

## SUMMARY

Bernice Cochran begins the interview with a short account of her early life, education, and career. She was working at Willamette University in 1943 when she met Elnora Thomson, who had come to campus to recruit students for the nursing program at University of Oregon Medical School. Also on campus were military recruiters, who asked Cochran to join the service. Since her father agreed that nursing was the better option, Cochran entered the program at UOMS as a member of the Cadet Nurse Corps. She shares her memories of what it was like to be an older student who had a key to Emma Jones Hall.

Cochran talks about Henrietta Doltz, director of the Department of Nursing Education, and her interest in recruitment. Doltz was the one who sent Cochran and a colleague out on a statewide recruitment tour that took the women as far south as Klamath Falls and back up the eastern side of the Cascades. Cochran shares anecdotes from her 1,095 days as a student, discussing schedules, curriculum, and ward duties.

After graduation and the recruitment tour, Cochran began her career teaching and doing work in admissions. From 1964 to 1976, she worked as a professor at Portland State University, where she taught pre-nursing students. She talks briefly about the entrance of male students into nursing programs. She also mentions her teaching positions at the Emanuel Hospital School of Nursing and the University of Portland, as well as her affiliation with the Western Interstate Commission on Higher Education, teaching graduate nursing seminars.

Cochran also served as a professor at the University of Oregon School of Nursing from 1960 to 1976, and she shares her impressions of Dean Charles Holman. She talks generally about the relationship between nurses and physicians and the role of the nurse in medical rounds. Having taught in several nursing programs in the Portland area, Cochran notes that curricula were comparable. She also mentions some early procedures that were established to control the use of narcotic substances in the hospitals, and talks about the first penicillin injection given at Multnomah County Hospital.

A resident of Salem in 1935, Cochran shares her memories of the fire that destroyed the Capitol building that year. In closing, she reflects on the contributions she has made in her long career and gives advice to young students entering the nursing profession. After the interview ends, the videographer provides still shots of several photographs and other memorabilia from Cochran's album as the items are discussed.

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Interview with Bernice Cochran  
Interviewed by Linda Weimer  
December 17, 1997  
Site: BICC building  
Begin Tape 1, Side 1

WEIMER: This is an oral history interview of Bernice Cochran. Today is December 17. We're in the BICC building. The videographer is Larry Dlugas, and we have sitting in with us Martha Watson, associate of Bernice Cochran, and the interviewer is Linda Weimer.

We have started out all our oral history interviews with asking a little bit about personal information, biography, so I'd like to ask when and where you were born.

COCHRAN: I was born in Portland, over on Ivy Street, which is close to where Emanuel is now, on July 31, 1909, which makes me eighty-eight-plus.

WEIMER: Eighty-eight years young [laughter]. Where did you go to school?

COCHRAN: My family moved to Clatskanie, Oregon, and I attended most of the time in Clatskanie Elementary School and graduated from Clatskanie High School in 1927.

WEIMER: Did you go on for more schooling at that time?

COCHRAN: Yes. I had intended to be a primary education teacher, and so I chose to go to Bellingham Normal; and I went up to Bellingham and stayed there and graduated in 1929.

WEIMER: What did you major in?

COCHRAN: Primary education, which became very useful when I got to teaching freshmen in college.

WEIMER: [Laughing] So how did you get from graduating with an elementary ed degree into—what was your next job, I should say? Your first job.

COCHRAN: I think that would have been at Willamette, because when I came back from Bellingham, my family moved to Salem, and I entered Willamette University as a biology major and graduated there in 1932. And because I liked biology so well, they asked me if I wanted to stay on and be a lab assistant in general biology and zoology. I liked it very much because I got to mingle with the various classes.

That took me until 1943, actually, at which time Elnora Thomson, who was then director of the school of nursing here, came up to just interview people at Willamette, and I talked to her. That was the time when World War II was just breaking open, and the Army

and the Navy were sending recruiters out to the universities; and because I had been teaching in the labs, they asked me to have an interview, and we did. I told them I didn't know anything about the military, and they said that was all right, I had teaching experience, and they would teach me what I would have to teach the recruits.

WEIMER: Oh! So they were thinking of you as a teacher, perhaps?

COCHRAN: Rather than a WAAC or a WAVE.

WEIMER: Now, what was the name of this program?

COCHRAN: I don't know, because I went home and told my dad about it, and mother, and he began to shake his head, and he said he didn't want a daughter to be associated with the military, and I says, "Okay, then you will agree with me that this is the time that I can enter nursing."

WEIMER: So that was the choice that you proposed.

COCHRAN: I used it.

WEIMER: So when you met Elnora Thomson, this was not part of the Cadet Corps that she was originally talking to you about?

COCHRAN: No, she didn't ever talk to me about the Cadet Corps, because I thought about it for a while and then got an appointment to come up on the Hill here to interview with Henrietta Doltz, who was then director, because Elnora had retired. When I got in to Henrietta, she said, "I have some good news for you." She said, "Have you heard about the Cadet Corps of Nursing?" And I said, "No." And she explained that it was the U.S. Cadet Corps. And I said, "What would be the advantages?" And she says, "Well, board and room, uniforms, and all you would have to promise is to be in it for the duration."

WEIMER: Of the war?

COCHRAN: Would you believe it, I have not yet been discharged.

WEIMER: You have not [laughter]. They really did mean the duration.

COCHRAN: One of my class was pulled in to active duty. It was several years—well, when the Korean conflict was on, she was working in a hospital in New York City, and they found her there, and they went to her and said, "You were in for the duration, and it's here again." And they said, "We will assign you to the Azores." And she stayed there for a couple of years. And her name is Evelyn Lamb Hart, a member of my class.

WEIMER: So let's go back to when you first came up here to nursing school. This was in the early forties?

COCHRAN: Nineteen forty-three.

WEIMER: How many were in your class, do you remember?

COCHRAN: I would have to count them.

WEIMER: It wasn't a large class?

COCHRAN: No. I don't really remember, but I was assigned to Emma Jones Hall. And that was new, to have a roommate after all of these years. I'd had one in Bellingham, but to come and—we were three in a room, and we had to go through one room to get to our room, and those girls had to come through our room to get to the bathroom, which six of us had to use.

WEIMER: How did you feel to be an older student, obviously, from those who were just out of high school or just a year of college?

COCHRAN: Two years of college.

WEIMER: Two years of college.

COCHRAN: Well, I felt fine, because when I signed up with Henrietta, she gave me a key to Emma Jones with the provision that if I wanted to come in, I mustn't let them know I had a key. So I would come in with my date and stand on the porch with all of these other kids, and we would sit there and sort of smugly wait and couldn't use the key. At other times I could use the key, when I got in by myself or with a guest.

WEIMER: I've heard a lot about Emma Jones, the housing. Could you tell me a little bit about Emma Jones? Did you ever know her?

COCHRAN: I didn't know her.

WEIMER: Tell me a little bit about Henrietta Doltz.

COCHRAN: Well, Henrietta was—I was very fond of her, and you'll see several pictures of her here [in a photograph album]. I thought she was a very capable person at that time. She was very interested in recruitment at that time. She had a car and she propositioned me: if I would choose one of my friends or classmates, would we take her car, which she called Shasta—and this is a terrible pun, Shasta had gas and oil—and would I then go around to a prescribed route and visit high schools and talk to them about nursing. See, this was—by then I had graduated. And so I chose Charlotte Best Johnson. Charlotte is now deceased. But we went south and hit high schools, made the loop at Klamath Falls and up the—what is that, US97 on the other side of the Cascades, far east on the state?—and made

the loop that way driving Henrietta's car. We apparently—I did the talking, and Charlotte ran the...

WATSON: AV.

COCHRAN: Please?

WATSON: AV, audio-visual.

COCHRAN: Yes...and had the slides and did the slide presentation while I talked about it.

WEIMER: At this time on your recruitment tour you were still an employee of the nursing school?

COCHRAN: I believe I must have just started in teaching then. Do you remember, Martha?

WATSON: No.

COCHRAN: I'll have to skip that. I'm not certain.

WEIMER: That's no problem. On the recruitment tour did you talk mainly to high school students?

COCHRAN: High school seniors, usually. We would get on what they used to call career days. I don't know whether that's the correct term now or not.

WEIMER: When you were a nursing student, what was the uniform like?

COCHRAN: We had a gray dress; stiff, white, almost Peter Pan collars; stiff, elbow-length, real stiff cuffs; and an apron that had a bib. The apron was very full, and it had a band around the waist, and we always carried our scissors in the back of the band. One day Miss Sears, who was director of nursing, called me in. She says, "What were you doing down at the foot of the elevator shaft last week?" That caught me by surprise, but I knew she was a tease, and I said, "How do you know?" And she said, "Simply because your scissors were found down there" [laughter]. I still have them, the same scissors.

WEIMER: As a student, what were your classes like?

COCHRAN: The classes went on routinely, whether you had day duty, night duty, afternoon duty, it didn't make any difference, and many of us slept through some of the classes.

WEIMER: Because you were working so hard?

COCHRAN: Well, we had to come off duty at 7:00, get breakfast, and go to class at 8:00. So classes were held, and the various instructors were those people who followed us on the floors and were the instructors or just were critiquing us as we went along.

WEIMER: Was there a nursing shortage at this time because of the war going on?

COCHRAN: I understand that the students were responsible, really, for staffing old Multnomah that whole length of time, because most of the supervisors were gone. However, there was always at least a supervisor or two, and then we had excellent head nurses.

WEIMER: What would be some of your duties on the wards or in clinic?

COCHRAN: At first, naturally, there were the usual things of passing trays, getting used to the patients, and we were taught how to give bed baths. We gave those. We got patients up and wheeled them back and forth wherever they had to go. We learned to make beds with patients on them. We sometimes had to prep the various patients for surgery because we had no orderlies then; they were all gone.

But I have one anecdote I think might be interesting. I had a bad habit of putting a safety pin between my teeth. The head nurse on One West, men's surgical, was Mrs. Larsen, and she was an excellent head nurse. The medical students used to say they learned more from her than they did, often, from their professors. So she caught me one day with this safety pin. She came up and she says, "Miss Orwig, come with me," and she took hold of my arm, and we marched the full length of that down to a three-bed ward. I've seen it recently, and I had to laugh. She went there and threw the bedclothes back, and she looked at me and she says, "How do you know that that safety pin wasn't there yesterday?" I haven't put a safety pin in my mouth since [laughter].

WEIMER: How long was the program at that time?

COCHRAN: I was in ten hundred and ninety-five days [laughter].

WEIMER: Oh, as a nursing student you counted. Was it that bad?

COCHRAN: No, it wasn't. I enjoyed it. It wasn't bad at all.

WEIMER: Did you get another—a degree or was it a diploma?

COCHRAN: No, I was in the degree program. We rotated through the various situations. The different floors were, like, One West was men's surgical, One East was women's surgical, men's medical on Two West, and, then, orthopedic and women's medical on Two East, and so on like that. Then we went to—pediatrics then was in the Outpatient Clinic. We had two floors there. And you picked up the different kinds of medical needs as you were assigned, and you had the supervisor that was with you.

WEIMER: This was all at the Multnomah Hospital?

COCHRAN: Multnomah, or at the Outpatient Clinic for a few things, and then the Tuberculosis Hospital was in effect. I don't know what building it is now, Martha.

WATSON: CSB.

WEIMER: And you actually had some...

COCHRAN: We had six weeks there. And by then they were doing these horrible surgeries for pneumonectomies, and so on, but they were a horrible, horrible type of surgery. But thank God they're not doing it now. But we had to come across that bridge at 11:30.

WATSON: A swinging bridge.

WEIMER: A swinging bridge?

COCHRAN: It swang, believe me, because we ran. We had to come from over there, over to Emma Jones at night.

WEIMER: The bridge was between Emma Jones and the Tuberculosis Hospital?

COCHRAN: No, it was across the gully.

WEIMER: Oh, I didn't know that. How about Doernbecher? Did you work there at all?

WATSON: They didn't have Doernbecher...

COCHRAN: No, it wasn't called Doernbecher then. We had two floors on—Blanche Shilesky was the head nurse, and...

WATSON: It was over where Trainer's Alley is, I think.

COCHRAN: It was in the Outpatient, two floors of Outpatient Clinic.

WEIMER: Well, after your 1,095 days...

COCHRAN: Ten hundred and ninety five [laughter].

WEIMER: Ten hundred and ninety five, you went on this recruiting tour of the state. How long did that last?

COCHRAN: I can't recall. There wasn't any time limit involved.



WEIMER: You didn't spend years at it; it was just one tour?

COCHRAN: Oh, no, it was all one big tour. However, frequently students would come up here for courtesy career days, and it would be in the library auditorium, and I would have to go over and talk about nursing, then.

WEIMER: After the tour you came back here to the nursing school, and what did you do?

COCHRAN: Mainly admissions an awful lot of the time, and there was some teaching, like procedural techniques and history of nursing, and I got sent down to Portland State. I had an adjunct appointment as an associate professor in sciences down at Portland State and taught history of nursing there to make it legal, and then I had an office, and the pre-nursing students would come to me for their curriculum, because they had to have two years of sciences and social science and the like before they could be admitted.

Is that still true, Martha?

WATSON: Yes.

WEIMER: How long did you stay in this, working with admissions and then doing some teaching?

COCHRAN: Till 1976.

WEIMER: That's quite a few years. How did the curriculum change over that many years, from when you started, like late 1940s?

COCHRAN: Well, I suppose it eased along so gently that I can't recall changes that were made, and I didn't think about that at all. I could have had Martha bring me some of the old catalogs and I could have checked them out, but I didn't do it.

WEIMER: Well, we can do that later. How about the caliber of students? Did you notice a change over the years?

COCHRAN: We didn't have men students in the earlier times, but gradually they began to come, ones and twos, seeking admissions, and we did admit some of them in the later phases.

WEIMER: How difficult was it for the first male nursing students?

COCHRAN: I wasn't involved with that, but apparently he got along all right, the first one.

WATSON: Brother James was...

COCHRAN: Brother James was a Benedictine monk, and I haven't seen anything of him. He's still at Mount Angel, is he not?

WATSON: I think so.

WEIMER: You just met Elnora Thomson when you were at Willamette. Did you have much contact with her after that?

COCHRAN: None whatsoever, because she retired. She was an older lady. She had had a very active life in nursing, had been president of the American Nurses Association and a number of other wonderful presentations that she did for the profession.

WEIMER: We talked about Henrietta Doltz, and she was director of nursing.

COCHRAN: Yes, and when she retired, then I met—I've lost the name.

WATSON: Jean Boyle.

COCHRAN: Jean Boyle, yes.

WEIMER: Tell me a little bit about Jean Boyle.

COCHRAN: Well, she was quite a gal. She was interested in—let's see. I had gone, though, to the University of Portland before I met Jean Boyle, didn't I?

WATSON: Yes.

COCHRAN: I was aware of the fact that—let's see. I taught at Emanuel for two years, I was science instructor at Emanuel School of Nursing for two years, and then I heard that there was an opening in University of Portland, and that interested me because I wanted to get back into a degree program. So I was there about nine years, I think. I would have to check the dates here.

During that time the Western Interstate Commission on Higher Education took on nursing as a sideline; and seminars were being taught, graduate nursing, on interpersonal relationships. And I was appointed, along with Harriet Smith, who represented the University of Washington School of Nursing, to represent our Oregon schools. And Hat was about ready to retire, so I was sort of a seminar person in training to take over when Hat retired.

We did seminars on interpersonal relations about three times a year, and all of this was funded by the Western Interstate Commission. We had excellent people who—like Dr. Thielen, for example, came from some university in New York State, I believe, and he was

the seminar—not the instructor, but the lecturer. Then we broke into groups and talked about it. All of this was to assist graduate nurses at the bedside with their interpersonal relationships. And that lasted for a number of years. We took them to places like Surftides at Lincoln City and down to the Village Green, and we were at Banff a couple of times. We would take about thirty-five of the graduate nurses, and they vied for the opportunity to go. They would pay their own expenses, or their employers would pay them, and they had access to all of these fine persons who talked on interpersonal relationships. That was a phase of my life that I enjoyed a lot, too.

WEIMER: While you were teaching at University of Portland and at Emanuel, did you continue your affiliation here up on the Hill?

COCHRAN: Certainly as far as socially, and alumni activities.

WEIMER: When was it—I don't need the exact date, but approximately when did you leave to go more into a teaching career at these other places?

COCHRAN: I was a science instructor at Emanuel, University of Portland School of Nursing, '49 to '53; assistant to the dean, University of Portland, '53 to '60; then '60 to the present...

WATSON: Sixty to '76.

COCHRAN: Seventy-six, I retired. I was going to retire, I thought, at the beginning of July was when I would have been sixty-five, and Dr. Holman wrote me a letter. He says, “You don't have to retire until after your birthday.” He said, “The fiscal year is July 1, so stay on and earn a little more money” [laughter].

WEIMER: We've talked about some of the directors of nursing. You've just mentioned Dean Holman. Could you tell me a little bit about him?

COCHRAN: Yes. He was in charge of student health, Dr. Holman was, when I was a student, and every noon he would go to Center at Multnomah, and he had health call, and we would all go there hoping that we could get a chance to get a little time off, and he was awful good to all of us.

WEIMER: How was his relationship with the school of nursing?

COCHRAN: Well, all of the physicians had chances to lecture, and he was headed for his position with the medical school, you know, and so we all just adored Dr. Holman. He was wonderful.

WEIMER: And you were here when Dean Baird became...

COCHRAN: Yes, dean, must have been, but I didn't know him in the respect that we knew Dr. Holman.

WEIMER: How did the relationship between the nurses and the physicians change over the years, since you started in nursing?

COCHRAN: Well, you see, most of my work was done in schools of nursing, so my relationship with the physicians—of course, you always got to see the interns and the residents, and their main difficulty was they would come in and change their orders all the time, and we had to keep changing the patients' records all of the time. We had a pair of brothers once, one was an intern and the other was a resident, and one would come in and write the order, then big brother would come in and change the orders. Then the younger brother would come in and rewrite his orders. I know their names, but I'm not going to mention them.

WEIMER: In an institution and in a university there is the official way of communicating, whether it's by phone or memo, but what was the unofficial way? How did you find out information?

COCHRAN: We'd call them up and ask them [laughter], or they would come down and we would have ward walks, and they usually had half a dozen or two or three medical students, and they would come in *always* after we had the beds all made up, and the patients all fixed, and then they would tear the beds apart, and we'd have to go back in and redo them. Sometimes we weren't too happy with them.

WEIMER: In the ward walks were the nurses allowed to go along with them?

COCHRAN: Usually one nurse went with them, because there usually was something or other that maybe would have—a dressing might have had to be removed or—the bedding was always torn up, and sometimes they felt safer with us than they did with the interns and residents and the physician.

WEIMER: How about social activities at the university here?

COCHRAN: I didn't depend upon them here.

WEIMER: You had a lot of experience with the different nursing schools as a teacher. Could you explain a little bit the differences between here and other schools?

COCHRAN: The curriculums were comparable. The general philosophies of the schools depended upon the type of school—the type of, well, I would say religious affiliation with which they were occupied. So I would say there wasn't that much difference, because the basic nursing facts were the things that were important.

The philosophy, you didn't have difficulty maintaining what was going on. I was a Protestant and taught in a Catholic school, and they always said that I ran interference between the priests and some of the students when they were chastised one way or another [laughter].

WEIMER: Was there a difference between a diploma program and the degree program?

COCHRAN: Not as far as nursing techniques were concerned. It came in the class work and the demands of prior education before they entered the school.

WEIMER: A young woman just graduating from a nursing program, were her professional prospects different if she just had a diploma rather than a degree?

COCHRAN: She had a chance to progress, and most of them went on for additional schooling. Many of them did, let's say.

WEIMER: But just right out of nursing school there wasn't a difference in which type of job that they could apply for?

COCHRAN: Not that I remember. It's been a long time ago, you know.

WEIMER: How did the technology change through the years?

COCHRAN: Well, that, again, as new techniques were developed—I remember seeing the first dose of penicillin given over at Multnomah. That was an interesting thing.

We always had to carry the keys to the medicine cupboards at all times, and there were times when cough syrup would disappear, and we would know that somebody was snitching a narcotic in some way, so we would have to put the keys in our pockets then. One thing that was important was, in that instance, if ever we had to draw up a pain medication, we had to give that ourselves. We couldn't say, well, somebody else—even a physician would come by, or an intern or a resident, and say, “Mrs. So-and-so or Mr. So-and-so needs pain medication. You give it to me, and I'll give it to him.” But we couldn't do that.

[End of Tape 1, Side 1/ Begin Tape 1, Side 2]

WEIMER: This is side two of our interview, and I'm just going to let Bernice Cochran continue.

COCHRAN: You wanted to know how I met Mark Hatfield. I can't remember, but it's when I had my regular dachshund, and that's right after I got out of Willamette and I was living in Salem with my parents then. The dog had to go the vet, so I made the appointment, and when I got there I had to wait, and here comes Mark in with his mother's cat. So we sat there and visited. And I've known him all these years because in Salem, after he and his wife

were married, they lived across the street from my parents on Mission Street, there, and I've known Mark for ages.

WEIMER: Martha Watson mentioned another perhaps brief anecdote you could tell us about, when you were in Salem and about the capitol burning.

COCHRAN: Oh yes. That was quite a thing. My brother hitched a ride on the South Salem fire engine and got down and Dad said, "We'd better follow that kid and see what's going on." So we jumped in our car and followed it down and just sat out on the Willamette lawn and watched it burn.

WEIMER: Did it completely burn down? I don't remember.

COCHRAN: It was very badly destroyed. Lawrence did help carry piles out until Dad got over there and told him he should come on over and sit with us, because he didn't want him to be in the way of the firemen, and, anyway, he might have been injured.

WEIMER: Just to backtrack a little bit, you mentioned about you saw one of the first penicillin injections given, and you said it was interesting. Could you explain a little bit about that?

COCHRAN: I don't remember much more about it. I seem to recall that the penicillin was then in oil and it took a longer time to inject it, but I don't want to be quoted on that because I don't remember enough about it, except that I do know that they called us all in to watch. This was all of us that were on the floor at that time, and I don't even know when, I don't know the date.

WEIMER: Were they concerned about side effects?

COCHRAN: I'm not sure. But that was—we used to have that eleven-bed ward full of people who had syphilis and gonorrhea and were treated, then, with penicillin, and that cut down on the number of patients we would have in those areas.

WEIMER: You've had a long career in the nursing profession. Could you tell me what you're most proud of?

COCHRAN: It's hard to say. The fact that I entered, and, then I feel that maybe I made a contribution in one or two different ways. And I'm never sorry that I did it.

WEIMER: Do you think your contributions were more in the field of teaching or something else?

COCHRAN: Interpersonal relations, I think.

WEIMER: Between the health-care professionals and patients?

COCHRAN: And relatives and friends, because it ties in so many places. Even today there's a lady who calls me periodically if she has a new symptom, and we talk about it.

WEIMER: What do you think, or have you thought about the future of the nursing profession?

COCHRAN: To be honest with you, there are so many other things that are interesting to me now that—I go the alumni meetings, and I'm interested in what's going on and what the people say they are accomplishing, but I know my days in doing that are over. And I like to know of the progress that's being done.

And I have many friends this season with Christmas cards. I'm hearing from many of them with whom I had worked, and it's been a joy to think about the time that's past.

WEIMER: What advice would you give to a young person entering the nursing field?

COCHRAN: I'd ask them to talk to nurses, as many as they could at different levels of nursing; to talk to some students; to be sure that they are anxious to get the proper preparation prior to sending in a letter of application; and to just be willing to study hard, work with a feeling of conscientiousness, because you're dealing with people's lives, and you get satisfaction out of helping people. You really need to be a people lover.

WEIMER: I think that's the end of my questions.

[End of Interview]

Note: At the end of the videotape of this interview, pictures from Bernice Cochran's photo album are shown and discussed. The following is a transcript of that portion of the video:

WEIMER: I know you brought some pictures with you...

[Name tags]

COCHRAN: This was from the alumni luncheon the other day. Martha, there were forty at the luncheon—seventeen were graduates, the rest were people who had to drive us [laughter].

[Program from 1943 Capping Exercise]

DLUGAS: Capping Exercise program?

COCHRAN: And this is what the folder was. And this is a snippet from the newspaper saying that I was the daughter of Mr. and Mrs. C.S. Orwig in Salem.

[Photograph labeled October 1943 Applicants]

DLUGAS: The application for admission?

[Cadet Nurse patch]

COCHRAN: We spent a whole afternoon going through that book, remembering the four summers I had spent there.

[Photograph of Cochran]

DLUGAS: Is that your graduation picture?

COCHRAN: No, that is my shoulder patch for the Nurse Cadet Corps, and that shows the way I looked when I wore that on my sleeve.

[Group photograph]

COCHRAN: That one is a student council meeting, and there I am, there. It was in Emma Jones Hall, in the parlor. And I've forgotten what that little newspaper clip is.

[1946 class photograph]

[1946 Graduate Nurse diploma]

[Photograph of Cochran, Gertrude Deutsch, and Charlotte Best Johnson]



COCHRAN: Down on the lower right is my desk at Emanuel, and the lady I was with was Gertrude Deutsch; she was the director of nursing education over there.

[Photograph of Cochran and Deutsch]

COCHRAN: And the person on the right of Gertrude is Charlotte, with whom I traveled, and she ran the projector and I did the talking.

[Photograph of Cochran and two other women, and one man]

[Photograph of Bernice and husband Clarence, dated 1991]

COCHRAN: His dad comes to see me every Sunday, and he says, “You know, Uncle Sam’s my surrogate dad.” He says, “I can just sit back and I don’t have to worry...”

[Photograph of Henrietta Doltz]

COCHRAN: She was married then—Henrietta Puhaty.

[Group photograph of five women, including Doltz, dated 1979]

WATSON: And Martha Hirsch then was the supervisor, the staff supervisor, when I came...

[End of videotape]

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