

Arizona State University

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.

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.

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Barbara A. Miller
Interviewee (signature)

April 21, 1987
Date

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 April 21, 1987. I'm interviewing for the first time Dr. Barbara Miller in the Learning Resource Center at the College of Nursing, Arizona State University.

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 My general idea is to work through my topic list in a somewhat sequential fashion, so let's begin with your nursing education. What year did you graduate?

BM 1947.

JF Okay, and what year did you go into the nursing program?

BM I think it as 1942. I graduated from high school in '42, maybe it was '43 that I graduated, I should look that up. I must have graduated in '43, but I don't remember.

JF Well that would be about four years.

BM Well, and it really was about three and a half because I graduated in May from high school and went into nursing at the end of May. Then I was there for about a year; no maybe about eight months or so. I had surgery and got an infection. I left the school for six months. It was supposed to be six months, but I came back in five months because, at that time, whatever time, you were ill you had to make up. So then I wanted to make up time so at graduation I wouldn't have any make-up. So then I came back in and then I graduated in '47 in January with the second class that I came back to.

JF Now, you were in a hospital school of nursing?

BM Yes, a diploma School.

JF And where was this?

BM In Massillon, Ohio.

JF And about how large was the hospital?

BM Oh, about 150 beds, I guess. I don't remember, but it was a small hospital at that time.

JF Okay, and do you remember about the size of your class when you went into the nursing program the first time?

BM Yes, the first time I think it was a larger class. It seems to me there were 15, 18, I don't know why that comes [to

mind]; and then the second class I know that some left, but I think there were about 12 or 13 that graduated.

JF Now did you have any affiliations, hospital affiliations, when you were in the nursing program?

BM We went for three months to Children's Hospital. That was in Columbus, and I went for three months to the State Hospital, psychiatric, in Massillon.

JF Now did you have any college affiliation or university affiliations?

BM No, we had all our classes there at the school. Chemistry and microbiology, we had a brilliant instructor there.

JF Okay. I believe that somewhere along the line you had said that you did not enter the nursing program the first time as a Cadet Nurse, but you joined later.

BM That's right. The second time that I came in -- I was trying to think whether the class before us had some Cadet Nurses. So they must have had it, but I don't know why I never joined. Maybe they presented it to the second class and I didn't remember it with the first class, because the class that I originally was in I don't think anyone was in the Cadet Corps. But anyhow, in the class I graduated with there were three out of that group who entered the Cadet Corps.

JF One of the provisions of the Cadet Corps legislation was that people had an experience away from their home hospital in the last six months. Did you have something like that?

BM Yes, we went to Dayton Veteran's Hospital and were there for the last six months of our training.

JF What kinds of experiences did you have at that Veteran's Hospital?

BM Essentially the same, as far as caring for the patients, although I suppose it was a larger array of patients. But we did essentially the same things, because back in the diploma school we worked nights and were in charge of the units even as a junior student. We were in charge and sometimes had freshmen underneath us. And the same thing in the Veteran's Hospital, except there were no younger students so you weren't in charge of anyone else. You might have been in charge of a unit, but sometimes they had Head Nurses with us and sometimes they didn't, it just depended. That was about the first three or four months that I was there, and then the last three months or so -- I can't remember exactly how long it was -- they asked me if I would work in the out-patient clinic with a nurse, and I thought that was interesting. So she was there with me for about

the first two or three weeks, then I was in charge the rest of the time. It seems to me she went on a vacation or something for about six weeks. She came back just prior to when I left.

JF That was quite a switch from the in-patient experiences. Did you like that?

BM Yes, it was interesting. I did a lot of different things, and I was used to doing them. We had to order supplies when I was a student. You had to count things, you had to do a lot of that. But we did a lot of assessment -- which we didn't call assessment -- you did an observation. The first time that I had ever met anyone who said that he was a drug addict was in that out-patient clinic. When I saw him he wasn't on drugs, he said. But he was a morphine addict and he said this. That was just absolutely -- it blew my mind. I couldn't understand it. He tried to describe taking this morphine, it was IV, of course. He showed me all the tracks and scars.

JF So you did spend your six months at the VA and you did graduate then, at that point.

BM Yes.

JF And you were underage for the State Boards?

BM That's right.

JF So how did you occupy yourself during that interim between graduation and ...

BM Well, we were to graduate in January and when I went back for graduation, the three of us that I said were in the Cadet Corps had signed up to go back and work at the hospital after we graduated. We could make a lot more money than back in Massillon. Anyhow, when I went back for graduation, I was called in and they said that there was a mix-up in my records. They did not have documentation that I had made up the time that I was ill. When I had left and come back early, and they didn't have some other documentation of any make-up. So I had almost three months, it wasn't quite three months, I think it was something like 70 days or something -- it was a lot, though. So what I did after I graduated was to be in the clinical area and just work there as a nurse. I was supposed to be a student, but I was on full-time. That's all I did because I didn't have any studies -- just made up time.

JF There was one question I did not ask when you were at the VA in Dayton. Did you have any additional classes during that six months period?

BM Yes, when we were there our group, now there were three of us [from Massillon], but there were cadets from Virginia, Kentucky, Tennessee, all around. I made friends with a couple of very dear friends from Kentucky. Anyway, those of us in our group, and then there also were doctors, there were I would imagine 20 to 30 in our group -- I can't quite remember how many -- and there were 15 to 20 doctors. Evidently they were doing their residency or whatever they were doing, but they were under the auspices of the Government just the same as we were. They were doing this time instead of going into the Army. The classes that were held were held for all of us. Our classes were many times, most all the time -- I don't remember any on nursing -- they were doctors that talked with us and it was usually a diagnosis that they would talk about, and all the ramifications. We met, I would say it was probably every other week or so.

JF Alright, then moving back. You had made up your make-up time at your home hospital and you graduated. I believe you said you had agreed to go back to the Dayton VA Hospital.

BM Yes. And I forgot, I know I had told you about having to wait for State Boards. I graduated when I was 20. At that time you had to be 21 to take State Boards, so that meant waiting one whole year. So I did go back to Dayton around March or April when I finished up with everything. I went back to Dayton and worked there. Then I don't remember when I took the State Boards but it would have had to have been after my 21st birthday. I took State Boards and then went back to Dayton. I was there for less than a year, because then I decided I wanted to go into the Army -- I thought that would be advantageous. Prior to going in the Army I wanted to go home for awhile. I went home and there was such rigmarole with that application for the Army that they lost me. I don't know if it was advantageous or not. Anyhow, it was taking so long to hear from them that I was working nights at the hospital where I graduated. They were always sending me papers to fill in. Now I know you never leave one blank. Finally about the third time that they sent them to me, and there weren't any recruiters or any of that stuff at that time, I decided that all this rigmarole -- I couldn't tolerate that. So then another friend of mine who was also working, we decided that we would go to Western Reserve -- it was not Case Western Reserve at that time, it was Western Reserve -- and go on for our Baccalaureate Degree. That was always in the back of my mind, because prior to going into the diploma school, I had a relative who tried to entice me to go to her school at Western Reserve. My parents had wanted me to go there, but at that time I just wanted to be a nurse and wear that cape that they wore. Anyway, this friend of mine and I decided to go to Cleveland. We enrolled at Western Reserve. They had that set up so that you took all these batteries of tests and they helped you with everything. Then they wanted you to

work in the hospital, so we got jobs right away working at University Hospital. The application included taking many different tests. Finally, we were accepted and we were supposed to start our first classes in September, but in August I decided to get married. We couldn't find a place in Cleveland to live, so we went back to Massillon. So then I didn't go to school.

JF What did you do?

BM Well, then I decided I wanted to work. A friend of mine who was Director of Nurses at the State Hospital where I had my training, for psych. nursing, was starting some innovative programs. They were innovative at that time because many of the wards were run by attendants. The only one that was run by the nurses or headed by the nurses was the medical unit and the hospital unit. So I was enticed to go there and to be Assistant Head Nurse. It was days and that was a big thing -- every other place I went it was always nights that you had to work. So I became an Assistant Head Nurse on this Psychiatric Unit. It was Admissions. At that time what they called the most violent ward because they didn't have any tranquilizers. The only thing we used were to send them to hydrotherapy; we did counseling and many of those things with the patients, but that was about it.

JF Now, am I hearing that when you were a student back in your affiliation there, that you were supervised by non-nurses?

BM That's correct, that's the same place that I had been as a student where I went back as Assistant Head Nurse. When I was a student, three months that I was there, that whole time I was on this one ward. We worked from 7:00 p.m. to 7:00 a.m., because you were only supposed to be eight hours -- you were supposed to have three hours off -- so I slept on the ward. I slept on this large solarium-type place where some of the patients slept, because they didn't have enough beds on the other end of this huge building. Around midnight or 1:00 when there wasn't anything I'd go in there and lay down, and just become one of the patients.

JF That doesn't sound very secure.

BM It never bothered me whatsoever. I can remember one night this one person kept yelling and I just yelled, "Just be quiet, I want to get some sleep." She said, "Okay." She thought I was another patient. There wasn't that fear -- I never had any fear of mental patients. No matter how violent they were I never had any of them be violent with me.

JF That's interesting because that's not exactly some of the notions that we get from listening, or watching, old movies like "The Snake Pit", some of those kinds of things.

BM Yes.

JF So you went back there then as an Assistant Head Nurse doing some innovative kinds of stuff, and that was like your first administrative position?

BM Well no, because every place as I said, when I was a student I was in charge of that clinic and as a student I was in charge at night. On 3 to 11 when I worked I was always the one that was in charge with someone beneath me. In fact, this was the first time that I think I had worked with someone like the Head Nurse where I was not in charge. Even at the Cleveland Clinic, I mean the University Hospital, when I worked nights I had two units and I was the only RN. I had two or three Aides working for me. That's what the nurses did then, it was very unusual to have two people in an area.

JF How long did you work in the State Hospital then as an Assistant Head Nurse on this unit?

BM Less than a year. I really couldn't take seeing patients come back. It felt so good when someone was released, and sometimes they were released to go home from our units because we really did many things, like counseling, that they never had before. We were the ones that assigned them the hydrotherapy and electric shock. We did many of these things. We did counseling with their parents and spouses and so forth, that had not been done before. Before, the attendants just took care of the people and that's all they did, just caretaking. So it was really challenging. But when I would see young people coming back I just couldn't take that; I couldn't understand it.

JF So when you left the State Hospital where did you go from there, professionally?

BM Well, at that time there were several things -- we were moving and I was pregnant. For several years, maybe it was just about one or two or three years, that I did more volunteer work, but nothing in the hospital. When the boys were a couple of years old I went back and did part-time night, private duty, but that would just be for one night a week. Then I started, at that time when the boys were still small, to take classes. This was about 1956. They had what they called extension courses -- they came from the University of Akron and came down to the Canton area which is close to Massillon. They came to one of the hospitals there and so a lot of the nurses then were taking these courses that were preparing us to get a BSN. So that's what I did for quite a few years until the boys went to school. Then around '58 or so I started working two days a week, 3 to 11, on a unit without any help except Aides. Again, I just thought there was more to nursing than what was being done. Shortages, you know, they couldn't give you any help.

So then there was an opening in the School of Nursing and the Director knew me, so she was the one who told me about the opening. I went and applied and got that position and started working.

JF Now, can we go back just a bit? You said that you did volunteer work during those interim years while the boys were small. Would you give us kind of an example of that volunteer work that you did.

BM I worked for the Bloodmobile -- that must have been seven or eight years, I remember I got pins for that. I also was a Red Cross instructor, so I did teaching of First Aid to lay people through the Red Cross. I don't know, there was a lot with the Church. That's primarily what I was doing, plus almost every semester taking a course.

JF So then about '57, or no '58 or '59 you said, you then took a full-time job as an instructor?

BM In 1959, right.

JF In 1959. And did you have your degree by this time?

BM No.

JF You were still working on that?

BM I maybe had 20 hours, I don't remember, but I had about 20 hours. At that time they hired people -- the Director at that place had a Ph.D. She was the only person I ever knew with a Ph.D. and I really wasn't too impressed. We had one other faculty member who had a Master's Degree and there was one with a Bachelors, no she had a BSN. Then all the rest of us were just people that they picked up off the street, who had the skills.

JF But you continued working on your degree?

BM Oh, yes. I went full-time, maybe the end of '62. I took a leave of absence from the School of Nursing, then went full-time and graduated with my BSN.

JF And what year was this?

BM 1964.

JF And then did you go back to the school to teach?

BM Yes, I went back. I was the Coordinator of the Fundamentals of Nursing.

JF So you were working with the students early on in their nursing education.

BM Right. When I started there in '59, I was teaching fundamentals with other people, and I was low man on the totem pole. By '64 I was the Coordinator.

JF Okay, there you go. So how long did you teach then at the School of Nursing?

BM Until '69 -- I think it was around '66 or '67 that I went back to get my Master's Degree. My Master's is in education, because the only place you could go for a Master's in Nursing was Western Reserve, but you had to have residency there. They didn't have that many Master's programs. So then I went to the University of Akron and got my Master's Degree. I started out getting a major in counseling and guidance. But when the practicum included a full semester of full-time classes, I changed my major to administration. At this time I was going part-time and I was teaching in the School of Nursing. I could not get any time off to go through this practicum, so I changed my channels and took administrative courses and supervision. Then I graduated in '69.

JF After you got your Master's Degree, you did not go back to the school?

BM Well I was still there.

JF You were still there.

BM When I graduated I was still working at the School full-time. As soon as I graduated, I guess it must have been in May, someone in the school was a friend of a friend, and they were looking for a supervisor for the school nurses. The person who had been there was thinking of retiring -- she'd been there 10, 20 years, or so. So they enticed me to come into that position. It sounded very challenging, so I decided to go into school nursing.

JF Well that was quite a big jump. To go into a school to entice you out, as you say, suggests that they had something in mind that they thought you could do. What do you think the School Board wanted you to do in that position?

BM Well, I think they wanted more nurse-student activity. In other words, they wanted more health teaching, they wanted policies. I don't know that they knew at the time exactly what they wanted, but they wanted something different. One of the things I remember them saying was, "Would you be willing to go out to all the schools, would you be willing to talk with teachers and principals?" I didn't think that was odd at all. The former person did not want to do that and wanted to stay in her office. They wanted more interaction with the students. Then, I wrote up all their policies and procedures, so forth.

JF Now, that was a big jump to go from the School of Nursing to a school nurse supervisory role. How did you handle that change, just for yourself?

BM I didn't think it was that big. It was the same thing where instead of looking at adults, we had a lot of ill kids, but we also had healthy kids and we did more with prevention. I knew a lot of First Aid and I knew that was a lot of First Aid. Writing up these policies and supervising the other nurses, I had done that all through my training. I was always supervising someone. I thought it was a "piece of cake". I also started a pilot project teaching sex education to third grade students in one elementary school.

JF Okay, that sounds like fun actually.

BM It was.

JF How long did you do that, supervise the school nurses?

BM Well, I stayed there for a couple of years and probably would have stayed longer but another friend enticed me to go back to teaching. They were starting this ADN program at a small campus -- Tuscacamus campus, a part of Kent State. They called it an extension, but it became a satellite. It was about 35 miles from Massillon. This friend needed a Med-Surg. instructor, also with a Master's Degree. At that time the only people they had teaching -- one I don't even think had a Bachelor's Degree. Anyhow, they wanted me because of my credentials. They kept giving me all these little benefits and different things, so I thought I'd done my duty in public health and I would go into something else -- go back to teaching. I enjoy teaching and I enjoy students.

JF Okay. Now this was about '71, perhaps?

BM Yes.

JF Now, about that time I lived in California and there was legislation there that before anyone could teach in a junior college they had to take a course called "Teaching in the Community College" or the junior college, whatever they called it. Did you have anything like that in Ohio that you had to do?

BM I had heard about that. They talked about that and evidently some people did have to take those courses. I don't know how I got out of it except I do know that for those in nursing it was different. Because we had to go through teaching nursing in an ADN program. So the first summer after I had started working I went to Purdue University for two weeks for a seminar. They were all nurses there, educators. We did get the principles, they brought that in also, but much of it was strategies for

teaching with the student. We got a lot of the basics about the community colleges and what their philosophy was, and all that.

JF You'd had about ten years of working in the diploma program and then you made the switch into the ADN. Those two things are not alike; did you find much difference in the two when you went into the ADN program?

BM Well, the differences that I found were: all these students were commuters, and in the diploma school they lived there in the dorm and they were very close -- we had a health clinic and all this stuff. [In the ADN program] these students took care of their own health. That part, as far as looking at the extraneous variable. As far as content we taught essentially the same content in a shorter time. To illustrate, I was always very active in the Nurses Association, in the Ohio Nurses Association, and at one of the conventions there was a skit put on. McPhail and Schlotfeldt and the LNA Director and several others put on this skit, illustrating the differences between the diploma, ADN and Baccalaureate programs. It was hilarious; they were talking about the diploma -- you could see just where they were coming from. Now, McPhail and Schlotfeldt were at Case Western Reserve at the time, but still and all, the diploma nurse was the nurse. Ohio was diploma country, so the diploma nurse was the best one, had all of these skills and all that. Then they depicted the Baccalaureate -- here was the new grad. with all the theory but she couldn't even take a blood pressure. With the ADN not only were they depicting this was short and quick so that one of the role players came out with a mini skirt on, with everything all shortened and they said it was short and fast. They were not saying it was good. There was a lot of animosity. I felt the diploma nurse was more ingrained in much of the socialization to nursing because they were right there. By the way, when I was teaching I said I didn't go to a university, but back in the 50's I think they [the diploma students] started going to the university. So these students had all of their basics -- Chemistry, Micro. -- all of these at a university. Those students had a lot of professional adjustment -- that's what it was called, professional adjustment and professional development. They were more socialized to nursing, the way I saw it. We sort of had to jam it in in the ADN program because there was so much they had to learn in such a short time. But when they graduated and worked with other nurses, I could never differentiate the product.

JF Well, there's been a lot of that problem around in nursing in the past twenty years. So you did work in a situation which was not supported by many of the nurses in the state.

BM That's right.

JF How did you handle that?

BM Well, the same way I handled when I went to get my BSN; they said, "Oh, you're going for a BSN, why do you need that?" Then for a Master's, I mean this was just like getting right up there with God. So it was the opposite, like, "How on earth can you go and teach in an ADN program?" I said, "Because I think it's a good program. I wouldn't go anyplace I didn't think was good." I think that our product is a good nurse and with good nursing skills. I always have had the gift of the gab.

JF One of the things that you said you didn't see any difference personally between the graduates of the different programs. Did you have any documentation for your impressions?

BM No, research was not something that we ever did, you know. Research was something that you read about if you could get through the stats. Even talking about it in the 70's, we didn't talk about research, unless we were studying about it in some course or you met someone. But no, like you say it's impression. You know, I do remember though, it wasn't a study but again ... One of the nurses in one of the hospitals, she was very active in ONA, that's how I knew her. She hired -- as I told you Baccalaureate they didn't think too much of -- she was hiring Baccalaureate, ADN and diploma. Because of all this -- now in ONA somebody was always fighting about which was best -- she told the people when they were hired that they were not to tell anyone their background. She told the Head Nurses they couldn't ask anyone what their background was. After that new graduate had been there six months -- she did this over a year's time and presented it, of course it wasn't in research form -- but she said that no one could tell the difference between the graduates. It was more where they had their education, how they applied it and all that.

JF So that kind of confirmed your impressions somewhat.

BM Oh yes, we couldn't see any difference in any of them. We used to get into hot arguments with the NLN. We were very active in ANA and NLN, and whenever anything came up between the different types of programs, you know, we were right there with the ADN.

JF So how long did you teach at the ADN program?

BM Well, until '75. I had always wanted to come out to Arizona -- we used to come out and visit every few years. I had always wanted to come to Arizona, mostly for the climate. Our first idea was to go to Tucson. I had friends at U of A. In fact, it's very interesting -- this has nothing to do with the Cadet Corps -- one of the people was the Director of Nurses who got me into my first teaching job. Remember I

told you in '59 that I went to the School of Nursing, because the Director told me about that application? Well, in '75 she was teaching at U of A. Also, the other person at the U of A was the one who took my position when I left for a year to get my BSN at the diploma school. So I had some in's there. So that's where I was going to teach. But my husband and I just couldn't find anyplace to live, but found this place in Mesa, liked it, and moved here. So it didn't make much difference where I went, except I knew Arizona State was close by and I figured that I would either teach there or in the community college.

JF But you did want to make a move into the four-year program, that was kind of a conscious thought in your mind?

BM It may have been unconscious. I had not done it and in the past I was always trying to do something to get into something else. But I didn't believe that I could get a position here, so I really thought I would probably go into the community college.

JF But you did come here.

BM Yes, it was just sort of a fluke. They didn't have any openings or I didn't know the right people in the community college system. So I just wanted to see what ASU looked like and called to just come down and look around. I think I came in the day after I called, was interviewed and hired.

JF Right away?

BM Yes.

JF So you started then at the beginning of the next semester?

BM Right, in January of '76.

JF So you have made then a big jump; well, several jumps actually from the three-year to the two-year to the four-year program. What did you think about the four-year program?

BM Not much. The first semester is always difficult for everyone when they go into a program. I started in the middle and didn't know that much about the philosophy. Some of the people I had met and of course, I wouldn't say this if the people were still here, but I was not impressed. I was not impressed with the language, I was not impressed with the attire, I was not impressed with the curriculum, but that's never bothered me because whenever I get into something like that I think that's good -- then you can change it.

JF What was your first job here at the College of Nursing?

BM I was in Junior-II and I taught Med-Surg. Then I also had students in the clinical area. I compared those students, and really looked at the first students I'd had who'd had only a couple of quarters of Fundamentals, and I had taught Fundamentals. I really thought the students were not prepared here. I felt that they were lacking in skills and theory and everything else. There were exceptions, I don't mean [everyone].

JF Sure, but on the whole.

BM If it would have been possible I probably would have failed them all.

JF Well how did you handle that frustration?

BM Well, again, I always look and see what I'm doing wrong, what I can do to facilitate. So I really didn't get frustrated as I knew there had to be another way of teaching these students that I was accustomed to. So then I decided to get my strategies around, then I made a shift into Senior-I.

JF How did that come about, when you shifted from Junior-II to Senior-I?

BM Well I think I was more content to see students who were more prepared. But it was more than that, I think it was faculty interaction. Looking back and analyzing it, I really felt I was now communicating with peers, rather than telling someone else how to do things, that there was no reason for students to be as unprepared. It was more like a peer -- I no longer had to teach faculty. That's a very cursory way to put it, but ...

JF Were you more satisfied with the students then, in Senior-I?

BM At the product, yes. They had already had Junior-II, they were more prepared.

JF They were getting something out of that first year?

BM What you're saying is maybe it was my impression that they weren't ...

JF Well, I'm not sure, I'm just trying to clarify that there might be a mix there.

BM Yes, there might be. But I could see; I guess it was working with people who I felt were very prepared. But there were still students who were lacking in some of the things that I felt they should have.

JF I guess one of the things that I was thinking about was that when you were in the junior college you had a lot of the

same content, but you had to push it through very quickly, relatively speaking, but when you came into the four-year program that pacing altered considerably. And I don't know but that that might have been a factor.

BM Yes, maybe.

JF Well, you got into Senior-I and you were working with the Senior students, you were more content with that role, both with the faculty and with the students. That was probably about '77 then?

BM 1978.

JF 1977 or '78, okay. What were you doing for your own professional development during this period?

BM Well, just to know what the curriculum was here, I took all the elective courses that they had. Cardiovascular and Neuro. and Health Assessment. I just took all those courses to see where the students were and to be up on what was being taught in this area. Then I took some other courses like Stat. just for my education development.

JF Well, I do happen to know that somewhere along in there about the summer of 1981 you went back for Doctoral study. What went into that decision for Doctoral study?

BM The decision came about from thinking; do I want to stay here and teach? Now I know I should say philosophically I wanted to. I always wanted to go to school, but did not want to get a Ph.D. That was my ignorance in knowing what a Ph.D. was. Until I came here with this faculty there was no one I knew that had a Ph.D. whom I worked with. I don't know if I told you, but the Director of the diploma school when I was hired had a Ph.D. and she was not too bright. So I thought a Ph.D. was for someone who wanted to go on to school, but I had clinical skills and I didn't need it. That's the truth. So the decision then came because we had an edict that said if you wish to stay, then you indeed will get your Ph.D. In addition to that, losing my husband. So there there were many factors. If my husband were still alive, if the edict had not come, would I have gone on? I don't know, one doesn't know with those things. But I know those were the factors, and you can see in my career I always like to change, I always like new things. But I may have gone into something else in nursing.

JF But you did go to the University of Texas and you worked on your degree, and you were on sabbatical for a year for full-time study.

BM Right, in '83.

JF And you completed your dissertation then in the Fall of '84?

BM Right, graduated December of '84.

JF Okay, once you completed your dissertation and were fully credentialled for your role, did your role change here on the faculty?

BM Do you mean as far as position? I'm not following the question. From the perception of others, from my perception?

JF I guess I could answer yes to all of those things, in a way. Let's take the acceptance aspect, did you perceive any different kind of acceptance of you with the degree?

BM No, I think that I now had the credentials and this, like anything else, gives some credibility to others. But as far as the faculty I think they saw me prior to that as being capable of doing many things. I knew that I was much more capable with research, looking at issues in a different way and much more adept in looking at nursing as a whole. But I don't know that anyone looked at me any differently.

JF Well, administration did because you did, in fact, get tenured and you did get promoted.

BM Oh, yes. But see, I'm looking at it from the aspect of what if we wouldn't have had that, that we had to have a Ph.D. Would then I have been tenured if we wouldn't have had that, I don't know. But yes, I was tenured and promoted. So evidently, the University as a whole thought that I was capable of something.

JF At the present time you are the Chairperson of the Adult Health Med-Surg. Clinical Division. When did you assume that responsibility?

BM I was co-Chair, I guess it was a year ago. Then last Spring, a year ago Spring, I became Chair because the other co-Chair was on sabbatical. Then last Fall I was co-Chair, so it's been a year and a half.

JF And how many people in the division?

BM Oh, 29 or 30.

JF And you do have some responsibility for evaluation of those people as I understand the role.

BM That's correct.

JF And of course, that was what you prepared for in the Ph.D., because wasn't your major Educational Administration?

BM Yes.

JF So this is a role that you are qualified to hold, by education and inclination.

BM Yes.

JF Well, that somewhat brings us up to date, except for one thing. We've talked more precisely about the actual role positions that you have held, but over the course of your career you've had quite a career in publications, and are well known nationally on the basis of your publications. Can you remember when your first published article came out?

BM I think it was in '79.

JF So it was after you came here to ASU.

BM Yes. It was very opportune that we had someone who was teaching how to write scientifically. I always wrote well according to my profs. I never, ever had any difficulty in writing and had people for years say, you know, you should get published. But not knowing the process, the mechanism -- how do you go about doing this? It was through, of course, the auspices of the College of Nursing really that I learned how to do this and the process. So then I just published what I had a talent for doing.

JF Well, I do realize that that is expected of the academic person, but you did get into that actually before you started that Ph.D. and got into some of those kinds of things.

BM Yes.

JF Okay, one of the things that I would like to do is to shift into some other aspects of your career. I wonder; have you always wanted to stay in nursing?

BM Yes. I had to stop and think if there was anything else. I get very disgusted with nursing and always have. I have a friend here in Arizona who started teaching with me in '59 in the School of Nursing in Massillon, and I just said to her yesterday, "Do you realize we're saying the same things that we said in 1959?" Whenever I look at nursing and my career, and no matter how frustrated I get, I would never change to something else.

JF Now, I know that you were married and you mentioned your children -- you had two boys?

BM Yes.

JF How did you juggle work and family responsibilities when you were actively working?

BM Well, you see that really helped with one of the career changes. I told you I didn't work full-time when they were young and before they went to school, then when they were going to school and coming home at a certain time, needing help with studies and so forth, that's what made me grab this job in teaching. Then I just taught during the day. I almost lost that job because they wanted me to work in the summer. In a diploma school it's all year round. I had taken the position saying that I would not work any summers. I think I worked one or two summers, maybe one, and then said I would not work summers. The boys were off and so, therefore, I would not work. So then they gave in. Then when I got my Master's, because of some of the different scheduling of classes and they wanted me to do some other things, they wanted me to work in the summer so that again was why I went into the supervision of school nurses position, because I would be off in the summer. One of the things about getting my degree, though, my BSN; if I hadn't had my husband, I wouldn't have been able to juggle. When I was finishing up with my practicum in nursing, he changed times at his job, because I was gone from 6:00 in the morning until 10:00 at night, all week, for about six weeks. So he was the one that took care of the boys for me.

JF So he was very supportive of your career and educational activities.

BM Right.

JF Why did you work?

BM Because I wanted to. I can't give you any great philosophical reason. I knew I was good with what I did and I liked nursing and all aspects of it.

JF In your past 40 years as a nurse, have you seen yourself as an innovator or leader?

BM I think I've been a leader, just going back and thinking about all the things and some of the people that I encouraged to pursue higher levels [of education]. Also in the ANA, in which I have always been active, I had some leadership roles.

JF How about in the Women's Movement?

BM No.

JF Now one of the things that I did; I put down on this little laundry list of topics "the Women's Movement", and that was not a good move on my part because I think people tend to think of the Women's Movement as a bunch of people who were rather rowdy and very political, or only political -- the bra burner types seeking publicity, that kind of thing. I

had something more than that in mind, actually. Before 1945 I think most nurses might go through nursing school, but they fully intended to marry and to retire from a paid nursing career. After 1945 the world changed and women really came out of the home and started working for money, and nurses are a part of that. That's more a sense that I meant "the Women's Movement", that it's a rather larger social movement, as opposed to a narrow political movement, which is a part of that larger picture.

BM Yes, I see what you're saying. But you see, when you talk about changing [after '45] I remember my mother as being very active, as working. Having three brothers I was not brought up to say, "Oh you'll get married and have kids." I wanted that relationship, but not to get away from nursing. So I missed nursing when I wasn't there — it had nothing to do with the Women's Movement and getting out of the home. I never thought of it that way. Now if you talk about equal rights, then that's a whole different ball game. I have always resented being treated in a certain, female role and unequal pay. But I just never got into any of that -- I did what I wanted to do.

JF Alright. There is one question about your nursing education which I did not ask at the beginning of the interview. How did the Cadet Corps make a difference in your nursing education?

BM I've thought about that, I saw that question. The only thing that I can think of that it may have changed, and I was thinking of the exposure to other people, but I got that at Children's Hospital in Columbus, also. But that would be the only thing; that to me was just part of the education and if I wouldn't have had that, I think my life would have gone just the same as it did.

JF Now, you mean the six months at the VA Hospital?

BM Yes, if I would have spent that last six months in Massillon, with me wanting to try new things and be stimulated I probably would have gone off someplace. I don't think the Cadet Corps ... It was a good experience, I don't want to look at it as negative, I don't mean that -- that was an excellent experience that I had. There's a lot of things that I learned there and did. But honestly, to say if I would have had my last six months back in the school, would I have been any different, I think I would have been the same — I would have done what I would have done.

JF Alright, well this really pretty much completes my laundry list of topics, but before we do conclude the interview is there anything that you think we should have covered that we did not which you would like to add in?

BM No. This is almost like writing an autobiography. I should publish this book. I think you really covered everything.

JF Well, it's very interesting. I do want to thank you for participating in my study very much, and this does conclude our interview.

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