1992

A Proud Heritage: 100 Years of Nursing Education

Virginia Commonwealth University
This book is dedicated to the more than 5,700 graduates of the various schools that make up the alumni of the Medical College of Virginia of Virginia Commonwealth University School of Nursing and to the faculty, staff and administrators who played a role in their education.

The School of Nursing enjoys a rich history, building on the strengths and diversity of eight schools of nursing in Richmond through the years. In 1968 the Medical College of Virginia of Virginia Commonwealth University School of Nursing emerged, tracing its heritage back to the original Virginia Hospital Training School for Nurses founded in 1893.

This book chronicles the achievements and struggles of the schools and of the nursing profession. From the time women
Medical College of Virginia
of
Virginia Commonwealth
University
School of Nursing

A Proud Heritage

100 Years of Nursing Education
Message from the President

The 100th anniversary of the School of Nursing of the Medical College of Virginia of Virginia Commonwealth University is a unique opportunity to acknowledge so many milestones.

Commitment to service, exemplified in the more than 114,000 hours of clinical service our faculty and students provide to MCV Hospitals and the community each year, complements a nurse education program that enrolls more than 340 undergraduate and nearly 200 graduate students. A comprehensive nurse-practitioner program, graduate study in nursing administration and degree concentrations unavailable anywhere else in the commonwealth are among the School of Nursing’s major strengths. Sponsored research supports investigations ranging from teenage pregnancy in the inner city to studies in elderly health care. Our 5,700 nursing alumni, who work in such diverse sectors as private practice and academic medical centers, provide one of the strongest testaments of the dedication of our nursing faculty to highly educated nurses.

Appreciating the significance of that commitment would be incomplete without an understanding of the School of Nursing’s origins. This document relates a history rich in struggle and achievement in patient care and in the development of the Medical College of Virginia and Richmond Professional Institute, the two founding institutions of Virginia Commonwealth University.

One hundred years ago, nursing began to emerge from its beginnings as an adjunct of medicine to attain the academic status necessary to develop a discrete body of knowledge and the professionalization of patient care. That attainment is a special reason to celebrate the School of Nursing’s centennial. It also reminds us of the challenge in the delivery of health care in our communities in the 1990s and the central role nursing, nurse education and nursing research will play in this decade at the Medical College of Virginia of Virginia Commonwealth University.

Eugene P. Trani
President
The 100th anniversary of the School of Nursing at Virginia Commonwealth University calls attention to the school's many achievements. From its beginning as a major health professional school at the Medical College of Virginia, it has graduated thousands of excellent nurses to serve the commonwealth and the nation.

Throughout its existence the School of Nursing has stretched to meet its mission and stay at the forefront of improvements in nursing education and practice. At no time, however, has the school excelled to the degree that it has during the recent years of scientific advancement, explosion of knowledge and increasing demands on the health care delivery systems. During these years the school has developed nurse clinician programs and other graduate nursing programs designed to prepare the nurses of today to fill their expanded role in the delivery of health care. The school has also developed weekend educational programs and electronic media lectures through the state to accommodate educational and professional advancement of working nurses. At the same time the school has become a significant competitor in the production of scholarly works and the acquisition of research grants, many of which address critical social problems indigenous to the commonwealth.

This manuscript will outline the development and advancements of our School of Nursing during the past century. We anticipate a productive future for the School of Nursing as it develops new partners for future health care teams as well as new knowledge applicable to the nursing profession and to health care improvements.

Dr. John Jones
Vice President for Health Sciences
Message from the Dean

It was my professional privilege and pleasure to join this School of Nursing during planning for the 1993 celebration of the 100th anniversary of the founding of the school. We elect to celebrate the existence of all the nursing programs that have been a part of this 100-year history. A strength of the current school is the diversity of programs of the past and their contributions to the development of our current program. We celebrate the direct lineage, and we celebrate our privilege of program and alumni affiliations with RPI and the St. Philip School of Nursing. Each of these programs contributed many “firsts” in the development of nursing education in the commonwealth, the region and nation. Our heritage is strong; our graduates are proud.

As we look to the future, our second century, it is important that the school and all members of the family of the school move forward from a basis of shared vision and purpose. Indeed, a defining moment such as a Centennial Celebration presents a stimulus to reflect on where the school has been and where it is going. Also, in today’s world, with increasing pressures for higher education and for the health care system to provide more with the same or fewer resources, we have another important reason to develop a clear vision and plan for this school.

As we move forward, it is important that we hold true to the core mission of higher education, that is the multifaceted work of knowledge generation, dissemination and utilization for the betterment of humankind. We must move with boldness to define the unique strengths and program opportunities that exist at this school. Our unique contributions to nursing and health care must be visible and our centrality to the mission of this university must be obvious. We together must chart a course that positions us to maintain our best features and create new programs and structures which ensure high-level functioning and vitality.

Simultaneously, we must empower all members of our organizational family to move forward with vigor and creativity and in doing so continually create new visions and new paths on the course. As the current stewards of this fine program, we must be mindful of our heritage while ever focused on our future. We must work together to create the second century of success.

Dr. Nancy Langston
Dean, School of Nursing
How does one begin to acknowledge the 100th birthday of an institution? I believe the answer is thoughtfully and with great respect. The MCV of VCU School of Nursing is 100 years old this year, and we are humbled and excited at this achievement. As a newcomer to Medical College of Virginia Hospitals, I can only imagine the gifts the school has given to thousands of nurses, and through them, to the many patients and families those nurses have cared for.

It is in school that we acquire the knowledge and skills of the profession of nursing. It is there also that our values begin to mature. Nurses become nurses because they care deeply about people and believe that they can make a difference to those in need. And they do! We see it every day in the care delivered by nursing professionals at MCVH. Many of our staff are graduates of the MCV of VCU School of Nursing and many others are presently attending the graduate programs offered by the school. How fortunate we are to have those opportunities right across the street.

The hospitals and the school have always been bound by common goals: the school to provide the best opportunities possible for students to learn, and the hospitals to enthusiastically provide the primary learning site and support for students and staff. MCVH has always striven to hire the best-prepared nurses to care for patients and then to support them through continued growth—both in school and through continuing education, a joint school and hospitals program.

This year the school and the hospitals will jointly fund a nurse researcher who will provide expertise in both settings. This position will help us to build on the many achievements of the past and add to a growing and changing professional knowledge base.

I look forward with great enthusiasm to expanding the collaborative activities between the School of Nursing and MCVH. Congratulations to the dean and all faculty and students, past and present. The staff of MCVH and I are proud to be part of this celebration.

Barbara A. Farley
Director of Nursing Services, MCVH
In the early days of professional nursing, the main function of the nurse was to see to the patient's comfort and cleanliness. Today the nurse is involved in so much more. New technology and discoveries require the nurse to be not only a caregiver but to manage and coordinate the care and to perform many procedures that only physicians performed in years past.
Introduction

This book is dedicated to the more than 5,700 graduates of the various schools that make up the alumni of the Medical College of Virginia of Virginia Commonwealth University School of Nursing and to the faculty, staff and administration who played a role in their education. The School of Nursing’s rich heritage spans the last 100 years, and this publication chronicles its history from the days of students who were required to have “good resistance” to doctoral students who take advantage of a diverse nursing curriculum.

The schools of nursing that are a part of the history and whose graduates make up the alumni are Virginia Hospital Training School (1893-1913); Old Dominion Hospital Training School (1895-1903); Memorial Hospital Training School (1903-1913); Virginia City Hospital Training School (1913-1922); Medical College of Virginia School of Nursing (1913-1968); School of Social Work and Public Health Nursing (1917-1943) and School of Nursing, Richmond Division of the College of William and Mary (1926-1969) which were combined to become part of Richmond Professional Institute in 1939; St. Philip School of Nursing (1920-1962); and Medical College of Virginia of Virginia Commonwealth University School of Nursing (1968-present).

Formal nursing education began in the United States more than a century ago. Nursing in the 1890s emphasized patient comfort and cleanliness. The close of the 19th century, however, brought a new era in nursing and health care. In the early 20th century the discovery of antibiotics and new technology expanded the parameters of health care. Even more strides were made during World War II when physicians at the front lines tried new procedures in desperation and found many of them worked. These new procedures formed the basis for greater advances after the war. As a consequence of the tremendous breakthroughs during the early 20th century, nurses accepted more responsibility for administering health care.

In the last 30 years nursing as a profession has continued to evolve. Nurses began earning master's and doctorate degrees. They conducted formal research, creating a body of knowledge for their profession—they studied the care of patients in conjunction with the treatment of disease.

Since 1893 when the Virginia Hospital Training School for Nurses admitted the first students, the nursing profession has undergone progressive development;
and as part of the nationally-recognized MCV Campus, the School of Nursing has grown in response to the demand for well-educated nurses.

Today nurses are practicing in many different health care arenas—from private practices to teaching hospitals—and now take an active role in determining their responsibilities as health care professionals.

Charting the Years of MCV/VCU's School of Nursing

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<th>Year</th>
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<td>1900</td>
<td>Virginia Hospital Training School</td>
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<td>1893-1913</td>
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<td>1968-PRESENT</td>
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The Medical College of Virginia (MCV), the parent institution of the School of Nursing, began as the medical department of Hampden-Sydney College in 1838 in the Old Union Hotel in Richmond. In 1854 the Medical College of Virginia, as a result of a controversy with Hampden-Sydney over the appointment of a faculty member, became an independent institution. In 1860 the Virginia General Assembly appropriated money for the construction of a new hospital, the College Infirmary, and MCV became a state institution.

The Sisters of Charity from Emmitsburg, Maryland, provided nursing care for the patients housed in the hotel from 1838 until 1845. It is not known who cared for the patients from that time until the Sisters of Mercy served the institution from 1893 to 1895.

A second independent medical college, the University College of Medicine, opened its doors in 1893 two blocks from MCV. The Virginia Hospital Training School for Nurses was inaugurated in the fall of 1893 by that college and is considered the founding date for the Medical College of Virginia of Virginia Commonwealth University School of Nursing. Two nurses, Emily Terrell (Habliston) and Marie Moseley, graduated in 1895.

In the early days of nursing, a nurse would give a professional impression with a thermometer and scissors attached to her uniform.
Leadership and the Early Years

Very little is known about most of the directors of the founding school, the Virginia Hospital Training School for Nurses; yet it can be assumed that the scope of responsibility and personal involvement for these first directors was tremendous. According to the minutes of the March 1896 Board of Visitors meeting, the staff of the school consisted of one supervisor and 16 students. The director had to design the curriculum, teach the content with the assistance of the medical staff, recruit students and provide appropriate living quarters in addition to managing and administering patient care in the hospital.

A distinguished alumna of the Virginia Hospital Training School for Nurses was Agnes Dillon Randolph who was among the first women of social prominence to enter the nursing profession in Virginia. She was born July 12, 1875, the daughter of Agnes Dillon and William Lewis Randolph. She grew up at Edgehill in Albemarle County near Monticello, the home of her great-grandfather, Thomas Jefferson. She was graduated in 1898. Two years following graduation she was appointed director of the Virginia Hospital Training School and served in this capacity repeatedly—in 1903, 1905, 1909 and from 1911 until 1913 when she became superintendent of the Memorial Hospital Training School for Nurses. Miss Randolph holds the distinction of being the first director of the Medical College of Virginia School of Nursing, a post she held for one year.

Agnes Dillon Randolph was described as a statesman, teacher, dreamer and a charming woman. She was responsible for the establishment of the first affiliate course for student nurses in public health nursing in Richmond and was a charter member of the Graduate Nurses Association and twice elected as its president. She was instrumental in getting the Nurse Practice Act passed in 1903. She was resourceful and determined, which prompted her colleagues to describe her as “the best lobbyist, male or female, this generation has seen on Shockoe Hill.”

In 1914 she became executive secretary of the Virginia Tuberculosis Association. From that office she moved to the State Board of Health where she organized the outpatient tuberculosis work of the department, inaugurated tuberculosis clinics, helped to establish local sanatoria and procured large increases in state appropriations. She was responsible for the appointment of the Tuberculosis Commission of the General Assembly of Virginia. Miss Randolph probably did more

Agnes Dillon Randolph graduated from the Virginia Hospital Training School for Nurses in 1898 and was among the first women of social prominence to enter the nursing profession in Virginia.
to educate the people of Virginia of the need for organized tuberculosis work than any one person.

She died December 4, 1930, and was buried in the family cemetery at Monticello. Miss Randolph was honored for her contributions to the schools of nursing and for her work in tuberculosis nursing in Virginia by having a nursing dormitory named for her and Nannie Minor, a student who became an early director of the Instructive Visiting Nurses Association.

The MCV Infirmary was renovated and reopened as Old Dominion Hospital in 1895, and student nurses from the Old Dominion Hospital Training School for Nurses replaced the Sisters of Mercy in caring for patients. This was the seventh school of nursing to begin in Virginia over a 10-year span. Sadie Heath Cabaniss set up the curriculum, using the Nightingale system and remained at Old Dominion until 1901.

Although Miss Cabaniss was not the first director of the founding school, as the first superintendent of the Old Dominion Hospital Training School, she has been described as the initiator of professional nursing in Virginia.

Miss Cabaniss was born in Petersburg in 1863. Her childhood years were spent at Bothwell, her home in Dinwiddie County. Miss Cabaniss was graduated from Mount Pisgah Academy in King William County at the age of 16 and later attended St. Timothy's School in Catonsville, Maryland. She was a scholar, especially of the languages. For several years she taught school, but deep within her she felt a strong determination to study nursing. Miss Cabaniss entered Johns Hopkins School of Nursing in Baltimore and after graduation in 1893 held the position of night supervisor until 1894.

At the time, the Medical College of Virginia was looking for a nurse to take charge of the operating room. The school contacted Johns Hopkins requesting
Sadie Cabaniss with the Old Dominion Hospital Training School for Nurses class of 1900. This was the last class Miss Cabaniss presided over as superintendent. From left are Lillie V. Moore, Anne Galley, Sadie Heath Cabaniss (in rear), Rosabelle Parkins, Laura A. Henninghaussen, Frances Perry, Elizabeth Cocke and Nannie J. Minor.

assistance in the search. Isabell Hampton Robb, director of the School of Nursing at Johns Hopkins and a mentor for Miss Cabaniss, selected her for this position. Miss Cabaniss took charge of the operating room at MCV and under her leadership “order came out of chaos.” The doctors were so impressed with her administrative ability that, after six months, she was asked to reorganize the Old Dominion Hospital and develop a training school for nurses.

Miss Cabaniss was a rigid disciplinarian, courageous and determined with regard to her duty. Patients and duty always came first for her; self was put far in the background. When it was brought to the attention of Miss Cabaniss that there was no way to give skilled nursing care at the Soldiers Home when someone became ill, she made arrangements to supply nurses from the hospital as needed. The nearby Sheltering Arms Hospital was struggling, so she offered her services to the board of that hospital and arranged to have one of the pupil nurses always on duty there. She supervised Sheltering Arms Hospital for several years until she felt that her hospital and training school had grown so large that it was unwise to continue to supervise both hospitals.

Miss Cabaniss was described as a beautiful young woman with rare intelligence and great executive ability. As a pioneer in the field of nursing, she held high the torch of professional standards and ideals, recognized the needs of people and met them as far as skill, tact and ability made it possible. Miss Cabaniss and the Old
Dominion class of 1900 initiated home health care in Richmond. Having heard about the work of Lillian Wald and the Henry Street Settlement and Visiting Nurse Service in New York, Miss Cabaniss and her students located, funded and developed a settlement house in Richmond.

After resigning from Old Dominion Hospital in 1901, she became director of the Nurses’ Settlement, which later became the Instructive Visiting Nurses Association (IVNA). She held the director’s position until 1909 when she left to become the first rural public health nurse in the commonwealth. Miss Cabaniss was a true mentor to her students, always encouraging their ideals. Nannie J. Minor, a student in the class that helped to develop the Settlement House, continued to work with Miss Cabaniss following graduation and was instrumental in helping to create the IVNA. Miss Minor followed Miss Cabaniss as director. She remained in that position for 20 years before becoming the director of the Bureau of Public Health Nursing, State Board of Health.

In addition to being a leader in education, practice and health care delivery, Miss Cabaniss helped create the Virginia State Association of Nurses and served as president for nine years. She was active in getting the bill passed to provide for registration of nurses in Virginia and was subsequently appointed by the governor as a member of the Virginia State Board of Graduate Nurse Examiners. Miss Cabaniss also served as the second vice president of the Nurses’ Associated Alumnae which became the American Nurses’ Association in 1911.

She later served with the North Carolina State Department of Health. In 1915 she went to Florida to establish public health nursing in St. Augustine. While there she developed a settlement house somewhat on the plan of the Nurses’ Settlement in Richmond. She next served as public health nurse in Georgia, returning finally to Virginia. Always she worked beyond her strength, her indomitable will keeping her going. Her work finally grew too much for her frail body, and she died in 1921.

In 1927 the Sadie Heath Cabaniss School of Nursing began in the Department of Education at the University of Virginia. A chair of nursing was established there to honor her as one of the outstanding pioneers of nursing in Virginia.
The Charlotte Williams Hospital, known as Memorial Hospital (name officially changed in 1913), was formally opened in 1903. It was a memorial to the drowned daughter of John L. Williams. Old Dominion Hospital closed its doors, and the students were transferred to the Memorial Hospital Training School for Nurses.

The superintendent of Memorial Hospital Training School from 1904-13, Rose Z. Van Vort, was a graduate of the Old Dominion School under Sadie Cabaniss. Miss Van Vort achieved a major milestone by receiving accreditation of the school by the Virginia Board of Graduate Nurse Examiners and the New York Board of Regents. It was the only school in Virginia accredited by the New York Regents. This permitted the graduates to practice in New York and was of value in promoting the school.

Administering both the hospital and school continued to be a struggle for the early leaders. Classes were taught by the physicians and the superintendent who taught practical nursing and ethics. Miss Van Vort wrote in a letter, “The hospital kept me too busy at that time to take but a little part in the affairs of the training school; but upon Miss Nutting’s advice, I held the title of superintendent of the hospital and principal of the training school.” She went on to say that the first few years she had no assistance so she did all the teaching at night.

The Medical College of Virginia and the University College of Medicine were consolidated in 1913, and the Memorial Hospital Corporation deeded its hospital to the Medical College of Virginia. The Memorial Hospital Training School and the Virginia Hospital Training School were united to become the Medical College of Virginia School of Nursing. It is not clear when the school name was changed from the Memorial Hospital Training School to MCV.

The School of Nursing established a central training school in 1914 where students from other hospital schools in the city attended lecture courses on topics that could not be taught adequately at their hospital. On completion of the courses they received a certificate from MCV.

The City of Richmond took over the Virginia Hospital Training School for Nurses from 1913 to 1922, and the hospital was used by MCV for clinical teaching. An arrangement was made in which the graduates of all the schools that had been connected with either the Medical College of Virginia or the University College of Medicine became eligible for membership in the general Alumni Association of MCV. The arrangement included graduates from Virginia Hospital (when it was
operated by the University College of Medicine and by the city), Old Dominion Hospital, Memorial Hospital and the Medical College of Virginia.

During these formative years Sadie Cabaniss, Agnes Randolph, Nannie Minor and Rose Van Vort tried to make care available to the needy in and out of the hospital. They were involved with other nursing leaders in establishing standards of practice in Virginia. The MCV of VCU School of Nursing and its leaders and graduates had an important part in the early development of nursing in this country.

**Marks of Distinction**

Student uniforms have evolved over the decades to reflect the styles of the time with the trend toward comfort and convenience, but the early uniform design was similar to the clothing of religious orders. Later the military influence was seen by the stripes on the sleeves and caps to designate rank. Gradually uniform styles became more practical and less restrictive. The caps were initially used to cover the hair, but as hair styles changed so did the cap’s size, shape and placement. The uniform, cap and pin became each school’s mark of distinction. Capping was an important milestone for all students. In the early years they received their caps in the office of the superintendent.

The uniform of the Virginia Hospital Training School for Nurses was initially watermelon pink striped chambray with a small cord. The apron, bib, deep mid-sleeve arm cuffs and bishop collar completed the uniform. The cuffs were not removed to do patient care. The cap, made by a band of crisp white linen, was decorated by a double row of fluting around a straight band and was worn on top of the head. Students wore high-top black shoes and cotton stockings. The pin worn by the graduate was in the shape of a Maltese cross.

The students at Old Dominion Hospital Training School wore a floor-length, long-sleeve dress of gray chambray. The uniform was gathered at the waist and was covered by a white gathered apron worn with a white bib crossed at the back. Deep white cuffs and a buster brown stiff white collar completed the uniform. The shoes were laced high tops and were worn with cotton stockings. The dainty cap of fluted organdy was worn on top of the head, and the pin was designed by Miss Cabaniss.
Above, from left:
Clara Chalk, an 1896 graduate of the Virginia Hospital Training School for Nurses, in a private duty uniform.

Florence Hardy, an 1896 graduate of Old Dominion Hospital Training School, wears a student uniform with distinctive white cuffs and stiff collar.

The Old Dominion Hospital Training School students wore a gray chambray dress and a dainty fluted organdy cap. Rosabelle Parkins Keesee wears a uniform from 1900.

Right:
Agnes Randolph and Marie Keesee in the 1898 student uniforms of the Virginia Hospital Training School for Nurses. The uniforms were watermelon pink striped chambray with crisp white apron and cuffs.
Frelyn K. Daniel in a student nurse's uniform of the Virginia Hospital Training School for Nurses from 1908.

The graduate uniform for the Virginia Hospital Training School for Nurses was different from the student uniform. Evelyn Daniel Goodloe wears the uniform from 1908.

Virginia Henkel, class of 1914, in a uniform of the Virginia Hospital Training School for Nurses. The cut and style of the uniform had changed since the original, but the cap and apron were still essential characteristics.

Belle McLaughlin and Miss Bell in Virginia Hospital Training School for Nurses uniforms in 1901.
Above:
Louise McKay wears a 1916 nurse’s uniform from Memorial Hospital.

Right:
The last class of the Virginia City Hospital Training School (1922) in student uniforms.

Far right:
In 1913 the Medical College of Virginia and the University College of Medicine were consolidated, and the Memorial Hospital Corporation deeded its hospital to MCV. Clara Wright, a member of the 1915 class of the MCV School of Nursing, wears a student uniform from the time.
Students at Memorial Hospital School of Nursing could be seen scurrying around the wards in floor-length, small-checked blue gingham dresses, gathered at the waist, with long sleeves. The high-top shoes in later years were changed to oxfords, and minor changes were made in the uniform during the 10 years the school was in existence. The cap was similar to the graduate cap of today but was folded differently. The brim was folded in half, and the crown was extended above it to cover the knot of hair on top of the head. The Memorial Hospital pin was a Maltese cross.

A d m i s s i o n s

The students admitted to the MCV schools of nursing came from all walks of life and from many states. It was not unusual for widows to study nursing in the late 1800s and early 1900s. Many students had been school teachers prior to entering nursing. The majority of the girls came from middle class or poor families. For some of these young women nursing was the only education their families could afford. The requirements for admission to the MCV schools were similar to other schools of nursing—young women between the ages of 21 to 35 were admitted if they had good character, good background, good general resistance, normal and stable mental and nervous makeup and a wholesome personality. A letter from her minister attesting to these qualities usually was required to accompany the prospective student’s application. A student might not be admitted if she was considered too tall or too short. As competition for students increased, the age decreased to a mature 18 or 19 years old. It was not unusual in some schools of nursing to admit any woman who appeared at the office of the directress and was in good health. Eight years of prior education was the norm for women who wanted to study nursing in the early 1900s.

Many of the young women who entered nursing school did not complete the program. During the first year there was a probationary period, later known as the preliminary term or the preclinical term, and the period was anywhere from two to six
months long. During that period the attrition rate was high. Those students who were asked to leave after the probation period were seldom given a reason. In the early 1900s if the class was full, accepted applicants' names were placed on an emergency list and were admitted at any time if a student withdrew from the school. As a result, students completed the program at different times. They graduated with their class but had to return their diploma and pin until they completed the required time. If students were ill, they also had to make up all time they missed.

Curriculum and Student Life

Initially there was no organized program of study. Classes were taught in the evening when it was convenient, and the remainder of the students' assigned time was spent in the hospital. Class, a lecture or two a week, and clinical instruction were largely conducted by physicians.

The curriculum increased from two to three years when Memorial Hospital Training School was opened in 1903. The students began with a two-month
probationary period which they considered a time of intense study and adjustment. They saw it as a temporary trial period used to weed out those thought not to measure up. A student felt that she did not dare make a mistake or she would be sent home—there was always someone waiting to take her place. During their first weeks in the hospital students were frightened that the sheets would not be equal to the inch on both sides of the bed or that the supervisor would think them a disgrace to the profession. They were expected to perform any duty assigned to them by the superintendent. The directors were very strict and students “walked the chalk line.” Students thought it was unusual if they walked down the hall without getting reprimanded for something. They were not allowed to sit down except when charting, and it was expected they would rise when a physician walked into the charting area. Many found nursing not to be as romantic as they had pictured.

While students were “probies,” they had considerable experience in perfecting their housekeeping skills. One student was quoted in the 1927 yearbook as saying, “Almost immediately we formed a lasting friendship with Mr. Bon Ami, and his cousins, Miss Brush and Madame Dutch Cleanser.” The students did housekeeping as well as nursing throughout their training. They learned well the fine art of scrubbing. (According to a 1930 national report, one-third of a student’s time was spent in maid’s work.)

After receiving their caps following the completion of the preliminary period, students were placed in charge of the hospital units. They usually began on night...
duty. Frequently they worked 12 hours, seven nights a week, for a month and then had one day off. Rotation to night duty often lasted for three months. Entire floors were run by the junior and senior students. In 1903 the nursing staff of Memorial Hospital consisted of 31 students, a supervisor and directress of nurses.

The students were afraid to ask questions even if they had never practiced a procedure before. On many occasions learning was by trial and error. If students were not engaged in caring for patients, they were cleaning, polishing beds or scrubbing. There was little time for studying or thinking because they were either in class or working in the hospital.

Their days were long and hard and carried great responsibility. The day began with roll call and the Lord’s Prayer, and in later years chapel. Like a military group, the students marched to the hospital after breakfast. Those that did not keep in step forfeited their hours off duty. Students were assigned duty on various wards and services, and the amount of time spent on each ward and service varied for each student depending on the circumstances. If the supervisor or a physician had a special interest in a student, she might remain a year in one place. One student spent the entire senior year working in the operating room.

Living Quarters

Prior to 1928 when old Cabaniss Hall dormitory was opened, living quarters left much to be desired. The students attending the Virginia Hospital Training School lived on the upper floor of Virginia Hospital, and they called it the “nurses’ flats.” Dorm life was far from comfortable. Sleeping quarters were crowded and bathing facilities were most inadequate. Hot water was available on Saturday only, and on other occasions it was obtained by placing a pan of water over a heating grate.

Students at Old Dominion Training School lived in a house next to
Monumental Church. The physical comforts were not much improved, and it was across the street from some of Richmond's toughest saloons and the red light district. Three students shared a small room, there were no screens on the windows and bugs invaded the living space. The students attending Memorial Hospital Training School also lived there. Eventually this house was razed to build Cabaniss Hall. Living conditions were so deplorable at the time that enrollment had dropped. But with the announcement of the new dormitory there was an immediate increase in enrollment.

Social Life

During the early years there was little time for socializing. Students were not allowed to date medical students or interns. They got around this by doing their "courting" on the wards or meeting young men outside the dormitory. It was permissible, however, to see other young men; and there was always a parlor available for meeting with guests. A 1914 graduate described how easily one could get into trouble trying to manage a social life and attend nursing school. She had made a date
with a medical student and was unable to meet him because she had been assigned
to do private duty for a patient. She saw her friend come onto the ward so she stepped
to the door of the room to tell him the situation. Just as she reached the door, Miss
Randolph, the directress of nursing, intercepted her. She was told to go to Miss
Randolph’s office the next morning. Miss Randolph, in a stern voice, said to her,
“Young lady, you seem to think you are at a girls’ boarding school. It is far different;
you are entering a very serious profession.” A few students had the courage to get
married secretly; but if they were caught, they had to leave the school.

Graduation

Graduating classes were small in the beginning and the ceremony was for­
mal. The student carried roses supplied by the medical staff, and the speaker at
graduation was frequently a physician. In 1905 Dr. George Ben Johnston told the
graduates that the badges (pins) given them were more valuable than their diplomas.
They were gifts from the institution, tokens that indicated approval of character.
These badges of honor could only be worn by those who were worthy as they could be
withdrawn in the event of failure to live up to the high standards which had been
taught them by precept and example during their training.

In 1911 the graduating class gave an exhibition of practical demonstrations
in the amphitheater of Memorial Hospital prior to graduation day. It was open to the
public and was part of a week-long celebration.

The nursing school was included in the commencement program of MCV in
1922, and the students received their diplomas with the graduates from the other
schools. The requirements were essentially the same as in the other MCV schools,
and all students had to have a passing grade of 75 in the prescribed courses and a
satisfactory report on all exams.

MCV graduation was held in the Mosque from 1928 through 1971. Prior to
that it was held in a variety of places, including the Strand Theater and the City
Auditorium, which is now VCU’s Cary Street Recreational Facilities.
Above: A Virginia Hospital diploma. Upper left: The proud class of 1905 from Virginia Hospital Training School. Left: The Old Dominion Hospital Training class of 1899 display their diplomas. From left are Frances Jones, Elizabeth Harris Webb, Charlie Virginia Austin, Rose Z. Van Vort, Sadie Heath Cabaniss, Mary Sweeney, Juliet Irving Scott, Mary Julian Moore and Alice Winona McClung.
Above right: The Memorial Hospital Training School graduates in 1912. Rose Van Vort sits in the center front. Right: Graduates from the 1917 class of the Virginia City Hospital Training School.
During the first quarter of the 20th century when southern law and social practice demanded separate facilities for the races, the Medical College of Virginia established a separate school of nursing for African-American women to provide trained personnel for the St. Philip Hospital. The St. Philip School of Nursing for Negro Women began on November 1, 1920, when 32 African-American patients were moved from the basement of Memorial Hospital into the new 176-bed St. Philip Hospital. The Medical College of Virginia Hospital Division had conducted a fund-raising campaign (Richmond citizens contributed $250,000) to make possible the construction of a seven-story brick building representing, at that time, the most modern type of hospital in Virginia. This institution was named for Philip, the deacon who preached, performed miracles and baptized many.

The school, although administered by the MCV School of Nursing, was operated as a separate entity. From its inception, it was on parity with the established white nursing school. The first director (1920-22) was Miss Josephine Kimerer, also director of MCV School of Nursing and hospital. When Dr. Doris B. Yingling became dean in 1958, a new organizational pattern evolved; and Miss Marguerite Nicholson was appointed as director of the St. Philip program. She functioned in this position until the school's closing in 1962.
The objective of the school was “to enable Negro women with proper educational qualifications to prepare themselves for a profession for which they have shown themselves to be adapted, and to enable them to become actively engaged in healing and preventing disease among their own race.”

The first class of five student nurses was housed on the first floor of the hospital. In subsequent years, as the enrollment increased, four houses across the street from the hospital were acquired and used for housing the students. On November 10, 1931, St. Philip Hall, the new dormitory and educational unit of the School of Nursing, was opened. This was made possible through the philanthropy of the General Education Board of the Rockefeller Foundation ($80,000) and the Julius Rosenwald Fund ($40,000). The funds were augmented by $40,000 from MCV.

St. Philip Hall, the second dormitory built on campus, had a south frontage of 110 feet on Marshall Street immediately north of St. Philip Hospital. It provided facilities for housing 84 students and 10 staff members on five floors. The educational unit, located on the ground floor, was equipped with a science laboratory, a nursing arts laboratory, an auditorium for lectures and recreation, office space, laundry facilities and a kitchenette.

It became necessary to enlarge St. Philip Hall in 1940 to meet the needs of
the increasing number of students being admitted into the program. In recognition of
the progress made in both nursing education and care of the sick, the General
Education Board granted $130,000 to the school. The money was used for the build-
ing addition and equipment. Seventy-four bedrooms were added, increasing the
capacity to 160. The money helped fund the expansion of teaching and recreational
units, office space and a new auditorium. The old auditorium was converted into the
main library room. Books and equipment for the library were bought with $900
provided by the Phelps-Stokes Fund.

At the same time the General Education Board voted $38,000 for further
development of the educational program which allowed for salaries for additional
faculty over a six-year period; afterward the Commonwealth of Virginia would
assume responsibility. In 1941 four nurses with a baccalaureate degree were appoint-
ed as faculty members. This marked the beginning of African-American clinical
instructors for the St. Philip School of Nursing.

From 1920 through February 1952, two classes a year (September and
February) were admitted to the school. The program required three years of training.
The growth of the school kept pace with the broadening scope of nursing education.
In 1920 only two years of high school or the equivalent were required for admission;
but in the ensuing years, students had to qualify on aptitude tests and graduate from
an accredited high school or other recognized preparatory school. In selecting
students, preference was given to young women with preparation beyond high school.

In the beginning there was no specific rule about an applicant’s age, but the
preferred age was 20-30 years old. Some applicants were accepted at 18 years of age
and were required to have good health “both physically and nervously.”

The first students worked long hours on the wards, an average of 58 hours a
week, and on all tours. Eventually, this was reduced to 40 hours a week, including
class and clinical experience, and the student was on duty only during the day tour.

Curriculum

The curriculum, as prescribed by the State Board of Nurse Examiners in
1920, was taught by a faculty selected from the nursing and medical staffs. There
Above: The St. Philip faculty for the 1952-53 academic year. Right: The St. Philip student uniform was changed from gray to white in the early 1950s. Here students observe at the bedside.
were no requirements to be an instructor in the school other than to be a registered nurse.

As the young school matured, it provided opportunities for its own graduates to function in the roles of teachers, supervisors and head nurses. They assisted students in development through instruction, guidance and counseling, as well as providing leadership experiences at the ward level. Some of the graduates functioned in a dual capacity as clinical instructors and administrators in nursing.

From its inception the St. Philip School of Nursing was registered by the State Board of Nurse Examiners in Virginia. Its graduates met the requirements for registration by reciprocity in other states. The St. Philip and MCV schools of nursing had been removed from the approved list of the New York Regents in 1924. They reapplied in 1932, but the application remained on file until the 1935-36 school year when New York was in need of African-American graduate nurses in city hospitals. Through the efforts of the New York City hospitals and the National Association of Colored Graduate Nurses, the two schools were inspected and approved. The school was registered by the Regents of the University of New York in June 1936 and by the National League of Nursing Education (NLNE) in February 1942. It was resurveyed and accredited in 1951 and 1960 by the National Nursing Accrediting Service of the NLN, successor to the Committee on Accreditation of the NLNE.

Students had the choice of the three-year diploma program or the basic-degree program which required 60 semester hours of pre-entrance college work.

Dooley Hospital opened in 1920 housing the Crippled Children's Hospital. Later it became a pediatric hospital for African-American children and clinical site for the St. Philip School of Nursing.
followed by the three-year diploma program. The curriculum at both St. Philip and MCV was essentially the same. Students in both St. Philip programs, through affiliation, had 12 weeks of psychiatric experience at the Brooklyn Hospital of Nursing and three months' experience in public health nursing with the Instructive Visiting Nurses Association in Richmond and nearby cities. Six schools of nursing participated in affiliations with the St. Philip program. Refresher courses in medicine, surgery, pediatrics, obstetrics and diet therapy were offered to graduate nurses.

Prior to the passage of the Social Security Act, there were no schools in the south open to African-American nurses wishing to prepare for public health. When the Social Security Act was passed by Congress in 1935, the Department of Health programs were greatly expanded because of the need for trained public health nurses among the African-American population of the southern states. A course in public health nursing at St. Philip was established in cooperation with the Medical College of Virginia. The first class, with students from 12 states and the District of Columbia, enrolled on March 1, 1936. This was a college-level course and included eight months of theory and four months of field experience. It was planned to furnish basic education in the fundamentals of public health nursing with emphasis on family health work both in urban and rural areas. The program was accredited in 1937 by the National Organization for Public Health Nursing.

The growth of the school continued during succeeding years, and students saw improvements in facilities as well as equipment and a broadening of clinical
experience. The Crippled Children's Unit, located on North 12th Street, was operated as a part of the State Orthopedic Program conducted in the Medical College of Virginia Hospital. Dooley Hospital, a three-story brick building, formerly used for the care of white children, was given over to the care of African-American children. Changes in St. Philip Hospital made it modern and convenient.

Hospital facilities continued to improve and expand to meet the community's increasing need for additional beds. The crowded conditions in St. Philip Hospital were relieved when the St. Philip Division of the Ennion G. Williams Hospital was completed in 1958.

**Student Life**

Along with the expansion of the facilities for learning experiences, there was also a development in the social and cultural life of the student. A director was in charge of directing planned social and recreational activities. In the 1940s the first center for students was located in a building formerly used to house the Crippled Children’s Unit. When this structure was demolished to make way for an eye hospital, the center was relocated to the old synagogue building on North 11th Street.

A variety of student activities were provided. These included basketball, hiking and other types of athletics, a literary club, Ritz Social Club, sewing club, choral club and yearbook staff. Students also participated in the Junior Business and Professional Women's Club sponsored by the YMCA. Student nurses were involved in professional organizations and had the opportunity to attend national conventions.

A student-faculty association, in cooperation with the social director,
assisted students in adjusting to being away from home and as a part of its program arranged dances, parties, receptions and teas. Members of the faculty and leaders from the community assisted students in planning and carrying out their social program. Students participated in the social activities of Virginia Union University.

Top: St. Philip students participated in Class Night prior to graduation in 1950.
Bottom: Social activities were often centered in the living room of St. Philip Hall.
In 1937 the cover of "Opportunity Journal of Negro Life" featured Carolease Ballou Wallace, a St. Philip student in the class of 1938.
Top: St. Philip students and their dates enjoy refreshments at a gathering in the 1950s.

Center: The 1938-39 ping pong club. Left to right are Mayme Wilson, Lula Logan, Wynnfred Woodyard, Pinala West, Louella Gaines, Alice Toomer, Susie Peters, Elise Jenkins, Dorothy Scott and Julia Porter in St. Philip Hall.

Bottom: The graduating class of 1952 as freshmen.
Marks of Distinction

There were many changes in the school, the students and the curriculum from 1920-26. Not the least among these were the changes that occurred in the attire of nursing students. The initial uniform was long-sleeved, dark-gray gingham which opened on the side and was fastened with three white buttons and had a stiff white attached collar. The sleeves had attached cuffs of the same material. The students wore black shoes, black lisle hose and white muslin caps. The caps were made with a full gathered crown and a wide turned-back band that almost completely covered the hair.

The uniform continued to change as well. In 1926 a removable bib and apron was added, and the sleeves were shortened with detachable stiff white cuffs. The next year the uniform was changed to blue and white stripes with a white bib and apron. The black hose were replaced by white, and a black band was added to the caps of seniors and graduates. Royal-blue flannel arm-length capes lined with red were first worn in 1929.
The light gray uniform adopted in 1933 was very similar to the white MCV uniform. This uniform was a one-piece dress with the emblem of the school embroidered on the pocket. Aprons were no longer worn, and the cap had changed to the style of the graduate cap.

During the war years the school adopted the use of name pins. Later the name was sewn over the emblem on the pocket. In 1952 the style of the light gray uniforms was retained but was changed to white. The white uniform with white shoes, white hose and cap gave the student nurses a distinctive and professional appearance. The official school pin was in the shape of a cross.

The impressive ceremony of candle lighting and capping was initiated during Dean Louise Grant's administration. Being “capped” was of great significance to the young student nurse. It meant successful completion of the “preliminary,” later known as the preclinical term of the curriculum. It meant the achievement of a goal, a stepping stone to other goals. It meant recognition by other members of the health team and a readiness to assume additional responsibilities. The cap identified the student as a member of the St. Philip School of Nursing. This was a memorable and happy occasion for the students as they donned the cap and pledged to wear it with pride and dignity and in such a manner that it would always bring honor and distinction to their alma mater.

**Graduation**

Commencement at the St. Philip School of Nursing was the realization of an important goal for the graduating classes. It survived frequent changes of locale but few changes in the ceremony. The first commencement of the school was held June 13, 1924, in the First African Baptist Church. Until the mid 1940s the ceremonies were held in the various African-American churches and schools in the community. Graduation was then held in the Baruch Auditorium of the Egyptian Building and baccalaureate services in one of the African-American churches of the community. Distinguished and outstanding leaders in their respective fields of endeavor were invited to participate as guest speakers for both the baccalaureate and graduation exercises.
In addition to presenting diplomas and conferring degrees, the tradition of awarding honors and prizes became an important activity during the commencement week during the 1950s. The awards included

**The DeWitt Purdie Award** presented to the graduating student showing the most progressive record of improvement. This award was established by Mrs. Edna Purdie James, N'30 in memory of her brother, DeWitt Purdie.

**The Minie and Jove Brown Memorial Prize** established by Miss Bettie L. Brown N'34 and presented from 1955-62. It was awarded to the graduating student who had shown the ability to surmount difficult circumstances and attain a high level of achievement.

**The Ida G. Wilson Memorial Prize** sponsored by the New York Chapter of the St. Philip Alumnae Association was presented to the graduating student having the second highest general average in scholarship and personality development. This award was given from 1952 to 1962.

**An A.D. Williams Scholarship** presented annually to a student in each of the three classes, who, in the opinion of the scholarship sub-committee, demonstrated, by virtue of a high scholarship attainment and professional performance, unusual promise and ability. Character, motivation, intellectual curiosity and realization of the opportunities for intellectual development were considered in the award.
A Chapter Comes to a Close

In 1959 and 1960 a study was done to determine the feasibility of the school's continuing operations. The number of racially-integrated schools was increasing and qualified applicants could enter the MCV School of Nursing program. The findings of the study revealed that over a five-year period the number of qualified applications to St. Philip had decreased. It also discovered that in order to maintain a good school of nursing, the cost would be almost prohibitive. Dean Yingling made the difficult decision that the school should be closed. In March 1960 the Board of Visitors of the Medical College of Virginia approved the closing of St. Philip School of Nursing, to be effective in September 1962.

After the initial impact of the board's decision, the alumnae attempted to approach the situation with calm judgment, perspective and clear thinking. They realized they had a proud and distinguished past and there would still be work for them to maintain their gains and make new imprints.

With the closing of the school, they had to determine what their future beliefs and aims should be. They wanted to view the closing of their beloved alma mater as not the end but the beginning of their immediate goal, “To foster closer fellowship of the St. Philip Nurses Alumnae and to perpetuate the school spirit.”

St. Philip alumnae were dispersed throughout the United States, Canada, the Virgin Islands and in other foreign countries. There were three organized chapters of the association—the home chapter in Richmond, the New York Chapter in New York City and the Tidewater Chapter in the Norfolk-Portsmouth area. The need then was to encourage organization of chapters in strategic areas of the country, especially where there were heavy concentrations of graduates. Those graduates who were isolated or on military assignments were encouraged to affiliate with the chapter nearest them or with the home chapter.
Organizing additional chapters was easy and it showed how eager graduates were to maintain and strengthen the existing relationships and strong bonds of fellowship. The tradition of homecoming was already well established, and the alumnae decided to “come home” for this final commencement. It was decided that the alumnae should meet every five years for homecoming in Richmond and every three years following for reunions at chapter locations other than Richmond.

Continuing Education

“The quality of a school is demonstrated by its products, the people it graduates and how they perform in life.” By this criteria the St. Philip School of Nursing achieved and maintained an enviable record during the years of its existence from 1920-62.

The school produced graduates who filled positions throughout the United States and abroad, a feat considering the period. The graduates realized that the keys to a satisfying and successful nursing practice were educational growth and superior qualifications. They began early to seek and to avail themselves of any opportunity for additional educational preparation.

Prior to 1936 African-American nurses employed in Virginia in supervisory and/or teaching positions did not meet all of the standard requirements for preparation or qualifications. But two events changed this. The St. Philip School of Nursing inaugurated a collegiate course in public health nursing for African-American graduate nurses, and legislation was enacted (State Scholarship Fund) to provide equal educational facilities for certain persons denied admission to the Virginia state colleges, universities and other institutions of higher learning. St. Philip graduates were provided the opportunity to study at the most prestigious educational facilities providing nursing education in the United States at the expense of the state of Virginia.

Through the generosity of the General Educational Board of the Rockefeller Foundation, three St. Philip graduates were funded for postgraduate study at the University of Toronto in Canada. Graduates shared in the funds provided for the preparation of instructors in schools of nursing that participated in the U.S. Cadet Nurse Corps Program during World War II.
Mayme B. Lacy was a source of inspiration to her fellow students and colleagues.

Lillian E. Johnson, a 1951 St. Philip graduate, received a Congressional Award for Exemplary Service to the Public.

The St. Philip Alumnae Association established a loan fund to be used by "any eligible graduate nurse to further her education." The graduating class of 1942 conducted a drive to initiate an endowment fund for the St. Philip School of Nursing with the hope that each succeeding graduating class would add to the initial sum. The aim of the fund was "To set up a fund for the School of Nursing, the income from which can be used for educational purposes and planning."

Because of these and other opportunities as well as the personal efforts and hard work of the graduates to improve their educational and professional status, graduates have achieved educational preparation from the B.S. to Ph.D. degrees. On the occasion of the 30th anniversary of the school, Dr. W. T. Sanger, president of MCV, made these statements, "The school now has an outstanding alumnae group, superior student body and state and national recognition. These things have not come easily. They have meant hard work for everybody concerned, but that is about the only way results are achieved under any circumstances."

St. Philip graduates have been pioneers; and they have distinguished themselves in every phase of the profession of nursing, as administrators, educators, public health nurses and general and private duty nurses. In the military they attained the ranks of captain, major and colonel. Several were awarded citations for outstanding and/or meritorious service.

Professional organizations profited from their interest and participation. Graduates fought through the obstacles of segregation and made significant contributions. Alumnae members held elective offices, served on boards of directors and participated on important committees on the local, state and national levels.

The graduates of this outstanding school have blazed trails in nursing and continue to contribute greatly to the health care field. They participate in an active alumnae association, and through their efforts the spirit and values of the St. Philip School of Nursing live on and lend inspiration to the present and future. The hands of these graduates continue to touch many lives.
Top: St. Philip students on the steps of St. Philip Hall.
Bottom: Student nurses on the children's ward in the 1950s.
Leadership

Following the tenure of Miss Randolph as the first director of the Medical College of Virginia School of Nursing, there was a period of seven years when there were a series of directors who had one-year appointments (except for Miss Elisabeth Meyer who served for two years). Based on available records, the reason for these brief appointments is not clear. One might speculate it may have had something to do with administrative responsibilities and expectations without adequate assistance.

The St. Philip School of Nursing of the Medical College of Virginia and the Medical College of Virginia School of Nursing were administrated by the same director. The administration of two schools of nursing simultaneously was a difficult assignment, especially when St. Philip was in the formative phase. (See Chapter 2.)

Elizabeth C. Reitz, a 1910 diploma graduate of Woman's Hospital, Buffalo, was employed in 1922 as director of nurses of the hospitals and director of the St. Philip and MCV Schools of Nursing. She was able to achieve significant status for both schools.

In 1925 the Executive Committee of the Board of Visitors of MCV formally recognized the School of Nursing as coordinate with the Schools of Medicine, Dentistry and Pharmacy. The school attained academic status, and the title of dean was created for the director of the school; she was considered part of the administrative council. A year later the dean and instructors were given faculty ranks. This
Dean Zeigler was the first dean to have a college degree. She served from 1929-38.

Lulu K. Wolf was on the faculty from 1930-38. She challenged racial segregation by combining St. Philip and MCV Schools of Nursing students for lectures.

The Executive Committee of MCV elected not to renew Dean Reitz's appointment in 1928. According to minutes, they deemed “it wise that Miss Elizabeth Reitz, Dean of the School of Nursing and Directress of Nursing Service, be not employed for another year.” No reason was given.

Frances Helen Zeigler became dean of the school in 1929 and was the first head to have a college degree. She was a graduate of Virginia Intermont Junior College in Bristol, Virginia. Like so many of the early leaders, she taught school before entering nursing. Following graduation from Johns Hopkins School of Nursing, she received her bachelor of science degree from Teachers College, Columbia University. Miss Zeigler came to MCV from the University of Cincinnati. She left in 1938 to become dean of Vanderbilt University School of Nursing where she remained until 1949 when she resigned to marry Spencer Tunnell, Jr. She died February 15, 1963, at Winter Beach, Florida.

Dean Zeigler was interested in baccalaureate education for nursing. Had she remained at MCV, perhaps the program would have moved in that direction more rapidly. The number of RNs on the faculty was increasing, but most of them continued to be head nurses and supervisors. A year after Dean Zeigler's arrival she was able to recruit Lulu K. Wolf (Hassenplug), a former colleague, as her associate. Miss Wolf had earned a diploma from the Army School of Nursing and a bachelor of science degree from Teachers College.

The influence of Miss Wolf was exactly what MCV needed. She described herself as a “chronic irritant” during her student days because she rebelled at the notion of simply following rituals. This spirit of finding new ways to do things was a part of her fabric. She was an advocate of the students' right to be students and concentrate on learning without being responsible for staffing the hospitals.

While at MCV Miss Wolf became convinced that public health nursing should be an integral part of basic nursing programs. She even challenged racial segregation by combining the students in St. Philip and MCV Schools of Nursing for lectures. In this way both student groups not only had diplomas but they had certificates and were called public health nurses.

Both Dean Zeigler and Miss Wolf were active professionally at the state and national levels. Dean Zeigler was president of the Graduate Nurses' Association of
Virginia and chairman of the Committee on Eligibility of the National League of Nursing Education (NLNE). Miss Wolf was a member of the national committee that developed the 1937 Curriculum Guide for the NLNE. She was awarded the first Florence Nightingale International Foundation Fellowship, awarded by the ANA, and attended Bedford College, London. She also received the Isabel Hampton Robb Memorial Scholarship which she applied to her year of study. Following this fellowship she returned to MCV for one year.

Miss Wolf left MCV to join Miss Zeigler at Vanderbilt University to work for her belief that nursing education needed to be part of higher education. Although this took years to happen, she was part of the process and went on to be recognized as one of the outstanding nurse leaders in the country. She finally realized her goal by founding a nursing school academically integrated into a major university at the University of California-Los Angeles.

Dean Zeigler collected the early historical materials which are housed in the archives in Tompkins-McCaw Library. In March 1937 she sent a form to all alumnae requesting “anything that would show the history of the school” including uniforms, textbooks and pictures. This was in preparation for the MCV Centennial-City of...
Richmond Bicentennial Celebration in 1937-38. Alumnae response yielded a valuable collection of information about the school.

For a year prior to taking educational leave to study at the University of Virginia, Anne F. Parsons was the acting dean after Miss Zeigler left. In August 1939 E. Louise Grant was named dean. She was the first member of the faculty with an advanced degree, holding a B.A. degree from the University of Minnesota where she attended nursing school and an M.A. degree from Teachers College, Columbia
University. Before coming to MCV she had been at Temple University Hospital where she reorganized the school of nursing. Other experiences included Deaconess Hospital in North Dakota, Duke University, Mercy Hospital at Altoona and Allentown General Hospital in Allentown, Pennsylvania.

Shortly after her arrival she helped to orchestrate moving patients from Memorial Hospital to the new MCV Hospital. She held the dual position of dean and director of nursing services. She maintained her office on the east wing of the new hospital and lived in a suite in old Cabaniss Hall.

During Dean Grant’s tenure both the MCV and St. Philip Schools of Nursing were accredited by the NLNE. She had encouraged faculty to become better prepared and had hired new faculty with adequate preparation. Of the 22 faculty, not including head nurses, 55 percent had college degrees. Developing and attracting qualified faculty would continue to be an administrative struggle for years as the standards in nursing education advanced.

Dean Grant guided the school during the difficult years of World War II. The length of programs was modified to prepare graduates for the war. In the middle of all of this it is interesting to note that the first B.S. degree in nursing was awarded in 1944 to Alice Burford (Booth). Another major accomplishment of Dean Grant’s was the creation of the position of director of nursing service for the College Hospitals. For the first time since 1893 the dean of the school ceased to function in the dual role of head of the school and director of nursing service.

Louise Grant was known for her tireless energy, and some would call her the “ageless” dean. In 1984 a portrait of Miss Grant was presented to the school by donors who wanted to recognize her outstanding contributions to the school during her tenure as dean. Miss Grant, in her 80s, personally drove alone from her home in Georgia to participate in the ceremony.

In 1947 Sybil MacLean, who had been assistant dean since 1944, was appointed dean. She was a native of Nova Scotia, had an A.B. degree from Dalhousie University and like others had graduated from Johns Hopkins University and Teachers College, Columbia University. Miss MacLean began her professional life as a high school teacher and then when in her 30s decided to enter nursing. Before
coming to MCV, she was a science instructor at the School of Nursing of the Bridgeport Hospital, Connecticut; theoretical director of the School of Nursing, Rhode Island Hospital at Providence; and supervisor of instruction of the School of Nursing at St. Luke's Hospital, New York. She was a gentle, warm-hearted person who was reserved and quiet.

The school and hospital had been under separate leadership for about a year when Miss MacLean became dean. As a result of the director of nursing's beginning to lose control over the schools, some animosity began to develop. This could be seen in the following excerpts from a 1948 letter from the director of nursing service to the dean.

“There is friction between supervisors on the college and hospital payroll. Those on the college payroll have a much higher salary scale than those on the hospital payroll while those in the hospital have more time off.

“I would prefer your instructors to concentrate on the student nurses. However, incidental teaching for practical nurses will be welcome...we have managed to keep afloat with the help of students who have oftentimes made their contribution reluctantly.

“Student attitudes are poor. Service before self has gone forever. There are many changes which I would like to bring about if I did not have to cater to the faculty of two schools of professional nursing, one on each side, and a school for practical nurses in the middle, over which I have no control. Part of the hospital could live without the school but not one particle of the school could live without the hospital.”

Miss MacLean worked to develop a closer relationship with the Department of Nursing. In a 1953-54 annual report, she wrote that a harmonious relationship existed.

Under Dean MacLean's leadership the school finally moved into true baccalaureate education. The first class of the new four-year baccalaureate program graduated in 1957.

Dean MacLean felt a stable faculty was the fabric of a good nursing program. In 1956 she told the Board of Visitors that the faculty had finally stabilized. Within a year the full-time nursing faculty had increased to 16, half of which were master's prepared.

Miss MacLean held office in many organizations including president of the local and state League for Nursing and the Virginia Nurses’ Association, District 5. She retired in 1958 and moved to Silver Spring, Maryland, to live with her sister.
In 1965 the college recognized her devotion and contributions to the college by awarding her an honorary doctor of humane letters degree.

School of Social Work and Public Health

In 1936 the St. Philip School inaugurated a program of study in public health nursing in cooperation with the United States Public Health Service. A similar program for nurses was offered at the Richmond Division of the College of William and Mary. This program for white nurses was initiated as part of the School of Social Work and Public Health, the first of its kind established on a permanent basis in the south. The first classes were held on October 11, 1917, on the third floor of a building located on Capitol Street, the site where the state library now stands. There were 23 students in public health. The graduate nurses could attend a four- or eight-month program and receive a certificate upon completion. The program provided supplementary courses in public health and social work to prepare the nurse for public health nursing.

The Public Health Nursing class of 1931 from Richmond Professional Institute.
health positions. Nannie Minor and Agnes Randolph, graduates from Old Dominion Hospital Training School and the Virginia Hospital Training School, respectively, were part-time lecturers. In 1925 the school became affiliated with the College of William and Mary as the Richmond Division and moved from 1228 East Broad Street to the corner of West Franklin and Shafer Streets. In 1939 the name was changed to Richmond Professional Institute of the College of William and Mary. The public health program was moved to MCV in 1944, and it ran concurrently with the St. Philip program. They were combined in 1951 and administered by MCV until 1956 when there was no longer a need for the program.

The School of Social Work and Public Health also offered one semester of study in public health nursing for selected senior students in affiliating schools from 1918 to 1932. The students took three and one-half months of theory and six weeks of field work in instructive visiting nursing and received a certificate.

**Curriculum**

By 1930 all students admitted to MCV were high school graduates, but it was not until 1944 that all nursing schools required their entering students to have completed high school. Applicants were encouraged to supplement their high school experience with one to two years of college, and over half of the students admitted to MCV in 1939 had one to four years of college.

Students who wished to earn a degree could do so through the Richmond Division of the College of William and Mary. Beginning in 1928 William and Mary offered a five-year combined college and hospital course affiliated with MCV, Stuart Circle Hospital and St. Elizabeth's Hospital. The first two years were at the College of William and Mary in Richmond and Williamsburg, years three and four and three months of year five were in the selected nursing school and nine months of the fifth
year were at the School of Social Work and Public Health. The student graduated with a diploma in nursing, a B.S. in Nursing and Health and a certificate in the field of specialized study. The options in the senior year changed over time as did the degree awarded. Students could select public health, physical therapy, liberal arts and science. The B.S. degrees awarded were in social work, applied science and nursing.

Students had the opportunity to practice on Miss Chase, the mannequin still familiar to nursing students, in a skills laboratory. By the early 1930s nursing faculty were doing some teaching at the bedside, but supervision of the student was limited. What little supervision that was provided was mostly by the upperclassmen. Students were taught what not to do. If they broke any equipment, they had to pay for it.
Nursing students attend patients in the emergency room of Memorial Hospital around 1935.

The didactic component of the curriculum gradually increased over the years, and the clinical hours slowly were decreased from 52 hours a week in 1932 to 48 hours in 1946. In 1934 students had one half day off a week and one whole day off a month. Frequently students were on night call for the operating room and labor and delivery as well as being assigned to split shifts.

A curriculum leading to the degree of bachelor of science in nursing for students who had completed two years of selected liberal arts courses in an approved college or university prior to admission to the MCV School of Nursing was initiated in 1942. This program was offered in addition to the diploma program. Dr. Sanger, the president of the college, did not believe the five-year course in nursing was a pattern that should be adopted, but that it was necessary to offer it or women with two years of college would go elsewhere.

In 1943 the Medical College of Virginia and St. Philip School of Nursing diploma programs were granted accreditation by the National League for Nursing Education (NLNE). They were, along with the University of Virginia and Stuart Circle Hospital School of Nursing, the only NLNE accredited schools in the state. Only eight schools in the south were approved for accreditation.

That same year the U.S. Cadet Nurse Corps, established by the Bolton Act, was formed to meet the demand for nurses in World War II. Both the MCV and St. Philip schools met the required standards and participated in the program. It was
The Nursing Arts class studies directed practice in 1938. Left: The nursing arts class was often filmed for future study.
Students study in Tompkins-McCaw Library in the 1950s. Below: Anatomy will always be an important subject for student nurses. This class studied a model in the 1950s.
necessary to admit more than one class a year, and it was during this period that St. Philip had its largest enrollment. Students who joined the corps received a free education and a monthly stipend, and in return they served in an essential civilian or military hospital for the duration of the war. The curriculum was rearranged so the students had the last six months free so they could begin their practice. Some graduates of the school participated in the war effort as members of the MCV 45th General Hospital Unit. Following the war, entrance requirements became more stringent and a battery of entrance tests were given. Age was no longer specified in requirements for admission after 1948.

By 1950 students were working less night duty, allowed two weeks of sick leave, and received two weeks of Christmas vacation during preclinical. Although students were still staffing the hospital, faculty were making annual revisions in the curriculum to keep up with changes in medicine, health needs and national nursing education standards and trends. The class of 1951 called themselves the BBB Union—bedpan passing, bed making, bath giving brigade.

The Board of Visitors in 1952 approved the termination of the MCV diploma and five-year degree programs in support of the proposed four-year degree program.

With the initiation of the four-year baccalaureate program in 1953, students
The second class to earn the new four-year baccalaureate degree graduated in 1958.

Students were not assigned to more than 40 hours a week, including classroom, clinical conferences and clinical experiences. Students were placed in public health agencies throughout the state. In a cooperative effort with King’s Daughters’ Hospital in Staunton, students interested in a rural hospital experience could spend a quarter at the hospital in lieu of a public health experience. The hospital supported these students with scholarships, and they would return there to work after graduation.

Improvements

A modern 600-bed MCV Hospital (West Hospital) was completed in 1941 and replaced Memorial Hospital as the main MCV hospital facility. But Memorial was not completely closed for another 40 years. The opening of Randolph-Minor Hall in 1952 provided needed dormitory rooms.

Ennion G. Williams Hospital (E.G. Williams or North Hospital), a joint project with the State Department of Health, was operated by MCV. The sanitarium
Top: Memorial Hospital.
Bottom: West Hospital.
division (nine floors) for tubercular patients opened in 1956, and the St. Philip division (four floors) was completed in 1958.

**Marks of Distinction**

With the merger of the Memorial Hospital Training School and the Virginia Hospital Training School to form the Medical College of Virginia School of Nursing, the Memorial student uniform was retained until 1924 when it was changed to a shorter, blue-checked dress, with short sleeves and separate cuffs and collar, and covered with a gored apron. The Memorial cap was used but folded differently. It is thought that in approximately 1922 MCV replaced Memorial Hospital School of Nursing on the pin.

When the City of Richmond took over the Virginia Hospital Training School, the student uniform was gray and white stripes with black stockings and oxfords. The cap, worn back on the head, was muslin.

In 1933 an all-white, one-piece dress was adopted as the official uniform and was worn by MCV students for 36 years. The gored skirt, shorter in length than
Above: The class of 1934. Marguerite Nicholson, a graduate and subsequent faculty member, stands third from the left in the front row.

Far left: Student uniform patch worn from the 1930s to the 1960s. Left: The class of 1943 were the first graduates to wear the familiar navy blue capes.
Some students from the class of 1962 showed how uniforms had evolved. The white uniform was first worn in 1933; the uniform on the right was added in 1956 for the sophomore year and public health experience. The previous uniforms, had a plain front with a left side closing. There was a large pocket on the right side of the skirt and small pocket on the left side of the blouse with the school insignia on it. White shoes, white hose, a navy blue cape lined in red and a cap slightly larger than the previous one completed the uniform.

The students entering the baccalaureate program in 1956 could be seen wearing navy blue uniforms of the same design as the white uniforms during the sophomore year. An overseas cap and black bag were added to the blue uniform for the public health experience during the senior year.
Student Life

In 1925 Dean Reitz hired the first full-time nursing instructor, Geraldine Mew. Care of the patients still took priority over education. The “pupil nurses” were usually on duty 12 hours at a time with two hours free to eat and go to class, three hours off on Sunday to attend church and a half day off each week. Often students were unable to attend class because of their responsibilities in the hospital. In the early years of the school, students were assigned in the hospital the day after they arrived. Their first duties, scrubbing, bed making, filling ice caps, arranging flowers and passing water, were usually done on the medical and surgical wards.

The strict rules of appearance continued during the period. Students had to keep their hair long and pinned up until around 1926 when short hair was permitted, but a net had to be worn on duty. The uniform could be worn only in the hospital and dormitory. When a student left the dormitory, she had to be in a dress with hat, gloves and pocketbook. Prior to attending tea at Dr. and Mrs. William B. Porter’s, a tradition in the '20s and '30s, students had to be inspected. As styles changed and rules relaxed, dress codes were removed for personal clothes, and less stringent uniform policies were adopted and remain in existence today.

House regulations for Cabaniss Hall were very strict. Students had specific guidelines for cleaning rooms:

- Open bed upon rising, fluff pillow.
- Make bed as soon as morning toilet is made.
- Dry mop floor.
- Wipe up spots from floor - do not wet mop the floor.
- Never use gasoline, benzene, turpentine or oil on floors.
- Mop and dustpans are kept in corridor closets.
- Empty waste basket.
- Dust and arrange furniture.
- Nothing is to be kept on the closet floor, as this must be free for cleaning.
- Before leaving room be sure that it is in complete order. No article of clothing outside of closet. No articles as boxes, etc., on floor. Leave only articles on dresser and table as are to remain there.
- Turn lights out - close window - adjust shade - lock doors.

Students often ran to the Memorial Inn for a bite to eat because it was near old Cabaniss Hall. The building was demolished when West Hospital was built.
A faculty/student reception held in Cabaniss Hall in September 1934. Bottom: The holidays were celebrated in the living room of Cabaniss Hall. Students around the tree in 1936.

Students’ whereabouts were closely monitored. It was necessary to sign in and out at the housemother’s desk. The hours a student could be out of the dormitory were restricted. It was not proper for students to walk on the north side of Broad Street, opposite the old City Hall and Thalhimers, because it was adjacent to the “bad section” of Richmond. Students had to receive special permission from parents for weekends and late nights. Faculty who lived in the dormitory would often check the sign-out sheet to see who was out.
Tuition, special fees, room, board and a “reasonable amount of laundry” were provided to each student. Stipends were initiated sometime after 1910 and were discontinued in 1935. Most students used their stipend to buy extra food at the little stores around campus.

Hazing of new students by upperclassmen was not uncommon. The probies learned to carry out to the smallest detail the seniors’ slightest wishes. This could mean opening a door for them, running to the Skull and Bones restaurant to get them a snack or polishing the shoes that they left outside the door.

A change for the students began in 1920 when they became more involved in general college activities. A YMCA was available on campus; and the nursing students were included as members of the Student Council and on the staff of the Skull and Bones, the student newspaper.

In 1927 nursing students began to take part in athletics, and the first women’s basketball team was formed. The squad became known as the Sawbonettes, and they played teams in the city for a number of years. In later years the name of the team was changed to the Medicettes.

Smoking was prohibited until 1929 when the dean sent a letter home to parents describing the problem of student smoking and asked for parents’ views on the subject. The letter stated that the ruling of no smoking no longer prevailed in the school because of its repeated violations. The students had been told that the faculty disapproved of their smoking, and they had been asked to refrain during the three
years they were in training; but smoking was on the increase. Whether the letter home made any difference is not known. Students continued to smoke even though it was prohibited in the dorm rooms. Later smoking was allowed in the dorms and in the lounge and hallways of the Nursing Education Building (old Cabaniss Hall), but since 1991 it has been prohibited in the Nursing Education Building.

The arrival of Dean Frances Zeigler in 1929 and Lulu K. Wolf in 1930 heralded the beginning of many planned social activities for the nursing students. Jam sessions continued as they always will in a dormitory where the main topic of conversation was men, men and the student’s first scrub. Work became punctuated with social functions such as teas, picnics, parties and dances. College alumni and fraternities sponsored annual outings and dances for all the students. The fall college outing held at Bryan Park was always well attended. Nursing students challenged the coeds from the other schools in a softball game. Another annual event students looked forward to was the MCV
Student Activity and Party Night sponsored by the YMCA that included basketball, music, dancing and a social hour. Over the years events were also held at Buckroe Beach, Forest Hill Park, Pocahontas State Park and Hanover Wayside, to name a few.

The class of 1930 staged a rebellion during their freshman year. The student nurses were highly insulted when the ladies auxiliary of the Richmond Academy of Medicine sponsored a freshman reception in the dormitory so that the medical students could meet the “nice girls” of Richmond. The nursing students were instructed not to be seen on the first floor. A newspaper article stated that, “The rebellious young women raided the ice cream supply, sewed up the sleeves of most of the clothing left in the check room [and] stole away the escorts of many of the guests.” In another article the senior class president denied that the students were involved in the disappearance of the ice cream.

It was still frowned upon for students to get married although it was sometimes allowed with special permission. But secret marriages were becoming a problem by 1935 so it was decided that Lulu K. Wolf would teach a class on sex education. The first wedding held in Cabaniss Hall living room was in 1937. The bride, Allie Cleek Reavis, was a 1935 graduate. Pins, diamonds and showers were commonplace, but most students did not marry before graduation. Dean Grant (1939-46) implemented a marriage policy, a progressive measure, during her tenure.

Students from the very beginning were expected to attend church and were provided time off from their busy work schedule. By 1941 they were being encouraged to become involved not only in church but civic organizations, sports, the glee club, drama and dancing.

By 1957 students were given similar holidays as other college students plus four or five weeks off during the summer. The winter holiday often brought on pleasant thoughts of some time off, maybe a diamond and the Christmas parties and
Above: Allie Cleek Reavis, a 1935 graduate, was the first to be married in the Cabaniss Hall living room in 1937. Above upper right: Snow Queen Jean Chappell, class of 1952, was crowned at the annual Christmas Dance in 1951. The dance was sponsored by the School of Nursing. Above right: Jean Moye Shepard and Shirley Hartmann Odel Welker dressed for a dance held in October 1955.

dance. The annual college Christmas dance became a School of Nursing senior class-sponsored event for about 20 years beginning in the middle 1940s. The dance, also known as the Snow Ball, Holly Hop, Candy Cane Ball or Christmas by Starlight often had a queen with attendants. It was usually semiformal, and the students shed their uniforms for beautiful gowns and dresses.

The capping tradition continued during this time. It became a memorable ceremony in which all the students were capped together, often by candlelight with a formal program. To be able to wear the cap was a great occasion for students. The historian of the class of 1945 wrote, “The next morning the entire class arose a half-hour earlier to be sure their caps were properly adjusted. For days, it was hard to walk without a stiff neck; we were in constant fear of losing our dignity somewhere along the hall.”

Another momentous occasion was becoming a senior and wearing the coveted black band on the cap. The black band stood for hard work and bespoke the right to senior privileges.
Above left: The graduates of 1928 pose in their robes.
Above: The procession at the opening of Convocation in 1936.
Left: Frances Zeigler presents the class of 1940 with their caps in 1938.
The School of Nursing Alma Mater was adapted to the music of "The Green Cathedral." The song, written in 1951 or early 1952, was first sung at the capping for the class. The student body prior to the 1954 graduation adopted it as the school song. The song was sung at the monthly School of Nursing assembly.

Hear the nurses’ voices ringing
So strong and true and clear
Singing of the happiness we find
doing work we love so dear.

We have chosen this profession
And we shall take our stand
In our caps of white, without doubt or fright
To help our fellowman.

Through the years we’ll be loyal
To those who need our care
And loyal too we’ll always be
To the uniform we wear.

Dear Lord above please guide us
This school of MCV (changed from class of 1954)
Through our faith and prayer as we serve mankind
Lead us on forevermore,
With the helping hand of God above
We will share our life and love.

Living Quarters

Cabaniss Hall, built in 1928, located at 220 East Broad Street, was the first dormitory on campus. The new space provided not only living and educational quarters but long-needed recreational and social facilities. The dormitory, considered one of the most modern of its kind, was named for Sadie Heath Cabaniss. Small apart-
ments on each floor were used by faculty, housemothers and the dean of the school. A tunnel connected Cabaniss Hall to the capitol and the various hospitals on the MCV Campus. Students also found the tunnel useful for unauthorized entrances and exits.

The cafeteria in the basement of Cabaniss was a welcome change. Previously the students had eaten all their meals in the hospital. One student commented that it was not unusual to pass rats on the stairs leading to the cafeteria in Memorial Hospital.

The capacity of Cabaniss Hall was 134, but the dorm was overcrowded. A large number of staff were living there in 1931; and it was necessary for students to double up, making use of folding cots. In the early 1940s, because of the overcrowding of Cabaniss Hall dormitory, the college used part of Memorial Hospital as a dormitory for senior nursing students. It became known as Memorial Hall and was used for overflow until Randolph-Minor Hall was completed.

The old Cabaniss Hall living room provided a large room for social functions and was well used. The freshman reception for MCV students, faculty and their spouses was held in the living room until the group became too large.

The opening of Randolph-Minor Hall (three floors) provided single dorm rooms with built-in furniture and a sink. At the end of each hall by the elevator was a small apartment for the housemother and a lounge.
Above: Randolph-Minor Hall, named after Agnes Dillon Randolph and Nannie Minor, was opened in 1952 as a dormitory. Right: Cary Davidson Magnum and Winifred Latham in a room in Randolph-Minor Hall.
A nursing shortage at MCV and nationwide prompted the nursing school to establish a two-year program leading to an associate in science degree in nursing in 1958. The first director was Bernice Skehan. The First African Baptist Church (Randolph-Minor Annex) adjacent to Randolph-Minor Hall was renovated for office and classroom space for the new program. The associate degree was a relatively new program in nursing, and it was the only one in nursing based on research. The MCV program was accredited in 1960 and was only the third such program accredited by the National League for Nursing (NLN) and the only one nationally accredited in the south. Decreased enrollments, the development of the Virginia community college system and increased numbers of qualified applications for the baccalaureate program were the major reasons for closing the program in 1965.

The associate in science degree in nursing program had its own objectives and faculty. It focused on careful selection of learning experiences in a few broad areas to prepare bedside nurses. Hospital experiences were determined by the needs for learning rather than service needs.
Top: Betty Maupin, instructor (left), and A.D.N. students demonstrate the proper care of patients in an iron lung in the 1960s. Bottom: The 1960 class of affiliates. The program was discontinued after this class completed their rotation.
MCV was admitted to membership in the Southern Association of Colleges and Secondary Schools (SACSS) in 1959. The next year, the baccalaureate degree program, including the public health nursing component, received accreditation by the NLN. It was the first degree program in Virginia to have public health nursing nationally accredited.

Scholastic Aptitude Tests (SAT) were required beginning in 1959; and to be eligible for early decision admission, students’ scores had to be “well above average.” Registered nurse students met the same requirements as the generic students. The first two years of college grades were considered of greater importance than high school with the move into the upper division in 1971.

Both MCV and St. Philip faculty taught affiliating students from a variety of schools in Virginia, Florida, Georgia, North Carolina, South Carolina and West Virginia. The two schools were used by other programs because of the rich clinical facilities and high educational standards. As early as 1918 MCV offered experiences that were unavailable to these students in their own clinical facilities. The students received full maintenance for providing services to the MCV and St. Philip Hospitals. By 1960 it was necessary to discontinue the affiliation program because of faculty overload.

With the advent of integration, it was no longer necessary to support two separate schools of nursing. The St. Philip School of Nursing for Negro Women was discontinued in 1962. From 1923 to 1962 there were 688 graduates; and 51 of these were awarded the bachelor of science degree in nursing and 21, the bachelor of science degree in nursing education.

In an effort to achieve accreditation of the baccalaureate program, an extensive review of the curriculum had taken place. The revised curriculum began in fall 1960 and for the first time the assigned time to clinical experience and classroom was less than 40 hours a week. All clinical learning was under the close supervision of the faculty, and students paid tuition for the entire four years with no subsidy from the hospital. By 1963, 80 percent of the faculty held a master's degree or higher.

Registered nurse students were accepted into the baccalaureate program in 1962. They were eligible to receive advanced standing. The program was accredited by the NLN two years later and was the first in Virginia to receive this distinction.

The MCV School of Nursing began Virginia's first full-time department for continuing education for nurses in 1966. It was the second such department in the
southern region and was directed by Betty H. Gwaltney. She was the first full-time faculty member employed in continuing education at MCV. Within three years the first National Conference for Continuing Education in Nursing was initiated and hosted in Williamsburg by the School of Nursing.

The year the School of Nursing celebrated its 75th anniversary, in 1968, the General Assembly of Virginia by act of law established Virginia Commonwealth University (VCU) on July 1, with the Medical College of Virginia, the Health Sciences Division, and Richmond Professional Institute, the General Academic Division, as its component parts. The School of Nursing for Registered Nurses at the Academic Division and the Medical College of Virginia School of Nursing were consolidated. As a result of the merger, no students were admitted to the Academic Division after February 1969; and when the enrolled students completed their program, the Medical College of Virginia School of Nursing became the one school of nursing for Virginia Commonwealth University.

The closing of the RPI School of Nursing ended 52 years of that institution's providing education for nurses. In addition to the public health nursing program, RPI had affiliated with selected diploma programs in the area to provide an opportunity for their students to take college courses and obtain a B.S. degree. The longest affiliations were with Stuart Circle Hospital and Grace Hospital Schools of Nursing. Other
schools that benefited from the relationship were MCV, St. Elizabeth’s in Richmond, Petersburg General, Johnston-Willis, St. Luke’s and Richmond Memorial. In the early 1940s a two-year prenursing program and a three-year B.S. program for graduate nurses were initiated. In cooperation with five local hospital schools, a four-year combined college and nursing program was begun in 1954 and existed for about three years. When RPI closed, its School of Nursing was responsible for a prenursing program, a B.S. completion program and coordination of the general college courses offered in the first year of the program of study of area diploma programs.

The development of Virginia Commonwealth University and the Virginia Community College System, the availability of general academic courses within the university complex and the increasing number of students desiring a baccalaureate degree in nursing contributed to the decision to make nursing an upper division major at MCV and eliminate the lower division from the school.

This decision required a redesign of the curriculum to be implemented in the fall of 1969. The curriculum was built around the conceptual framework of stress and adaptation and reflected a combination of core and specialty courses presented at three levels in four semesters. The first class was admitted to the junior year in 1971. The following fall male students were accepted for the first time. Minor modifications were made, but the program remained fairly stable through 1981.

The school reached a major goal in 1967 when its proposal to initiate Virginia’s first master’s degree program in nursing was approved by the State Council of Higher Education for Virginia. The same year the first Annual Nursing Lectureship, established and funded by the Nursing Section of the Alumni Association, was inaugurated. This was the first lectureship of its kind in the commonwealth.
In order for nursing to continue to grow as a profession, it was necessary to develop a body of knowledge. Nursing had always placed a high priority on research, but now it was even more crucial. The first full-time, state-supported position of director of nursing research was established at MCV in 1972 to assist faculty in developing research and publication competencies. Dr. Gloria Francis held this position from 1972-82.

A national trend was developing in which nurses could become involved in more advanced practice as nurse practitioners. In 1973 a Family Nurse Practitioner Certificate Program was approved, and the next year federal funds were obtained and the first class was admitted into the Family Nurse Practitioner Program. A year later the program became the first in the commonwealth to prepare family nurse practitioners at the master’s level.

The Obstetric and Gynecology Nurse Practitioner Certificate Program was implemented in 1975. This was the first such program in the state. Students were admitted into the Pediatric Nurse Practitioner Certificate Program in 1976 and into the Gerontologic Nursing Program in 1984. In 1985 all the programs were discontinued as certificate programs and developed within the master’s framework.

Because of these changes, the groundwork was laid to form a national chapter of Sigma Theta Tau with the initiation...

Efforts were also being made to increase the flexibility of the educational program for registered nurses. In January 1979, an evening program was offered at St. Mary’s Hospital. Dr. Betsy Bampton was appointed program director for R.N. education in 1982.

Leadership

On January 2, 1958, Dr. Doris B. Yingling arrived as the new dean, the youngest dean of nursing in the country. Her deanship lasted 23 years during which the school and faculty enjoyed a period of dramatic growth.

Dr. Yingling was recruited to MCV by Charles Cardwell, the director of MCV Hospitals. Her background in nursing and nursing education was broad including experience in industrial health and business. In her own words she viewed coming to MCV as a “tremendous challenge” and was positively persuaded by the “quality of the well established programs and the support of the administration.”

Dr. Yingling came from the Orvis School of Nursing at the University of Nevada where she had established Nevada’s first school of nursing. She went there after completing her master’s and doctoral programs at the University of Maryland. She attended Goucher College and was a graduate of Union Memorial School of Nursing in Baltimore. Her bachelor’s degree was from the University of Oregon. Dr. Yingling was the first dean of the MCV School of Nursing to hold a doctoral degree.

Her first challenge occurred shortly after her arrival. She was notified by the NLN that the school’s four-year baccalaureate program was ineligible for accreditation. The league could not approve the school because it was not a part of a college or university offering liberal arts courses required for a degree in nursing. The solution to the problem required regional accreditation for the entire Medical College of Virginia by the Southern Association of Colleges and Secondary Schools (SACSS). Until then SACSS had not accredited health care institutions accredited by their professional organizations. Dr. Yingling discussed with the MCV deans the
posibility of pursuing accreditation with SACSS and they agreed. The college was admitted to membership in SACSS. This achievement was of historical significance nationally as well as regionally as it was the first accreditation of this type in the country. It paved the way for other colleges similar to MCV to be accredited, and the School of Nursing was then eligible for NLN accreditation.

Dr. Yingling was futuristic in her thinking. Her trademark was a shopping bag out of which “came her dreams.” She was competitive and wanted the school and faculty to excel. For that reason the school was first in Virginia in graduate education, continuing education and research.

If asked about her administrative style, Dr. Yingling would probably refer you to a copy of “The Power of People” by Charles McCormick. She always felt a tremendous pride in faculty, students, staff and alumni. She was constantly writing notes of encouragement and congratulations. She acted as a mentor to faculty, encouraging their development and then sharing pride in their accomplishments. She made arrangements for faculty to pursue higher degrees; she provided the opportunity for them to interact with outstanding nurse leaders by initiating the visiting lecturers and faculty seminars. Faculty gave up part of their travel money to support this effort. Dr. Yingling defended the need for 12-month appointments and created a policy to foster scholarly activity during summer months. She developed an organizational structure which included departments to promote faculty involvement in the school and in the broader university. As part of a multiple management plan adapted from a profitable business operation, she and faculty initiated the development of a faculty organization chaired by a member of the faculty. She continued to try to bridge the gap between education and service. Joint appointments and clinical associate appointments between the school and hospital were initiated. She was also instrumental in instituting the first nursing research position.

Dr. Yingling’s leadership extended beyond the school. She received two governor’s appointments; the Committee on Nursing and the Governor’s Commission on Higher Education. On the Governor’s Commission on Higher Education she was the only woman and nurse to be a member of the commission which recommended the
creation of Virginia Commonwealth University by combining MCV and RPI. She saw this as an opportunity for the further development of nursing at MCV. In 1978 she received the coveted Nancy Vance Award from the Virginia Nurses' Association for her contributions in nursing. The same year she was cited in “Life Style” magazine as one of Richmond's most powerful women, and she also received a Resolution of Commendation for Leadership in Nursing Education in Virginia by the Virginia League for Nursing. In 1990 she received the Virginia Nurses’ Association's Historical Award in recognition of her work to preserve the history of nursing.

An especially significant recognition was the “surprise party” given Dr. Yingling on her 20th anniversary as dean of the School of Nursing. Described as Doris's “love feast,” it was planned by faculty, alumni, students, staff, colleagues and friends. Another special event at MCV was the marriage in 1969 of Dr. Yingling and Dr. Harry Lyons, dean of the School of Dentistry.

In 1981 Dr. Yingling resigned the deanship, was named dean emeritus and remained with the university until retiring in 1983. In retirement she maintains a busy schedule where she lives in Florida.

Visiting Scholar Program

The Agnes Randolph–Nora Hamner Fund was approved by the Board of Trustees of the MCV Foundation in 1972. The board felt that both of these graduates had made such significant contributions in the field of nursing and were so intimately connected with the Medical College of Virginia for so many years it was appropriate to honor them jointly. The money from the previously established fund for the Agnes D. Randolph Chair of Nursing, initiated by the Richmond Area Tuberculosis Association and the Virginia Tuberculosis and Respiratory Disease Association, and a contribution made by the foundation were used for the new fund. The fund was to be used for the general benefit of the school. At a later date money from the fund was transferred to the Yingling Visiting Scholar Fund to help with its establishment.
The Doris B. Yingling Visiting Scholar Program was initiated on April 22, 1983, with Dr. Edna M. Grexton, dean of the Nell H. Woodruff School of Nursing, Emory University, as the first speaker. The Yingling Visiting Scholar Program is funded through an endowment established in 1981 in honor of Dr. Doris B. Yingling, emeritus professor and dean, by faculty, staff, alumni and friends. Nursing speakers visit the campus every other year as part of the program. At the same time (1981) nursing services and the hospital administration of MCV Hospitals established the Doris B. Yingling Nursing Research Award to be made annually to a nursing staff member for achievement in a clinical nursing research project.

Marks of Distinction

The uniform of the student in the associate degree program, which ran from 1958 until 1965, had an Egyptian building patch on the blouse pocket. The cap was folded and buttoned in the back. A green cape lined in white completed the uniform.

It was necessary to design a new pin for the school with the establishment of Virginia Commonwealth University. The original pin of MCV, the Maltese cross, is in the center of the pin enclosed in a circle engraved with Virginia Commonwealth University. The pin is available in gold or silver.

A new uniform was designed by Mrs. Marilyn Bevilaqua, a Richmond artist and art teacher. The class of 1970 was the first to wear the A-line dress or tunic and
pants in bright sea blue, bound around the neck and short sleeves by bright green. A white apron bound in green and buttoned at the shoulder and down the sides was worn when the student was in all clinical areas except community health. An insignia worn on the sleeve was a circle in green and white the sophomore year; and a white Maltese cross, corresponding to the pin, was placed on top of the circle for the junior year. A red heart indicating a commitment to nursing was added to the center of the cross in the senior year.

The cap, a miniature version of the graduate cap, had green bands across the left edge to indicate the year. A band was added each year. Beige hose and navy blue oxfords completed the outfit. A navy full-length cape with an oxford turned-down collar and green MCV initials was available. When male students were admitted in 1972, they wore a white tunic top with white pants.
Renovation of Cabaniss Hall began in 1961 to create faculty office space on the second floor. Faculty, administrative and secretarial offices were spread out in three buildings and the hospital. By the 1966-67 school year all the student residents were moved out of Cabaniss Hall.

Women students were housed in MacFarland Hall, formerly St. Philip Hall, from 1964 to 1971 because of overcrowding in the dorms. Then in 1967 a high-rise residence hall for women was opened. The Cabaniss Hall name was transferred to this dormitory, and the old dorm was renamed the Nursing Education Building. It was renovated for additional offices and classrooms. All nursing students who lived in a dormitory were assigned to the new dorm. Randolph-Minor Hall and Randolph-Minor Annex were no longer used for nursing offices and classrooms. MacFarland Hall was later razed to build Main Hospital.
Most of the students lived in the dormitories until the late 1960s. Then the trend became to live off campus, at home or in an apartment. The number of married students and students with families increased significantly. A 1960 policy required the student to follow specific guidelines in order to obtain permission to marry. The school relinquished the marriage policy to the dean of students in 1965.
Pinning has always been an important time for students. The present Recognition Ceremony was first initiated as pinning soon after Dr. Yingling's arrival at MCV. The original ceremony was the presentation of the pins in the living room of old Cabaniss Hall. After several years it was moved to room 100, which was a classroom; and faculty were invited to participate. As classes enlarged, the pinning was moved to Baruch Auditorium and parents attended. The Larrick Student Center became the next location. With each move, the ceremony became more formal and nursing traditions were added. The program includes the Nightingale pledge, the lighting of the Nightingale lamp, special music, speaker, awards, presentation of diplomas and pins, hooding and the formal academic procession. In 1970 when the first master's students graduated, it became known as the Recognition Ceremony. Since then it has been held in St. Paul's Episcopal Church, Cathedral of the Sacred Heart, First Baptist Church, St. Stephen's Episcopal Church, Bon Air Baptist Church and the Richmond Centre.

In 1972 Virginia Commonwealth University held its first combined graduation in the Richmond Coliseum.
Retrenchment and Challenges

After many years of planning, the much-needed MCV Main Hospital was completed in June 1982, and West Hospital was closed to patients except on a limited basis. In need of additional space, the school was assigned rooms on the 16th floor in West Hospital for use as a health-assessment lab and for conferences.

North Hospital, formerly E. G. Williams Hospital, was gutted and completely renovated. The hospital opened again for use in October 1986.
Programs in the school continue to expand and grow to meet the needs of a diverse student population desiring to obtain degrees in nursing. The State Council of Higher Education for Virginia approved a doctoral program in 1986, and the first students were admitted in the fall into the nursing administration track. Dr. Barbara Mark was appointed director of the program. A weekend program for registered nurses, partially grant funded from the Division of Nursing of the Department of Health and Human Services, was implemented in the fall of 1990. This was the only weekend program in the state. Forty-eight students in the first class from throughout the state attended classes every fourth weekend for three semesters. Registered nurses living near Burkeville and Grundy remained in their own area and learned through the use of audio-teleconference.

Additional changes were made in the baccalaureate program beginning in the summer of 1992 to reflect the
changing health care system, increased cost of education, expanding content, changing population and needs of the second-degree student and the adult learner. The nursing major was extended to include courses at the sophomore level. VCU students are admitted into the School of Nursing as sophomores and transfer students into the summer session prior to the junior year.

In recent years there has been a gradual change in the profile of the
undergraduate student. Over one-third of the generic students already have a degree, and more registered nurse students are admitted than generic students.

From 1983 to 1987 a few courses were added and others deleted or rearranged to include topics that were pertinent to health care in the 1980s. Wellness and health promotion became major focuses in some of the courses. The curriculum remained stable until 1992.

The 1992 curricular changes required students to move between both university campuses. While taking general education courses in the sophomore year, students are enrolled in four nursing courses. A freshman elective which is open to all VCU students and taught by the nursing faculty was offered for the first time in spring 1992.

Today the School of Nursing is part of a growing and maturing university. It is one of 12 schools that make up the academic and health science campuses and one of 13 baccalaureate nursing programs in Virginia. The MCV of VCU School of Nursing continues its commitment to excellence in nursing education, practice, research and service to the community.

Leadership

Following Dr. Yingling’s departure from the deanship, Dr. Ethlyn Exley, a member of the faculty, served as acting dean while a committee searched for a new dean. In December 1981 Dr. Joan Farrell Brownie arrived at the school. She had a diploma from Millard Fillmore Hospital in Buffalo, a B.S. from the University of Buffalo, a master’s degree in nursing, an adult practitioner certificate and a Ph.D. with a major in management and policy analysis from the State University of New York at Buffalo. Most of her experience had been in nursing education at SUNYAB in the area of primary care.

Dr. Farrell (she dropped the name Brownie shortly after her arrival) brought a different perspective to the school. This was her first deanship, and her orientation to management was a business model. Shortly after arriving she implemented a new administrative structure, eliminating old positions. She announced to faculty that she would use Etzioni’s organizational theory as her management framework.
Dr. Farrell believed that the school should have a computer laboratory and that both faculty and students should be computer literate. To keep up with increased use of computer technology in health care, a director of computer services for nursing education, Dr. Linda Lange, was hired. The Computer Center officially opened in 1985 on the fourth floor of NEB with 10 computers.

Another major achievement of Dr. Farrell’s administration was the opening of the doctoral program. In the fall of 1988 Dr. Farrell resigned and accepted an administrative position at the University of North Florida in Jacksonville. Dr. JoAnne Henry was appointed by the president to act as the interim dean while a committee searched for a new dean.

Dr. Henry came to MCV in 1978 from the University of Virginia where she had been in the School of Nursing for a number of years. She has an Ed.D. from the University of Virginia with a major in higher education administration and an M.A. in Parent Child Nursing from New York University. From 1982-88 she served as chair of the Department of Maternal-Child Nursing. In 1988 she began assuming responsibility for a variety of administrative positions that were left vacant. Her goals were to reorganize the administration using temporary appointments to stabilize operations, encourage solutions to problems and guide program development.

After completing her term as interim dean, Dr. Henry took an education sabbatical to pursue a second master’s degree in public health from the University of North Carolina at Chapel Hill.
Dr. Nancy Langston joined the School of Nursing as dean in 1991. The selection of Dr. Nancy Langston as dean was the choice of faculty, alumni and administration. She had an outstanding administrative record. Dr. Langston came to MCV on July 1, 1991, from the University of North Carolina-Charlotte where she was dean of nursing. Prior to that she was an associate dean at the University of Nebraska. She holds a Ph.D. from Georgia State University in education with specialization in education administration and supervision.

Dr. Langston selected MCV because it is a major health sciences center with “extraordinary potential for interdisciplinary activity.”

Dr. Langston, who likes to be called Nancy, is “down to earth.” She is quite open in sharing feelings as well as ideas. Her remarks are often blended with humor and a smile. She is energetic—starts the day early and ends it late. She tends to ask many questions and then philosophically ponders the answers.

In a broad sense, her goals for the school include maintaining its reputation by building upon its past, but more importantly, guiding the organization forward. Dr. Langston is actively engaged with the faculty in the clarification of goals and values which will set the agenda for the future. When asked about her leadership style, a major theme in her response was the idea of empowerment. It is hoped the progress of the past will be a stepping stone for the future.

Marks of Distinction

Changing times were reflected in uniform revisions in 1983 and 1990 which no longer include a required student cap. The optional cap is occasionally worn by a few students. Faculty and students together designed a uniform for students entering in the fall of 1983. The complete uniform consisted of a white jumper over a wisteria blue blouse with an MCV nursing insignia on the left sleeve and white hose and shoes. A pantsuit uniform consisted of white pants and jumper tunic with the blue blouse. Male students wore a white tunic top with white trousers, socks and shoes. For the community health experience female students wore a navy blue skirt or slacks with a white or blue blouse, beige hose and blue, black or brown shoes. Males wore dark trousers.

The blue cord uniform worn by the class entering the fall of 1990 was
Above: Student nursing uniforms 1983-90. Below: Today’s uniforms allow for several alternatives and are designed for comfort.
designed to be neat, comfortable, easily maintained and allow for several alternatives. Dress, tunic and pants, skirt or slacks and white blouse, and blue cord lab coat are the choices for the female student. Male students wear blue and white striped shirts with white trousers.

**Student Life**

Many students have had to work in addition to attending school to support themselves, but they still have found some time to play. Spring break led to warmer weather and the beaches for some, while others headed for the mountains and skiing.

Dances, parties and the beach have remained consistent distractions over the years. More recent times find students going to the James River with their coolers, radios and good friends. Other favorite pastimes include Larrick parties, backpacking, tubing, video games, Friday celebrations, canoeing, the “Slip,” Maymont Park, apartment parties, MCV winter dance and intramurals. Studying continues to interfere with a student’s social life.
Gradually during these years, some of the older traditions were left behind. The longest lasting traditions and in existence today are the little sibling-big sibling relationship formerly called little sister-big sister, the class sponsor/advisor, take-offs, student occupational fairs and the school gift. Others to be remembered are the musicals, junior-senior breakfast, college student-faculty convocation, parents’ day, monthly required assembly, school officers, school song, evening vespers, quick game of bridge, 10 a.m. and 3 p.m. mail call and class blazers.
Graduation 1984. Balloons have become a trademark of the School of Nursing at graduation in the coliseum.
The Advancement of Graduate Education

Master's Program

Graduate education in nursing in the south began in the 1950s. In 1953 the Southern Region Education Board (SREB) surveyed its 14 member states and identified only six master's degree programs in nursing. All of them had received some type of SREB assistance to get started. The number of programs gradually increased until 1970 when there were 14 programs. MCV's master's program was implemented in 1968.

One of the recommendations of the Governor's Commission on Higher Education (1965) was that MCV should not offer graduate education in nursing. Undaunted, Dean Yingling sent a long memorandum to MCV President Blackwell Smith in which she shared her thoughts about graduate education in nursing in Virginia. In April 1965 Dean Yingling forwarded a proposal to the MCV president for a program in which a Master of Science (M.S.) degree, with a major in nursing, would be awarded. Approximately two years later, in March 1967, after receiving the approval of the president, the School of Basic Sciences and the School of Graduate Studies, the State Council of Higher Education for Virginia (SCHEV) approved the commonwealth's first master's program in nursing. Approved were curricula in medical/surgical nursing, maternal child nursing, psychiatric mental health nursing and public health nursing.
Justification cited for the new master’s degree programs was MCV’s commitment to graduate education, the normal need for expert health care and a national trend toward expansion of health services, particularly preventive services. The purpose of the program was to prepare a nurse to develop and implement nursing practice in specialized areas through the assumption of a primary role as a clinical specialist, teacher, supervisor or nurse practitioner. The underlying conceptual framework was a combination of general systems and developmental and adaptational theories. Six students in medical surgical nursing constituted the first class admitted into the new program. Dr. Edna Treasurer was appointed in 1968 as the associate dean of the graduate program.

The program was awarded NLN accreditation in April 1971. Enrollment increased steadily from the original six in one major to 124 in four majors in the next 13 years.

In 1976 the psychiatric-mental health nursing department, Dr. Patricia Wiley, chair, received a National Institute for Mental Health training grant for their graduate students. The federal grants continued through 1986. The target patients for those years were the chronically mentally ill and the aged.

In order to further support a graduate program, a high priority was placed on research. The curriculum required the submission of an original thesis. The thesis was made optional in 1987. The position of director of research development and publication competency existed for 10 years. For six of the years a $340,000 research development grant from the Division of Nursing, U.S. Public Health Service, supported the research development effort. During the grant-supported years, 11 faculty and six nurses with MCV Nursing Services completed 13 research studies and published 34 research and research-related manuscripts.

This led to an important event in 1973. The first Eastern Conference on Nursing Research was held in Williamsburg, Virginia. The keynoter was Dr. Martha Pitel, director, American Nurses’ Foundation and former dean at the University of Kansas School of Nursing. Eighteen research report papers from MCV of VCU School of Nursing were presented.

The first students were admitted into a nurse practitioner program in 1974. Dr. Margaret Spaulding was chair of the maternal-child nursing department at the time the practitioner programs were implemented. Admission to the practitioner programs, later called Primary Care Nurse Specialist Programs, required a minimum of
one year of practice in a related area. Preference was given to students from geographic areas in need of primary health care and/or those who had a commitment from a physician to provide preceptorship or employment.

A shortage of faculty with graduate education to teach in the rapidly proliferating graduate programs with increasing numbers of student applicants became a concern to the school. The Virginia State Board of Nursing's 1973 Annual Report revealed that only 42 percent of Virginia's full-time nursing faculty (in baccalaureate, associate degree and diploma schools) held master's degrees. The MCV School of Nursing and the University of Virginia (UVA) School of Nursing jointly explored ways to expand opportunities in graduate nursing education beyond the boundaries of the two university campuses.

In 1974 the MCV School of Nursing and the Virginia Community College System jointly financed a nurse faculty member to explore the need for, and the possibility of, an off-campus program in graduate nursing education. The following year

*Family Nurse Practitioner student, Sister Rosanne Popp, examines a patient.*
Deans Yingling and Rose Marie Chioni (UVA) met with the Virginia Nurses’ Association Legislative Committee to discuss state funding for the implementation of a cooperative graduate outreach program should a survey indicate justification and need. The study of the needs of baccalaureate-degree-holding nurses for master’s education was conducted by SCHEV. The data in the study, along with the community college system survey and a joint senate resolution, resulted in a grant to expand graduate nursing education in Virginia which was funded by the Division of Nursing, U.S. Department of Health, Education and Welfare, for 1976-79. The grant application was prepared by the two deans with Dean Yingling as the principal investigator. This was the first grant of its kind in the country.

The outreach program was implemented in the fall of 1976. The project director was Dr. Irene Hudleson. The MCV School of Nursing developed the program in the Tidewater area of Virginia, and the UVA School of Nursing developed the
program in Southwestern Virginia. The reason for discontinuing the program was the opening of master’s programs in northern and eastern Virginia.

In 1980 majors were added in the master’s program in nursing of children and nursing services administration. The latter was funded by a three-year Kellogg Foundation grant of $406,000, written by Dr. Eleanor Repp. Dr. Barbara Mark became the principal investigator in 1981. The degree was offered in cooperation with the Department of Health Administration in the School of Allied Health Professions and the School of Business. The School of Nursing was one of nine schools in the country, and the only one of its kind in the region, funded by the Kellogg Foundation to implement a multidisciplinary graduate program in nursing services administration. The overall aim was to prepare corporate-level administrators with a broad business background and advanced preparation in nursing. A second grant from the Division of Nursing of the Department of Health and Human Services in 1985 assured the continuance of the program.

In 1983 the school became one of three sites in the country chosen to participate in the Executive Nurse Leadership Program sponsored by the Commonwealth Fund. The purpose of the program was to develop the executive potential of nursing administrators so their talents and abilities would be fully utilized to shape the overall strategic direction of hospitals. The Schools of Business and Community and

Gerontologic nursing graduate student Cynthia Gifford. This major was added in 1983.
Public Affairs, the Department of Health Administration in the School of Allied Health Professions and MCV Hospitals all collaborated with the School of Nursing on the program.

The Department of Nursing Administration and Information Systems (NAIS), the newest department in the school, is responsible for the operation of the computer laboratory housed in the school. The lab was installed as a student-faculty resource. There are also personal computers and printers in each faculty office. There are capabilities for statistical analyses, word processing, spreadsheet modeling and analyses, database management, instructional programs and graphic generation.

Since 1980 majors have been added in gerontologic nursing (1983), adult nurse practitioner program (1990) and child and family in psychiatric-mental health nursing (1991). Today’s student may choose from 14 majors including oncologic nursing.

In 1986 a more open admissions policy was adopted by the Faculty Assembly. It permitted the admission into the master’s program of selected students who were registered nurses but who held a baccalaureate degree, in fields other than nursing. This program has been successful.

The Doctoral Program

The school has had a long-standing interest in, and commitment to, doctoral education. Efforts to develop a doctoral program began in the late 1970s. The first proposal was submitted to SCHEV in 1980. The doctoral program was placed in the university’s six-year plan, with the intention of resubmitting a proposal to SCHEV in 1986, targeting program initiation for 1988. Because of heightened community awareness and the volume of application requests in March of 1985, the school decided to submit its proposal almost two years earlier than originally planned. SCHEV indicated there were several constraints on the type of program that would be approved. One of them was that the School of Nursing must administer the program in cooperation with another academic unit in the university. In addition, the program must lend itself to part-time study and could not duplicate the doctoral program in nursing already in place at the University of Virginia.
To justify the program, the school and the American Nurses Association argued that development of knowledge and skills unique to nursing and the appropriate integration and application of knowledge from other disciplines was important. To accomplish this, a group of nurses must be available who can produce new knowledge through research and disseminate and apply that knowledge in nursing practice. National data at the time of the first proposal (1980) revealed that only 2 percent of nurses held earned doctorates and many of those were doctorates in education (Ed.D.). Because of this there was a general concern for emerging doctoral programs in nursing related to availability of qualified faculty and the strength of faculty commitment to research.

SCHEV again denied the program because VCU had not demonstrated adequate need; it also denied an appeal in June 1985. After additional discussion in January 1986, SCHEV approved a doctoral program in nursing at VCU to be implemented in the fall of 1986. It also approved a program at George Mason University School of Nursing. The degree to be granted was the doctor of philosophy (Ph.D.). The two concentrations in the program were nursing administration and clinical science.

The focus in nursing administration was developed to prepare nurses for research and/or educational positions in a variety of settings including academic, corporate, public and private institutions concerned with the delivery of patient care and health services. The clinical-science focus was to prepare nurses to pursue research in microbiology and immunology to relate this to the clinical practice of nursing. This program is offered cooperatively with the Department of Microbiology and Immunology in the School of Basic Health Sciences. Course requirements for both concentrations included theory development, philosophy of science, ethics, nursing administration or clinical science, research and statistics and a dissertation.

Research in the school began in earnest in 1972; and at the time of the approval for the Ph.D. program, seven major research projects were already in progress. When the doctoral program was initiated, the School of Nursing had 14 faculty holding earned doctorates. A year later the number increased to 24 faculty.

Written comprehensive examinations were given for the first time in July 1988, and all of the first three students advanced to Ph.D. candidacy. The first doctoral student, Joan Donovan, was awarded the Ph.D. in 1990.
Excellence is honored in many ways. Over the years many of our students, faculty and alumni have received awards for their outstanding service and contributions. Graduates have distinguished themselves and the school in all parts of the world, especially in the Commonwealth of Virginia. The School of Nursing is proud of its graduates and their accomplishments. This chapter includes the names of those who have been honored by awards established by the school, university and alumni since the inception of Virginia Commonwealth University.

**Student and Faculty Awards**

**Yingling Senior Achievement Award**

Gifts to the institution to honor Doris B. Yingling have been used to establish an annual award to a senior student. Recognition is based on outstanding leadership ability, potential for professional growth, evidence of support for the School of Nursing and evidence of concern for community affairs.

- Judith Anne Weaver—1969
- Betty Ann Moore—1970
- Patricia Anne McCook—1971
- Kathleen Marie Tracy—1972
- Katherine E. Brown, RN—1973
- Lois Mae Lumsden—1974
- Debra S. Gaddy—1975
- Jeanne Deborah Tierney—1976
- Janey Bowen Rogers—1977
- Teloa Faye Morris, R.N.—1978
- Amelia Faye Johnson—1979
- Julie H. Andrews—1980
- Katheryn L. Spaulding—1981
- Lorna J. McClung—1982
- Debra J. Bramlett—1984
- Leslie S. Deligio—1985
- Kelly J. Marsh—1986
- Laura Anne Gibbs—1987
- Mary Anne Gilley—1988
- Christine L. McCaffrey—1989
- Michele Ann LaSota—1990
- Katherine G. Aardema—1991
- Laura Sue Neal—1992
The St. Philip Alumnae Association created in 1973 the Mayme B. Wilson Lacy Award to perpetuate the memory of the School of Nursing by honoring one of its most illustrious graduates. Alumnae were proud to bestow this honor on Mrs. Lacy and to hail her as their leader, model, source of inspiration, sister, friend and modern-day Florence Nightingale and a legend in her own time. Mayme Lacy was a 1940 graduate. She was the first black nurse to receive professional rank at MCV when in 1949 she was promoted to the rank of assistant professor. In 1953 she was the first black appointed to the position of Assistant Director of Nursing Service at MCV. She became director of the Career Ladder Program in 1972. Mrs. Lacy was active in numerous professional, community, civic, religious and fraternal organizations. She held offices in 15 local and state organizations. Mrs. Mayme Lacy Harris died in January 1992.

On May 14, 1976, the chapters of the St. Philip Alumnae Association presented the first Mayme B. Lacy award. The recipient must be an MCV of VCU graduating nursing student, irrespective of race, creed, color, sex or national origin, who is highly committed to nursing as a profession, demonstrates the ability to consistently give good nursing care to all classes of patients, works well with the health care team and shows promise of supporting professional organizations. These ideals had been at the heart of the St. Philip School of Nursing's purpose throughout its 42 years of existence.

Linda Diane Price—1976
Peggi Ann Guenter—1977
Saran P. Erwin, RN—1978
Louise B. Miles—1979
Geraldine McD. Parker—1980
Debra K. Hearington—1981
Vivian H. Bagby, RN—1982
LaKeith James—1983
Bonnie J. Sechrist—1984
Ruth E. Landry—1985
Elizabeth M. LeBlanc—1986
Judith Parker Falzoi—1987
Shelia Lorraine Gregory—1988
Jonathan K. Branch—1989
Jessica Jordan—1990
Karen D. Wingo—1991
Patricia Anne Wagner—1992

This award recognizes Marguerite Nicholson, graduate of 1934 and long-time faculty member, for her many contributions to the school and to nursing in Virginia. Made possible by funds raised by the nursing school alumni, the award is presented to a senior student for humanitarian qualities of selflessness, helpfulness to others, consideration, humility and loyalty to the School of Nursing.

Mary K. Devenny—1973
Deborah A. Vivas—1974
Martha A. Edwards—1975
Constance Cooke Gilman—1976
Dana Mary Sweet—1977
Jacqueline Ann Quillen—1978
Wanda Walker—1979
Marguerite A. Irving—1980
Robin A. Soyars—1981
Debra P. Shockey—1982
John W. Bryson—1983
Pamela L. Rowe—1984
Alexandra A. Jeffers—1985
Meredith L. Allen—1986
Melissa Renee Strumb—1987
Dana Brown Campbell—1988
Kristin A. Fillmore—1989
Karen Elise E. Haines—1990
Valerie S. Breeding—1991
Spencer D. Dickens, Jr.—1992

Initiated by members of the organization, this award is given in recognition of outstanding participation in the Student Nursing Association of MCV. The award is presented to a senior SNA member who has demonstrated leadership, dedication and enthusiasm for the nursing profession through involvement in the organization.

Juan Quintero—1980
Debra Hearington—1981
Debra Shockey—1982
Ann Claus—1982
Leslie S. Deligio—1985
Jonathan T. Quesenberry—1986
Laura Anne Gibbs—1987
Mary Anne Gilley—1988
Kristin A. Fillmore—1989
Jessica Jordan—1990
Katherine G. Aardema—1991
Christie Friedman—1992
Registered Nurse Student Award

The Registered Nurse Student Award is given in recognition of performance and achievement within the School of Nursing. The award is presented annually to a graduating senior who demonstrates excellence in clinical expertise, leadership and personal qualities. This award will be given with funds provided by faculty in recognition of the increasing number of registered nurses returning for baccalaureate degrees.

Suzanne Rita—1989
Beverley C. Craft—1990
Patricia D. Ellis—1991
Bernice P. Hill—1992

Martha M. Borlick Research Award

Initiated in 1981 in memory of Martha M. Borlick, chairwoman of the Community Health Department (1970-78), the Martha M. Borlick Research Award is presented to a graduate student in nursing who demonstrates excellence in nursing research as evidenced by the master's thesis and other scientific work.

Sally H. Durel—1981
Carol Roy—1983
Gwendolyn M. Burley—1984
Nancy B. Geary—1985
Sharon L. Dormire—1986
Diane Mudge-Dickerson—1987
Anna Marie Fensterer Seale—1988
Rita Murphy Ciavarelli—1989
Anne L. Kaplan—1990
Marie F. Gerardo—1991
Barbara D. Fulcher—1992

Temple Memorial Award

Initiated in 1977, this award honors the memory of Dr. T. Edward Temple, second president of VCU, and Mrs. Temple. This award is given annually to a graduating student in the master's program. The person selected to receive the award possesses characteristics that demonstrate exemplary performance in the advocacy role for the consumer of health care services and for the profession of nursing.

Dorothy S. Crowder—1977
Patricia M. Rager—1978
W. Richard Cowling—1979
Ruth E. Purrington—1980
Trudy T. Rosenthal—1981
Donna M. Musselman—1982
Donna R. Johnson—1983
Karen K. Hogan—1984
Marcia A. Szmania—1985
Marylynn Martin—1986
Kimberly Ann Donahue—1987
Sister Rosanne Popp—1988
Debra O. Burcham—1989
Estelle M. Brodeur—1990
Katheleen B. Jarrell—1991
Jo Lynne Wheeler—1992

Mable Montgomery Award

With funds given by faculty and students in recognition of the retirement of Miss Mable E. Montgomery, treasurer, State Board of Nurse Examiners, 1948-71, this award is given annually. In odd years it is presented to a faculty member; in even years to a student. The student award recognizes excellence in practice as demonstrated by independent and rational judgements, high-level interpersonal and technical skills and professional responsibility. The faculty award demonstrates excellence in teaching and leadership in faculty affairs.

Emily M. Coogan—1972
Dorothy S. Crowder—1974
Nancy Ruth Pidgeon—1976
Stephen Curtis Smith—1978
Terry L. Moss—1980
Nicole A. King—1982
Theresa R. Ewell—1984
Jeannine M. Huber—1986
Kimberly Darlene Williams—1988
Patricia F. Ridout—1990
Marilyn Jean Brown—1992

Student Award

Dorothy S. Crowder—1973
Vashti J. Richardson—1975
Katherine C. Bobbitt—1977
Judith B. Collins—1979
Doris B. Yingling—1981
Jeanette F. Kissinger—1983
Esther Tesh—1985
Bernadine Clark—1987
Beauty D. Crammerte—1989
Patricia Stuckey—1991

Faculty Award

Helen W. Wiesmann—1973
Helen W. Wiesmann—1973
Katherine C. Bobbitt—1977
Judith B. Collins—1979
Doris B. Yingling—1981
Jeanette F. Kissinger—1983
Esther Tesh—1985
Bernadine Clark—1987
Beauty D. Crammerte—1989
Patricia Stuckey—1991
Outstanding Faculty Award

This is a newly created award in the School of Nursing to recognize faculty achievement. The recipient of this award shall be recognized for performance in teaching, scholarship or services or a combination of these. Dr. Jean Wyman was the recipient for the 1991-92 school year.

Alumni Awards

Outstanding Nurse Alumni Award

The MCV of VCU Nursing Alumni Association initiated this award in 1970 to honor outstanding contributions of the graduates of the school. The award is presented in recognition of a successful nursing career. The recipient is recognized as a leader and expert who has contributed to health related and other groups and has impacted the nursing profession with creativity and innovation.

Anne Franks Mahoney '29—1970
Marguerite Nicholson '34—1972
Elizabeth K. Ryan '30—1973
Jean Marie Hayter Muncy '49,'51—1974
Janet Hoylman Locklear '56—1976
L. Frances Gordon '43—1977
Katherine C. Bobbit '56—1978
Wilise Paulette Bishop '70—1980
Harriette A. Patteson '32—1981
Barbara H. Dunn '70—1982
Faye Landers Peters '52—1983
Doreye E. Russell '43—1984
Dorothy Sholes Crowder '74—1985
Virginia Gibbs Wessells '44—1986
Eleanor Acham Lynch - St. Philip '44—1987
Clementine Sadler Pollok '58—1989
Shirley Wright Lee - St. Philip '46—1990
Bernadine A. Clarke '76—1991
Betsy A. Bampton '60—1992

Beauty Denby Crummette '58—1991
Susan Floyd Bennett '72—1992

Alumni "Star" Award

In 1989 the university initiated awards to be given by each school and presented annually at the Founders' Day Gala during the first weekend in November. The Alumni "Star" Award is now presented to a recent graduate (within 15 years) who has made significant achievement in his or her career, in the community or in service to the university.

Sarah Hill Cooke - St. Philip '39—1989
Martha Moon '79—1990
Stephanie Ferguson '88—1991
Beth Collins '81, '82—1992

Sarah Hill Cooke was the first Alumni "Star" Award recipient.

Cathy James was the first recipient of the Outstanding Clinical Practice Award, presented for the first time in 1992.

Nurse Alumni Award for Outstanding Clinical Practice

This new award, given for the first time at reunion 1992, honors a graduate that exemplifies an innovative, professional and scholarly approach to his or her clinical practice and contributes to the development of others. Cathy James '75 was the first recipient of the award.

Cathy James was the first recipient of the Outstanding Clinical Practice Award, presented for the first time in 1992.

Nurse Alumni Award for Outstanding Service

The award honors alumni who have shown outstanding leadership and service to the community, the school or university or professional or community organizations.

Jean Moye Shepard '58—1989
Frances Whitlock Kay '59—1990
Nora Spencer Hamner and Col. John H. Heil, Jr., present first outstanding Nurse Alumni Award to Anne Mahoney in 1970.

Marguerite Nicholson won the Outstanding Nurse Alumni Award in 1972.

Jean Marie Hayter Muncy received the 1974 Outstanding Nurse Alumni Award.

Janet Hoylman Locklear, left, receives the Outstanding Nurse Alumni Award from Mary Cibula Evans in 1976.

Elizabeth K. Ryan, left, winner of the 1973 Outstanding Nurse Alumni Award, shown here with Mary O. Lindamood unveiling a portrait of Dean Zeigler at the 97th Annual Meeting of the MCV Alumni Association of VCU.

L. Frances Gordon received the 1977 Outstanding Nurse Alumni Award.

Wilsie Paulette Bishop received the 1980 Outstanding Nurse Alumni Award.

Katherine C. Bobbitt was the winner of the Outstanding Nurse Alumni Award in 1978. Shown here, she is being congratulated by MCV Alumni Association president, Richard Barnes, for her Hodges-Kay Service Award at Reunion 1992.

Corinne Dorsey, left, with Harriette Patteson, who received the Outstanding Nurse Alumni Award in 1981.

Barbara H. Dunn was the winner of the Outstanding Nurse Alumni Award in 1982.

Dorsye E. Russell received the 1984 Outstanding Nurse Alumni Award.
From left to right, top to bottom:

Dorothy Crowder, left, winner of the 1985 Outstanding Nurse Alumni Award with Katherine Bobbitt in 1978.

Virginia Gibbs Wessells, left, receives the Outstanding Nurse Alumni Award in 1986 from Beauty Denby Crummette.

Eleanor A. Lynch received the 1987 Outstanding Nurse Alumni Award.

Clementine Sadler Pollok received the 1989 Outstanding Nurse Alumni Award.

Jean Moye Shepard, left, received the first annual Nurse Alumni Award for Outstanding Service in 1989; Beauty Denby Crummette received the same award in 1991.

Frances Whitlock, Kay, left, receives the 1990 Nursing Alumni Award from Betsy A. Bampton.

Evelyn Bacon, left, former director of A.D. Program with Shirley Wright Lee, who received the Outstanding Nurse Alumni Award in 1990.

Bernie Clark received the SCHEV outstanding faculty award from Governor L. Douglas Wilder in 1991, the same year she received the Outstanding Nurse Alumni Award.

1992 nurse alumni awardees are pictured with Dean Nancy Langston during Reunion 1992. From left, Dean Langston; Susan Floyd Bennett, Nurse Alumni Award for Outstanding Service; Beth Collins, Alumni "Star" Award (presented at Founders' Day Gala); and Betsy A. Bampton, Outstanding Nurse Alumni Award.
Alumnae associations were important to nursing even in the early years. Registries were an early official way to identify nurses who were hospital graduates. Nurses were required to become registered in Virginia in 1903. In order to be registered, nurses had to be a member of an alumnae association.

The Alumnae Association of the Nurses' Training School of the Old Dominion Hospital was organized by the class of 1897, with a membership of 11. Officers elected for the first year were Miss L. H. Johnston (sister of George Ben Johnston), president; Miss F. P. Ellyson, vice president; Miss L. W. Kreuttner, secretary and treasurer. A charter was obtained by the association on March 15, 1898. The association was formed to pursue “the advancement of its members in professional work, the promotion of good fellowship, the establishment of a benefit fund for ill nurses, and a residence for the convenience and registry of members desiring it.” The association established a registry at the Old Dominion Hospital under the supervision of the superintendent of the hospital.

Lewis C. Bosher, M.D., on June 11, 1901, wrote a letter to the alumnae group encouraging them to work toward the establishment of a state organization for nurses that was similar to the State Medical Society. The first meeting of the Virginia State Association of Nurses was on June 13, 1901, at the Nurses' Settlement in Richmond. The chair, pending election of officers, was Miss Elizabeth Cocke of the Alumnae Association of Old Dominion. Other graduates of Old Dominion and the Virginia Hospital were charter members.

When Memorial Hospital Training School opened and Old Dominion
Training School closed in 1903, the graduates from Memorial joined the Old Dominion Alumnae Association. In 1922 both Old Dominion and Memorial graduates became members of the MCV Alumni Association. The constitution and by-laws were based on the model from the American Nurses Association.

In 1913 when the Virginia Hospital Training School and the Memorial Hospital Training School merged to become MCV, the Virginia Hospital graduates founded their own alumnae association. Virginia Hospital Nurses Alumnae Association was incorporated in September 1914, and it continued to exist until May 1932. The first officers were Miss Ellen Goss, president; Miss Agnes D. Randolph, vice president; Miss Maria P. Moseley, secretary; and Miss Annie Snoddy, treasurer.

According to the by-laws any member believed to be guilty of unprofessional conduct was investigated by the Executive Committee. If the Executive Committee was not satisfied, the case came before the membership. If the graduate was consequently expelled or suspended, her badge (pin) was forfeited for the term to the Board of Directors.

At an October 13, 1927, meeting, a letter was read from Dr. Miller extending to the graduates of the Old Virginia Training School the privilege of becoming a
member of the General Alumni Association of MCV. Becoming unincorporated became such an issue that the group continued to exist until the matter was settled with the MCV alumni about the Virginia (City) Hospital members' rights. This issue continued until March 1932 when it was resolved with a letter from Dr. Sanger, president of MCV, explaining why these nurses had a right to be members of the nurses division of the MCV Alumni Association. The letter was read and accepted and the last meeting of the Virginia Hospital alumnae was held in May 1932.

The nursing section of the Alumni Association of MCV was initiated in 1924. The Richmond Chapter of the St. Philip School of Nursing Alumnae Association has been in continual existence since it was founded June 13, 1924, the day the first 10 students graduated and became charter members. Individual graduates from the St. Philip School began joining the MCV of VCU Alumni Association by making a contribution to the annual fund.

In 1975 the nursing section of the Alumni Association of MCV became the Nursing Alumni Association, MCV of VCU. This change severed the formal relationship with the Alumni Association of MCV, but graduates of the School of Nursing still automatically became members of the Alumni Association of MCV.

An agreement between the Board of Trustees of the Medical College of Virginia Alumni Association of VCU and VCU was executed effective September 30, 1979. The MCV Alumni Association of VCU, an independent, incorporated organization, was exclusively controlled by its membership.

The nursing section became the Nursing Division of the Medical College of Virginia Alumni Association of Virginia Commonwealth University in 1981. The nursing division is organized and operated for charitable, educational and fellowship purposes. Graduates of all the nursing programs of MCV, the St. Philip School of Nursing, and the Richmond Professional Institute nursing programs, as well as all former students who attended at least two semesters, are eligible for membership.

The School of Nursing has had two graduates who have been elected president of the MCV Alumni Association. Frances Whitlock Kay '59 held the position in 1976, and Ann Doss Broaddus '59 became president in 1992.

Both the MCV of VCU Nursing Alumni Association and the St. Philip School of Nursing alumnae work separately and together to support the School of Nursing. The two groups sponsor and participate in various receptions and offerings held for alumni and students.
For the 75th anniversary of the School of Nursing in 1968, students modeled uniforms that nursing students had worn through the years.

The idea for a nursing lectureship was initiated in 1962 when Mrs. Anne F. Mahoney, a graduate of the class of 1929 and a member of the Board of Visitors (1961-68) talked with Dean Yingling about establishing a chair or professorship for the School of Nursing. Dr. Yingling and Mrs. Mahoney determined that a nursing lectureship would be most appropriate.

In 1965 the nursing section of the Alumni Association of the Medical College of Virginia voted to bring into being a nursing lectureship. The purpose was to provide educational opportunities to students, graduates and friends of nursing throughout Virginia by bringing annually to the campus an outstanding leader in nursing or the health field.

The Nursing Lectureship Fund was started by Dr. W. T. Sanger, chancellor emeritus, who contributed the first $100. The original Nursing Lectureship Fund Committee was co-chaired by Mrs. Mahoney and Miss Nora Spencer Hamner ’14 and was composed of representatives from the community as well as the School of Nursing, Department of Nursing Service and the Nursing Section of the Alumni Association. Miss Hamner graduated from the Memorial School of Nursing. She

1991 nursing lectureship speaker, Dr. Clementine Sadler Pollok, speaks on “Registered Nurses in Virginia.”
received an honorary M.S. degree from MCV in 1951, and she was the first woman appointed to the MCV Board of Visitors (1953-61).

The first major fund-raising project was a bazaar held on the second floor above the Campus Room on the corner of Broad and 12th Streets. This bazaar was a great success, and several others were held in the ensuing years. Alumni published a cookbook from which proceeds also went to the lectureship fund. The money raised from the various projects and contributions from nurses and friends of nursing have made the Nursing Lectureship thrive since 1967.

The first Nursing Lectureship was held in 1967 at Monumental Church when Miss Jo Eleanor Elliott, president of the American Nurses Association, was guest lecturer. The lectureship has been held in various places throughout Richmond, including Monumental Church, Larrick Student Center, Richmond Academy of Medicine and hotels. Attendance has ranged from 50 to 500. From 1967 through 1987 an annual lectureship was held. The nursing division voted to hold the Nursing Lectureship in conjunction with the annual reunion beginning in 1989, so no lectureship was held in 1988. This was done in order to increase participation in the Nursing Lectureship and eventually to offer continuing education credits for the lectureship.
St. Philip Endowment Scholarship Fund

The St. Philip alumnae from the Richmond, Hampton Roads and Washington chapters initiated the idea of establishing a scholarship fund. In late 1990 a steering committee, chaired by Sarah Cooke '39, was established and chapters from across the nation have pledged to commit their time and financial support to the effort. The endowment fund, when complete, will honor both the St. Philip School of Nursing and the many contributions its graduates continue to make to the field of nursing by awarding a scholarship to a nursing student of African-American descent who is academically gifted and in financial need. The goal is to raise a minimum of $75,000.

Nursing Alumni Centennial Committee

The formation of a Nursing Alumni Centennial Committee was approved by the Nursing Division of the MCV Alumni Association of VCU on October 8, 1987. Beauty Denby Crummette '58, chaired the committee of seven alumni from MCV of VCU and St. Philip Schools of Nursing. The goals of the committee were to communicate with the alumni about the centennial, increase interest in and enthusiasm for participating in centennial activities and raise funds to endow a chair in nursing. The chair was later changed to an endowment for a distinguished professorship with a
goal of $250,000. Key people were selected from each class or chapter to be liaisons for the committee and their classes and chapters.

The Nursing Alumni Centennial Fund began in 1988 with a $50,000 bequest from the estate of Vida Bailey '21. Fund raising began in 1989 with requests to all alumni for pledges and donations. A very successful precentennial gala was held on March 22, 1991, with approximately 110 alumni, university officials and friends of the school participating. Judith Collins, N.P. '75 presided as mistress of ceremonies. The highlight of the gala was the unveiling of the P. Buckley Moss original watercolor painting, “Nurses Parade.” Mary Moss Donnelly '81 was instrumental in asking her mother, P. Buckley Moss, to create a painting to commemorate the School of Nursing’s centennial and give the original and prints to the Nursing Alumni Centennial Committee for fund raising.
The single largest source of funds has resulted from the donations by 11 alumni of $1,000 each for the original painting of “Nurses Parade” and the sale of the prints for $100 each. Income has also been generated from individual donations and the sale of a centennial mug. Joan Smeltzer, using the pins of all the MCV of VCU Schools of Nursing, designed a logo for the centennial committee. The logo was used on the committee’s stationery and as the design for the mug.

To continue to expand fund raising, the centennial committee was enlarged to become the Nursing Alumni Centennial Fund Campaign Steering Committee. The committee will carry out the campaign plan and raise the remainder of the funds to achieve the $250,000 goal to endow the distinguished professorship which will be presented by the alumni to the school at the centennial.
Above: The Nursing Alumni Centennial Steering Committee. From left to right, back row: Anne B. Sydnor, Emily C. Bennett, Hilda Taylor, Ramona Williams, Katherine Berry, Clementine C. Pollok, Cathy Lantz and Mattie Ward. From left to right, front row: Dorsye Russell, Beauty Crummette and Dana Moriconi.

Left: Roberta Redd, Virginia Hospital Training School class of 1914, and Bertha Britton, St. Philip School of Nursing class of 1924, at a centennial committee luncheon in 1989. At the time they were the oldest living alumni.
The St. Philip School of Nursing alumnae and the MCV of VCU alumni groups continue to support their alma maters with generous gifts of time and money. This legacy will perpetuate the growth of the MCV of VCU School of Nursing and honor future graduates as well as those who have gone before. Each of the graduates of the schools that make up the alumni have been and will be a significant part of the history and will continue to make outstanding contributions to nursing and nursing education in Virginia and worldwide.
Appendix

Leadership of the School

VIRGINIA HOSPITAL
TRAINING SCHOOL FOR NURSES
1893-1913

(University College of Medicine)
Miss W. R. Yeamans, R.N. ...........Head Nurse, 1893-1899
Agnes Dillon Randolph, R.N. ........Superintendant, 1900
Agnes B. Johnston, R.N. ..............Superintendant, 1901
Helen G. Harlan, R.N. ...............Superintendant, 1901
Miss Underhill, R.N. .................Superintendant, 1902
Miss Southall, R.N. .................Superintendant, 1902
Agnes Dillon Randolph, R.N. ........Superintendant, 1903
Miss Katherine Blake, R.N. ..........Superintendant, 1904
Miss Cross, R.N. .....................Superintendant, 1904
Agnes Dillon Randolph, R.N. ........Superintendant, 1905
Mary N. Craft, R.N. ..................Superintendant, 1906
Edith Eaton, R.N. ....................Superintendant, 1907
Anna E. Clay, R.N. ..................Superintendant, 1908
Agnes Dillon Randolph, R.N. ........Superintendant, 1909
Miss N. A. Simmons, R.N. ..........Superintendant, 1910
Agnes Dillon Randolph, R.N. ........Superintendant, 1911-1913

OLD DOMINION HOSPITAL
TRAINING SCHOOL FOR NURSES
1895-1903

Sadie Heath
Cabaniiss, R.N. .......................Superintendant, 1895-1901
May W. Douthat, R.N. ..............Superintendant, 1902
Charlie Austin, R.N. .................Superintendant, 1902-1903

MEMORIAL HOSPITAL
TRAINING SCHOOL FOR NURSES
1903-1913

Agnes Breman, R.N. ..................Superintendant, 1903-1904
Rose Z. Van Vort, R.N. ............Superintendant, 1904-1913
Agnes Dillon Randolph, R.N. ........Superintendant, 1913

VIRGINIA HOSPITAL
TRAINING SCHOOL FOR NURSES (CITY)
1893-1913

L. Ethel Cummings, R.N. ..........Superintendant, 1913-1916
Ruby V. Parrish, R.N. ..............Superintendant, 1917
Halie Tavaarferro, R.N. ............Superintendant, 1918-1920
Bessie D. Terrell, R.N. ..........Superintendant, 1921-1922

MEDICAL COLLEGE OF VIRGINIA
1893-1913

Agnes Dillon Randolph, R.N. ........Superintendant, 1913-1914
Agnes M. Thayer, R.N. .............Superintendant, 1914-1915
Jennie Jones, R.N. .................Acting Directress, 1915
Emily W. Bauer, R.N. ..............Directress, 1915
Elizabeth M. Meyer, R.N. ..........Directress, 1916-1918
M. Frances Fraught, R.N. ..........Directress, 1919
Josephine Kimerer, R.N. ..........Directress, 1920-1921
Claire Jones, R.N. .................Directress, 1921
Elizabeth C. Reitz, R.N. ...........Director, 1922-1925, Dean, 1925-1929
Frances Helen Zeigler, R.N., B.S. ....Dean, 1929-1938
E. Louise Grant, R.N., B.A., M.A. ..........Dean, 1939-1946
Sylila MacLean, R.N., A.B., M.A. ..........Dean, 1947-1957
Doris B. Yingling,

MEDICAL COLLEGE OF VIRGINIA/VIRGINIA COMMONWEALTH UNIVERSITY
1968-Present

Doris B. Yingling,
JoAnne K. Henry,
Nancy Sue F. Langston,
R.N., R.S.N., M.N., Ph.D. ..........Dean, 1991-present
Appendix

Annual Alumni Endowed Nursing Lectureship Series

First
December 8, 1967
Jo Eleanor Elliott, R.N.
President, A.N.A.
"Issues in Nursing"

Second
October 11, 1968
Dr. Helen Naun, Dean
School of Nursing
University of California
San Francisco Medical Center
"A Historian's View of the Future of
Nursing. (75th Anniversary of
the School of Nursing)"

Third
November 21, 1969
Dr. Luther Christman, Dean
School of Nursing
Vanderbilt University
Nashville, Tennessee
"Nursing Education—Nursing
Service. Where Do They Meet?"

Fourth
November 6, 1970
Dr. Margaret Dolan
Professor and Chairperson
Department of Public Health
Nursing
University of North Carolina
Chapel Hill, North Carolina
"Relationship of Nursing to the
Community"

Fifth
November 19, 1971
Rosamond Gabrielson*
Executive Director of Nursing
Good Samaritan Hospital
Phoenix, Arizona
"Innovative Changes in Nursing
Service"

Sixth
November 17, 1972
Dr. Esther Lucille Brown
Consultant in Psychological
Aspects of Patient Care
San Francisco, California
"Changes in Health Care:
Implications for Professional
Nursing Practice"

Seventh
November 7, 1973
Dr. Shirley Chater*, Professor
School of Nursing
San Francisco Medical Center
University of California
"How Realistic are Present Day
Nursing Programs for the Future
Practice of Nursing?"

Eighth
November 15, 1974
Dr. Ada Jacox*, Professor
School of Nursing
University of Iowa
Iowa City, Iowa
"Nursing Approaches to the
Alleviation of Pain"

Ninth
November 14, 1975
Dr. Madeleine Leninger
Dean and Professor of Nursing
University of Utah
Salt Lake City, Utah
"Health Care Delivery Systems"

Tenth
November 5, 1976
Dr. Virginia Henderson
Research Associate
School of Nursing
Yale University
"The Essence of Nursing"

Eleventh
October 14, 1977
Dr. Marlene Kramer
Professor of Nursing
University of North Carolina at
San Francisco
"Reality Shock - Why Nurses Leave
Nursing"

Twelfth
October 20, 1978
Marlene Grissum, R.N., M.S.
Chairperson, Department of Nursing
Central Methodist College
Fayette, Missouri
"Womanpower and Health Care"

Thirteenth
October 12, 1979
Dr. Ida Martinson
Professor and Director of Research
Department of Nursing
University of Minnesota
Minneapolis, Minnesota
"Home Care for the Dying Child"

Fourteenth
December 12, 1980
Dr. Barbara Stevens, Professor
Schools College
Columbia University
"Utilization of Today's Practitioner
for Tomorrow"

Fifteenth
November 13, 1981
Dr. Virginia Stone
Professor Emeritus
Duke University
"What Makes the Older Person
Special?"

Sixteenth
November 5, 1982
Dr. Vera M. Robinson
Chairman and Professor of Nursing
California State University
Fullerton, California
"Therapeutic Use of Humor in
Nursing"

Seventeenth
November 4, 1983
Ms. Donna Diers, R.N., M.S.
Dean and Professor
Yale University
New Haven, Connecticut
"To Profess - To Be a Professional"
(Ms. Diers ill and unable to
attend, paper read by Dr. Joan
Farrell.)

Eighteenth
November 2, 1984
Dr. Angela McBride
Professor and Chairperson
Graduate Department Psychiatric
Mental Health Nursing
School of Nursing
Indiana University
"Nurses as Image Makers"

* Also served as consultant or
visiting scholar to school.
Appendix

Doris B. Yingling Visiting Scholar Program

1983
Edna M. Grexton, D.P.H.
Dean, Nell H. Woodruff
School of Nursing
Emory University

1985
Joyce Fitzpatrick, Ed.D., F.A.A.N.
Dean, School of Nursing
Case Western Reserve
University

1986
Lorraine Walker, Ph.D., F.A.A.N.
Luci B. Johnson Centennial
Professor in Nursing
University of Texas at Austin

1987
Sister Callista Roy Ph.D., F.A.A.N.
Professor and Nurse Theorist
Boston College

1989
Thelma J. Wells, Ph.D., F.R.C.N.
Division Chair, Health
Promotion and Maintenance
University of Rochester

1991-1992
Joyce Verran, Ph.D., F.A.A.N.
University of Arizona

Prior to 1991 all the scholars spent two days in the school. Dr. Verran taught a course in instrument development and was on campus at various times throughout the year.
Appendix

Visiting Lecture/Faculty Seminars

1965-1966
Dr. Dorothy Major-West Virginia University
Dr. Rosella Schlottefeld-Case Western Reserve University
Dr. Martha Rogers-New York University
Frances Reiter-New York Medical College
Dr. Florence Gipe-University of Maryland

1966-1967
Dorothy Smith-University of Florida
Irene Beland-Wayne State University

1967-1968
Dr. Eleanor Lambertson-Teachers College, Columbia University
Dr. Hildegarde E. Peplau-Rutgers University
Lulu Wolf Hasenplug-University of California

1968-1969
Virginia Henderson-Yale University
(3 days) first visiting nurse scholar in residence

1972-1973
Dorothea Orem
Visiting scholar throughout year

Additional material can be found in the following resources:

Published
Bulletins: MCV, Richmond Division of College of William and Mary, RPI, VCU.
Medical Register, 1889.
SCARAB Magazines.
School of Nursing, MCV 75 Years, 1893-1968. Richmond: Medical College of Virginia, 1969.
Skull and Bones Newspaper 1915-1918, 1823-1953.
"The First 125 Years" Bulletin Medical College of Virginia (Fall 1963).

Unpublished
Works from Special Collections and Archives, Tompkins-McCaw Library Medical College of Virginia Commonwealth University
Annual Reports-School of Nursing.
Bampton, Betsy A. Nursing in the University: An Historical Analysis of Nursing Education the Virginia Commonwealth University/Medical College of Virginia School of Nursing, Dissertation College of William and Mary, 1987.
Medical College of Virginia Board of Visitors, minutes.
Minutes of Executive Committee of the Women's Board of Managers for Old Dominion Hospital, 1898.

VCU Magazines.

Nursing Section & Nursing Division minutes and by-laws.
Oral Histories-School of Nursing.
Program-Centennial Celebration MCV, 1938.
Sanger historical files.
School of Nursing accreditation reports.
School of Nursing archival material.
Yingling, Doris B., tapes.
merely needed “good resistance” and months of training to today’s doctoral education, “A Proud Heritage: 100 Years of Nursing Education” considers all aspects of a profession that has changed so drastically during the last century.

The book presents accounts of the patience and dedication of the leaders who fought for nursing to become the multifaceted profession it is today. It looks at student life and changes in curriculum and opportunities that allowed nurses to take a leadership role in the ever-evolving health care profession. And this history honors the school’s alumni who have been true pioneers in making health care better for the citizens of Virginia and the nation.

“A Proud Heritage: 100 Years of Nursing Education” also presents more than 150 historical photographs that document the growth of a profession—images that portray strength, commitment and progress.

But this book contains more than just a history of nursing—it’s also a chronicle of society because nurses have always played an integral part in making society better for everyone.