and senior classes were involved in the work-study program. In August, 1980, the work-study program was discontinued, to be replaced by a job referral service administered by the Student Service Assistant.

The 1986-87 cost of the nursing program was \$5,498.50, including the educational costs of the University of Wisconsin Center - Waukesha County and Mount Mary College. Textbooks were estimated to cost \$200 each semester and \$150 for the summer sessions. Housing (optional) was \$595 to \$675 each semester and \$280-\$322 during the summer session.

The student of today is assisted in meeting financial obligations by the Financial Aids Officer of the College/University and the Student Services Assistant of the School of Nursing. The Alumni Association of the School of Nursing provides scholarships to eligible recipients, as do other organizations. Most students are employed on a part-time basis. Many seek employment at the facilities and agencies comprising the Milwaukee Regional Medical Center.

Uniforms

Prior to 1874, no nurse in America ever wore a uniform. With the introduction of uniforms at Bellevue Hospital Training School for Nurses in New York City, a standard was set. The description of the Bellevue uniform – tailored apron, collar and cuffs, and a white cap – fit the pattern of the early uniforms at the Wisconsin Training School for Nurses.

In the early years, nurses provided their own uniforms. Probationers were instructed to bring:

“... two or three dresses of gingham or calico, plainly made, eight linen collars, six large white aprons. . . .”

The letter of probationary acceptance stated:

“Nurses are expected to wear flannels in winter, and should come supplied with warm coats, lighter jackets, mackintoshes,

umbrellas and rubbers. They are required to wear broad-toed and flat-heeled shoes."

Upon acceptance as a pupil following the probationary period, the student had to supply her own uniforms and textbooks. Uniforms were an individual project. To achieve a conformity in styling, detailed instructions were provided to the probationer and student nurse. The 1913-1914 *Annual Announcement* directed:

"Probationers should bring with them three dresses (like sample furnished), plainly made, six large white aprons without bib, two yards around the bottom, five-inch hem, belt two inches wide fastened with two pearl buttons; twelve Bishop collars. . . ."

The 1911-12 *Annual Announcement* provided more detailed instructions:

"Uniforms are to be as follows: Dress waists full in front and plain in back; skirts, straight gathered back, made not too long and sewed on to waist; plain skirt; sleeves not too full with cuffs four inches wide, stripes running up and down; dresses must have pockets in the skirt; aprons are to be made of muslin or sheeting, made full, two yards wide at the bottom, hem five inches deep, apron to come within two inches of bottom of dress and to be four inches apart in the back, band two inches wide fastened with two white buttons or studs. Bibs are to be separate from the aprons, and made according to the prescribed pattern; cuffs, caps, and collars of linen, made according to pattern."

It was expected that duty shoes would have "noiseless" heels. Ragged or untidy uniforms were not to be worn on duty. The wearing of uniforms was restricted to the hospital grounds.

A marked change in the style and material of the nurses' cap was made in 1911. Photographs of the period indicate a cap style

similar to the traditional plain cap presently in use. At various times, a stripe was added to the cap. A student commented:

"The original organdy cap was made by each nurse for herself. If she was too busy to make a new cap, her old one might get to looking rather soiled, so a change was made to the flat linen cap which was laundered with the rest of the students' things so there was no excuse for a soiled cap."

Questions arise today as to the student's ability to perform nursing duties in the early uniforms and maintain cleanliness of the dress. Remembrances of graduates of the period offer insight:

"As we wore white aprons over the uniforms, they got a good deal of protection. We removed our cuffs and put them in our pockets when doing any typhoid tubbings or baths. [We] had to roll sleeves back down and replace cuffs for meals, etc. In summer instead of the Bishop collar, we would wear a small linen hemstitched one fastened in front and two-inch cuffs of linen. Long hair had to be 'nicely and neatly' combed and it took longer to dress than today as



Class of 1896

more clothing was worn – union suit or chemise, drawers, corset, corset cover, and two petticoats beneath our uniform. We wore black laced or buttoned shoes and black stockings. When off-duty, caps were to be removed at once. We could roam around the County grounds in uniform but had to wear street clothes to go off grounds.”

A capsule description of administrative graduate and student uniforms was presented in the *Semiannual Report of the Alumnae Association* of December, 1915:

“It may be of interest to the older graduates to know what the present school uniform is. The Directress of Nurses, her assistant and the Night Supervisor wear white. The graduate heads of the ward wear a blue uniform, the nurses in training wear the striped gingham distinctive of the school; the probationers’ uniform is dark blue with a small dot. Instead of the Bishop’s collar, a low linen collar, the Beda, has been worn since early summer. . . . The present wash cap has been worn for five years and the apron for a longer time. The soft cuff, about six inches wide, has also been worn for a number of years.”

In 1917, dress waists and aprons were specified to be four inches from the floor. Material for the uniforms was purchased at one of the local department stores; the students could either make the uniforms themselves or have a seamstress make them for \$1.50 apiece. After 1918, material for the uniforms could be purchased directly from the hospital. New students were instructed to bring with them one pair of well-fitting broad shoes that were to be one size larger than the girl’s regular size. The shoes were to have a medium-sized rubber heel. Bibs and caps were made at the end of the probation period. In 1918, the cap appeared more angular, as there were sharp creases on each side of the cuff. Senior students of 1918 received one black stripe, which was worn on the cuff of the cap. The probationary uniform remained essentially the same until 1920, i.e., a dark blue uniform with polka dots and a white apron without a bib.

Radical changes in uniform styling occurred after 1920. The probationary uniform underwent considerable changes. Recollections of

student days in the 1920s include such comments as:

“‘Probies’ wore dresses and white aprons with detachable collars. Their sleeves were long until after the capping ceremony, then they were cut off and white detachable cuffs were worn. After capping they were given bibs, which they had not been allowed to wear before.”

“We bought bibs and aprons – purchased material from the school and made our own uniforms.”

“We were sent a description (no pattern) and the material, and our mothers made our uniforms; white aprons were also made. We bought the collars and cuffs at the hospital.”

“If a student was transferred from another school she was allowed to wear that uniform until new ones were needed (when the old ones were worn out).”

Early in the 1930s, a black ribbon was added to the cap at the beginning of the second year and two ribbons in the third year. This replaced the earlier practice of awarding one black stripe at the senior level.

It was in the early ’30s that the School began to provide the students with uniforms. Initially, four dresses and eight aprons and bibs were given each student. Repair of the uniforms was the students’ responsibility; materials for patching were kept in the residence office.

The basic design of the student uniform did not change greatly from the 1930s to 1969. Following the probationary period, it consisted of a short-sleeved striped dress with white collar and cuffs and a white apron with bib. Initially, the collar and cuffs were detachable, but later they were sewn to the uniform dress. Black hose and shoes completed the uniform.

Miss Brink, Superintendent of Nurses, originated the idea of using a blue ribbon instead of black on the cap. In 1936, a flat blue velvet bow for the collar was added to cover the distance between the bib and collar which was often frayed. The velvet bow replaced the ribbon on the cap. The bow was worn after the six-month preliminary period. The practice of using blue

velvet bows was discontinued in 1946; a blue metal bar pin was substituted.

The bar pin's design evolved to identify the status of the nursing student:

FIRST YEAR

| | |
|-----------------|------------|
| First semester | No pin |
| Second semester | Plain blue |

SECOND YEAR

| | |
|-----------------|-------------------|
| First semester | One white stripe |
| Second semester | Two white stripes |

THIRD YEAR

| | |
|-----------------|---------------------|
| First semester | Three white stripes |
| Second semester | Three gold stripes |

In 1969, the faculty and students designed a new one-piece wash and wear blue dress uniform. The pinafore effect was retained. Tan nylon hose and white shoes were substituted for the traditional black hose and shoes. Gone was the traditional white pinafore over the blue and white striped dress. The Class of 1971 was the last to wear the traditional style. This change in uniforms coincided with the final graduation from the traditional diploma program design.

Although the uniform style was revised in 1969, the school cap and metal bar pins remained the same. In 1984, the wearing of the cap during student experiences became optional, and the bar pin was discontinued in January, 1986.



Past and present, 1969



Nursing Arts, 1943

School Pin

It is believed that the original pin mold was made by the Seidel Company Jewelers about 1896. The design of the pin has remained constant. The original pin, however, had a red enamel cross instead of the present blue emblem. In deference to the request of the American Red Cross Society, the color of the cross was changed in 1912. The change permitted the American Red Cross to have exclusive use of the red cross emblem.

The origin of the inscription, *Crux Mihi Anchora*, remains unclear. The Rev. Joseph H. Dennart offered some comments regarding the motto in *The Sigma* in 1936:

"Did you ever meditate on the inscription on your pin? *Crux Mihi Anchora* – the Cross be my Anchor. Wearing the pin, these words should express the spirit that is working in you. It is the cross you have chosen for your heritage for life. You are facing not a life of leisure, but of hardships. Great responsibilities are placed on your shoulders. You are entrusted with the lives of many fellow men who in their weakest hours call upon you for physical help and moral support. Your life must be a continuous striving for self-discipline and perfection. Indeed, not a life of ease."

Contrary to the implication of its motto, the School of Nursing has been nonsectarian from its origin. Early records do indicate, however, that morning prayer sessions were mandatory for students.

Requirements for Admission

During the School's early years, the essential requirements for a potential student were considered to be "good moral character and good health," and at least a common school education. "Preference in selection was given to those between the ages of 23 and 35, who were of "superior education and cultivation." Applicants were received at any time during the year when there was a vacancy. Attempts, however, were made not to admit students earlier than March 1 or later than November 1.

The 1909 *Annual Announcement* also stated:

"Upon acceptance pupils are required to sign a contract promising to obey the rules of the school and to remain for two full years."

The 1910-1911 *Annual Announcement* makes no mention of the practice of signing a contract. If the officers of the School were satisfied as to the applicant's desirability, she was accepted on probation, and a date of entrance was assigned to her. At this time, classes were formed four times yearly – in September, December, March, and June. Probationary students entered as close to those dates as possible.

In 1914, the educational requirement was "at least a one-year high school education." Preferences were still given to women of "superior attainments."

In 1917-1918, the most desirable age for candidates was considered to be from 19 to 35 years. The applicant was cautioned in the *Annual Announcement*:

"The work being difficult and discipline of necessity strict, only those having good health, education and energy to undertake the work and enough self-control to comply with the rules and regulations of the hospital and training school should attempt the course."

Class formation decreased to three times yearly – September, March, and June.

By 1920-1921, a complete four years of high school was preferred as the basis for admission. Applicants were accepted however with one year of high school or its equivalent.

By 1926, the Nursing Law of the State of Wisconsin decreed that no candidate could be admitted to a nursing school without at least one year of high school or its equivalent. The most desirable age for the candidate was considered to be from 18-35 years. High school graduates under 18 years of age were admitted occasionally. Classes now began in September and January of each year.

The standards for admission to the School of Nursing continued to be revised and updated. The 1934-1936 *Annual Announcement* identifies the following requirements:

"Age – 19 years, minimum – 35 years, maximum.

Health – Sufficient energy to undertake three years of strenuous mental and physical work is essential.

Educational requirements – High school graduates who have college entrance requirements including chemistry and biology are admitted to this school.

Social background – Any young woman who has made the most of her opportunities by mingling with intelligent, refined associates, and who has the best ideals, is a desirable applicant."

It was noted that during this period the nursing field was overcrowded. The applicant was cautioned, therefore, that the school was "attempting to attract the very best women who have the finest home background . . . the best schooling advantages, so that their association in the school will be satisfactory." Applicants were directed "to give serious thought to the question . . . of whether she could risk nonemployment after a three-year course." The School felt that the restricted admission standards would ensure that "only a limited number of the best nurses would be graduated and [they] will be reasonably assured of securing employment."

The scholastic record of the applicant continued to be a significant criterion for admission. The candidate had to be a high school graduate with an average of 85 percent. College entrance credits were required with one year each of biology, chemistry, algebra, and geometry. Students who had college experience were preferred.

In the 1950s, a high school diploma with two years of science (one of which was to be chemistry) and one year of mathematics was the minimal educational preparation for admission. Qualification could be achieved by ranking in the upper half of the high school class or passing successfully the National League for Nursing (NLN) Educational Pre-Nursing Aptitude Test. A personal interview was required. By 1956, one class admission took place in the fall of each year.

The academic requirements of the 1960s clearly identified a high school record of college prepara-

tory courses. The 1965-1967 *School Bulletin* stated the following 16 unit credit prerequisites: English, 4; mathematics, 2 (or 3); history, social studies, 2; science (including chemistry), 3 (4 preferred). The admission regulations specified that all applicants were required to take a battery of aptitude tests given by the National League for Nursing.

In keeping with the sociological trends in nursing, the 1969-1971 *Bulletin* stated that married students and men students were acceptable. Any person over 18 was eligible for admission; no upper age limit existed. It was understood that the applicant would be in good health and within reasonable limits of weight for height and age. "Conditions which are considered handicaps" would be evaluated by the school physician.

When, in the fall of 1969, the school initiated an affiliation with the University of Wisconsin Center - Waukesha County for freshman level nonnursing courses, the applicant was required to meet the entrance requirements of the University as well as those of the School of Nursing.

A high school course of 16 academic units with specified subjects in English, mathematics, and natural and social sciences was required. Standardized tests, such as the ACT or NLN Pre-Nursing and Guidance examination were required.

In September, 1970, the School discontinued the use of the latter examination. A pre-entrance physical was no longer required. Upon meeting the identified scholastic requirements, applicants were scheduled to undergo a psychological evaluation.

The 1975-77 *School Bulletin* indicated that the number of admissions was dependent upon the number of students for whom the school could provide adequate teaching and learning experiences. All students who met the School requirements were guaranteed an opportunity to complete the program and the School of Nursing held to the principle that all persons should have equal opportunity for admission and access to facilities in any phase of school activity without regard to race, creed, color, sex, age, or national origin.

The admission requirements in 1980 continued to stress the importance of a background of

academic excellence. The applicant had to be a graduate of an accredited high school and rank in the upper one-half of his or her high school class, preferably in the upper one-third. A personal interview and psychological evaluation were required prior to acceptance. The National League for Nursing Pre-Nursing and Guidance Examination was reinstated.

Today, the admission requirements include high academic and health standards as well as an evaluation by one of the national standardized examinations. An admission interview with a faculty member is scheduled for all applicants.

While previous academic records remain important criteria for admission, the School of Nursing evaluates the total record of the applicant. Consequently the application process provides for individual consideration. The student population of the 1980s is composed of people with advanced credits and degrees, diverse backgrounds, and varied professional experiences.

Curriculum in Transition

The philosophy and objectives of the educational program of the School of Nursing reflect the changing trends of professional nursing. In the same way, the requirements for admission, the length of the program, and the educational experiences offered indicate the expanding role and responsibilities of the nurse.

The training programs changed significantly between 1902 and 1904. At a meeting of the County Board of Supervisors on July 31, 1902, Mrs. Maude Sullivan, then Superintendent, was asked to try to increase the number of pupils enrolled at the School. The Board directed her to engage "such instructors as may be deemed necessary." This was the first recorded indication of a recognized need for instructors other than hospital personnel. Several nursing instructors were employed that same year.

Due to the increasing complexity of nursing, it was felt by some members of the School's Board of Directors that an extended training period was

necessary. On January 26th, 1903, a resolution was offered to "increase the length of service from two to three years." A compromise was reached at the next meeting. The Articles and Bylaws of the School were revised to read:

"... that the time of service be two years, but that those who will serve three years receive the additional degree 'cum laude'."

The role and position of the School in relation to the hospital was identified by Superintendent Sullivan in her 1903 *Annual Report*:

"I am under obligation to the Board of Directors of the M.C.H. Training School for Nurses for the interest taken in maintaining a high grade school for nurses, thus economically furnishing the County Hospital with a superior class of women in attendance on the sick."

The course of instruction now lasted two years, exclusive of the two-month probationary period. It included practical training in all departments of the hospital; classes, lectures and laboratory work; and executive work in the wards and in the operating room.



Diet Kitchen, 1908

In 1907, an arrangement was made with the Knowlton Hospital of Milwaukee to exchange nurses between the two institutions, which gave pupils the opportunity to work with a diversified group of patients. This special duty nursing experience at Knowlton Hospital is considered the first affiliation.

A three-month course at Chicago Lying-in Hospital was offered to nurses who wanted further experience in obstetrics and who had demonstrated marked efficiency in their work. The course was not included in the two-year training course of the School. No monetary fee was allowed for the experience.

A Physical Education course was added to the class and lecture work. The 1910-1911 *Annual Announcement* described it as consisting of marching, drills, games, club swinging, work with dumbbells, wands, chest weights and the medicine ball.

In 1911-1912, the course of instruction expanded to three years. The Milwaukee Maternity Hospital in addition to Chicago Lying-in was used for an optional obstetrics course.

According to the minutes of the Wisconsin Committee of Examiners of Registered Nurses of July, 1912, the Milwaukee County Hospital Training School was among those schools to receive temporary acceptance. The 1913-14 *Annual Announcement* noted that the School's course of training met the legal requirements for the registration of nurses. The graduates of the School were eligible for registration, and in 1914, the School received full accreditation. After September 1, 1914, graduates were eligible for examination and registration.

Following the emergence of State Board examinations, a Special Senior Quiz Class was begun. A range of subjects included ward housekeeping; the care and comfort of patients; symptomatology; temperature, pulse and respiration.

So that graduates of small schools and those connected with special hospitals could meet the requirements of the state laws governing nursing, a limited number of postgraduate students were accepted. These students were permitted to attend all classes and lectures when off-duty and could elect one course for regular attendance. In 1915, the course of study included a probationary period of three months during which the

course of instruction consisted of nursing ethics, anatomy and physiology, practical work (essentials of housekeeping), bacteriology, surgical techniques, and hygiene. The second-year student studied regional anatomy, medicine, surgery, gynecology, therapeutics, and dermatology. Anatomy, physiology, pathology of the nervous system, special senses, obstetrics, pediatrics, nursing history, and practical work completed the program.

A course in the special care of children was offered at the Milwaukee Children's Free Hospital. It provided for a four-month study period for junior students and was given as a reward of merit to nurses showing the greatest development.

By 1917-1918, a limited number of nurses could work in the Social Service Department of the hospital. The experience included both theoretical and practical training in social work.

The practical (clinical) experience included serving in the operating rooms, dressing rooms, contagious department, taking care of special patients and doing obstetrical work. A limited number who demonstrated "special fitness" were given executive work in charge of wards, or as assistants in the operating room or assistants to the night supervisor. An elective course of one month in the laboratory was given to students who showed aptitude for this work.

In 1923, Milwaukee County Hospital School of Nursing joined the Central School System. Other members of the system included Columbia, Deaconess, and Mount Sinai Hospitals. Its headquarters were located at the Milwaukee Vocational School and the system was managed by the Milwaukee Council of Nursing Education. The system was formed to improve the teaching of student nurses, to standardize the nursing school curriculum, and to abolish expensive duplication of teaching facilities and personnel.

The Milwaukee County Hospital School of Nursing resigned from the Central School System on January 1, 1930, at the request of William M. Coffey, Director of the Milwaukee County Institutions and Departments and Dr. Harry W. Sargeant, Superintendent of the Hospital. Time, cost, and plans to develop its own School "more fully" were given as reasons for the withdrawal.

During the 1920s, a number of affiliations augmented the students' clinical experiences. They included:

- 1920 Tuberculosis Nursing – Wisconsin Anti-Tuberculosis Association
- 1923 Emergency Nursing – Johnson Emergency
- 1927 Communicable Diseases – Cook County Hospital, Chicago
- 1927 Obstetrics – DeLee's Hospital, Chicago



Pediatrics, 1930

In 1932, Milwaukee County General Hospital offered classes in pediatrics and obstetrics to Milwaukee County students and students from other schools. In 1933, Muirdale Sanitarium and the Hospital of Mental Diseases extended affiliation. Tuberculosis nursing became a curriculum requirement in 1933; psychiatric nursing in 1949.

The 1930 *Annual Announcement* provides insight into the nurses' training program, its philosophy and focus. It advised:

"Candidates should carefully select the school in which they desire to take nursing, as there are great differences in schools

of nursing . . . the best schools are those that have the most experience to offer, such as the hospitals which care for a wide range of diseases; have the best equipped teachers and classrooms; that do not overwork their pupils; that furnish good living; that look after sick nurses carefully; and that prepare the pupils adequately for more than one branch of nursing."

The typical plan of instruction of 1937 was three years divided into semesters of six months each. During the first semester, the majority of time was devoted to class and study. Short periods of one to three hours each day were given to supervised ward care. During this time, evaluations of the ability of the student would be conducted and eliminations made. During the second semester, the student was on the wards six hours each day. Class work and demonstrations were held at special periods during the day.

In the second and third years of the program, the student's clinical experience increased to eight hours per day. Class



Obstetrics, 1935



Breakfast Cart, 1940

work was continued throughout the time at regular periods. Once a week and every Sunday, the student's work schedule decreased to only four hours.

The 1941 nursing program was composed of the sciences – biological, physical, social, and medical, the teaching of the arts, and allied arts. To supplement the content areas, the curriculum included such diverse experiences as observational trips to industrial plants, tea and luncheon preparation and serving, and clinic dispensary and public health nursing. The school day was eight hours. The student was free from class and ward duties one day each week.

As a pioneer in diploma nursing education, the School continued to develop through the years

with an eye to the future. Its philosophy and curriculum were revised, expanded, and changed with each passing year. Nursing education passed from apprenticeship to a professional level of education. The following statements from the *Annual Announcements* and *Bulletins* are indicative of the progress.

1923 – School prepares a young woman in the art and science of nursing for hospital, home, and community work.

1941 – The School is conducted to give . . . a systematic course of instruction in the theory and practice of nursing with special emphasis on curative, preventive, and social nursing.

1950 – [Its aim is] to prepare highly selected young women for general nursing practice in first level positions, for all age groups, in all stages of illness and health in keeping with current demands of society and modern conditions of life.

In 1950, the first 24-week term was considered the preclinical term. The majority of the time was spent in the classroom and laboratory with a minimal amount of hospital practice. Each subsequent term saw increasingly more hospital experience. During the entire course, there were planned ward instructions. Experience was provided in the following areas: medical and surgical nursing, diet laboratory, operating room, special surgical services, obstetrics (including affiliations at Milwaukee Passavant Hospital and St. Joseph's Hospital), pediatrics, communicable nursing (at Muirdale Sanatorium)



Chemistry, 1941



Professional Problems II, 1941



Pediatrics, 1963

and public health nursing (Visiting Nurse Association, City of Milwaukee Health Department, Milwaukee County Dispensary).

The end of the 1950s and the beginning of the 1960s saw revisions of the School's Philosophy and Objectives. The 1962 School Statement of Beliefs indicated:

"Nursing is one of the vital professions cooperating with other health disciplines. It is both an art and a science. . . ."

Consequently, the curriculum was composed of courses listed under areas of scientific understanding; human and cultural understanding; professional relationships and understandings; and nursing. Tuberculosis Nursing and Communicable Disease Nursing continued to be required courses.

A significant change occurred in the nursing program in 1969. In the fall of that year, the school initiated affiliation with the University of Wisconsin Center - Waukesha County for all nonnursing freshman courses. The traditional diploma program design was gone. The students now took courses in psychology, English, sociology, zoology, anatomy and physiology, chemistry and bacteriology at the University. Nursing concepts, skills and clinical experiences were presented at the School of Nursing. The University academic calendar was adopted for the entire program.

In the fall of 1970, the School received a federal grant for the development of multimedia self-instructional materials through the joint federal project of the five diploma

Schools of Nursing in the Milwaukee-Racine region. As a result, the Learning Resource Center was developed and equipped for student learning. The concept of independent student learning to supplement and/or replace traditional teaching methods emerged.

In March of 1972, another innovation allowed applicants who had completed the required college credits or equivalents to matriculate in the nursing program without taking the first year's nursing courses. After establishing eligibility, they were enrolled in an eight to ten-week accelerated Fundamentals of Nursing course. Successfully completing the accelerated course would make it possible for the student to join the regular class for the final eight-week summer session of the first year. This arrangement, named the Modified Program, functioned successfully until it was discontinued in 1983. In keeping with the trends in nursing, education, health care, and the community, the school initiated major curriculum revisions in 1978 and 1983. *The Beliefs and Objectives* of the School of 1974 and 1978 reflect the changing milieu:

"It [the School] can meet its commitment of service to the community by preparing graduates who . . . are able to function as generalists in first-level positions in primary, acute, and long-term health care.

"The student is viewed as an adult learner seeking to develop individual potential as a person, nurse and citizen.

"[We must] foster a commitment in graduates of the school so they participate in continuing educational opportunities."

The total program was reorganized into three academic years with two summer sessions lasting eight weeks. First-year courses in nonnursing subjects continued to be offered at the University of Wisconsin Center - Waukesha County. Special permission was granted to take required courses at other colleges and universities.

The requirement of a 50-percentile score on National League for Nursing examinations for the successful completion of nursing courses was discontinued in 1979. Nursing courses and experiences were provided by the School in cooperation with community hospitals and agencies. Clinical nursing experiences were conducted at Lutheran Home for Aging, Inc., Milwaukee County Medical Complex, Milwaukee County Mental Health

Complex, Methodist Manor Health Center, Inc., Waukesha Memorial Hospital, West Allis Memorial Hospital, Zablocki Veterans Administration Medical Center. In 1981, Froedtert Memorial Lutheran Hospital was added to the list of community hospitals.

In recognition of the growing emphasis on baccalaureate preparation, the school initiated plans in November of 1981 for an articulated program with the Medical College of Wisconsin School of Nursing. The M.C.W. School of Nursing, established in 1980, began its B.S.N. Completion Program in January, 1982. Plans allowed for the continuation of the two-year, nine-month diploma program at Milwaukee County Medical Complex School of Nursing with the opportunity to earn a B.S.N. degree from the M.C.W. School of Nursing. The articulated program failed to meet expectations when the Medical College of Wisconsin's program was unsuccessful in achieving National League for Nursing accreditation in 1985 and subsequently closed its doors.

Although the joint program was unsuccessful, the structure and components formed a firm foundation for the 1985-1988 curriculum. Students are encouraged to plan for a B.S.N. degree when they enroll in the Milwaukee County Medical Complex School of Nursing program and they are provided assistance in meeting the requirements of B.S.N. completion programs.

The current educational program is structured into three academic years with one summer session. The first year's nonnursing courses may be taken at any college or university. The School of Nursing has contracted with the University of Wisconsin Center - Waukesha County and Mount Mary College to provide second and third-year students with the required collegiate courses taught on the Regional Medical Center campus. This development provides the student with transferable college credits.

The first nursing course is theoretical in focus and does not include clinical nursing. Each subsequent nursing course offers both theory and clinical components. From 15 to 24 hours of clinical experience is offered each week providing experience in acute, long-term and community health nursing.



Maternal-Child Nursing, 1987

Significant changes in nursing education have occurred in the 100-year history of the School. Nursing education has progressed to the present goal of preparing the student to be a practitioner of nursing in a changing society. Diploma nursing education is viewed as providing the foundation for advanced educational opportunities in nursing and the promotion of lifelong learning.



Flight for Life Nursing



Nursing Technology, 1987

Administration

Dr. Anna Gregory Connell
1888-1891

Dr. Anna Gregory Connell, first superintendent of the Wisconsin Training School, laid the foundation for what is today one of the oldest diploma programs in the United States and the only remaining diploma nursing program in Wisconsin.

Under the leadership and direction of its Superintendents and Directors of Nursing, the School of Nursing has moved forward to meet the challenges of nursing and nursing education. The first step in nursing education was established by Dr. Connell during her tenure.

Hattie Montrose
1891-1892

Miss Hattie Montrose took the position of Superintendent in 1891 and organized the school similarly to her alma mater, Bellevue Hospital in New York. After only one year, Miss Montrose's failing health necessitated the appointment of an assistant superintendent, Frances A. Dennis. Miss Montrose began a two-month vacation in June, 1891, leaving Miss



Dennis to carry out her duties. Miss Montrose did not improve in health and never returned to duty. Bedridden most of the time, she remained until the class graduated but was unable to attend the exercises. Miss Dennis was unable to accept the vacant position of superintendent due to a sudden onset of tuberculosis.

The role and responsibilities of the administrative position have changed significantly through the years. In 1891, the duties of the Superintendent of Nursing included "general administration," i.e., supervising, teaching, anesthetizing, sending students on private duty, and spending an occasional day at the National Soldiers' Home, where some of the students were assigned. In addition, the Superintendent was required to be present at all examinations and treatments of women patients. Other responsibilities included directing the "help" and caring for the operating room, instruments, and surgical supplies. Since there was no electricity at the hospitals in the early years, batteries which required cleaning and care by the Superintendent were used. Preparation and maintenance of an adequate supply of floor wax was also considered one of the Superintendent's responsibilities.

Lucy Ann Bannister
1892-1899

Harriet Price
1900-1901

Nellie M. Fisher
1901-1902

Dr. Nellie M. Fisher was Superintendent of Nurses for one year in which she witnessed the construction of a new three-story brick and stone nurses' residence. Surrounded by shrubbery and trees, the nurses' quarters were built on a hill adjacent to the hospital. The residence was designed to provide the utmost comfort in group living and supposedly contained ample room for rest and recreation.

Maude Sullivan
1902-1904

As time went on, classes graduated, and changes in the sociological characteristics of the country as well as advancements in nursing education exerted their influence upon the Training School. Several of these changes occurred between 1902 and 1904 while Mrs. Maude Sullivan filled the role of Superintendent of Nurses. Nursing instructors other than hospital personnel were employed for the first time. An optional third year was added to the training period with the awarding of the degree "cum laude."

Jessie Sutcliffe
1904-1906

Miss Sutcliffe, a graduate of St. Luke's Hospital School of Nursing in Chicago, held the position of Superintendent until 1906 when Minnie Goodnow succeeded her. An excellent teacher, Miss Sutcliffe was known to be very understanding, supportive of nursing, and "not without a sense of humor."

Minnie Goodnow
1906-1908

Miss Minnie Goodnow, who was the author of one of the most popular history of nursing textbooks, served as Superintendent of Nurses during 1907. In her *Annual Report*, Miss Goodnow explained the aims and curriculum of the School. She wrote, "Its object is to give young women a systematic course of instruction in the theory and practice of nursing." It was

noted that all classes of diseases, except the acutely contagious were received, "affording ample opportunity for experience in all lines of work."

Helen W. Kelly
1908-1912

"Principal of the Milwaukee County Training School for Nurses" was the title given to the "efficient" Miss Helen Kelly. An instructor of two courses in Ethics, Miss Kelly held discussions regarding rules of the school and hospital, the students' relation to hospital departments, and adjustment to their new surroundings. Miss Kelly taught the responsibilities, privileges, and limitations of the nurse, and she warned about the misuse of the uniform.

As Superintendent, Miss Kelly was in charge of the early school and residence, and she enforced all house rules. She was assisted by one of the head nurses or a senior student nurse. In 1911 and 1912 the rules provided for rising at 5:45 a.m. Before the young women reported for duty at 7:00 a.m., each had to make her own bed, dust, and leave her room in good order. Immediately prior to proceeding to breakfast, all of the students gathered around the piano in the library for the morning hymn.

A graduate remembered Miss Kelly's tenure: "I came in training when there was some sort of lull or crisis and then Miss Helen Kelly came, and she came with discipline and dignity."

Mary Good
1912-1917

Firm, consistent and fair in the administration of her policies, Miss Good was considered an individual of "high and noble ideals." Table manners were observed carefully in Miss Good's presence. This was true especially during the probationary period. When the students were required to sit at the same table with Miss Good, ethics were discussed and etiquette was corrected.

Adelaide Northam
1917-1924

Mrs. Northam was the first Superintendent to be assisted by an educational director. In 1922, the first annual of the Milwaukee County Hospital Nursing School, *Three-Year Round*, was published. It was dedicated to Mrs. Northam.

Stella Ackley
1924-1931

Miss Stella Ackley, a well-educated woman, assumed the position of Principal of the Milwaukee County Training School for Nurses in 1924. Contrary to the usual attire of the time, Miss Ackley always wore black shoes and stockings with her white uniform and cap. Phrases such as "very smart," "educationally minded," "quite democratic," and "easy to talk to," described Miss Ackley. Because she made frequent ward rounds when the hospital was still relatively small, Miss Ackley maintained close contact with the nurses.

Frances V. Brink
1931-1944

Miss Frances V. Brink, a graduate of Philadelphia Hospital Training School for Nurses, came to Wisconsin from service at Bellevue Hospital in New York City. At Bellevue, she served as Assistant Director of Nursing from 1927-1931. Previously, Miss Brink had been Superintendent of Nurses at the Minnesota State Board of Health. While holding this supervisory position, she became active in the advancement of rural nursing and public health nursing through the Red Cross. Following her nursing tenure in Minnesota, Miss Brink served as Field Secretary of the National Organization for Public Health Nursing.



A capable social planner and hostess as well as an individual of strong character, Miss Brink rigidly enforced hospital policy and demanded strict adherence to the code. As then instructor of "Professional Problems," she taught nursing customs and etiquette and provided information regarding opportunities for graduate nurses. Miss Brink's administrative style and personality were not always appreciated fully by students at the time. However, time has a way of bringing all facets of a situation into proper perspective. Some alumnae recalled Miss Brink:

"She was as fascinating a personality as I have ever met. Her influence, although we did not always see 'eye to eye,' has remained with me. . . ."

"Miss Brink was a very unusual person — she could tell any one of us by our footsteps."

"My three years were spent under the old-fashioned, inflexible disciplinary measures of Frances Brink. . . . Some of her measures were too strict, but regarding the years from my present position of maturity and parenthood, I think that it was good for my character, [and it] gave me a firmer sense of moral responsibility about the career [for which] I was fitting myself."

"Miss Brink, of whom I was scared silly . . . instilled in me the love of nursing with high ideals."

"[She] would be pleased to know I have 'come of age' and if I were to return to nursing tomorrow I would seek out a medical ward of genuinely ill patients."

Evelyn Mercer
1944-1967

With the change of directors in 1944, there followed revisions both in the School of Nursing and the hospital. Miss Mercer, a graduate of the University of Cincinnati College of Nursing and Health, emphasized her belief in full-group participation. She maintained that "attitudes are caught, not taught."



Emphasis was directed toward the clinical areas and the need for delegated "teacher-head nurses," for all students. Assistant clinical instructors were appointed and held responsible for the education of the students on each of their respective units. Their teaching functions and that of the head nurses were clearly identified. Planned supervised instruction for students was developed in both clinical and classroom settings.

During Miss Mercer's 23-year tenure, more than 1,500 nurses graduated from the School of Nursing and her influence reached beyond to the

state and national level. During the 1950s, Miss Mercer served as Chairman of the Wisconsin State Board of Nursing. She was an active member of the National League for Nursing and the American Nurses Association.

Following her retirement on July 10, 1967, her leadership and contributions to nursing and the community were recognized. The Executive Citation of the County of Milwaukee stated:

"... your years of public service have been a credit to Milwaukee County Government and your profession as you maintained the highest standards in all your undertakings and you have distinguished yourself as a leader in nursing and nursing education throughout Milwaukee County and the State of Wisconsin as well as nationally."

| | |
|------------------|-----------------|
| Margaret A. Bahr | Clara M. Brauer |
| 1957-1976 | 1967-1972 |

Following Evelyn Mercer's tenure, organizational changes over time delegated responsibility for the School to the Director of Nursing Education. During the 1960s and 1970s, the position of Director of the School was held by two former graduates.

Clara M. Brauer, Class of 1934, was the Director and Coordinator of Psychiatric Nursing at the Mental Health Complex prior to her appointment at the School. Barely five feet tall, Mrs. Brauer was known for her dynamic personality and an abundance of energy.

Margaret A. Bahr, Class of 1938, served in multiple roles before becoming Director. Her initial responsibilities at the School included a position as a nursing instructor. Recognized for her organizational skills, Mrs. Bahr maintained an open-door policy. Faculty and students alike remember her for her "fine sense of humor and warm, caring personality." During Mrs. Bahr's tenure, the affiliation with the University of Wisconsin Center-Waukesha County for all nonnursing courses was initiated.

Evelyn B. Rouse
1977-1978

Roberta Sparks
1980

Lorraine Haasch
Director of Nursing, Education - Service

Ellen M. Lewis
Associate Hospital Administrator - Nursing

Albert Kelm
Associate Hospital Administrator - Nursing

Jeanette Schaefer
1966-1985

During the years following Margaret Bahr's retirement in 1976, the Director of Nursing Education assumed responsibility for the School. Maintaining a profound influence upon the school's curriculum during this time was Dr. Jeanette Schaefer. A graduate of Marquette University, Dr. Schaefer held a number of positions including Assistant Director of Nursing Education. Committed to quality education, Dr. Schaefer was recognized for her abilities in curriculum design. The Alumni Association conferred honorary membership upon her in tribute to her contributions to the School.

While continuing to enhance the existing curriculum and creating new nursing education options, current Program Director Patricia Haslbeck, faculty and hospital administration have directed their efforts toward the development of a baccalaureate nursing program.

Since 1888, nursing education has changed dramatically. Leaders have come and gone, but the commitment to excellence initiated by Dr. Connell continues.

Milwaukee County Medical Complex School of Nursing, 1987-1988

Administration

William I. Jenkins, F.A.C.H.E.
Hospital Administrator

Ann R. Navera, M.S., R.N.
Associate Hospital Administrator - Nursing

Patricia A. Haslbeck, M.S.N., R.N.
Program Director
B.S.N. - Alverno College
M.S.N. - Marquette University

Jo Ann Dillon, M.S.E., R.N.
 Level Chairman
 Diploma - St. Agnes Hospital School of Nursing,
 Fond du Lac, Wisconsin
 B.S.N. - Marquette University
 M.S.E. - University of Wisconsin - Milwaukee

Lois E. Jacobs, M.S.N., R.N.
 Level Chairman
 Diploma - Madison General Hospital
 School of Nursing
 B.S.N., M.S.N. - Marquette University

Michaelina A. Young, M.S.N., R.N.
 Level Chairman
 A.D.N. - Rochester Community College,
 Rochester, Minnesota
 B.S.N. - Alverno College
 M.S.N. - Marquette University

Werner Pufahl, M.Ed.
 Administrative Assistant
 M.Ed. - Marquette University

Faculty

Audrey H. Calvert, B.S.N., R.N.
 Diploma - Vancouver General Hospital
 School of Nursing, Vancouver, Canada
 B.S.N. - Marquette University
 Faculty member 1977 until death December, 1987

Dawn M. Frederickson, M.S.N., R.N.
 B.S.N. - Alverno College
 M.S.N. - Marquette University

Mary V. Green, M.S.N., R.N.
 B.S. - University of Wisconsin, Madison
 M.S.N. - Marquette University

Barbara D. Klabunde, M.S.N., R.N.
 Diploma - Milwaukee County General
 Hospital School of Nursing
 B.S.N., M.S.N. - Marquette University

Carol J. Konrad, B.S.N., R.N.
 Diploma - Milwaukee County General Hospital
 School of Nursing
 B.S.N. - Alverno College

Mary Lou Lieven, M.S.E., R.N.
 B.S.N. - St. Ambrose College, Davenport, Iowa
 M.S.E. - University of Wisconsin - Milwaukee

Patricia A. Lyons, B.S., R.N.
 Diploma - Milwaukee County General Hospital
 School of Nursing
 B.S. - University of Wisconsin - Milwaukee

Barbara A. Schroeder, M.S.N., R.N.
 B.S.N. - University of Minnesota
 M.S.N. - Marquette University

Vallimae D. Sternig, M.S.N., R.N.
 B.S.N., M.S.N. - University of Wisconsin -
 Milwaukee

Mary Joan Stuessi, M.S.N., R.N.
 Diploma - Columbia Hospital School of Nursing,
 Milwaukee, Wisconsin
 B.S.N., M.S.N. - Marquette University

Aleyamma Thomas, M.S.N., R.N.
 B.S.N., M.S.N. - University of Madras, Vellore,
 India

Susan C. Turner, M.S.E., R.N.
 B.S.N. - DePauw University
 M.S.E. - University of Wisconsin - Milwaukee

Barbara J. Weihing, M.S.E., R.N.
 Diploma - Milwaukee County General Hospital
 School of Nursing
 B.S.N. - Alverno College
 M.S.E. - University of Wisconsin - Milwaukee

Linda K. Young, B.S.N., R.N.
 B.S.N. - University of Wisconsin - Milwaukee
 M.S.N. Candidate - Marquette University

Student Services

Ida R. Jackson, B.S.N., R.N.
 Learning Resource Center Assistant
 B.S.N. - Albany State College, Albany, Georgia

Margo Vukovich, B.S.E., R.N.
 Student Services Assistant
 Diploma - Milwaukee County General Hospital
 School of Nursing
 B.S.E. - University of Wisconsin - Milwaukee

Faculty in Review

The name "Wisconsin Training School for Nurses" reflects the status of early nursing education. Lectures, demonstrations and quizzes were given by the medical staff. Instruction in the wards was provided by the Principal of Nursing. In the 1910-11 *Annual Announcement*, it was noted that relative to practical work, the student was:

"... at all times under the direction of competent supervisors and head nurses who are selected for those positions because of their ability as teachers and executives."

The officers of the School in 1911-12 included a Principal, Assistant Principal, night supervisor, dietitian, physical director and head nurse. The practical work continued to be the application of procedures and skills under the direction of head nurses. The educational background of the "faculty" was limited to graduation from training schools or schools for nurses. The Principal and her assistant had an only slightly more extensive background. For example, the *Announcement of 1911-12* lists:

Principal

Helen W. Kelly

Illinois Training School, 1895; Course in Hospital Economics, Columbia University, New York, 1904.

Assistant Principal

Cora V. Nifer, R.N.

Indianapolis City Hospital Training School, 1902; Course in Hospital Economics, Columbia University, New York, 1906.

In the 1900s and continuing through the 1920s, the course of instruction focused upon practical training under the supervision of head nurses and the night supervisor. It is significant that these positions, with rare exceptions, were held by graduates of the Milwaukee County Hospital Training School for Nurses. Only the Principal, Assistant Principal, and dietitian had received their education elsewhere. In 1918-1919, the dietitian, Ruth Dodge, was a graduate of Milwaukee-Downer College; the Principal, Adelaide L. Northam, a graduate of Homeopathic University Hospital, Ann Arbor, Michigan.

The 1926 *Annual Announcement* identifies changes within the context of providing a general nursing education and practical experience in all departments of the Hospital. Specialization in nursing had emerged. Courses in Public Health Nursing (Wisconsin Anti-Tuberculosis Association); the care of children; surgery, including the operating room; and obstetrics (DeLees Hospital, Chicago) were provided in the third year. Although the primary teaching staff was also the medical staff, these specialty courses were often taught by representatives "in the field." A special diploma was given for many of these courses.

The academic background of Principal Stella Ackley included a B.Sc. from the Department of Nursing and Health, Teachers' College, Columbia University, New York. The Assistant Principal and Instructor was evidently in the process of completing advanced studies at Columbia. The Dietetic Department included graduates of the University of Wisconsin in Madison. Milwaukee County Hospital School of Nursing graduates filled the positions of graduate nurses, head nurses and supervisor. These individuals completed the faculty.

By 1937, under the direction of Frances Brink, Superintendent, the administrative and teaching staff often held dual responsibilities. One was to supervise a nursing department (i.e., operating rooms, pediatric nursing, etc.); the other was to teach in the School of Nursing. Diverse backgrounds are evident in the educational preparation of the faculty. A diploma from a school of nursing was the minimum requirement for appointment. The register of faculty listed holders of diplomas from schools of nursing throughout the United States including "they included:

Hospital of Good Samaritan, Los Angeles, California

Kohler Hospital, Rochester, Minnesota
Marquette University Hospital, Milwaukee
Luther Hospital, Eau Claire
Luther Hospital, York, Nebraska
Mt. Sinai Hospital, Cleveland, Ohio
Philadelphia General Hospital, Philadelphia, Pennsylvania

Research Hospital, Kansas City, Missouri
St. Francis Hospital, Topeka, Kansas
St. Joseph's Hospital, Chicago, Illinois
Tuoro Infirmary, New Orleans, Louisiana
University of Minnesota, Minneapolis, Minnesota

Six of the 15 faculty members held the degree of B.S. or B.A. Degrees were awarded from a variety of universities – Columbia University, New York; University of Wisconsin, Madison; University of Minnesota, and Louisiana State University.

Special lectures were provided by medical staff members, many of whom are noteworthy in the history of the Milwaukee County. They included Paul J. Mundie, Ph.D (Sociology) and Drs. Joseph M. King (Surgical Conditions); James C. Sargent (Urology); Leander J. Foley, Elmer H. Gramling (obstetrics); Francis D. Murphy and Robert F. Purtell (Medical Diseases).

Through the 1940s and 1950s, the faculty included instructors whose sole responsibility was to the School as well as members who held dual positions as department supervisor and instructor. The 1956 brochure lists faculty members who would later hold leadership positions in the School. They included Margaret Bahr, Instructor - Social Sciences; Jeanette Schaefer, Assistant Clinical Instructor - Medical Nursing; and Clara Brauer, Director - Psychiatric Nursing, Hospital for Mental Diseases.

Since all of the academic courses were conducted at the School, the faculty also included an instructor in the Biological and Physical Sciences, Viola Zipser, B.S., R.N. In recalling Miss Zipser, a graduate would comment:

“She seemed very stern . . . precise and very organized in her teaching . . . her southern Indiana drawl caused some unique spelling of medical terms in our notetaking . . . anyone who survived Anatomy and Physiology with Miss Zipser knew A & P!”

Years later, students would pass university challenge exams in the subject with ease.

During this period, attending staff and resident physicians continued to participate in the nursing program of the school.

Indicative of a trend toward baccalaureate nursing education, the 1959-61 faculty included members who had a variety of nursing degrees – B.S.N., B.S.N.E. and B.S.N.P.H.N. Universities offering the diversities of undergraduate nursing degrees included the University of Chicago and Marquette University. Basic educational preparation for faculty members was a baccalaureate degree. Assistant clinical instructors were hospital head nurses and supervisors, the majority with nursing diplomas. A minimum number of faculty members had graduate school preparation.

In 1969, as a consequence of the affiliation with the University of Wisconsin Center - Waukesha County, general education nonnursing courses were taught by the University faculty. The nursing content and clinical experiences were the responsibility of the School of Nursing. The 32-member faculty (excluding administrative personnel) were also responsible for the integration of nutrition, pharmacology, communicable disease nursing and history and trends in nursing. Minimal preparation was generally a baccalaureate degree in nursing. Four members had completed graduate study.

The 1980s brought changes in the nursing program and in the standards for faculty educational preparation. The size of the faculty has decreased markedly in number with the changing enrollment. Minimal preparation for faculty today is a master's degree in Nursing or a related field. The minimum preparation for future faculty members will be restricted to graduate preparation in nursing.



Anatomy, 1963

Fight on for Good Old MCGH

*Dear old County, her glories yet untold
Dear old County, of marvels she may hold
MCGH has her wonders, others may be fine,
But for that loyal fellowship, it's MCGH for mine!*

Chorus

*Fight on! Oh, fight on! For good old MCGH!
We'll show you all what we can do
With courage and with strife,
We will work with all our might
And be loyal to our good old nursing school
Once again we will fight for the honors of her life
Great or small whatever they may be
We will work with a smile and accomplish things
worthwhile
For the good old MCGH.*

Words: Florence Harder '33

Music: Evelyn Perry '32

As nursing education has changed during the past hundred years, so has student life. Many of the changes are well documented in the *Annual Announcements*, *School Bulletins*, newspapers, yearbooks, minutes and annual reports. Prior to the School's Diamond Jubilee in 1963, Miss Evelyn Mercer sent letters and questionnaires to alumni and nursing leaders to secure information about the School's early history. Many of the anecdotes were recorded in the 75th anniversary publication of *A Short History of Milwaukee County General Hospital School of Nursing*. From these varied sources, it is possible to recreate student life at the School of Nursing.

Nurses' Residence

Ella Gertrude Boulton, Class of 1893, identified the first Nurses' Home as being located at 102 8th Street and the Hospital at 102 7th Street. Ella Caldwell, Class of 1902-03 recalled:

"Dr. Grosskopf and family lived on the second floor. When we took a bath we had to go down to the first floor. . . . I believe in the fall of 1901 we moved into the new nurses' home . . . it seemed like a different world."

Miss Frances A. Dennis, Assistant Superintendent in 1891, said on June 8, 1940 that at the

time "there was a separate nurses' residence with a housekeeper also."

The Nurses' Residence erected in 1901 was a marked improvement over the previous home. It was described in the *Annual Announcement* in the following manner:

"The new home [is] entirely separated from the hospital buildings, being situated in a park surrounded by beautiful trees and shrubbery."

"[It was] erected at great expense of solid stone and brick, is commodious, and contains every improvement known to modern science for the comfort and welfare of the inmates. Plumbing, heating, and ventilation systems are marvels of hygienic perfection." (1901)

"[The] Home is comfortable and attractive with large airy sleeping rooms, steam-heated, and electric-lighted. . . . [It has] pleasant parlors, a well-chosen library of several hundred volumes, a well-equipped gym with shower baths, a swimming pool. . . ." (1910)



Nurses' Residence, 1901

Prior to 1914, the nurses' home contained one single room, 15 double rooms, and one dormitory, described as a sleeping porch, containing six beds. The sleeping porch was used by the night nurses. According to the 1914 *Annual Report*, an addition of 10 sleeping rooms, four

baths, and an assembly room which was to be used for lectures and dances substantially increased the size of the Residence.

Jessie McDonald, Class of 1904, described the Nurses' Home in this way:

"The nurses residence in my time was a two-story building, with a two-room and bath suite for the Superintendent of Nurses, a room and bath for her assistant, if any, a small sitting room for company, and a large room for assembly,

classes or whatever it was needed for on the first floor. The second floor had rooms of various sizes, one bath and a half-bath. The basement had a game room, storage for trunks and, later on, a swimming pool and showers."

As the size of the classes increased, the nurses' home became overcrowded. A cornerstone-laying ceremony was held on September 15, 1932 for a new building which contained classrooms, a reference library, and laboratories equipped with up-to-date materials. Student rooms were described as being mostly single rooms, well-lighted, heated, and furnished with ample closets. Each one had running water. A basement gym furnished additional space for dancing and extracurricular activities. Upon its opening, four "house directors" were added to the staff of the school.

Rules of Residence Living

In 1941, students living in the residence were required to furnish their own blankets, bedspreads, towels, dresser scarf, wastebasket, and study lamp. They were permitted a bedside stand or bookcase. Radios were not allowed until 1950. Gradually, the rules allowed additional items although electric fans and heat-generating appliances were forbidden. Pictures or ornaments were not to be pinned, pasted, or nailed to the walls.

The 1958 *Student Guide* noted:

"In any residence, there are certain accepted practices that make for harmonious living. . . . Whether there are two people living in that residence or two hundred, the consideration one must have for her housemates is of utmost importance. Through the years certain aspects of group living have been found to function best if some of those [situations] most generally encountered are stated in writing for reference from time to time."

As time progressed, the rules for residence living seemed to multiply, and a system for assigning demerits began to evolve. Regulations also often identified student dress and behavior:



Nurses' Residence, 1954



Social Library, 1939

"Students may wear Bermuda shorts when passing through to lobby to go to the tennis courts." (1956)

"Bathing suits must be covered with a robe or a coat when going from the residence to the asylum pool." (1956)

"Shorts, slacks, backless dresses, or snowsuits are not to be worn in the hospital. Blue jeans, slacks, or pedal pushers are not to be worn in the social library or drawing room, but may be worn in the reference library after 6 p.m." (1956)

"Markedly altering the color of hair (bleaching) will/may necessitate temporary withdrawal from the School." (1958)

"Bathing suits near flesh color (beige, pink, etc.) are prohibited." (1958)

"Shorts may be no shorter than two inches above the knee." (1965)

"BARE FEET AND THE WEARING OF ROBES ARE NOT ALLOWED ON FIRST FLOOR." (1979)

In 1939, students were requested to refrain from smoking on campus. In 1965, smoking was allowed in the lounges on each floor, the kitchen, and the laundry. Students were allowed to smoke in the cafeteria during the evening hours and on weekends. By 1975, smoking was restricted to class breaks. When in the hospital, students were expected to adhere to hospital policies. In 1987, smoking restrictions were being implemented to comply with the Clean Air Act. The use of alcoholic beverages remains prohibited on campus according to County ordinances.

Incidents often precipitated the inclusion of unusual rules in the *Student Guide*. For instance:

"Animals may not be kept in the residence." (1965)

"Pets, including fish, may not be kept in the residence." (1975)

Some rules related to the appearance of dormitory rooms and shower schedules:

"Beds must be made daily. Rooms should be presentable at all times and in

readiness for inspection by faculty and student representatives." (1956)

"Showers may be taken by students returning to the residence after p.m. duty, providing they do not make too much noise, and following late leaves, if the student then proceeds directly to her room."

Visitors were not exempt from the rules:

"Callers are to be received in the parlors of the home." (1910-1911)

"Intervisitation (men visitors in rooms) is allowed every Sunday afternoon if students have signed up for hostess duties." (1975)

During the 1950s and 1960s, a demerit system was used for disciplining purposes. One privilege was revoked for every five demerits. Demerits were assessed for a variety of infractions. The 1965 *Student Guide* lists:

| | |
|---|------------------|
| Noise | 5 demerits |
| Smoking out of smoking area | 30 demerits |
| Failure to observe quiet hours | 15 demerits |
| Out of room after hours | 5 to 15 demerits |
| Failure to cover shorts or bathing suit on first floor | 5 demerits |
| Signing out incorrectly | 6 demerits |
| Bed not made | 3 demerits |
| Disordered room | 10 demerits |

In 1966, men were admitted to the program for the first time. Initially, the male students were housed in the men's dormitory (Sargeant Hall); later, rooms were assigned in a separate wing of the Nurses Residence.

Meals were provided until approximately 1975. At the time the meals were discontinued, the student lounges on each floor were remodelled to include tiny kitchenettes. Freezers were purchased. Later, students would be allowed small refrigerators in their rooms. Many of the earlier rules governing residence living were rescinded.

Enrollment increased in the 1970s. Crowded residence conditions again became a problem. Students were encouraged to live at home whenever possible. By 1988, few nursing students lived in the Nurses' Residence. Some of the rooms are rented by students from

Wisconsin Lutheran College and from allied health programs on campus.

Student Health

As residence living changed, so did the health policies. In the early years, ill students were attended by physicians who were selected by the Superintendent. Care was provided in a sick-room. Students were not allowed to leave the home or return to hospital duties without the Superintendent's permission. In 1915, the sickroom was completely renovated. Its walls were painted, the floor refinished and furniture varnished. Gifts donated by the Superintendent, physicians, and alumnae included such items as a rocker, footstool, dinner tray, vase, drop light, backrest, brown screen, pictures, a crepe bed jacket, and a handsome pair of bath towels.

Miss Brink was responsible for equipping the first nurses' infirmary located within the general hospital. This replaced the "sick room" of the old residence. A full-time graduate nurse, Mrs. Rinert, maintained regular clinic hours, and a \$5 health fee was charged. Students were given complete care when ill or hospitalized. To assure the sick student rest and privacy, strict visiting hours were established and enforced. The 1956 *Student Guide* states that only roommates, relatives, and closest friends were allowed to visit. Visiting hours were from 2:30-3:30 p.m. and from 7:30-8:30 p.m. Each visitor was required to seek permission from the nursing office before entering the room. Ill students were not allowed to stay in their rooms. If illness kept them from attending classes or scheduled clinical practice, students were expected to report to the nurses' infirmary. Students who became ill when away from the residence were expected to present a doctor's letter or to report to the health center when they returned.

As time went on, students were encouraged to purchase health insurance if they were not covered under their family's policy. Care was not provided for accidents or illnesses occurring while the student was off-campus. Students were required to have yearly dental exams during scheduled vacation times.

By 1975, the health center was providing only restricted services. The health fee covered the cost of the required annual physical exam, T.B. testing, the health center physician, and medications in stock supply. It excluded the

costs of physician referrals, X-rays, laboratory tests, hospitalization and most medications. Students remained in their rooms if they were not seriously ill; the health center nurse made regular rounds in the residence. If the illness exceeded three days, a doctor's letter was required before the student returned to class or clinical. In 1983, health center services were discontinued with the exception of annual T.B. testing.

Special rules were established to assure that students assigned to the night shift received adequate rest. The early residence built in 1901 contained a sleeping porch for the use of the night nurses. The new residence had special rooms which were set aside for their use. At first, night nurses were assigned specific hours during which they were expected to be in these rooms but beginning in 1956, the policy was changed. Night nurses were allowed to sleep in their rooms, but were required to sign a ledger identifying the eight-hour period during which they intended to sleep. As the curriculum changed, students were no longer scheduled to work nights. The policy now is obsolete.

Student Schedule

Students in the early classes appear to have had little time for extracurricular activities. According to the *Annual Announcement* of 1901, a student was expected to rise at 6 a.m., make her bed, dust, and "arrange room in good order for inspection at any time." If she was assigned to the day shift, her hours stretched from 7 a.m. to 7 p.m. She had almost three hours free before getting ready for bed. If working nights, her hours were from 6 p.m. to 7 a.m. Students were expected to attend all scheduled day classes even if the class occurred during the students' assigned night rotation or off-duty day.

"All inmates" were expected to be in the Nurses' Residence by 9:45 p.m. Lights were turned off in the common areas by 10 p.m., and were to be off in student rooms by 10:30 p.m. The students had a half-day free on Sunday to attend church and another half-day off during the week. Meals were served at 6 a.m., noon, and 6:30 p.m. Food was not available at other than the set times.

The basic schedule remained unchanged for a number of years. By 1910, the rising bell rang at 5:30 to 5:45 a.m. to allow students the time for group prayers before they reported on duty. The

early rising bell continued to ring at 5:30 until 1920. After that, the first bell would ring at 6. Alumnae recalled:

"We awakened at 5:30 a.m. to the clanging of a school bell wielded by the night nurse from one of the wards who came over especially for that purpose . . . we gathered in the living room every morning for prayers and a hymn and improvised as we sang, 'Bringing in the sheaves' (sheaves)."

No student was excused from the early morning gathering. Daily attendance was verified by the Superintendent.

The 1917 *Annual Announcement* stated that three hours each day were free "as the work of the hospital will permit." Presumably, the free hours were scheduled during the assigned 12-hour shift. Anna Halvorson Scheller, Class of 1920, recalled that students routinely worked 12-hour shifts with divided duty hours.

Until 1901, the students were responsible for doing their own laundry. Beginning in 1901, laundry privileges were granted. Each student was allowed to send 18 pieces of laundry per week. Laundry privileges, however, did not include the laundering of white dresses, shirt-waists, laces, or fine muslin. The hospital continued to launder uniforms, bed linens and towels until 1975.

Extracurricular Activities

Early documents indicate continuing concern for the physical fitness of students. Daily exercises in the open air were prescribed for the nurses' personal health. By 1910, a physical director was hired to supervise the exercise program, and students were required to bring dark blue gymnasium suits and gymnasium shoes. Exercises included marches, drills, games, club swinging and work with dumbbells, chest weights, and medicine balls. Swimming lessons became a part of the curriculum. A new springboard for the swimming pool and gym equipment including the latest models of horses, parallel bars, and dumbbells were purchased in 1913.

Physical education courses including swimming lessons continued into the late 1940s and early 1950s. Although the new residence did not have its own pool, outdoor swimming was available in

the lagoon in front of the residence (1937), and later in the pool in front of the "asylum." Froedtert Memorial Lutheran Hospital now occupies the former site of the outdoor pool. Indoor swimming at the Children's Home was arranged on one evening a week during the winter months until the mid 1960s.

Although physical education was now no longer a part of the curriculum, interest in sports activities remained high into the 1970s. Intramural sports were organized in 1958 and winning teams were awarded trophies. Competition was especially keen in volleyball, basketball, and softball. Tennis was fashionable during the 1930s when informal competitions were held. As interest in the sport faded and the Regional Medical Center expanded, the tennis courts were converted to parking lots.

Beginning in the late 1950s, the school joined the Women's Municipal Athletic Association League. Tryouts were held regularly for spots on "County's" winning league teams. The teams were well coached by Miss Marlyss Erickson. Athletic award dinners were held three times per year to recognize outstanding athletes.

As changes occurred in nursing education throughout the United States, concern was expressed not only for the physical well-being of the student but also for her psychological and social well-being. From the beginning, efforts were made to encourage students to develop social graces and a taste for the fine arts and good music. In 1903, the County Board voted to purchase a piano, the price of which was not to exceed \$250.

In 1910, the first library open to student nurses at Milwaukee County Hospital was established. It was located in the Nurses' Residence. Each student was allowed to suggest a number of books. Jessie McDonald, Class of 1904, recalled:

"I attended Miss Sutcliffe's funeral and her brother accompanied me back to the hospital to pick up her belongings. She had a large collection of books on nursing subjects which he asked permission to leave at the Nurses' Residence for the use of the students. This was the beginning of any library for the Nurses Residence. I personally signed all of the books on the front cover as being in memory of Miss Sutcliffe."

Lilia Reitzel Vanderscoff, Class of 1910, wrote:

"The sitting room in the nurses' home had a couple of bookcases, a few reference books. Some fiction and music books. No regular library."

In 1919, Miss Adelaide Northam, then Superintendent of Nurses, suggested in a letter to the hospital superintendent that a social chaperone be employed "to aid the students to meet the social activities, requirements and demands of society, and to guide the girls in developing a taste for the best in literature and drama."

The 1926 *Announcement* states:

"The necessity for recreation and outside interests is being recognized more fully in all of the better schools. With this in mind, dances are frequently given; varied programs are arranged by the social director of the Y.W.C.A., such as vocal and instrumental readings, musicals, etc."

Outdoor activities included tennis, golf, basketball, picnics, steak broils, marshmallow roasts, walks in the woods, boating on an artificial lake, skating and coasting. In addition, the gym was available for year-round use, a recreation hall contained a piano and a Victrola, and the swimming pool was heated during the winter months. Quieter activities included reading aloud in the library while others did sewing or fancywork.

Veva Egelkraut Lamar, Class of 1928, recalled the recreational activities as they existed during her student days:

"Once monthly our Superintendent staged a dance and we were allowed to invite any Senior Medic from Marquette we wished. In fact, she issued an invitation to the entire body. Of course, a few law students and some Dents found their way there also. We would get the medics to rush whichever head nurse was difficult and thus be in solid for a while. We had a golf course and we did play bridge on our limited free time. Picnics, hiking, and walks through the extensive County grounds were our recreation on half-days in the summer. Once a week movies were shown at the poor farm."

Rules governing "late leaves" and "overnights" appeared in the 1910-1911 *Annual Announcement*. Late permissions were granted once a month upon request except during the probationary period. The return time was not identified. In 1920, students were to return by midnight. Students were not allowed to remain out overnight without permission from the Superintendent. By 1926, late leaves were granted at "reasonable intervals" for theatre and entertainment.

During Miss Brink's tenure, rules and guidelines for residence living were first published in the *Student Guide*. The *Student Guide* was first printed in 1934 and it was revised in 1939. According to the revision, many previous policies were still in effect, although a few changes had been made. The time to rise was still 6 a.m., and the lights out was still 10:30 p.m., except for Sundays when lights were allowed to stay on a half-hour later. Baths were not allowed after 10 p.m. Late leaves were granted on weekends or with a "long day." Seniors were permitted to stay out until midnight on Tuesday, Friday or Saturday or with the "long day." Overnights were rarely granted and only if a request was submitted five days in advance.

Student Privileges

Gradually, the rules regarding time away from the residence became less restrictive. By 1947, two overnights were allowed each month. In 1955 the hours were extended to allow four newline 1 a.m. permissions per month and 2 a.m. privileges were granted following formal dances.

Over time, the rules and the penalties for failing to abide by the regulations became more complex. "Privileges" were granted to students to stay out past 10:30 p.m. or to stay away overnight. Students earned privileges as they progressed through the program. A preclinical student was granted seven per month, and the three-white-stripe student, 12. By 1965, the three-gold-stripe student was allowed as "many as desired" but parental written approval was required if the student was under 21. One o'clock privileges continued at four per month but were permitted only if the student did not have class or clinical before 9 a.m. the following morning. Penalties for the abuse of these privileges were severe. A maximum of ten minutes grace was allowed over a three-month period.

After the grace period was exhausted, demerits were given. The penalty for demerits was loss of privileges. According to the system, a first-year student could lose a full month's privileges if she accumulated a total of 26 minutes of tardiness during a nine-month period.

Students were expected to "sign out" whenever they left the hospital grounds. Initially, they signed out in the hospital office and at night, they were escorted back to the nurses' home by the night watchman. The tunnel connecting the nurses' home to the hospital was convenient for these trips. Later a ledger was provided at the residence desk. It was used to sign out whenever the student left the home for any reason other than a late leave or an overnight. Each student had a card in a file at the residence desk. These cards were marked with the necessary information and placed in the student's mailbox before she left on a late leave or overnight.

School Activities

Changes and new traditions originated during Miss Brink's tenure as Superintendent. In addition to assembling and printing the first *Student Guide*, the school annual *The Sigma*, was first published and replaced the previous yearbook, *Three-Year Round*.

Marion O'Neill recorded student memories in a class history published in the 1934 edition of *The Sigma*:

"On September 8, 1931, a preliminary class of 53 girls entered the School of Nursing. . . . We looked happy and sad at intervals; happy to begin a new venture and sad to have to say good-bye to friends and relatives who left us 'stranded.' In a few days we were one big family, becoming better acquainted with each other as time went on.

"We soon discovered that we would be safely tucked in bed by Miss Wallau who periodically made rounds in our rooms at night. Our worries about getting up at six o'clock

every morning were over when, on our first morning we were all held spell-bound at the cling-clang, cling of a huge bell rung through the hallways, making it impossible for anyone to oversleep."

Students of the Class of 1934 list among their activities several plays, "Stunts Night," a fashion show and the holding of the first Bazaar. The Glee Club originated by the Alumni Association in 1931 continued to function.

The first formal capping exercise was held January 29, 1932, in the hospital chapel. Messages from a nationally known nurse educator were read during the ceremony. In later years, the ceremony was held in the drawing room of the Nurses' Residence, but the custom of receiving messages continued until the 1940s. The capping ceremonies were described in the 1942 *Sigma*:

"To the thrilling chorus of the school song, sung by the entire student body, we, the freshmen-to-be, walked two by two down the length of the dimly lighted drawing room.

"We, so recently identified by our plain blue uniforms, were stepping forward in the familiar blue and white stripes to be

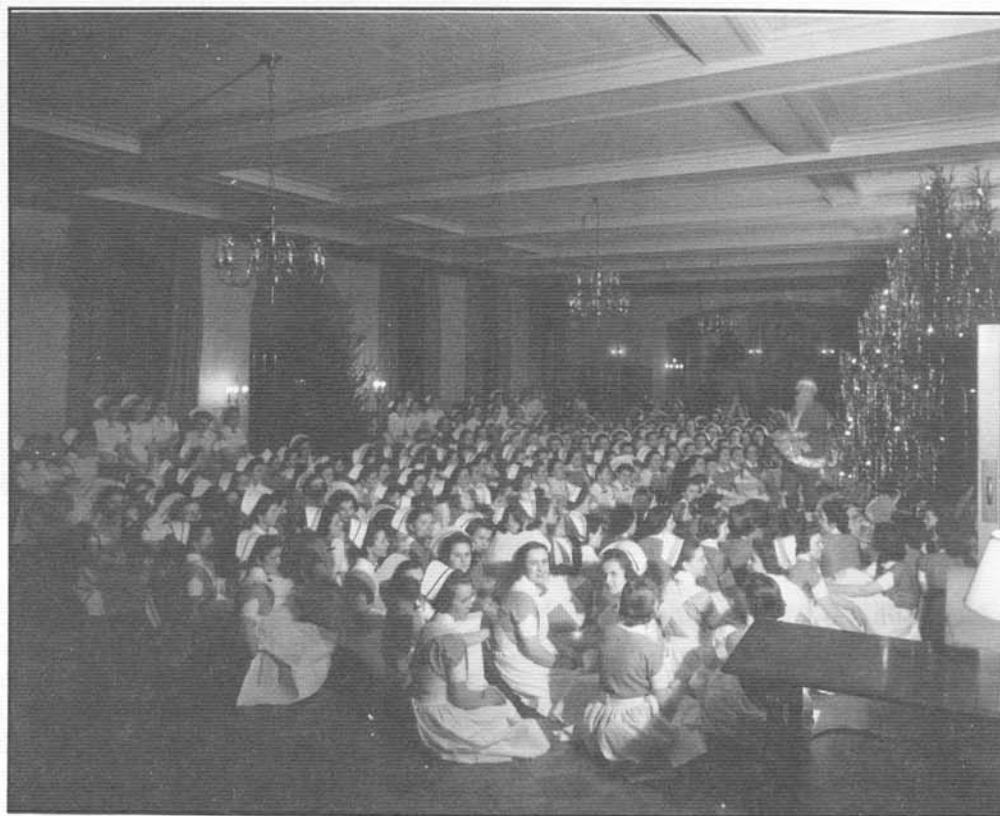


Capping Ceremony - June, 1945

formally accepted into the school and the profession it offered.

"Then, that splendid moment when Miss Brink pinned our caps on. The candle each of us held, lighted by the experienced senior, providing a fitting atmos-

A formal social calendar was first posted during the 1930s. As the students gained more free time, the number and the variety of activities increased. Stunts Night became traditional. It was held during the first two weeks following the entrance of a new class. Each class presented an original stunt and



Christmas Party

phere for those inspiring words told in unison: 'I solemnly pledge myself before God and in the presence of this assembly to pass my life in purity and to practice my profession faithfully.' This is the Nightingale Pledge, the inspiration of all nurses."

In 1957, capping was renamed Recognition Day. The traditional ceremony was simplified. A capping breakfast was held, and caps were placed by a student's "Big Sis." Candles were lit, and the Nightingale Pledge was recited. An afternoon tea was held for the students and their parents.

prizes were awarded by a committee of faculty members who served as judges. Parties were scheduled to celebrate holidays; birthday dinners were held every three months in the drawing room. Dances and other activities continued until the war years when there was "less entertaining because there aren't boys to invite" (Miss Brink's notes, February 26, 1944).

Academic Schedule

The 1940s and 1950s ushered in a number of changes. In 1941, it was decided to give students one full day each week free from both



Spring Formal

class and ward duties. This decision apparently was never fully implemented because in 1949, the State Board of Nursing instructed the school to increase the students' free time. This led to the practice of each class having a different free weekday. The student week was reduced to 44 hours in 1950; plain-bar students were scheduled for only 40 hours during the first 12 weeks. In 1959, the hours were reduced to 40 hours per week for everyone. Students were still limited in making personal plans since schedules were not posted until Friday for the following week. This policy continued into the 1960s.

Study hours were instituted at some time. It appears that initially all students were required to observe daily study hours from 7:30 p.m. to 9 p.m. By 1939, study hours continued every evening except weekends for freshmen. Juniors were expected to observe four hours of study in the evenings; seniors three. A 1965 graduate recalled:

"We had a certain number of hours that we had to spend in the library. I

remember that we had to sign in and out, even for lunch. You had to plan ahead if you wanted to go home on Saturday because your quota of hours had to be met. Otherwise, you were likely to be stuck in the library all by yourself on a beautiful Saturday, finishing up your study hours."

In the early years students were granted two weeks vacation during the two-year program. Later, the rules changed the vacation to one week each year. By 1910, students received two weeks a year, and in 1926, two months over the three-year period. The 1939 *Student Guide* indicated that 28 vacation days were granted each year, but there are indications that this was reduced to one or two weeks in the early 1940s. In 1953, the faculty decided to increase vacation time from three weeks to four weeks each year. In 1969, students observed the academic year of the University of Wisconsin Center - Waukesha Campus. This schedule provided for breaks at Christmas and Easter as well as before and after the eight-week summer sessions.

Student Organizations

Student government had its formal beginnings in 1919. In 1945, the Bylaws of the organization were revised and amended. Its purpose was:

1. To promote good fellowship among students of the school and for the mutual help and improvement in student relationships.
2. To advance the interests of the students in the school.
3. To work in cooperation with the faculty of the school for the promotion of professional and educational advancement of the school.

The 1950 *Student Guide* lists the standing committees of the Student Council as the campus committee, social committee, constitution and bylaws committee, nominations committee, public relations committee, library committee, Student Guide committee, sunshine committee, and the athletic committee. Plans for organized social activities were made through the work of Student Council members.

In 1944, a two-page newspaper was published. It was mimeographed on both sides, and subscriptions sold for a quarter. The student paper, as yet unnamed, later became known as *The County Capers*. The student edition of the *Capers* was published on an irregular basis until approximately 1968-1969. Since then, freshman students interested in journalism have been eligible to participate on the staff of the paper published at U.W.C.-W.C.

October 1944 marks the date of the reorganization of the school chorus under the direction of Miss Marion Loomis. The chorus performed at various school activities, including graduations. Literary and travel clubs were organized and met every two weeks to discuss new books, both fiction and travel books. In 1963, a camera club was organized.

The first meeting of the District Student Nurses Association, a branch of the Wisconsin Student Nurses Association, was held at "County" on March 15, 1949. D.S.N.A. met on the first Monday of each month at various schools in the area. Students who were members were permitted off-campus for the purpose of attending these meetings.

Monday evenings were reserved for meetings. All students were confined to campus. The evening was known as "closed night." According to the 1956 *Student Guide*, the M.C.G.H. Student Organization held meetings semiannually. Individual classes held regular meetings on the second and fourth Mondays of each month, and Student Council met on the first and third Mondays.

School Events

On August 27, 1959, an Honor Day was held in Coffey Auditorium to recognize the outstanding freshman, junior, and senior students. Four other students from each class were given honorable mention. Names were kept secret until the final moment. Honor Days continued to be held yearly until 1973.

The first Spring Variety Show was held April 14 and 15, 1960. The show featured original dramatic and humorous acts as well as music and dance. Tickets were sold to family, friends, and hospital staff. The show was considered a big success and was repeated annually for a number of years.

Efforts to develop the students' interest in the fine arts continued. The Alumni Association, along with other groups, provided tickets for plays, concerts, musicals. This practice continued until 1982.

The "Big Sis" program which is thought to have started in the 1940s, is now a "Big Sis/ Big Brother" program. Halloween parties, Christmas parties, and caroling in the hospital continue as annual events. In recent years, a dinner dance has been held as part of a "100 Days" party. The party is sponsored by members of the senior class in celebration of the one hundred days left before graduation. These parties, held at community restaurants, include skits of school life as well as music for dancing. Although not an official school function, the "100 Days" party is a tradition of the 1980s.

During the middle 1950s, students about to graduate began to dispose of their well-worn black shoes and stockings by decorating a tree located between the hospital and the Nurses' Residence. This practice became a tradition which lasted until the uniform was changed and white shoes and stockings replaced the black. It seemed as if the tradition would die at that



Graduation Tree, 1960

point, but the "graduation tree" continues to be decorated annually.

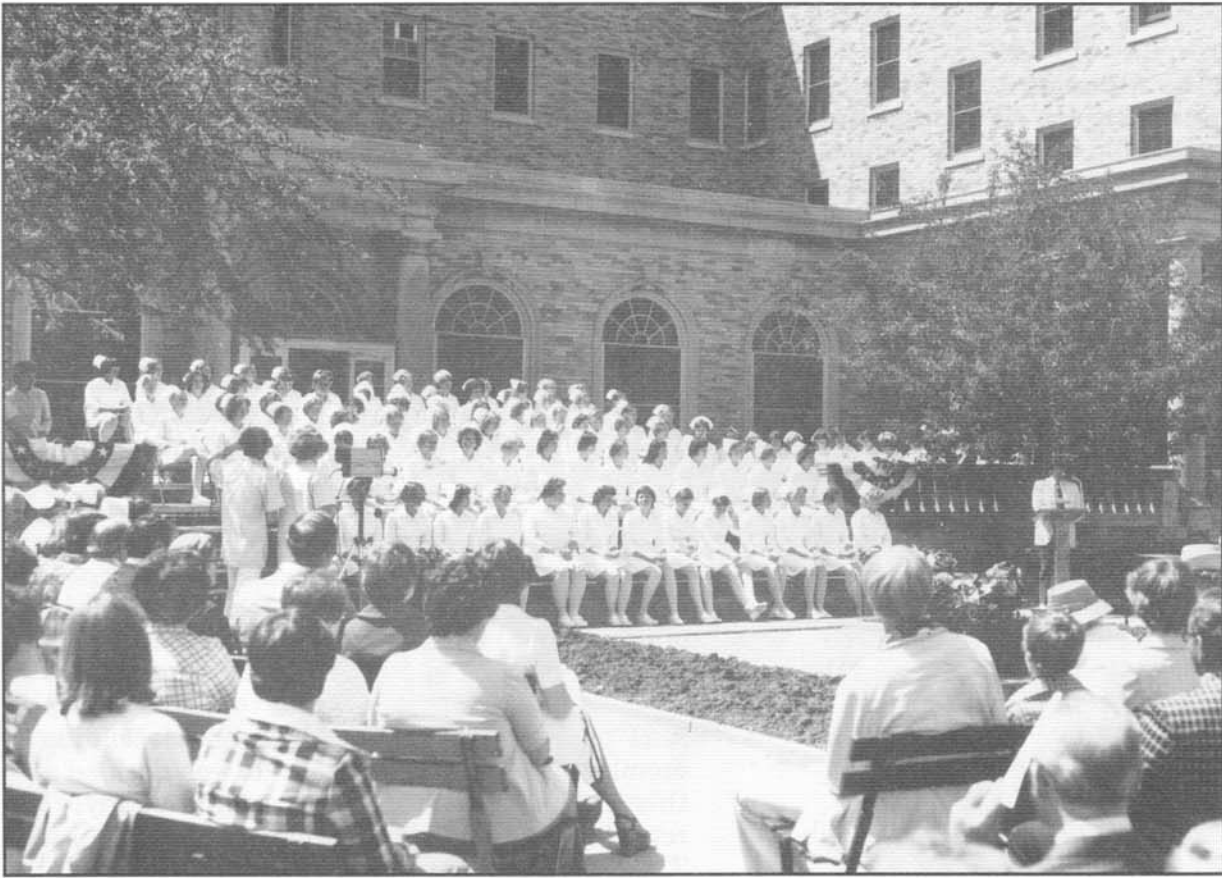
Graduation Day marks the official end to student days. A record of one of the first graduations comes from the files of the *Milwaukee Sentinel*. Dated October 14, 1891, it reports that the graduation exercises for the Wisconsin Training School for Nurses were held the previous evening at the "Athenaeum." It described the 11 graduates as wearing blue and white dresses with dainty white caps.

Little is known about the ceremonies from that time until 1936, when the student body marched from the Nurses' Residence to the First Congregational Church in Wauwatosa for the ceremony itself. By 1944, the site of commencement exercises had been changed to the Wauwatosa High School Auditorium. Since the late 1940s or early 1950s, graduation exercises have been held either on the terrace of the Residence or on its spacious front lawns. An alternate site is selected in the event of rain; however, the second site has not been required since 1962.

In December 1987, the School once again held a midyear graduation. It took place in the drawing room, a room that retains all the beauty, elegance and memories of bygone days. The 1970s and 1980s brought changes to the student population. High school graduates now

mingle with classmates entering second careers. Ages range from 18 to the 40s. The student body includes individuals with family, home and job responsibilities.

The wake-up bell no longer rings throughout the halls at 6 a.m. Instead an alarm may ring earlier so that the student has time to get a "little one" ready for day care or a baby-sitter. Living in the community frequently results in commuting times of one-half hour or longer. After a five to eight-hour clinical day, students may be scheduled for a required college course or several hours of a part-time job. There is little time for school activities or recreation. Whatever free time exists is likely to be devoted to study or family responsibilities. All of these changes have resulted in new traditions of student life at "County."



Class of 1976



Nursing Students, 1987

Beginnings

During 1911-1912, the Alumnae Association of the Milwaukee County Hospital Training School for Nurses became a small but thriving reality. The *Annual Announcement* of that year indicated that:

"This association was formed with a view to promoting closer professional and social relations among the graduates and to keep them in touch with the work of the school."

The organizational structure of the Association provided for the following offices: President, First Vice President, Second Vice President, Secretary and Treasurer. The Board of Directors consisted of three groups of two or three people each. One group was elected to serve for three years, another group to serve two years, and the last to serve only one year. In this way, the Board remained stable, but avoided the "insidious and somewhat perilous state of stasis," according to *A Short History of the Milwaukee County General Hospital School of Nursing*, published in 1963.

The annual meetings were held at the "home" (the Nurses' Residence) on the afternoon of Commencement Day. Any additional meetings were decided upon then. During Commencement Week, the graduating class was provided with some form of entertainment by the Association.

The minutes of May 29, 1913 reported a treasury of \$32.09. The initiation fee for the Association was \$1, and annual dues were also \$1. Since the Alumnae Association was "not large enough and has not enough money on hand to help any one nurse when sick," it was moved that \$10 be sent to the National Relief Fund for the benefit of all nurses.

After a "great deal of planning for some method by which to arouse enthusiasm," the Alumnae Association decided to issue an annual bulletin. The first *Annual Report* published in 1914 noted:

"After the average nurse has received her diploma and become laden with her professional duties, she very rarely comes in touch with the workings of her school or Alumnae Association."

Members were encouraged to contribute information regarding their profession, members of their classes and others; the nature of their work; changes of address; and any other information that would be of interest to the school or Association. The 1914 *Annual Report* included articles and essays dealing with the Nurses' Home, the Red Cross Training Service, and the Social Services Department of the Visiting Nurse Association (connected with the Milwaukee Children's Free Hospital), the curriculum, and the need for nurses as instructors in Training Schools. News items and a suggestion list for contributions to the nurses' sick room completed the first report.

In an effort to promote membership, the first *Report* was sent to all graduates of the school. Catherine Sullivan, editor, noted that every effort should be made "to boost the most progressive Association. . . ."

A 21-page report greeted Alumnae Association members in December, 1915. It was decided at this time to publish a booklet semiannually. The report now included a résumé of activities of the Training School, the Nurses' Home, Hospital Notes and the Social Services Department. Excerpts reflect the changes occurring in the hospital and School:

"The School now numbers about 50 people, and the home is filled to capacity."

"For several years past the nurses, upon entering the school, have been given the anti-typhoid serum. Now they are to be given the Schick test as well."

"The ambulance service of the hospital has been revolutionized during the past three years by the purchase of a six-cylinder, 48-horsepower Winton motor ambulance, to replace the two-horsepower ambulance. . . . Trips that required four to five hours are now made in less than half the time."

"The M.C.H. Training School is registered with the New York Board of Regents, which makes it eligible to affiliate with the National Association of Graduate Nurses."

"The Annex, with the enclosed porches and four tents, housed 65 patients during the winter of 1914 and 1915. It was built to accommodate 34 beds. About 34 tuberculosis patients were also cared for in wards A, B and C."

In 1915-16, membership of the Association numbered 52, plus two honorary members (Directress of Nurses and Assistant Superintendent). New members were accepted by majority vote. At this time, the practice of issuing membership cards was established. The initial membership fee of \$1 and annual dues of \$1 continued to be payable at the Annual Meeting.

An interest in maintaining a properly and efficiently conducted organization was demonstrated by the appointment of a committee to investigate and make arrangements for an instructor to teach parliamentary procedures. The same committee later reported that a special instructor would be too expensive. It recommended that instructions on parliamentary procedure be obtained at no cost at a local Social Center.

Incorporation and Growth

Incorporation of the Alumnae Association took place in 1915. The framed certificate of incorporation was placed in the front hall of the home. The object of incorporation, as stated in the 1915 semiannual report, was to "combine the efforts of all the M.C.H. Training School with a view of mutual, moral, and material help and protection."

Enthusiasm within the young Association continued to grow. Senior nursing students were invited to attend meetings. The *Annual Report*

of 1916 was filled with memories of activities both on a professional and personal level. The 31-page bulletin reviewed minutes of Alumnae meetings, the program of the graduation exercises and the annual meeting of the Wisconsin Association of Graduate Nurses. Personal news items, a brief history of the School, a two-page Code of Ethics, the Commencement Prize Paper and directions for the use of anti-typhoid vaccine were included.



Ambulance Service, 1913

Monetary support for the Association's activities was secured from dues and fundraising events. The Treasurer reported a balance of \$56.96. The *Annual Report* printed a number of methods by which money was raised:

"... by giving dances, tickets to be sold beforehand from .75 cents to \$2 per couple."

"By giving 'silver teas' or silver receptions; invitations to be sent out and each guest invited gives a piece of silver money at the door. Regrets may be received with silver enclosure . . ."

"By sending each member a tiny silk bag and asking each to drop in a penny a day until she has put in as many pennies as she is years old. No objection to putting in more. . ."

"By selling sets of Kodak pictures, including snapshots of special interest at the hospital and views of the Home, Superintendent's House, hospital, river and lake views that are familiar to all."

To comply with wartime economy, the 1917 *Annual Report* was prepared in typewritten form rather than the usual printed booklet. The book was bound as a Workers' Progress Administration (WPA) handicraft project sponsored by Milwaukee County and Milwaukee State Teachers College. Lunches following Alumnae meetings were cancelled as an economy measure, although the annual banquet for the 11 graduates of the Class of 1917 was held in May as usual.

Contributions of \$5 each were made to the Isabel Hampton Robb Memorial Fund and the Nurses' Relief Fund. Although these meetings were primarily social, medical supplies and knitting were also made by members for the Red Cross.

The activities of the war years were summarized by the Association's president, Stella Fullor, in the 1917 *Annual Report*:

"Another year is ending – a year that so long as we live, will be remembered as a year of war, of service, of sacrifice.

"Never before in the history of the world have our people been called upon to give so much money, so much personal attention to matters that pertain to the welfare of our country.

"I am glad that the Milwaukee County Nurses' Alumnae is having its part in food conservation, in buying Liberty Bonds, in Red Cross work, in [making] Christmas packages for soldiers, in the clerical work and the selling of Red Cross Christmas Seals, in sending money to the Nurses' Relief Fund, and all the other splendid activities that help to put an end to sickness, sorrow and bloodshed."

Of primary concern at the November 19, 1918 meeting was the revision of the Constitution and Bylaws to conform with the requirements of the State Nurses' Association as recommended by the American Nurses' Association. The proposed amendment stated that each Alumnae Associa-

tion member would automatically become a member of the District, State and American Nurses' Association. After due consideration and investigation by a committee of two, with the advice of a lawyer, the amendment was accepted by the Association at the June, 1921, annual meeting.

Throughout the years, a close relationship was encouraged between the School and its Alumnae Association. It was customary to invite the Superintendent of Nurses to be an honorary member, and the alumnae continued to entertain the graduating class with a dinner dance held at the Nurses' Club, 556 Van Buren Street, or at one of the exclusive local hotels.

In May of 1923, the Alumnae passed a motion to remember their members with a \$5 gift or flowers for marriage or death and a \$2 gift for those in confinement. This resolution led to the creation of a Sunshine Committee. Its duties, as recorded in the Alumnae Association minutes, April 24, 1924, were to:

"... purchase and send gifts and letters of congratulations to all active members in good standing who marry (amount to exceed no more than \$5.00) and shall purchase and send flowers to all members in good standing who have given birth to a child, or any member who has a serious or lingering illness, (amount not to exceed \$3.00)."

The professional growth and development of its members was an early concern of the Association. Delegates were sent to various district, state, national and international nursing conventions. Their expenses were paid by the Association in part or full. In May 1925, the Association authorized \$100 to assist Miss Astrid Hofseth's (Class of 1907) attendance at the International Council of Nurses' meeting in Helsingfors, Finland. She reported to a special Alumnae meeting that many of the concerns of the International Council were similar to those receiving attention in the United States.

Reorganization

In answer to a request from the American Nurses Association to revise the Alumnae Association's Bylaws, action was initiated in the form of interviews with the appropriate persons. Investigation now revealed the necessity of dissolving the current Alumnae organization and adopting the

Constitution and Bylaws of the National Nurses Association. The formal change took place on December 8, 1924. Associate members who were limited previously to social privileges now had a voice in all matters pertaining to the Alumnae Association. The minutes of the December 8, 1924 Alumnae meeting recorded some remaining restrictions:

"Associate members are those who are not in practice. They shall not be eligible to hold office as president or vice president nor act as delegate to the state and national conventions. . . ."

The annual meeting of January, 1925 formally announced the acceptance of the Alumnae Association into the District Nurses Association.

During 1927, the Alumnae Association pledged to contribute \$5 a year for five years to the Nurses' Committee for Financing Grading Plan. A sum of \$25 dollars was presented to assist the publication of the *Official 4th and 5th District Bulletin*.

The Depression Years

The Depression did not leave the nursing profession untouched. Every effort was made by Miss Frances Brink, Superintendent of Nurses, and others to secure jobs for unemployed nurses. The following report in the Alumnae Association

minutes of September, 1932 reflects the seriousness of the times:

"The Alumnae Association voted to grant \$5 per month for one year to a member in need."

Toward the end of 1934, the Alumnae voted to extend the aid for another full year.

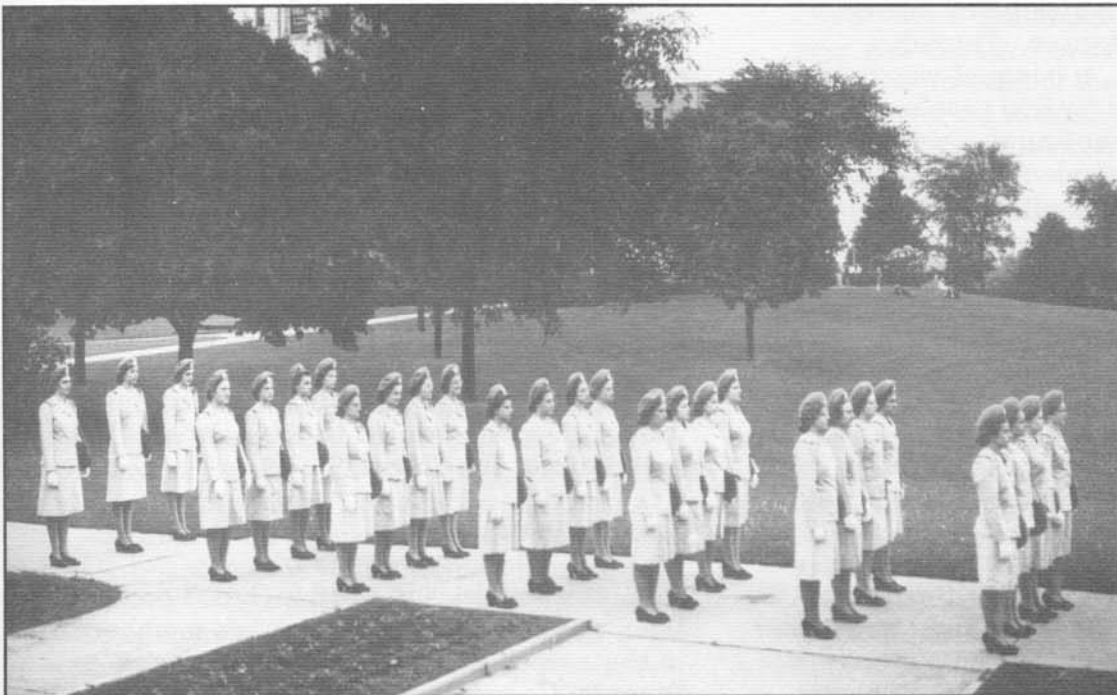
Early in 1934, in response to Miss Brink's request, the Board of Trustees decided to purchase a painting for the area above the fireplace in the new Nurses' Residence. Two pictures, "The Creation of Man" by Michelangelo and the "Infanta Marguerita" by Volaska, were presented by a representative of a local dealer. According to the March, 1934, minutes:

"These pictures were displayed and temporarily hung in the living room (of the Nurses' Residence) where members viewed and discussed same. . . . The cost of the pictures complete, framed and hung is to cost \$150."

"The pictures are to be in place by April at a social given by the Alumnae Association during which cards are to be played."

A central place for Alumnae records was offered by Miss Brink in late 1936. A committee was formed to price furniture, and \$160 was appropriated in January, 1937 for the purpose of buying the selected furniture for the Association's new office. October, 1937 marked the office's debut which was reported in the October issue of the *American Journal of Nursing* accompanying an article written by Miss Brink.

Beginning in June, 1935, all members in good standing for a period of 25 years were extended lifetime membership without



Cadet Nurses Corps, 1944

dues. Frequent reminders were given to other members regarding their responsibilities to pay local and district dues, emphasizing the many helpful suggestions and promotional values obtained from membership in the Wisconsin State Nurses' Association. Alumnae were also encouraged to subscribe to the *American Journal of Nursing*.

In November, 1935 the Association redeemed its Liberty Bond and invested in a U.S. Savings Bond. At the same meeting, the name of the Association was changed to "Milwaukee County General Hospital Alumnae Association." By September, 1936, "General" was deleted from the name.

In 1937, delegates were sent to the International Council of Nurses meeting in London, England. It was only the second recorded time that Alumnae Association delegates attended the International Council meeting.

Golden Anniversary

The year 1938 marked a 50-year milestone for the Milwaukee County Hospital School of Nursing. Three days (June 1-3) of organized activities were planned to celebrate the gala occasion. A brief résumé of the activities was recorded in the June minutes:

"On June 1st the students of the School of Nursing gave a tea at which many members renewed acquaintances. Thursday, June 2nd, at 7:30 P.M., a banquet was held at the Schroeder Hotel for 600 people. A series of portraits presenting the evolution of the organization of student preparation at Milwaukee County Hospital School of Nursing during the past 50 years was presented by the students."

"Two hundred members were present at the last meeting. The Alumnae attendance has been very good."

"... At five o'clock, a dinner was served to 400 members and guests in the dining room at the hospital."

At the November, 1938 meeting, the President announced that active members in nursing who did not belong to the 4th and 5th District Nurses' Association would be restricted in holding office or voting at the annual meeting.

The World War II Years

Activities in the 1940s were varied. Alumnae members were represented by their president at the 1940 Biennial Convention in Philadelphia. A delegate from the Association was sent to the State Convention held later that year. The Benefit Fund provided the money for a complete set of books and a set of china which were intended for use by the Alumnae Association and the School of Nursing.

Late in 1941, a program was held in honor of Miss Brink's tenth anniversary as Superintendent of Nurses. The Class of 1934 presented a play and a coffee set was presented by the alumnae in honor of the occasion.

A \$100 Defense Bond was purchased in 1941. Two months later the Association bought a \$500 Defense Bond. Late in 1942 a service flag was displayed for those members actively involved in World War II. The Cadet Nurses' Training Program was in full swing at the School during this period of world disharmony.

As the Association continued to grow, the amount of clerical work increased. To meet these demands, a corresponding secretary was appointed and paid \$8 per meeting.

In lieu of the usual dinner dance, members of the Class of 1943 were guests of honor at a buffet dinner. Cuff links were presented to each new graduate.

The new Superintendent of Nurses (later to be called the Director of Nursing), Miss Evelyn Mercer, was honored at a tea held by the alumnae. Several months later, in September, 1944, Miss Mercer was formally presented to the alumnae and given notification of her honorary membership. Miss Mercer readily set up close ties with the Association, and kept the alumnae informed on issues. A roster financed by the Association was printed in 1944 listing all the graduates of the School.

Return to Normal

Alumnae activities in 1946 included presenting the graduating class with a year's membership in the Association and sending a delegate to the Biennial Convention at Atlantic City, New Jersey.

Early in 1947, Miss Mercer reported the proceedings of an Advisory Council meeting which dealt with the American Nurses' Association's economic security program and collective bargaining for nurses. The alumnae members unanimously agreed to be represented by the A.N.A.

In 1947, the alumnae voted unanimously to pay the required fee to the National League for Nursing Education to maintain the school's accreditation. It was the second time that the alumnae had financed the accreditation process. The hospital assumed this responsibility in 1949.

At this time, concern for the history of the School and its Alumnae Association prompted the members to vote to place all historical letters in a documental library.

In June of 1948, members of the Association agreed to contribute \$50 annually to the School. The sum was to be used for a worthy cause at the discretion of the Director of the School. Among other 1949 activities, \$50 was presented to the students for the express purpose of obtaining concert tickets.

In 1947, the Association voted to purchase a piano for use by the School. The actual purchase was to be made after the money was collected. The estimated cost ranged from \$2,000 to \$2,900. During the interim, various fundraising events were conducted. After thorough investigation of various models, the Piano Committee reported that the alumnae could purchase a Steinway baby grand piano worth \$2,710 at a five percent discount. From the savings account \$500 was added to the piano fund; the remaining amount was to be paid within two years. The actual final payment on the piano was made on September 20, 1951. Its formal presentation took place on February 5, 1951.

Three months after the Scholarship Committee was formed in June of 1954, it made its first report to the Association. A second and more detailed report was made and accepted at the November 15 meeting. The scholarship's purpose was to provide financial aid to a worthy, potentially successful young woman in need and to contribute to her welfare by providing her with an education. The \$500 award was to include books, tuition, and a monthly \$8 allowance.

Selection of the recipient was to be made jointly by a committee of alumnae and the School. To be considered for the scholarship, the potential recipient had to meet the School's entrance requirements and be a Wisconsin resident.

If the student left the School of her own accord before completing the preclinical period, she was requested to refund the amount within one year. Upon graduation, the scholarship recipient was encouraged to seek employment at the hospital or one of its related institutions for one year. Since it was first granted in 1955, the Association has offered the scholarship annually.

Throughout the years, the Alumnae Association has maintained its active interest in the School. In 1956, a committee was organized with the Wisconsin State Department of Nurses to investigate the possibility of starting a two-year nursing program with a year of internship. Some time later, this proposal was dismissed as inadvisable.

A change in the Alumnae Scholarship was recommended in June, 1956, and accepted. Instead of the monthly \$8 allowance, the alumnae decided to present the recipient with a \$50 stipend for each of her three years in school.

To encourage new members, a message from the President was sent in the newsletter *County Capers* to all graduates. In June, 1958, the fiscal year was changed to extend from June 1st to May 31st instead of the calendar year. That same year, the Association donated \$150 to the School for the direction of the student choir.

In March, 1960, the faculty approved alumnae's participation in the Student Bazaar. One-half of the bazaar's proceeds were used for the Alumnae Scholarship Fund. The Association also provided the funds to take the June Class of 1960 to a Milwaukee Braves baseball game.

A generous contribution to the fundraising drive for *Better Nursing Care through Research* in 1961 testified to the Association's concern for the future of nursing. Gifts in appreciation of services rendered were presented to the nursing office and the dietary department of the hospital. A plaque was purchased in June, 1961 to designate the names of students honored with the Alumnae Medallion, an annual award given to the outstanding graduating senior.

Senior students were invited to attend the March and October Alumnae meetings to encourage their participation as graduates. In September, 1961, it was decided to compile a cookbook as a fundraising device.

Diamond Jubilee

By June of 1962, plans for the 75th anniversary of the School were well under way. From its beginnings in the early 1900s, the Alumnae Association had grown with the School into an impressive organization. The *Annual Report* listed 316 paid members, three honorary members, 78 25-year members and 69 gift memberships.

In 1963, a series of special events were held to celebrate the 75th anniversary. On Saturday, June 15, 1963, Dean Helen Bunge of the University of Wisconsin School of Nursing in Madison gave an address entitled "Nursing Today" in Coffey Auditorium. A School history pageant presented by the Class of 1965 preceded the event. *The Milwaukee Journal* (June 23, 1963) reported the event, including pictures of students wearing a variety of uniforms from the historical collection.

June 15 was also highlighted by a tea at the Nurse's Residence with tours of the hospital. As part of the Diamond Jubilee activities, the first *County Cookbook* was published.

Two faculty members were honored at the annual Homecoming meeting and dinner on June 17, 1963. Myrtle Buettner and Jeanette Schaefer were welcomed as honorary members of the Alumnae Association. Door prizes were awarded for the first time and the first edition of a *Short History of Milwaukee County General Hospital School of Nursing* debuted at the meeting.

The 1963 Graduation exercises were held on August 23. Graduates were honored with a one-year membership, a tradition begun in 1934. The president of the Alumnae Association presented the traditional Alumnae Award to the graduate of the Class who "demonstrates intellectual ability, integrity and interest that will serve as a firm foundation for further study in nursing." This particular award was conferred first in 1959.

Alumnae Activities 1964-1988

In the early '60s, the Alumnae Association purchased a mimeograph machine for the purpose of printing the newsletters and *Annual Reports*. The time and effort spent in compiling the newsletter three times yearly was decreased. The mimeograph provided service until 1979 when it was decided to print the newsletter commercially. Its name – *County Capers* – remained unchanged in response to the overwhelming support of members. Alumnae continued to look forward to each issue as a means of maintaining contact with classmates, friends, and the activities of the School.

The annual Homecoming dinner continued to be an anticipated event. For years, the Milwaukee County General Hospital provided the dinner in the cafeteria followed by the business meeting and program in Coffey Auditorium. Entertainment was often provided by selected performances from the Student Variety Show.

In 1972, due to budgeting concerns, members were charged a nominal dinner fee. In 1972, membership meetings were discontinued. In their place, an annual meeting was held at Homecoming.

In 1969, honorary membership status was awarded to Duane Johnson, Hospital Administrator of Milwaukee County General Hospital. The honorary membership marked one of the few nonnursing honorary memberships awarded by the organization. Since its incorporation, the Alumnae Association has awarded honorary memberships to the Director of Nursing Service and Education and Director of the School. Other honorary memberships have included Mary Ann Buchta, librarian of the Murphy Medical Library; Lois Jacobs, faculty member and graduate of Madison General Hospital School of Nursing; Myrtle Buettner, faculty member and graduate of Theda Clark Memorial Hospital School of Nursing, and Dr. Jeanette Schaefer, Assistant Director of Nursing Education and graduate of Marquette University.

In 1967, the retirement of Evelyn Mercer, Director of Nursing since 1944, was announced. Miss Mercer's tenure was marked by a profound loyalty and support of the School of Nursing and Alumnae Association. In recognition of her contributions to nursing and community, the

Association honored her at the annual Homecoming dinner.

During the 1960s and 1970s, the Long-Term Goals Committee of the organization examined the present and future of the School. In 1970, the Association purchased 500 copies of a booklet called *Health Career Facts-Nursing*. The booklet was enclosed in an issue of the *County Capers*.

Beginning in 1975, the annual Homecoming Dinner took place at various restaurants in the Milwaukee area. An afternoon tea with tours of the hospital continued to be available. In 1976, the Homecoming dinner held at the Marc Plaza Hotel included the celebration of the Bicentennial of the United States.

Since 1979, the annual dinner has been held at the Alumni Center of the Medical College of Wisconsin, a facility located on the Regional Medical Center campus. The commemoration of the 100th anniversary of the School of Nursing will once again return to the Pfister Hotel in Milwaukee.

The Association continued to support the School and student body. Funds were donated in 1973 to assist in the refurbishing of the student lounges. In 1976, a portable sewing machine was purchased for use by the students. A portable dishwasher was purchased in 1980 for the Nurses' Residence kitchen.

One of the most significant functions of the Alumnae Association continued to be the awarding of student scholarships. Funds were raised through proceeds from the Tea Room at the Annual Bazaar. After the Bazaars were discontinued, various fundraising efforts were made. One of the most successful was the "Gold Baskets" circulated annually at the Homecoming dinner. A raffle of items and crafts donated by members and friends at each Homecoming celebration enhanced the fundraising efforts.

The fundraising efforts provided for the annual awarding of three \$500 scholarships. Additional memorial scholarships, generously established by alumnae and friends, has supplemented the traditional Alumnae scholarships. Since 1937, when the scholarships were first established, many students have been assisted financially to complete the nursing program.

In 1969, the first male students graduated from the School of Nursing. This event necessitated a name change: "Alumnae" was revised to "Alumni."

A Loan Committee was formed in 1969. Alumnae funds were made available to students on an interest-free short-term basis. The loan fund was discontinued in 1984. In 1975, funds were also made available for Alumni members desiring to continue their formal education.

A Membership Committee was formed for the purpose of promoting membership. The committee was also responsible for maintaining the current membership files of the growing organization. In 1978, the membership increased by the graduation of the largest class (101 members) in the history of the School. As previously, graduates were welcomed with gift memberships.

In 1981, the Alumni Association voiced its support and actively opposed efforts to close the School as part of Milwaukee County budget cuts. Members appeared before the Finance Committee to substantiate the continued need for the School in the community. A special edition of the *County Capers* was printed to alert Alumni Association members to the proposed plans. Through the efforts of alumni, faculty, the student body and concerned citizens, the School of Nursing continued to operate.

Membership dues were now \$5, an increase of \$4 since the 1911-12 initiation fee. A sum of \$300 was donated from the treasury for the furnishings of the new quiet room/chapel located in the Medical Complex hospital area. In 1984, the Association contributed \$500 – \$300 from treasury funds and \$200 from individual members – to the Ronald McDonald House. The McDonald House, located on the Medical Center campus, provides a facility for families of hospitalized children. A leaf on the "Tree of Life" in its lobby recognizes the Association's contribution.

In the 1980s, it was proposed that the name of the organization be changed to coincide with the name change of the School, but the proposal was defeated. The official name of the Association remained "Milwaukee County General Hospital Alumni Association." The Bylaws designated membership to include graduates of the Milwaukee County Medical Complex School of Nursing.

History in the Making

Plans for celebrating the Centennial Year were begun in earnest by the Alumni Association in 1987. A Spring Luncheon-Historical Fashion Show, and the June 25, 1988 Centennial Celebration Dinner Dance highlight events to be held during the year. A centennial cookbook incorporating favorite recipes of alumni was published. A centennial calendar detailing the history of the School in pictures and script was printed by the Centennial Committee of the School of Nursing. Each alumni member received a commemorative calendar in recognition of the organization's active support and involvement.

In 1914, Catherine Sullivan, editor of the *Annual Report* urged members to make "our society the strongest in the state." Through the years from its inception in 1911-12, the Alumnae Association has maintained its active interest and involvement in the School and nursing with an eye on the future.



Milwaukee Regional Medical Center

Alma Mater

*In the corridors at County, footsteps echo o'er
the years
Countless calls of mercy answered, gentle hands
allaying fears
Time flies swiftly and old faces fade away and as
it clears,
Mirrored in the glass is purpose never changing
through the years.*

Chorus:

*Alma mater, alma mater, praise to thee
our nursing school!*

*Memories of constant service,
compassion shining through the tears
Coupled with a science advancing, as the time of
need appears.
Give, O God, to him who seeks it, as the time of
crisis nears
More than tenderness or knowledge when a
suffering soul she hears.*

Chorus:

*Alma mater, alma mater, honor thee our
nursing school!*

Words and music by Lillian Staab, '32

Milwaukee County Medical Complex School of Nursing
on the campus of the Milwaukee Regional Medical Complex in Wauwatosa