

# Arizona State University

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College of Nursing  
Tempe, Arizona 85287

## ORAL HISTORY PROJECT

### INTERVIEW AGREEMENT\*

The purpose of the contributions of Cadet Nurses Project is to gather and preserve historical information by means of the tape-recorded interview. Tape recordings and transcripts resulting from such interviews will become part of the University Archives, Arizona State University as The Joyce Finch Collection. This material will be available for historical and other academic research by scholars, students and members of the family of the interviewee, regulated according to the restrictions placed on its use by the interviewee. Arizona State University, College of Nursing is assigned rights, title, and interest to the interviews unless otherwise specified below.

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I have read the above and voluntarily offer the information contained in these oral history research interviews. In view of the scholarly value of this research material, I hereby permit Arizona State University, College of Nursing to retain it, with any restrictions named below placed on its use.

Nature of restrictions on use of TRANSCRIPTS:

Nature of restrictions on use of TAPE RECORDINGS:

Ruby D. Gordon  
Interviewee (signature)

24 March 1987  
Date

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Name of Interviewee

\*Modified from: Charlton, T. L. (1981). Oral History for Texans. Austin: Texas Historical Commission. p. 64.

This is Joyce Finch, Ph.D. Today is March 24, 1987. I'm interviewing for the first time Dr. Ruby Gordon. This interview is taking place in her office at Phoenix College in Phoenix, Arizona.

This interview is sponsored by the Arizona State University College of Nursing and the Arts, Social Sciences, and Humanities Council. It is part of the Contributions of Cadet Nurses Project.

JF You do have the information to be covered, and in general I thought I would just move through this in a somewhat sequential fashion. Now, you graduated in 1948, I believe you said?

RG 1948, yes.

JF So you were a Cadet Nurse for the full three years, even though the War was over?

RG Yes. Actually, I had a little time to make up. I was not able to write my state boards with my class. My time extended a little bit beyond the July graduation period in '48.

JF Where was your school?

RG The title of my school was St. Monica's Hospital School of Nursing, Phoenix, Arizona. That is now Phoenix Memorial Hospital. But at that time it was St. Monica's, a hospital built with federal funds on the south side of Phoenix through the influence of a priest, Father Emmett McLaughlin. He was very instrumental in Phoenix housing developments during the World War II years.

JF It's quite secular now?

RG Yes, it is. It became so in about 1950 to '51. It was never in any way connected with the Church, per se. Father Emmett had been in the area and had been instrumental in developing a health care center for the lower economic groups on the south side of Phoenix. At that particular time we only had St. Joseph's and Good Samaritan, and County which was located at 35th Avenue and Durango. At County they had literally no Operating Room, no OB. It was just sort of like a long-term care for bed patients, similar to a nursing home. All of their different services -- Surgery, OB, etc. -- were literally handled by St. Monica's Hospital at that particular time.

JF How big was that hospital then?

RG Well, I had in my mind that it was 125 beds, but in talking with one of my friends, she thought it was 325. But, I

think that must have been in the way in which it grew in the year that we were there. When we arrived it was only about 125 beds.

JF As best you can remember, how large was your class when you entered the program?

RG My class was the third class to come in. Actually, the first class was only six girls who had previously been in other programs. Like Cook County. One of the girls was from there. They had dropped out because of personal reasons, or because they married, something of that nature. A couple of them were from St. Joseph's and a couple from Good Sam. But at any rate, the first class did not originate there. My class was literally the third class. There were 36 of us that entered, and of course, it was the first school west of the Mississippi to have an integrated school of nursing for all races. So we had in our class about three Blacks, one Hispanic, an Indian, and two Orientals. So, there was a mix of different races. The basic philosophy was established as a school that would admit nurses regardless of race, religion, or background.

JF How many of you finished?

RG Twenty-one.

JF This is kind of unusual. I've not known of any school that explicitly sought students from minority groups. How did you get along?

RG Well, I got along just fine which was real unusual. In my early formative years I was raised in the South. Of course, you know, that was an environment that at that particular time was segregated in every sense of the word. Here in Phoenix at that particular time segregation was prevalent. There were separate schools, separate what-have-you. We accepted each other. The class was made up from throughout the USA. There was a preponderance of people from the Southwest. But, we got along just fine. There was a great deal of camaraderie that went on. The majority, of course, were white.

JF It does seem as if, given the period, anybody was going to get any flack, it would be the orientals.

RG Yes. One of the students was Japanese, but we accepted her and she was a part and parcel of all the rest of us.

JF Did the patients accept the students as well?

RG To my knowledge not one word was ever said by anybody. We had, of course, quite a number of County patients, as well as private patients. The basic philosophy of the entire institution was that nobody would be turned away. In fact,

at the particular time they built the hospital, which was in 1943, it was very early on and the War was going on. Senators Hayden and MacFarland were in Washington at that time and they were very instrumental in the funding for building the institution. And then, of course, right away, they were able to get the Cadet Nurse Corps going because of the War. Well, you'd have to relate this to the history of how things were going in the Second World War. It was not very good at this particular time, which probably made an impact on the way. school was going to be admitting twice a year. I came July 1 of 1945 and the War was over not very long after that, but our monies, fortunately, had already been appropriated.

JF Now, when you said that you were in the third class, you didn't just mean the third class of Cadet Nurses, you meant the third nursing class in the hospital?

RG Yes. I think it was all one and the same, Joyce. The hospital was built, they established the School of Nursing based on this philosophy of admitting girls regardless of race, religion, or creed. There were no boys. I suppose that none applied. I don't know whether there was anything against them. It's just that there were none. The first six that I mentioned as being in the first class could be classified as transfer students. They were taken into the Cadet Corps at that particular time. We all had those uniforms. We were issued the uniforms which we wore, by the way, to our classes. I don't recall that we wore them out a great deal in public or anything of that nature. The interesting thing is that we attended class here at Phoenix College for our sciences -- our Anatomy and Physiology, our Chemistry, and Pharmacology we took over here. So we were bussed. I don't know if it was daily or three times a week, but we were bussed to Phoenix College. So, we wore our uniforms at that particular time. There are probably some old pictures in the archives on that.

JF Now, a former Cadet Nurse did send me a clipping from a paper. This is a Des Moines paper. Every nurse in Des Moines was sworn in in one ceremony. There were about 480. Were you sworn in?

RG Yes, we were. Let's see, I came to Phoenix a few days before July 1 in 1945. It was as a group. We were not done individually, we were done as a group. As a matter of fact, the following year -- I can't remember exactly -- but, Eleanor Roosevelt made a visit to our school. But, of course, the War was over. This was a post-War period. But, there were still follow-ups in terms of checking. I do recall when Eleanor came. But we were as a whole, and I can't tell you about class one and two, but I know my class which came in July 1, was sworn in as a group. It was a ceremony.

JF Did you meet Eleanor when she came by?

RG Yes, we all met her in a sense, as much as you could meet her. They had a little social affair; I think they called it a tea. But I don't think any of us felt... Well, we felt kind of uncomfortable -- a big dignitary, you know. So, I don't recall whether we really brushed shoulders with her or talked with her in any way.

JF Well, you have seen her with your own eyes.

RG That's right, I saw her with my own eyes.

JF Why did she come, do you remember?

RG That I do not know. Father Emmett, who was a Franciscan Priest, was very influential in those early days, until the late 40's, in the housing and various improvements in slum areas in the city of Phoenix. He probably did more for the city of Phoenix than any one single person at that time in terms of the lower economic groups. He had a little mission on South 7th Avenue. In fact, the building is still there. It was called St. Monica's Mission and he was assigned there by the Church. It was from this position that he did his various work for the lower economic groups. Somehow or other it was in response to this aura of what all was going on with the south side of Phoenix at that time that Eleanor came, for humanitarian purposes.

JF Well, I do know that she became noted for some of her civil rights ideas.

RG Yes. Oh, I'm sure that it was in relation to the fact that we were the first school west of the Mississippi that would admit regardless of race, religion or creed.

JF Well, you said that about 36 people entered and 21 graduated. Were 15 people members of the minority groups? Today we think that minority groups have more difficulties getting through nursing programs. I'm just wondering if that was true at that time.

RG I don't recall that they had more trouble. They were in a sense, I suppose, there were seven or eight as I recall. Let me clarify the 21 that graduated. Actually, the class that came after us was a very small class. It was in January, after the wartime. There were only remaining six students in that class a year later, so they combined us at graduation together. So there were six people in our class of 21 that did not originate with us, which means that roughly we had close to a 50% drop out rate over that period of time. Whether those were due to academic reasons, I do not know. Our Director of Nursing was a lady who had been in the Army, in the U.S. Army Nurse Corps. Miss Bellevue was her name, and we all remember her. She was the person

who was very directly responsible for sort of getting our school in order and getting accreditation from the Arizona State Board of Nursing during that early period that I was here. I don't recall that the minority students had any more trouble than the rest of us. We all had a tough time, you know, with sciences. We had about six months of nursing arts and about three months in the nursing lab bathing each other and all those other kinds of skills that you do. Our teacher was a Miss Brown and she had graduated from Cook County. She was here working, and she later married Doctor Rosenthal. But Miss Brown was our teacher originally and later became Mrs. Rosenthal. Also, by the way, the Operating Room Supervisor was Zona Brierly. And another of our instructors was Verlene Boan. She later, as you know, went to Good Samaritan Hospital School of Nursing and became their Director. But those were some of the key people who were our instructors in those days. If you have an occasion to interview any of them, you might find out what their ideas were about our academic capabilities. We all passed the state board if that says anything.

JF In the Bolton Act, there was provision that at least some students could spend the last six months of their nursing program in some special experiences, like a military installation, or VA, or public health. There were some different options like that. Did you have anything like that in your basic nursing?

RG No, I did not. None of us left Phoenix. We had no Psychiatric affiliation. Dr. Otto Bendheim gave us all of our Psychiatric lecture. In fact, all of our lectures, except nursing arts, were by doctors in the area. Many of them had returned from the military. We did have options of how we wanted to spend our last six months in clinical experiences. I chose mine in Emergency Room. There were several of the students who worked with the then Phoenix Health Department. They were housed in the old bus station on Third Avenue and Washington, if you can believe that, where the City Complex now rises. But at any rate, perhaps half a dozen of my classmates were allowed that option to serve in public health. I didn't choose it myself. But other than that, we had no other kinds of affiliations.

JF When you were in the Emergency Room, did you have any additional classes?

RG No, no special preparation of any kind.

JF And how were you supervised during that period?

RG By the Nursing Supervisor. In other words, it was not one of our instructors. There was a tendency when I was a student, as I've heard other people say, we would be on days for a few weeks for orientation, so to speak, and then we'd go to evenings and nights. So on evenings and nights our

supervision was by the Nursing Supervisor. And the doctors mostly gave us a great deal of assistance with all the things that we learned, literally.

JF Well, since the school was so new, this may be a difficult question, but to the best of your ability do you think that your nursing education was the same whether you were a Cadet Nurse or not?

RG Well, I didn't have anything else to compare to. All of us originally were under the Cadet Corps when I came in. Then I don't know just how that dissipated. For all I know the Bolton Act may have read that the moment the War was over that it was ended. I do know that I could not have stayed if monies had not been appropriated. The financial circumstances of my family were such that, had it not been for the Bolton Act, I would not have been able to get my initial education.

JF So the Cadet Corps itself made quite a difference?

RG It did. It meant whether I was able to come or not. My mother could not have afforded to send me away to school. I would have probably ended up behind a drugstore counter, or in a five and dime store.

JF Well, that is a question which I didn't think of before, but how did a girl from the South get into a nursing school in Phoenix, Arizona?

RG Actually, during the War years, as you know, there was a great deal of mobility around. I had a sister who had asthma and we came to Prescott in the mid 40's. So, I actually graduated from Prescott High School in June of 1945. I had never thought of being a nurse. I wanted to be an interior decorator, and I was kind of interested in home economics, and good at math and things like that. So, home economy and things of that nature kind of interested me. But, I had a girlfriend who had wanted to be a nurse all of her life. She had moved from the Prescott area into Buckeye. There was, at that time, quite a cry for nurses. Things were looking very dim in the War. This girlfriend of mine had wanted to be a nurse all her life. She said, "Why don't you apply to this St. Monica's Hospital School of Nursing". She told me various things about it. My feeling at that time was, "Oh, gee, I really haven't anything else to do." I knew I could not afford to go to college, because there just were no monies for that. So I applied. This was in the Spring and I was just a few months away from graduation from high school. I applied and and I took some exams. I do not now know what kind. I took some exams though, I guess they were sent to my high school through the principal's office. I went to the principal's office to take these exams. Those were the days before counselors and all those other things. Anyway, it wasn't very long before

I was notified that I was accepted. So, what ever kind of exams I took determined, I think, whether I was accepted or not. Of course, I had a very good academic background. My grades had always been A's and B's. I had come originally from southern schools. But, that's what I recall about being accepted. There was some means in which they made selection.

JF Well, that kind of works through issues regarding your basic nursing education. Then you graduated, and then what did you do?

RG Well, I took off a few months, just before graduation time. Actually I married. Then one of the doctors I knew encouraged me very strongly to return and finish my education. At that particular time the School was very open and accepting of married students, which was new. That's how we got some of our original six. Good Sam and St. Joe's remained very closed and you had to remain single in those schools. I suppose people got married in various sundry ways, but if they got caught, they were dismissed. But at any rate, I graduated with my class which was in '48, and also so did the other girls that were in that January class. So there were roughly half a dozen of us that had time to make up. But, we graduated in the formal manner with the ceremony. Actually, it was outdoors, in June of 1948. Those of us who had literally just completed our time did not write boards until in February, 1949 with another class. At that particular time board exams were being offered twice a year as they are now. So, from that point, being pregnant I was not working. But for my actual first summer job, I relieved at the Florence Crittenton Home. They were looking for summer relief for their regular nurses. So, I worked a few months over there, just to relieve them. I was pregnant which made a nice situation, because all of the other girls at that time were... And then from there, after having the baby, I returned to work at St. Monica's in January of 1950.

JF What was your role at the Florence Crittenton Home?

RG At that particular time, we had a sort of small infirmary, half a dozen beds, and the girls were kept there in labor. As soon as they began to dilate — this was in the old days when you did rectal exams — as soon as they began to dilate and we could tell they were in good labor, they were sent to the old St. Joseph's Hospital. The ambulance service -- I believe it was McKinley -- provided free ambulance service for the girls. They would deliver at St. Joseph's and then return to the home usually within six to eight hours, as soon as they were stable. The baby also. So, my role mostly was with antepartums and postpartums. Also, I assisted the doctors. Each week they came over to examine the girls, to do their antipartal exams. So, I would have to get their records together. Actually, the doctors who



came were interns from St. Joseph's. That was one of their duties. So, I relieved on evenings for awhile, and then on nights. I served as a kind of counselor to the girls in a nursing role. Also, when girls were admitted there was a certain kind of "assessment". The assessment consisted mostly of vital signs and getting some history as to how far along they were. Also, check them for any kind of skin rashes or health problems that might be on present. It was an assessment, but not to the extent that we do in this day and age. Also to inform them about resources at that home, their responsibilities, and some healthful living hints. Mostly, my role called for being a listening ear. I would be there for eight hours a day. I did not have any connection at all with the nursery. The girls were trained by the administrator for the little home at that time. The home was over on about Tenth and McKinley, I think. The Director supervised the girls in the nursery. I didn't have any role in this part of it. My role was with antepartals and postpartals.

JF Well, you said after your daughter was born?

RG Yes.

JF Then how long was it before you went back to work?

RG About three months. I went back to St. Monica's to work and I worked in the OB department. I worked there for about eight or nine months, something along there on the evening shift. I had an opportunity to go to days as an assistant head nurse. Get a load of this -- as an assistant head nurse on a Medical floor. So, I went to the day shift and I worked another eight or nine months. I worked after my graduation period about a year and a half. Then, I took a job with Arizona Blue Cross and Blue Shield. My title was Hospital Contact Representative. At that particular time, Blue Cross and Blue Shield did not cover for pre-existing conditions. We had lots of people with health problems, respiratory problems and other kinds of problems. So, my job was to hop out to the hospitals and review their records for their history, for the Case Department of Blue Cross and Blue Shield. I worked under a lawyer who was in charge of the Case Department at that time, to determine whether or not patients were eligible to have insurance benefits. So, my job was a history gathering one. I did that for about another year and a half.

JF Why was it that that looked attractive to you at that time?

RG The attractiveness of it was that in my work area in the hospital, for example, as a staff nurse and assistant head nurse, I would go to work in the mornings. I would get there literally before 7:00 in the morning and I was busy all day long with doctors, following them around, doing IV's and medicines, these types of tasks. Then I would do my

recording literally after the next shift came on because we were so short of nurses. There was a very acute shortage of nurses. That, as you know, has bobbed up and down over the years. I would do my recording literally after I got off. So my day was like a ten or twelve hour day. I had a lady who lived with me. She was a pensioner. She had a pension from somewhere and she loved kids and had no grandchildren at that time. If it hadn't been for her I probably wouldn't have survived. But, I would go home and she would feed me and I would collapse in bed. Well, after I did this for eight or nine months, I was kind of skinny and like a rail. That was my life. I hardly even saw my child, because usually when I got home in the afternoon she would have already gone to bed. There she was with the caretaker. I don't know, my feeling at that time -- and I remember it very well -- was life's too short for this. So, the Arizona Nurses' Association -- that was one thing that I did when I first graduated was join the Nurses' Association. I've continued to be a member all these years. But, at that particular time they had a placement and counseling service. So, I simply went down there and filled out the forms or whatever was necessary, and was interviewed. I don't recall now -- it's been so long. Of course, there was another thing involved. The pay -- I must mention that the pay I was getting, was about \$190 a month. One of the doctors had offered me a job and he said he'd pay me \$200. I looked at him in the eye and I said, "Don't do me any favors, I have a child to take care of." At this particular time I had been left and was the sole provider for the child. But, at any rate Blue Cross and Blue Shield... Oh, so I applied, or I guess it was this way around. I was called on an interview. I was one of about a dozen people interviewed for this job. So, I don't know what I had going for me, but I was selected. I was really very surprised. But the pay was \$210 a month, which I took readily, because it was \$10 more that I could use. But one thing that irritated me at the hospital, was that when I went from the evening shift to days there was a differential of \$10. Now, in those days \$10 was quite a big sum of money. There was a \$10 raise that I was supposed to have gotten when I went to the day shift. I never really considered myself to be real assertive. Of course, in those days we didn't talk about being assertive -- we did whatever we were told. But, I had worked six or seven months and had not been given this \$10 raise that I felt was due. They said that I would get it. Well, I never got it. Then I got the new job. I simply gave my two weeks notice. Then, of course, the hospital was ready to give me my raise. I said, "Well, you know, I've already accepted this other job." And all through the years I've always felt kind of proud of myself that I was able to do that. My feeling was that if I had been due my raise, I should have had it before I had to take another job. But those were the circumstances under which I left there and went to work for this insurance company. I left the insurance company after I had worked a year and a half

there. You know, when you're young you look for all these idealistic things around. I didn't have any patient contact or anything of that nature. So, I decided I'd like to have another job. At that particular time I was wanting very much to get out of the insurance job, so a friend of mine who was scrubbing... This was at a time when we had just two neurosurgeons in town -- Dr. John Green and Dr. John Eisenbeiss. Anyway, a friend of mine scrubbed for Dr. John Eisenbeiss. I was leaving Blue Cross and Blue Shield anyway. I had already turned in my resignation. He was looking for a medical secretary because his secretary was taking a leave. She was pregnant and was taking maternity leave for a few months. He needed someone to fill that bill just for a few months. Again I had that feeling of "I haven't got anything else to do." I was interviewed by him and I don't know how many others. But at any rate, he accepted me because I could type. I had taken typing in high school and was fairly good at typing. That was what the job called for -- someone who could type and take care of his transcription. So I took the job and he paid me a little bit more than the last job. At each job I got about \$10 more, that type of thing. So I went to work for him and then his girl did not come back. He did not encourage her back, as a matter of fact. We used to laugh about this. Of course, he's now retired and I haven't seen him in a long time. But, we used to laugh about it that I came to work for a few months and stayed for ten years. I worked for him for almost ten years. In the interim I had left there for a year and worked for one of the general doctors in town, but then when Dr. Eisenbeiss took another partner in I was asked to return there and was his office manager, so to speak. But I worked for him ten years, and we used to laugh about that -- as to how long I really stayed.

JF What period was that?

RG That was through the 50's. I went there in the early 1950's. I recall very well... Oh, I had kind of struggled along working on my degree, and working for him. I lacked a couple of classes. He was very liberal in letting me come in at like 10:00 in the morning. My hours -- they were usually late in the afternoon so I worked like 10 to 6. I would rush out to ASU for the 7:00 classes. That's literally how I finished my bachelor's degree. This was in 1959. It was in the Spring and I was scheduled to graduate with my bachelor's degree. Actually, I had done a little work here in general education courses at Phoenix College and transferred them over. But in the Spring of '59 I began to sort of feel hooked on education and wanted to continue on. I went in to talk to Bill Fullerton, as a matter of fact. He used to be in the College of Education.

JF Yes.

RG He was fairly new on the campus at the time and I had told him that I was interested in going on, that I had sort of decided I'd like to do my Master's degree. Well, at that particular time we did not have the ASU College of Nursing. It had not come to fruition. I had taken a class, and this is kind of funny, it just came to my mind. I had taken Public Health from Pearl Colter who used to fly down from the University of Colorado. This was in the late 50's, I can't really remember. Maybe it was before that time. Anyway, this was before they established the College of Nursing. As a matter of fact, I had tried at one time to go out of the state to do my Bachelor's. There was no College of Nursing or program for Baccalaureate nursing in Arizona at that particular time. Anyway, I finished under ASU's so-called... the old program. You know, whereby Dr. Bateman was in charge of the sciences and what have you, giving us credit for our nursing background. So that was how I got my Bachelor's. But, I began to think in the Spring of 1959 that I would like to go on with my education. I signed up for summer school. I applied to the Graduate College, as a matter of fact, for guidance and counseling it was called at that particular time. I had a talk with Bill Fullerton. He had mapped out a program for me to do practice teaching and a couple of other things that summer. I had decided I wanted to be a counselor. I wanted to get out of nursing. You know, sometimes you're asked, you know, "Did you ever think about getting out of nursing?" So I had wanted to get out of nursing anyway. Dr. Eisenbeiss had been so liberal. I felt badly. I went in one afternoon and asked if I could talk with him. I told him I was getting my Bachelor's degree. Well, of course, he knew that. But I told him that I had decided that I would like to go on into a Master's degree. He was all in support of that. His feeling was that my leaving would be for my benefit. He fostered that. I had found through the years that's not always how an employer feels. You know, some don't want to let go. But he encouraged me in that. We started immediately to look for some kind of a replacement, which took several months. Nobody seemed to please him. But at any rate I left there. I went to school in the summer and I worked private duty on the night shift. I took those summer courses in Curriculum, Methods of Teaching, that type of thing. In the Fall I got placed at Phoenix Union teaching Biology. I had a lot of hours in the biosciences. So I did practice teaching in the Fall and then from there I went to more school. All this time my income was from working private duty, like on night shift and weekends, sort of shoveling here and there as best I could to make my income.

JF Now, this was in hospitals that you were doing private duty?

RG Yes, that's right. I was doing private duty in hospitals. In that day there were no Intensive Care Units around, remember?

JF Yes.

RG So if there was a head case or a chest care, or any of that kind of stuff, private duty nurses were called. Even for patient that had a tracheostomy, there was a tendency for the doctor to order private duty nurses. So, I worked private duty during those years while I was finishing up my education. But I did practice teaching. Then in '61 I applied to the Glendale Union High School System. I was placed at Cortez High School. Actually, I'd done practicum there, what's known as practicum, in counseling. They had taken me as a Biology teacher. So I taught Biology at Cortez High School. I had two levels of Biology. One was what was known as decelerated. There was the feeling that being a nurse, one would know exactly how to handle these students that were less capable. So, I had a couple groups of those and the remainder of my students were regular Biology classes. I did have one class called something like "Human Relations" or something of the kind, for Seniors. This was a kind of communications course. In a sense, it was a preparation. It came under Social Sciences and I had a lot of college hours in Social Sciences. So I did that kind of class. At any rate I was working on my Master's at that time, and in 1962 I decided very early in the Spring, that public school teaching was not for me. Biology was a required subject and we had students who didn't want to be there. Anyway, this was in 1962. I applied to St. Joseph's Hospital. They needed a Science teacher. At that particular time they had the old three-year diploma school. They needed a jack of all trades Science teacher -- one who could handle Anatomy and Physiology, Microbiology, and Chemistry. Well, I didn't know all that when I went there. I went down for an interview and Sister Brenda was there at that particular time, she is now Daffney Morris, by the way. I was interviewed and the gal that had been teaching the basic sciences was moving into the neuro. area of the Barrows Neurological Institute, which was opening at that particular time. Anyhow, because of my bio. background I was fairly good in Anatomy and Physiology, or at least I thought I was. Also, I'd had some recent course work in Microbiology. So those two things didn't make me feel uncomfortable. Then, when she told me Chemistry, I looked at her and told her it had been a long time since I'd had Chemistry, although I'd had some at Baccalaureate level. She looked me in the eye and said, "You can do it." So who was I to tell Sister that I couldn't. At any rate, I did teach for them several years -- Anatomy and Physiology, Chemistry, and Microbiology. Of course, the Chemistry was more like all kinds of Lab Tests they needed to know. It was kind of a mix of Inorganic, Organic, and etc. In the Spring I would do the Microbiology. Then I got real busy

right away trying to foster having the students get college credit, I think Sister perhaps more than myself. But I was involved in getting extension from Phoenix College for students to have credit for their Chemistry, Anatomy and Physiology, and Microbiology. I also handled their counseling. I guess the school nurse did a lot more than I did, but I set up a record keeping kind of system in counseling for them at that time, as they transitioned out. Then when those biosciences were on extension, which seemed to take a couple of years to get problems solved. The teacher who preceded me moved to San Francisco, so there was an opening for teaching the neurosurgical nursing. I had worked for a neurosurgeon. At that particular time there were very few prepared neurosurgical nurses. So I went immediately to the BNI area as the teacher for Neurological/Neurosurgical nursing for the St. Joseph's Hospital School of Nursing.

JF Had you completed your Master's at this point?

RG Yes. I finished that Master's in '62. It seems like I've lost a year here somewhere. But in '62 I got my Master's and it was out at the College of Education at ASU. I was not in any position to leave the area. I had no money, you know. At that particular time I had a child to care for. So I couldn't have gone elsewhere. The guidance and counseling program was in transition from a one-year curriculum to a two-year. So, that's how I came to have practicum. I took more credits than was at that time required for the degree.

JF So then you were teaching Neuro. nursing?

RG Yes. I was teaching Neuro. nursing with St. Joseph's, and also for a short period I did in-service work in this area.

TAPE TURNED OVER HERE -- PART MISSING I THINK.

JF Okay, so then in 1966...

RG 1966. You know, it's interesting. A lot of things come to my mind I haven't thought about for a long time. In 1966, Carol Jensen and myself had the opportunity to establish the -- how shall I say this -- to write the grant for the Coronary Care project. At that particular time there were very few Coronary Care training centers any place. So, we were busy. My area was literally Neuro., although I knew a little bit about the heart, anatomically and what have you. About Coronary nursing, I wasn't all that sharp. But I knew a lot about curriculum. I'd had course work in curriculum. Carol had a Master's in Med-Surg. with a focus in Cardiovascular and Coronary Care nursing as it was called at that time. So we put our heads together, and with historical help from Sister Mary Suzanne we wrote the grant. To make a long story short, St. Joseph's did receive that

grant. They had already established with Dr.'s Bob and Dan Bullington, a Coronary Care Unit which consisted of about ten beds in the end of the old 3-West wing. Actually it had been converted over. The criteria were that ten classes of ten nurses each, or 100 nurses, would be trained in Coronary Care each year. So we got that off the ground. There were other people teaching. Ann Garland, in fact, was one of the people teaching along with the doctors.

JF So you were really pulling nurses from all over the Valley.

RG Oh, they came from all over the West. St. Joseph's was one of the ten sites, we were the only one in Arizona. Across the country there were only ten grants that were awarded at this particular time for the Coronary Training Center. So, we would get nurses from New Mexico, from Colorado, from all over the Southwest. At this time I was prepared with a Bachelor's in Nursing, a Master's in Guidance and Counseling, practical experience in neuro, and a background in basic sciences.

So in 1967 the Glendale Community College campus had established a nursing program for the western Maricopa County area. At this particular time St. Joseph's was preparing to close their school. They had just received notice from the mother house in Burlingame that they would carry the class that had entered the last Fall, for three years and then close. So in other words, the School was in their so-called last three years of operation. At any rate, I had an opportunity to apply to the Glendale campus because they were going to establish a program. One of the Phoenix College faculty members was going to go there, and they needed one other faculty member. So I applied and Sister encouraged me to do that. It seems like all through the places I have moved into, I've been encouraged by somebody. But, Sister said, "Here's this opportunity for you and we are closing the school. So if you have a chance to go, then go." So I applied and they interviewed several people. Anyway, I was selected. At that particular time I left St. Joseph's as a full employee, although they said to me at that time, "Stay with us part-time because you'll be wanting to work with us in the summer." So all these years I've kept on part-time status with them and I do work a little in the summer, and have done other interesting things for them. But I then went to Glendale in the Fall of 1967, myself and another gal, Theresa Roberts. They were under a divisional structure, so our Chairman was a fellow in the Vocational Education area. He covered a variety of curricula. So we had a little tiny office. It was not the place to interview students. We had a kind of "open door" policy" for taking students. They seemed to be coming out of the walls and everywhere else at that time. There were so many applicants. But at any rate, we started the program over there and admitted students. Anyway, the first year we were there I taught Nursing-I and then I taught Nursing-II.

Then, of course, I taught Nursing-III and then IV. I had all the same students. We used to joke about how they would literally be carbon copies of me, you know, the first class that was over there.

But, at any rate, as soon as I took that position, WICHE — you know what I'm talking about, the Western Interstate Commission on Higher Education, were just starting the five-year curriculum project at that particular time. So I got permission through the college district to represent Glendale, and both of us went. We continued to participate annually with WICHE, and that's how we got our beginning about how to put our curriculum together. The whole thing had to be started from scratch. We had to go to curriculum committee with our courses and course outline. We literally built the program. We had our Nursing-I and in the meantime we were developing Nursing-II. We had students in transit. You can imagine how many hours we generated, the two of us working with that. Then after the first academic year, Dean Hanhila, Matt Hanhila was the Executive Dean of that campus at that particular time. They had broken apart their divisional organizational structure and they needed a Chairperson. So, he didn't ask me. I was called to his office one day and I thought... You know, when you're called to the Executive's office, you wonder what you've done now.

JF Sure.

RG Anyway, I went in and he did not ask me if I wanted to be the Chairman. He simply informed me that I was the Chairman for the Department of Nursing. So that's how I came to be Chairman on that campus. At any rate, that summer I felt kind of uncomfortable. So I got the list from University of California, San Francisco campus. Rheyba de Tornay was there at this particular time and several other well known people that we heard about later. Anyway, they were having some summer courses on Associate Degree programs and leadership, etc. So, I got traineeship moneys, or I applied for traineeships. My daughter was, at this particular time, old enough to not be a hindrance to my leaving the city at that particular time. So I applied and received notice of tuition and things like that. I had to provide for my own travel and a few other things. But at any rate, I had some traineeship money which took care of some of the costs to go and take course work in administration for Associate Degree programs, and things of that nature. In the meantime, we had to apply. We had all kinds of applications going on. We were in the process of applying to the National League for Nursing for provisional accreditation. You can't get full accreditation until you've graduated your first class. My entire summer was just sewed up as tight as a whistle. Also, Bill Berry, who is the President here now, came aboard over at the Glendale campus that summer as the Dean of Instruction. I was over checking my mail on one of my



flights in or out of Phoenix when I first met him. He was very supportive of our program, and gave me an awful lot of administrative assistance. But, of course, I had taught in the high schools at a previous time. So I was familiar with what all has to be done and how far in advance you've got to request various things, how you fit into the budget. So I was already familiar with public school systems, to a certain degree. Another thing -- on one of my trips into town, I had a letter from the District Office, Herv Spector who was in the District at that time. We had to write a grant, it was like overnight, for our buildings on the Glendale campus, for the nursing or nursing portion of the science buildings there. So only because I was younger could I have survived all of those events that I was involved in. When I look back I look at all of the experience that I obtained. At any rate, we moved on and our League visitors came and our program received provisional accreditation. I was on that campus and was the Chairperson for 13 years. When I became 50, I said, "This is a job for somebody younger." The last year that I was there I got one of the other faculty members to take the Chair position. Then, of course, I wanted to move over to the Phoenix campus. At that time I was living near here. I don't live near here now, but at that time wanted to come here because the city was growing and traffic was expanding. I was spending an awful lot of time on the road every day. Also, after 13 years in a spot, I felt that I needed to change something, although I had been quite busy and literally went to school almost every summer. I had accumulated an awful lot of Master's hours.

I guess I got ahead of myself. From the time I went over there in '67 I continued to go to school someplace -- to the U of A or to San Francisco or someplace, doing graduate level courses. In fact, I took some at ASU. Then, I had all of these graduate hours beyond my Master's in Nursing, so I had to make a choice. I felt if you're working in the school district, you are compelled to do the next degree in a way. You feel a lot of pressure to make a choice. Here I was in my 40's. I had to make a choice. Did I want to do a Master's in Nursing, or did I want to just proceed and do a Doctorate? Then I thought, "Well, if I do a Doctorate, which I want to do -- an Ed.D or Ph.D?" So I thought I might as well start out at the top. You can always start at the top and then if you need to, back up. That was my philosophy. So instead of choosing to do another Master's, a Master's in Nursing... Because of my age, here I was in my 40's, I thought I probably wouldn't work a lot more years. That was my viewpoint at that time. I just decided to proceed. So I applied for a Ph.D. Then I got my program. My major areas; well, I guess they are minors... For your Doctor's you have these two minor areas to fulfill. So I used my nursing hours, my nursing graduate hours. I had accumulated a lot at that particular time just taking courses. Also, my counseling, for which I had the Master's

Degree. I applied and wound up getting that Ph.D in 1975, to make a long story short. After I had applied, I literally had almost all of my minor areas done. So all I had to do was Spanish. I'd had Spanish many years ago in high school. I thought that would be the line of least resistance. So I met the foreign language requirement. Shortly after that you could go the computer route. But at the time I did it, you had to have the foreign language. But I was into the computer thing, and I learned an awful lot. As a matter of fact, as I was working on the entire thing, I learned all about computer programs. I spent a lot of time going to the College of Engineering to that little room where they have graduate students at that desk. Do you know where I mean?

JF I think so.

RG I, literally, in those days, learned how to key punch computer cards. I felt real proud of myself. At this time my daughter had already gone away to school. She had gone to college, so I was kind of a free agent, so to speak. I got all hooked into school, or got hung up on it, whichever the case might be. I learned a lot about computers and what have you. Anyway, I did get the Ph.D at the College of Education. It was in Adult Education and Administration or whatever that title was in 1975.

Then it was in '80 that I transferred from the Glendale campus. Actually, it was in '79 that I gave up the Chair position, asking to be relieved of that. I came over here, and when I transferred over here I asked if I could teach Nursing-I. I wanted to be familiar with the curriculum here. At Glendale everybody who ever came on faculty while I was there, I encouraged them to start in at Nursing-I and then move forward. So, there always seemed to be a movement of people coming in. I feel very good and rewarded about the accomplishments that we made on the Glendale campus when I was there. The faculty that I worked with there were absolutely the greatest group of people that I have ever worked with. There just seemed to be some kind of cohesiveness among us. We tended to have -- I don't mean to say telepathic -- but, I mean we all seemed to have a flow of putting the curriculum together, and a concern with all of the students. How they would flow from one group to the next. We did a lot of work in terms of League reports, State Board reports. At that particular time I carried a full load in a team situation with two other faculty who did some of my lectures. Originally I was doing Nursing-IV, Med-Surg. Then, in the early 70's, I can't recall exactly when... I always seemed to have been called upon to do something different at every turn in my life. But, we lost our Psych.-Mental Health faculty person. She had a health problem and had to retire. Nobody wanted that role. We could not find anybody to take that job who was Psych. prepared. We really needed a Psych. person on board. So to

make a long story short on that one, it wound up that I was the one to take this role. So I rushed off, feeling real uncomfortable and unprepared, I applied quickly for traineeships and went to University of California at San Francisco. I went up there several summers, taking all of the Psych. courses that I could get. Courses in teaching Psychiatric concepts and several Micro. Counseling courses. You know, you videotape each other. I even did an experimental study on our campus at one time utilizing that. I had this sort of Neuro. background which helped a great deal. So that's how I prepared and began to teach Psych. So I taught Psych. over there for eight years before I left. But when I came down here I asked to teach Nursing-I, because I had been so far removed from that. This was in 1980 that I came over to the Phoenix campus. Then I was asked to go to Nursing-II. That faculty member was taking a sabbatical. So I taught Nursing-II. At every stage I had to do course objectives and outlines. The girl whom I worked with in Nursing-II that year was just here on a one-year contract. So, I was left to do the coordinating and everything else, including the course outlines and tests. I have very strong feelings about having item analyses of tests. There was a computer program in the District mainframe that I could use to run item analyses on the tests. Then, after getting Nursing-II in order, I was asked to go back to Nursing-I. So I flip-flopped between Nursing-I and II. This year my assignment has been a return to Psych./Mental Health. So now, here I am and it's 1987. I'm teaching Psych./Mental Health again. I think that's my favorite area. If I had to choose an area, the behavioral area has always been of greatest interest to me.

JF What semester do the students have their Psych?

RG Three, semester three. I guess it was five years ago in the summer that I worked for St. Joseph's and set up their student assistant program. So, I interviewed students and got that underway. I did that one summer. Then the following year I was due for sabbatical. So I asked Penny Duvall, her name was then. She's married now. Shucks, I can't think of her last name. I think Penny Duncan, does that sound right? Anyway, the Nursing Administrator at St. Joseph's. I asked her if there were some kind of a project that I could apply for. I was due for sabbatical and would kind of like to take that. On a previous sabbatical I had finished my Ph.D. So, yes, they were coming down the road with some stuff in quality assurance. She was somewhat broad about it. So I wrote my request for sabbatical rather broadly. I was awarded a year's sabbatical leave by the Maricopa Community Colleges. So, when I went aboard what they had for me was implementation of the computerized nursing information system. Of course, I was getting my salary from the school district. But they provided me with a position in Management Systems. It was a coordinating one with the nursing managers and head nurses. Then, the

hospital paid my expenses to go to Chicago, to the Medicus Corporation seminar, the company providing the program. So I assisted with a lot of the in-service. I coordinated the implementation with quality assurance. That whole ball of wax was quite a challenge. Also, it allowed me an opportunity working with computers. As far as nursing, it's not directly related to patient care, but more with needs and assessment. And I did some of the in-service for the head nurses and managers in terms of what they needed to know. I did a lot of the problem solving. Although, we could just pick up the phone if we had hardware problems. But the software problems required a call to the Medicus Technician in Evanston, Illinois. I did a number of classes on assessment for the staff, and things of that nature that were related to collecting the data to do the classification system. It was on standardized marks sense sheets that data was recorded. You're probably familiar with how they mark those. And also, we had a committee made up of head nurses, those who were interested. We had 12 or 15 people on the committee who did some monitoring of how they were classifying patients. You know, what indicators they were marking on those mark sense sheets to be processed in the microcomputer. So, I had a real full year. In fact, they wanted to employ me in that position. Of course, I was there on sabbatical and I was committed to my school. So I returned to school, but in the meantime I assisted them in selecting the person who would come aboard to take that role. I had to orient that person. When I returned to the faculty here, I was again hepped up over computers. So, since I've been here I've tried to develop myself.

Thinking in terms of retirement, I can retire in three years with full benefits. Whether I will, I don't know. But, for a number of years now I've taken oil painting lessons. Also, I've done a lot of geneology and worked with the Historical Society. In fact, I recently got certified by the Board in Washington as a geneological record searcher. Not that I would care to make my living off of that, but I have a real interest in historical events. I have done some oral history interviews for the Historical Society. Although I haven't been able to do as much as I would like to do. I have tried to develop myself so that I won't be stuck as some people are. They retire from work and they never did anything but work, so they're kind of lost. I've been doing some planning, in terms of how I'll be financially when I retire. At least I've been looking at that and checking around. My thought right now is that I probably will go to the option of half-time. But my feeling is that I've gotten a lot more interested in research. I Chair our Strategic Planning Research Committee. Of course, it's educational research more than anything related to nursing. I also, by the way, serve on the Arizona Commission of Nursing Research. In fact, I'm going this week to Tucson to the research meeting. The University Hospital has their annual research conference. I have an

interest in that area, but I feel a lot more comfortable in educational research. I think because I know a little bit more there.

JF What was your dissertation research?

RG Values. Let's see, the title of my research was "A Study of Community College Nursing Student Values." It's unpublished, of course, and it's in the Arizona State University Archives 1975. What I did was I took the computer program that was already available. I had to select two instruments. It was kind of funny how I got one of them. But, I wanted to see if there was any change in nurses' values from the time they came in until they came out. So, it was not an experimental study. It was more of a sociological type of study. Of course, at that time, in the 70's, as you recall, there were a lot of things about values clarification. So, it was a subject that was acceptable and it had not been studied. I used standardized instruments, rather than develop my own. Under the circumstances, on values, I would have had a lot of trouble developing my own. One instrument was called "Survey of Values" by Lindsey, I think. The other instrument, it was kind of by accident that I selected it, although it turned out to be a very good instrument for collecting data. The name was Gordon. The instrument that I wanted, I couldn't get. I ordered it and somehow or other it never came. I was getting a little panicky because I had to have my data in. It was the Spring of '75. I looked in Buros Mental Measurements Book and, I thought, what else could I get on values at this late time. Anyway, I made a call to this company in Chicago and I guess I got the right man on the phone. As I say, sometimes when you think things look the bleakest, something turns up. Anyway, I talked to the Managing Executive on the phone. I told him that I was a Doctoral student, and that I had not been able to get the instrument I wanted. He said, "I'll send you some." I told him how many I needed, 125 I think it was. I had a large sample of students, and I needed to capture them before school was out. So anyway, he said I could have the instrument on the condition that he could have my results for their documentation. They needed it for their bibliography. I've never gone back to Buros to see I'm listed in the bib. Maybe it is, and maybe it isn't. So anyway, he sent me a letter which in essence said the same thing he'd told me on the phone. I had all these instruments. He sent them air express, so I had them in a few days, the instruments that I needed desperately. Then, I had to prepare all that data to get it into my computer program there. You remember those keypunch cards?

JF Yes.

RG You can imagine how much midnight oil I burned getting things all together. I administered them. I scored them

myself. Of course, there was the key. Rather than send them to computer, I didn't have time to send them off to the company to be scored. I was afraid to let them out of my sight. I was kind of under the wire to get my data done. So I scored them myself. I did all that stuff by hand. I don't know how I got off on this subject.

JF I asked you what your topic was.

RG Anyway, I got all my data together. I did not graduate... I was not ready. I had not defended my dissertation. It was in August when I finished, in '75. I didn't get in on the Spring graduation, but I did finish my requirements. I had that big dissertation book to hand in for my evidence of my sabbatical at that particular time. So it was an experience.

JF Well, that brings us up to date in that aspect. One of the questions that I've asked before is if you've always wanted to stay in nursing. But, obviously you didn't, because you didn't for awhile. But, you are back in nursing. Are you satisfied with that decision?

RG Oh, yes. I look back over all of my life. I guess I'm at a time in life when I look back, as some people do. There is hardly anything that I have done that I would not repeat again. I feel real pleased with the accomplishments that I've made. I've had a lot of people who have assisted me and fostered me, and listened to me through the years. I feel real comfortable. In fact, I can't think of anything that I have done or the way in which my career has gone that I would change. I feel very career-oriented, probably due to the circumstances of having been left by myself to raise a child. I frequently chuckle to myself that I probably got hung-up on education. But, I just had some kind of zest. To this day, I have a zest effect. I applied this past Spring and participated in a pilot project the District had for VISIONS. It's like re-careering, and we each had to do something of interest. I got interested in Gerontology. In fact, I applied to ASU under the College of Public Programs. Naturally, they accepted me. They've got a lot of openings in this field.

JF Sure.

RG So, at any rate when I applied -- this was last Spring for the Fall -- I couldn't take what I wanted to take. It didn't fit into my schedule at that particular time. I wanted to take Psychology of Aging, but the course was cancelled. It was related to my teaching area, and I just wanted to start off with that.

Well, anyway, this semester it was convenient for me to take Sociology of Aging. So, I'm just going to take a course at a time and do that certificate in Gerontology. Primarily because of interest in that area I guess I'm moving into that area myself. So it seems like I'm always doing courses or going to school. I have a huge zest for learning. It's as if you get hung-up. Although, as I was doing the assessment for my Financial Planner recently, I thought "Gee, I could probably do without some of these publications." He looked at my list of publications and the amount of money I'm paying out. He said, "Let's see, are you planning to spend that this year?" I said, "Well, let's cut the list in half." Some of the publications I don't read fully. I peruse them. I should be more selective about what I read, and then send that magazine to the library. I could probably do without taking all of these publications.

JF Well, that's an interesting thing. This is a little off the topic, but I did teach a class in Values last Fall, Nursing. I had the students read two books. They're sort of research reports of values that people hold in this society at this time, some changes in values. But, they're a bit on the fat side. I had them read a book and we talked about it. Then I had them read the other one and we talked about it the next week. And, you know, they're saying, "But, we needed more time to digest and think through." I said, "I don't want you to do that, I want you to get the gist and move on." So I can see that in some ways our ideas run along the same. Although, I've always been somewhat of a pedantic reader, you know, word-for-word. So it's hard for me to go pssst. But, anyway, and in thinking about your career and career orientation, you did have your daughter. How did you juggle those responsibilities? I'm sure she was there when you got home at night.

RG Well, when I was younger, when I was first going to school and working on my Master's back in those early years I left her in a nursery. When I was working for Eisenbeiss, for example, through the 50's. When she was very little until the time she went to school, I had this lady who didn't charge very much. She received a pension so her needs were not very great. But, when my daughter went to school, the interesting thing was that this lady's daughter who had been childless for about ten years became pregnant. She was about to deliver, so Mrs. Holland, we just called her Holland, she wanted to go to be with her daughter. It worked out. So, then when my daughter first went to school, you know, to first grade, I switched over and started working nights so that I could take her to school in the morning and pick her up. Well, I would get home in the morning and I had a neighbor, a teen-ager, who used to sleep at my house. She'd come over and sleep at my house, and then go home in the morning. I'd get them up when I'd come home from work. The interesting thing about that was that I

couldn't sleep. I'd work nights and couldn't sleep in the mornings. So, I went out to play golf. I used to play nine holes of golf every morning at the old Encanto course. This was in 1955 or '56 or '57, somewhere along in there. I would go out five days a week and play nine holes of golf. Then I'd go home and sleep. But then I'd have to be up at 3:00. So, I'd sleep two or three hours. She was young and she would go to bed early, so I'd get a couple of hours more sleep. So that's what I got; I slept two hours here and two hours there. But when you're young, you can do a lot of things. After about a year of this, I said to myself, "Gosh, life is too short for this." I was in my late 20's. I was about 27 or 28, maybe even younger. But, anyhow, I said to myself, "Gee whiz, I think I'll take a course." And, of course, in the background there was always this thing about nurses needing more education and getting a Bachelor's. But, I never even thought about getting a Bachelor's degree. I got fed up with playing nine holes of golf every morning at the old Encanto place, and meeting with these ladies who had nothing else to do but to socialize. I signed up over here at Phoenix College for, it seems like I took Zoology. I was an RN at this time. So, I took Zoology and English. Well, I felt like some of the returning women that I speak to now. I look back and I felt like I couldn't do it, that I might not be able to do so good. Anyway, I made A's. So, the next semester I signed up for a little bit more. But remember, I'm working nights. Of course, at night, sometimes there was spare time to read. I was doing private duty so sometimes I would have cases... In fact, one of the very famous patients whom I took care of was Henry Luce, you know, he used to be the Editor-Publisher of Life or Time, whatever the name of it was. Anyway, one night he saw me while I was reading half in the dark in the corner. He awakened and he said, "What are you reading?" At that particular time I was taking Western Civilization which was right up his alley. I'll never forget this as long as I live. But, anyway, he said "What are you reading Ruby?" And I said, "Oh, I'm reading my Western Civilization assignment." And, this led to a conversation which took up half the night, because he was an historian, naturally, because of the position that he was in. Anyhow, I learned an awful lot from him. But, at any rate he became very interested in me. He was in the hospital a long time. He'd had a heart problem and he was there a couple of months. Well, he kept me on. He needed me about like he needed a hole in the head. I often thought he kept me only because he knew I was going to school and working nights. But, anyway, every night when I'd come to work there would be some big discussion about my history lesson. I learned .pa probably more from him than I learned from a textbook, because he knew history from one end to the other.

JF And he knew people.



RG He knew people. And so for sometimes two or three hours, we would be discussing. I mean, I would be listening mostly to what he had to say about history. Of course, I was in the process of taking Western Civilization and I felt very enriched about that particular experience. But, I worked nights and later when I went to days, of course, it was no problem with my daughter. But, that's how I juggled things in those early days when she was in elementary school.

JF Well, over the years have you seen yourself as an innovator?

RG Well, yes I think so. I think I have plunged ahead and certainly feel that I made some impact on nursing education. When I came into this job in Associate Degree nursing I actually had been encouraged at that particular time... By the way, I didn't mention this earlier, but I had taken some course work at ASU, some of their regular Baccalaureate level courses. I had taken the one with Public Health, it was a six semester hour course at that time. Rosemary Johnson, of course you know Rosemary. And one of the cases that I had was a blind girl who had been allowed to keep her baby. She'd had a baby out of wedlock and she had been allowed to keep her baby. I did some sort of innovative things in my visits with her, writing these process recordings out. I taught her how to bathe that baby, the safety precautions, etc. Anyway, Rosemary had encouraged me to write that up, which I did. It was published in the AJN, way back whenever that was. Also, when I was at St. Joseph's, someone had said nurses are always getting their backs injured. It seemed to be a prominent thing that they kept repeating over and over. So, one day I said to myself, "It just seems like we don't have that many injured backs." So I undertook to do a survey. They had not had a safety program at St. Joseph's at that particular time. As a matter of fact, a lot of hospitals didn't have one. So, I did a survey. I took all of the occupational reports of injuries on the job. Actually, this was somewhere in the middle 60's, as I recall. For the previous calendar year, I took all those reports and categorized the area of the body that was injured and all that kind of stuff. So, it was an after-the-fact type of survey. Actually, this was before I'd had a lot of course work in research methods. But at any rate, I had this big report. I thought I might as well send it off to Hospitals, you know, the Journal of the American Hospital Association. So, immediately they wanted it to publish it, but they wanted it trimmed a little bit, and they wanted some graphs. So, I solicited the help of the gal down in the department that does AV materials. She was an artist.

JF Oh, sure.

RG She said, "Ruby, if you'll rough them out, I'll do them. But don't you dare ever tell anybody that I did your graphs for you." So, she did them and did a beautiful job. I sent

it with my write-up. I trimmed it a little bit. They published that thing, and that thing is quoted, every now and then, even to this day. That was in the mid-60's, 20 years ago, but I am still asked about that study to this day. I have an old copy of it in my office over there. I've xeroxed it two or three times because people are looking through the old literature and want a copy. But at any rate, to make a long story short, they published it right away within a few months in their December issue. I got a little one of those marble paperweights with my name on it. I don't know if you've ever seen one, this has the emblem or seal of the American Hospital Association with my name on there. They give you these. They don't give you any money. But, it was the publicity associated with it. And, of course they give you some recognition.

WENT TO TAPE 2 HERE.

JF Okay, so you were saying that you got a lot of recognition for that study, that publication.

RG Yes. You know, when you asked me if I'd seen myself as an innovator, actually the minute you said that I thought, "No, I don't know that I've ever innovated anything." Then, some of these things come to my mind that I have done, which were somewhat assertive in a way. I never had envisioned myself as assertive. I've always been a little bit shy or bashful originally. I try dealing with my students from a positive standpoint, because I feel like if you have a little reward, it sort of fosters you on. I feel very much like all of my life people have fostered me on and pushed me on. I suppose I could have wound up in some other kind of direction. But, when I look back... It's funny when I get to talking how many things I remember that I didn't remember before. I probably should write all this down sometime.

JF Well, it would be nice if we were journal keepers, but we're not. That's why I'm here.

RG Well, we're journal keepers on our own kinds of things. I have done a lot of things and I guess you could say that I've been innovative in some of the things that I have done.

JF But, it sounds as if they were things that you saw that needed doing at that time, so you just went out and did them. It's more in retrospect that you can see that they were really moving things along.

RG That's true. For example, the study with hospital injuries. It was amazing. The most injured body part was the hand. Well, it makes sense when you think after the fact. But, my results pointed that out. It seemed like I always had an open eye. If something came along, I had a questioning mind I guess. I'm thinking that if I choose to go to half time retirement, which I probably will, I think I'll ask to be

positioned in research and development, and not in nursing. It's not that I don't like nursing and haven't been rewarded in it, but I feel like moving into another area. Even at this late stage.

JF Oh, you bet. Are you familiar with the Diamond studies?

RG You mean on the Diamond family?

JF No. I think Marian Diamond is a rat-lab Psychologist out at Berkeley. She's been working with rats for about 25 years or so. She discovered that when she put rats into a novel environment, their brains grew physically, measurably,

RG Really?

JF Significant differences.

RG Yes, I've heard of that, but I didn't realize it was the Diamond study.

JF Well, there's a whole series. Well, then she also discovered that when she took them out of the novel environment this growth shrank back to original. Then she also found that people, or not people, but old rats' brains grew too. I do think the implications for the older adult for these kinds of things are extremely important. We have to keep thinking about novel environments throughout life.

RG Well, this is in a way kind of novel, but as I was taking this class in Sociology of Aging, each of us had to give a report, which we were going to do on our paper. Well, mine was the first one. I looked at this list of things and there were so many of them, like medical kinds of things, like caregivers, cardiovascular problems, Alzheimer's, all this. I said, "Oh, I want to do something that's not related at all to nursing." I wanted to do something different. I mean, I know a lot about nursing. So anyway, in the list were minorities, aging and minorities, or ethnicity. So I thought, "Well, that's what I want to do. I hope no one selects this." So we all had to put down a one, two, three choice. Well, I was the only person that chose that. I got very fascinated by that, and I gathered a great deal of material and gave my report. But, there I was. I was interested in learning something that I didn't know already. So many students take the line of least resistance. I always want to learn something different.

JF Well, okay. One of the things I did write in this laundry list of information -- involvement in the Women's Movement. It very quickly became clear to me that was not the term I wanted to use. Because, people read that as political involvement -- the bra burners, volatility. And that wasn't precisely what I meant. I think that's part of the Women's Movement, but what I was thinking was really nurses working

and being members of the work force. That's a social movement. That has been moving along quite rapidly for the past 40 years. It was my hunch that Cadet Nurses back in the 40's did not come out of nursing school with the intent of working for 40 years. That was the context from which I was speaking. I wondered if you have seen yourself as a part of that social history of women, working women?

RG I don't think so. It seems as if I just sort of moved along. I never planned anything. It just seemed there was always an opportunity to do something, again and again. When I look back, and when I hear people complain about the U.S. Government, no matter what they say, it sort of burns me up. See, I feel a great deal of gratitude to the U.S. Government for having funded me from my beginning. See, I think my beginning began with the Cadet Nurse Corps, or that opportunity.

JF That's right.

RG See, had it not been for the Second World War and the funding of the Bolton Act, I may never have been able to get my initial start. And I think that that's where I got it. I think that I grew, personally, and obviously, professionally. And educationally and in any other kind of way, I grew from that little beginning. That was my opportunity. I took it, not realizing at that time... And as I look back, and I've have thought of this many times over, how appreciative I am to the U.S. Government. To this day, I do not mind paying whatever taxes they say I owe. It does not even bother me, because I feel that that was my movement from high school to a career that has been really very rewarding to me. Even though at one point, I wanted to hop out of it and did so for a year, I came right back.

JF Well, at this point in the interviews I've done, you're response is fairly typical. "I did not plan to do this. I can look back and see it, but back there this was not my vision for myself." So, I would guess that that may continue to be true, although there's always other possibilities.

RG Yes.

JF Well, this is the end of my laundry list here. Before we conclude the interview, is there anything that I did not cover that you think should be covered before we finish up?

RG No, it seems like it covered "the waterfront", as the old saying goes.

JF Okay. Well, I want to thank you very much for your time and your interest. It's been a wonderful interview.

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