

OREGON HEALTH SCIENCES UNIVERSITY HISTORY PROGRAM

ORAL HISTORY PROJECT

INTERVIEW

WITH

*Barbara Gaines*

Interview conducted December 1, 1997

by

Joan Ash and Linda Weimer

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## SUMMARY

Barbara Gaines worked as a faculty member and administrator for the University of Oregon School of Nursing. She is also the author of *A History of the School, 1910-1996*, an account of the School of Nursing published in 2000. In this interview, Gaines discusses her early childhood and education, her years on the nursing faculty for the University of Oregon, and the early stages of the research process for her book on the school's history.

Gaines was born and raised in Aurora, Illinois. She attended McMurray College in Jaskonville, Illinois where she earned a degree in psychology. Gaines also earned a diploma in nursing from the Chicago Wesley Memorial Hospital School of Nursing. After a short time teaching at Wesley, Gaines moved west to attend graduate school at the University of Washington in 1964.

Much of the interview focuses on Gaines experiences in various faculty and administrative positions within the University of Oregon's School of Nursing in Portland. She was involved in the transition from Dean Jean Boyle to the new Dean, Carol Lindeman and the expansion of the nursing program to include a greater focus on graduate education and research. The program also grew geographically across the state during this time with increased community outreach and satellite programs developed at Eastern Oregon University, Southern Oregon University, and Oregon Institute of Technology. During the interview, Gaines also discusses some of the major changes in nursing education that have taken place over her career including the treatment of male and minority students, program structure and accreditation, and the role of technology in the classroom.

In the final half of the interview, Gaines focuses on the beginning stages of her (then still in progress) book on the history of the School of Nursing. She describes Carol Lindeman's desire for the history to be written, both to promote the school's legacy, and also to help pull together the school's fragmented alumnae. Gaines discusses going back to Portland State University to take classes in historiography and women's history in preparation for writing the book. She also describes some of the resources she had uncovered to date and the frustrations she encountered trying to track down materials that were scattered throughout not only campus, but the entire state. In her research for the book, Gaines uncovered details about everything from the doll and uniform collections that used to serve as visual aids in the history of nursing courses to the changes brought to the school during the home front efforts of WWII.

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Interview with Barbara Gaines  
Interviewed by Joan Ash and Linda Weimer  
December 1, 1997  
Site: BICC 513  
Begin Tape 1, Side 1

ASH: It's December 1st, 1997, and it's Joan Ash and Linda Weimer interviewing Barbara Gaines. We're in BICC 513.

Let me ask you first where you were born and raised.

GAINES: I was born in Aurora, Illinois, and I was raised there.

ASH: For how long?

GAINES: Oh—well, until I left to go to graduate school, basically. I lived in Chicago, actually, as a young adult, but my parents' home was there until they died. So I consider that home. I left in 1964 to go to graduate school at U.W. [University of Washington].

ASH: Were you living at home during college?

GAINES: No. No.

ASH: So actually you left your home?

GAINES: I left my home, yes, to go to college. Yes, I went to a small women's college in Jacksonville, Illinois, McMurray.

ASH: And at that time were you thinking of nursing even as you were in college?

GAINES: Actually, I had hoped to go the University of Iowa, into a baccalaureate program in nursing originally, but as a high school student I

went to Girls' State twice on this little women's college campus and just fell in love with the campus. My parents weren't very enthusiastic about me going into nursing. They wanted me to do something that would be less difficult and less hard work, and so were delighted for me to change my mind.

So I went to McMurray and majored in psychology. And then my family had some serious financial reversals, and I was allowed to go to nursing school because I could get a scholarship. And so I left school, went to nursing school, did a diploma, which is the hard way to do it, and then went back to McMurray and worked in the infirmary and finished my bachelor's.

ASH: Let me go back to why your parents thought that nursing was too difficult.

GAINES: Well, there were a lot of reasons, but it really relates mostly to what seems like it's not at all related, and that is that during the summers when I was in college I counseled at a local YWCA camp, and we only were in session from Monday through Saturday morning, and so most of the counselors were from out of town, and we'd all go to my parents' house and do our laundry, and my mother would feed us—you know, all those kind of things.

And one of the people was a music major from a town down south, who needed an apartment. She was going to teach in the Aurora schools. And when my—what my mother did was agree to have people call our home, and she would take messages, and then when we came in on the weekend if there were possibilities of places for Jan to go and look at, she would tell her about them.

Well, everyone who called didn't want nurses to live in their apartments because they worked bad hours and they weren't—you know, and so they were coming and going at odd times. And this was a very conservative little town, and they weren't clear that they didn't always—you know, that they were always nice people. So my parents thought, well, that

wasn't what they wanted for me. So they weren't very excited about it.

ASH: And why were you interested in nursing?

GAINES: Oh, I suppose because I was a girl, quotes—I don't think of myself as a young woman at eighteen, even though I would now; you know, I didn't at the time—and I figured I either had to teach or be a nurse. I didn't know what else was open to me. I knew I wouldn't be a good secretary.

ASH: So you're in nursing school now. Can you just tell us a little bit about what nursing school was like and what year it was?

GAINES: Oh, yes. I went to nursing school—let's see, I went to school—was there from 1957 to 1960, and I went to school in Chicago at Chicago Wesley Memorial Hospital School of Nursing on the near north side. It's now part of Northwestern. And I actually could have done their combined baccalaureate degree, which was very much like the one we had at this time Oregon, or earlier in Oregon, but I didn't want to do that. I wanted to do a legitimate baccalaureate degree, so I—since I had been gone to Iowa, I was going back to McMurray to finish in psych., which I did.

So anyway, then I had to stay longer, and I worked evenings and nights from the time I was junior, which was basically my second year, so for two years I worked evenings and nights, went to class in the daytime. Finally got off nights because I slept through the dean's class one morning. You know, so it was pretty hard work.

Like most schools at that time, we wore highly starched uniforms and you'd get off nights in the summer, and you'd go to Lake Michigan and fall asleep and get sunburned and then come back and get cut by your apron at night and be in pain, those kind of things.

But the program itself was strong, and I learned a lot and I liked it.

ASH: Then the next step was graduate school?

GAINES: Well, actually, no. The next step was that I—because I had a bachelor's, and that was relatively rare, actually, still in the Midwest, where there are just a number of diploma schools—diploma education's still alive in the Midwest—when I came back to Wesley to go to work, I only worked for about three or four months and then I was put on the faculty. So I started teaching there with a bachelor's, and after being there about a year and a half, I thought I had to go back to school. And so then I went to get my master's, thinking I would, you know, be a better teacher, and that was what I wanted to do by that time.

So then I went to the University of Washington.

ASH: And you then had made the decision to teach nursing?

GAINES: Yes. I was pretty sure that was what I wanted to so then, so I did.

ASH: And what was your first job after your master's?

GAINES: Right here. University of Oregon, at that time as it was called. Jean Boyle hired me, much in the same way she hired everyone; no one else ever interviewed me, so they never knew what kind of a pig in poke they were getting. You know, that was really Jean's style. She was truly in charge, and she liked to remain that way.

My immediate supervisor or boss was Dorothy Elhart, who didn't ever see me until school started, basically.

ASH: And she was your department head?

GAINES: Mm-hmm.

ASH: Dean Boyle was the predecessor to Dean [Carol] Lindeman?

GAINES: That's correct. She was the first dean of the school.

ASH: Tell us about those first years as faculty here.

GAINES: I remember working very hard. That's mostly what I remember. And I remember—well, they are kind of strange things. You know, of course everyone taught clinical as well as theory classes, and that meant you were on the unit usually by seven o'clock in the morning, and then you would—you know, whether that was three days a week or two or—depending on the term. And then you—if you had class, you would teach 9:00 to 12:00 or whatever. We always taught in large blocks of time to schedule clinical experiences for students around them.

And I taught almost always undergraduates because I had only a master's degree, although we didn't have any doctorally prepared faculty until basically 1970—you know, or late 60s. And because of my area, which was endocrinology and medical-surgical nursing, as it was called, I did get to be a thesis advisor early on. And I think that maybe had more to do with the fact that I also shared some similar interests with Lucille Gregerson, who was in charge of the graduate program. And so although I taught primarily undergraduates, I started advising and reading theses for graduate students fairly early and found that fascinating and thought—then that sort of prompted me to think I would have to go back to school again if I was ever going to have a role on the graduate faculty.

But teaching was hard. It was really time-consuming. You know, usually you—it was like being a classroom teacher in a grade school almost, in that you had no free time, unlike one normally expected for university life. And Ms. Boyle didn't believe that married faculty gave enough, so she was often quite critical of us, which meant that we probably worked a little harder than maybe we even needed to to try and believe that we were contributing our share to the school. She didn't believe you really could be married and teach nursing adequately.

ASH: Were there a number of unmarried faculty?

GAINES: Yes.



ASH: Interesting. So your day started at 7:00 and you did clinical work, and then you taught long classes, and then—was there more clinical work later on in the day?

GAINES: No. We didn't work splits anymore in that sense. Our students might, but we would have different faculty who would cover evenings. So your day at the school was generally like 7:00 to 5:00, or something like that, and then you'd do your prep at home at night.

ASH: And you taught three quarters or two semesters?

GAINES: No, we taught three quarters. The school's always been in a quarter system, and the purpose of that was so that our—because our students often had to take course work at Portland State, also, because they were undergraduates. And so we had to be—we tried to maintain that kind of calendar so they could do that kind of work.

ASH: I see. Then when you were doing a combination of clinical and teaching, were you also doing research?

GAINES: No. And I've actually never been much of a researcher. I continued to take opportunities to try and develop some research skills, but I didn't like doing research *per se*. So I do very little of it, almost none.

ASH: Except historical research.

GAINES: Well, but that's a new finding for me, or a new-found interest, and I suppose if qualitative research had been particularly popular earlier on, I might have done more research.

ASH: When did you move into the administrative area?

GAINES: Pretty early on. Probably very shortly after Carol [Lindeman] came, which would have been in 1976.

ASH: Can you tell us about that?

GAINES: I've just done a number of things. I've been department chair a couple—three, four, five times for different departments. One presumes that's disciplinary, but my interests changed, and the needs of the school changed, and so I moved from medical-surgical nursing to community health, because that's where administration, as far teaching nursing administration was lodged, and I was interested in that area.

I was associate dean for academic affairs. I've been assistant dean for graduate studies. I've been—I don't know; you name it. I've done most of them at some point or another.

ASH: And the instigation for this, it sounds like, was when the whole management team changed in the School of Nursing, with Dean Lindeman replacing Dean Boyle?

GAINES: Yes.

ASH: Can you tell me anything about the transition? Dean Boyle retired, and there must have been a search committee.

GAINES: Yes.

ASH: And what were they looking for?

GAINES: Well, the search committee was an interesting process, actually. May Rawlinson was the chair, and I was the secretary. And it was the first search committee in the School of Nursing *per se* to actually include people from medicine and off campus. Jim Metcalfe was on the committee, Pat Chadwick, who was the dean at University of Portland, folks of that sort.

And we were looking for a real leader. The school had begun to grow—and don't misunderstand me when I say that Jean, you know, really liked to control things; she really did help the school grow into a true academic program in that sense, at great expense, I think, to herself as well as to some of us in that time.

But we basically told Carol we wanted her to put the school on the map—or we basically told that to all the candidates—and that was Carol’s charge when she agreed to come. I don’t know if you remember any of the kinds of advertising things that have happened over the years, but we used to have an advertisement that somebody in university relations worked out that was called “room at the top,” and it really was a national advertising strategy. But we really had room at the top because we in fact were recruiting for high-level faculty, in the sense of senior-level faculty professors and associates with research skills. And we were switching administrative structures and styles, you know, in a continual search to find one that really worked for a school that was really trying to grow and advance itself in terms of research.

And that brought a lot of very important people to the school, but it also meant that a lot of us bounced around into a lot of positions sort of filling gaps until a national search could be conducted and somebody found to actually fill the spot. So that’s basically why I moved around so much.

ASH: But in your various positions you were also in very much of a decision-making role, in that you were setting the direction for the school, along with Dean Lindeman.

GAINES: That’s what made it fun. It’s never fun to be on the outside.

ASH: So you were part of the inner circle that made this transition?

GAINES: Yes, I think that’s fair to say.

ASH: Tell me a little bit about Dean Lindeman. We hope to interview her, but if you could sum up for us□

GAINES: Well, I think perhaps—you know, she’s received several honorary degrees from different campuses, but she received one either last year or the year before from Valparaiso University, and it’s a degree in law, a doctor of law. And the citation reads in part—and you know, essentially it

says that she's a woman who single-handedly changed the profession of nursing. And I think that pretty much sums it up. So if you don't interview her, I think you'll be very sorry. She's a real dynamo. I'd be glad to share the citation with you if you want it at some point.

ASH: Thank you. I'd also like your assessment of what that means.

GAINES: Well, Carol took a profession and a discipline, okay—and nursing's been called a professional discipline as it's struggled trying to sort out what its knowledge base is, or what its body of knowledge is, or as Pat James would say, the corpse—you know, quit worrying about what it is; it's never going to stay put—and looking at practice and trying to look at how those two really related. Because for years people—the practice of nursing and the teaching or the learning of nursing weren't necessarily closely associated because one really tried to think about what it is you had to know to practice safely, and the other was really only interested in your practicing safely, they didn't care what you knew. You know, so it was always a kind of an issue of tension between them.

Carol had the ability and the vision, I think, to bridge that, and to use a phrase that she didn't invent but really made quite popular, she really talked about nursing as thoughtful doing and has been able to try and take that tension between what it is we know and what it is we do and relate them in a way that's meaningful both for students and practitioners.

And she's done that both through her own research, through her multiple publications in the teaching arena, and consulting and all this kind of thing. So she really has been very influential—and as a national leader in, you know, practically every national organization or international organization that exists she's just been very, very, very productive, a productive scholar.

ASH: Would you say that the curriculum in the school of nursing mirrors this thoughtful practice blend?

GAINES: Not as much as she'd like, not as much as many of us

would like, but it's always hard to be an expert in your own back yard, as you know. It is moving more that way again. Under Chris Tanner's tutelage and Kate Potempa's agreement, I think there will some changes that will help it move a little closer to what Carol would have dreamed it would have been.

ASH: When you started working in the more administrative arena with Dean Lindeman, you mentioned that it was fun. Were you still doing any clinical work for fun?

GAINES: Part of the time, but not all of the time. When I moved to community health, what you think of as clinical work wouldn't be this; we do policy. You know, and we do administrative kinds of things, so I would see students in those arenas, but they were primarily graduate students who were pretty self-directed. And so not in the sense of doing, you know, injections with undergraduate students and that kind of thing. Occasionally in the lab, but not on the units.

ASH: So this was a change for you?

GAINES: Yes.

ASH: But it was a change that you enjoyed, it sounds like?

GAINES: Yes. Worked fine.

ASH: I had on my list of questions, because you mentioned in your manuscript some things about men and minorities in the School of Nursing, and I particularly wanted to ask you about the role of men in nursing, both at OHSU and elsewhere.

GAINES: Well, I think men are probably—men are pretty comfortable in the school now, I believe. I think it was a long time for them to get to that place. The article that appeared in—whatever the campus publication is that it was in—where they did a story about men in nursing, they suggested that they found it more difficult in the—it was probably done

in the 80s. It was more difficult because, while they got a lot of support from their peers, physicians and head nurses were not as accepting of them, and they thought it was grand theoretically, but they weren't clear what to do if they had a male student on their unit or, you know, working with them. So I think that was not the case now, but that was the case pretty much around the country: Men really were not supposed to be nurses.

ASH: When you say they didn't know what to do with them, do you mean how to treat them, what title to give them?

GAINES: No, they weren't sure whether they should take care of women patients. You know, nursing is a very intimate relationship between the nurse and the patient, both in terms of bodily functions, conversation, those kinds of things. You know, it really is best described as being intimate. And so people were concerned that women patients would not relate to male nurses, even though they related to male physicians. And it, I think, speaks a little bit to the distance in the relationships as it's perceived, at least, by both nurses and physicians.

ASH: Interesting. So you say now you sense that men are more comfortable in the School of Nursing?

GAINES: Yes.

ASH: What percent of the class is men?

GAINES: Oh, that varies. It's—I can't answer that right now, but it could be as high as twenty; could be as low as ten. And I just don't know right now. You know, it used to be two, or one, you know, something like that.

ASH: And they're in the undergraduate as well as the graduate program now?

GAINES: Yes. I don't think we have any male post-doc's, but we have men in the doctoral program.

ASH: The other thing I had on my list here was about curricular changes. And I'm assuming that under Dean Boyle the curriculum was fairly traditional, as far as being similar to that at other schools of nursing?

GAINES: Yes. It was under Carol, also. Well, if you mean the baccalaureate program. Baccalaureate programs around the country are more similar than they are dissimilar, because the baccalaureate program in our case, just as a diploma program or an associate program in a community college, is the program that enables the student to be able to sit for the licensing exam. So there are some pretty common expectations that, you know, apply everywhere. So many programs are similar, particularly in what prerequisites and that kind of thing that actually adds up to credits towards the degree. How faculties accept transfer students is where you find the glitches of what might be called uniqueness to any given program.

Nurses, most nurses early on who got doctoral degrees got them in education or in a related social science, but education is the primary field that you'll find people of my age and older educated in. And that means that they got pretty heavily into curriculum, and so they bought a lot of the kind of theory that no one else did, and really found it to be helpful in terms of learning ways to institutionalize themselves in institutions of higher education.

But that meant, then, that there are all kinds of things, like there is something called integrated curricula, and broad fields, and, you know, problem solving and all this, and depending on how any school would choose to define that might make it more or less accessible to persons who needed to transfer, even though if you looked at the transcript the course work might be the same as whatever they thought they were teaching. So curriculum occupied a lot of time in all schools, and to some extent does. There's a wonderful statement that says the amount of curriculum development going on is probably inversely related to the amount of research going on.

ASH: The curriculum, then, was very integrated with Portland State, so that we had students taking undergraduate courses at Portland State?

GAINES: Yes.

ASH: But they could take them elsewhere, as well?

GAINES: Yes. We had for a lot of years—we used to talk about it as we had fifty-two feeder schools, and those were all the schools in the state, if you looked at the community colleges and colleges and schools, you know, right across the borders and things of that sort. We've always taken students from, you know, a broad variety of schools and backgrounds.

ASH: And then they have two years of college before they come here?

GAINES: Well, they supposedly only had to have one. Now they have to have two, but they only had to have one before because we have three years up here, and that's why we had to have so much course work at Portland State; they just couldn't get it all in, and so they would take it while they were—you know, as part of the program while they were here.

ASH: So then their last two years were up here and strictly nursing?

GAINES: No. Not at that time, no. They are now, but they weren't then.

No, students could take a variety of electives, you know, and did, as part of their senior year. It depended on their rotations, rotations being where they were clinically. That's a piece of jargon that we use. But if you were taking medical-surgical nursing, you probably didn't want to take anything at Portland State that term because the workload would be so heavy that you would not be able to even manage a pass-no pass course. If you were taking OB on the other hand, the course work would be such that that would be a good term to take something that you needed or were required to take at Portland State. It's just the way people manage the work in the various courses. It doesn't mean one's easier than the other, it's just how faculty



managed workloads.

ASH: Well, somewhere along the way we went from a two-year to a three-year curriculum up here?

GAINES: Mm-hmm. We've done that several times. And we would still have liked to have a three-year curriculum, but we went to a two-year curriculum with Measure 5 again. That was why we went back.

ASH: I see. Then the other big change, if you call it that, was when we started the master's program. And according to what I've been reading, your book, there was an M.S. and then an M.N. Can you tell me the difference?

GAINES: In an M.S. and an M.N.? Sure. An M.S. is traditionally known as an academic degree, and an M.N. is known as a professional degree. Here we get back to this profession versus disciplinary issue again. The M.S., which is what's also given in the Medical School in the basic sciences, and in the School of Dentistry, when—you know, they don't give them very often because they have mostly certificate students, but when they do, it's an M.S. As a, quotes, academic degree, it requires a thesis, among other things. And it's usually divided—in our state it's forty-five credit hours, thirty hours in the major, fifteen hours in the minor.

And if you look at the MPH, you know, that's a professional degree. It's sixty hours long, and it has all kinds of practice issues. Well, the M.N. is like that in that sense; it's a practice-oriented degree. Doesn't mean that it isn't research—that it doesn't include research, but students often in professional degrees do not have to do a thesis. They may have to do some kind of clinical project. And that was true of our students, also.

The M.N. became very popular when more skilled practice was required, and the master's was not seen so much as either a teaching credential or a step on the way to the Ph.D. And like the MBA or the MPH, it's a practice-oriented degree, and students really prefer to do it.

Now, we've gone back and forth several times around theses, not theses options in the degree we've awarded. And to be quite truthful, I don't know which we're awarding right now.

ASH: So we only pick one at a time?

GAINES: Well, no. Sometimes we've had them both offered at the same time, and that's fine, I think, as a matter of fact. But I can't tell you which one they're doing right now. They just went through another series of changes in the curriculum last year. I didn't pay any attention.

ASH: Well, it sounds like it's pretty variable over time, anyway.

And then the other big step was the initiation of the Ph.D. program.

GAINES: Right.

ASH: And that was one of Dean Lindeman's projects?

GAINES: Right. She really went about that very systematically. When we had talked, we told her that, you know, we wanted to be put on the map, and she said, "If you're going to be on the map, we have to be a school that's known for our research, and we have to have research dollars." And that's where she started.

The first thing she did was hire Joyce Semradek, who was just an incredibly fine research facilitation person, who filled our office of research development and utilization and did all kinds of wonderful things to get faculty moving. Carol did all kinds of wonderful things in terms of sabbaticals.

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

ASH: How was it funded?

GAINES: Oh. Well, carefully, I guess is the only word to say.

Carol used—in the first place, she did a lot of building of the faculty that was had who she knew were going to say. And then when she recruited, she—you know, as we looked at how we were organizing things, we were bringing in a lot of soft money. And so people were apportioned, you know, across state and soft money positions without any reduction in their tenure, much as the way things were happening in the Medical School. And people were recruited with the expectation that they would come in on grant money and continue to find some. And so we only recruited people whom we thought had that potential, and they did.

And there was a lot of just—you know, if people were going away on sabbatical, we'd use those dollars; I mean, money changed hands regularly. It was reasonably decentralized, but it wouldn't be unreasonable to call the chairs together and ask us to kick in some portion of somebody's sabbatical so we could bring somebody else into another department. We really did have fairly good control of our own money if we needed it, but we also all had this very large school vision that we were going to go forward, so we would give back money or, you know, do whatever.

ASH: I guess what I was getting at was wondering if the State had pitched in for this?

GAINES: Not for the doctoral program. The doctoral program had to be done within our existing resources. That was what we promised them, that we would do it on our own.

ASH: And so that meant it really came out of you as teachers personally to be mentoring the doctoral students?

GAINES: Yes. Yes.

ASH: And that continues today?

GAINES: Yes. Yes, it does. No question.

ASH: Probably more than ever?

GAINES: Yes, probably more than ever. That's right.

But, you know, we've seen a lot of growth. Just was looking at my e-mail before I came over, and we have another new post-doc who just arrived.

We've had institutional NRSA's [National Research Service Awards], also, as well as individual NRSA's that our students have been very active in soliciting and receiving, which I think is a real indication of the quality of the program. But at the time that our two institutional NRSA's were funded—one is in family nursing and one in gerontological nursing, and we've had them for ten years, basically—there were only six in the country, and two of them were here.

ASH: And does the student take it upon herself or himself, then, to apply for those funds?

GAINES: For the individuals. The institutionals are applied for by faculty. Pat Archibald and Virginia Tilden have been the major PI's with core faculty groups like [indiscernible].

ASH: The space issues were something else I wanted to talk to you about, and there is now a beautiful new School of Nursing structure, but prior to that there were several different iterations.

GAINES: That's right.

ASH: And since you came here, where was the School of Nursing?

GAINES: All over. The School of Nursing has been in offices in the hospital, of course. The School of Nursing was on the third floor of Mackenzie Hall. The School of Nursing was on the fourth floor of Mackenzie Hall, which is now the dean's office for the School of Medicine. It was in—I mean, you know, people were housed wherever there was space, basically. It was in the basement of Emma Jones. It was in the basement of the outpatient clinic in something they called the "bull pen." It's been all

over, literally all over. We had a student lounge in the morgue for a while. You know, wonderful things like that. If it was undesirable space, the school had it.

ASH: When you say “all over,” do you mean that the faculty were in different buildings?

GAINES: Yes.

ASH: So they weren't in any central place?

GAINES: That's right. There was no central housing of faculty, and, you know, that may or may not be significant, but we thought it was significant in making an argument for a new building, certainly, that it would be appropriate to have faculty housed in one location.

ASH: Then how did the new building come about?

GAINES: Oh, that's something to ask Carol. Again, I don't know the answer to that. I mean, clearly Mark Hatfield was instrumental in getting us funding, but that's something to ask Carol because the dollars changed hands in very different ways, and the state's commitment became less, and the federal commitment became more, and the need to raise private monies became more. And that would have been a central administration issue. So Carol's the one to tell you about that.

ASH: You did have some information in the book about the private funding; I was especially interested in that because it takes so much effort and energy to go about that, and there were matching funds from private sources.

GAINES: Yes. Yes, private folks came through really well, and private organizations—or public organizations. But what that was really about was that we would be able to serve the state better, and that was closely tied in, then, with our agreements to do really significant outreach and to look at the statewide system in a way that would really suit the needs

of the state as far as what nursing should bring to their health care. So those monies were closely tied to our agreement to really consider ourselves as a state resource rather than as, you know, the school in Portland with little campuses around the state that we sort of catered to as if they were in a developing country, that in fact that would change. And it has, and it did, and I think it was a wonderful reason for people to give money to us and to our building campaign, and it was really a wonderful incentive to help us rethink how we looked at nursing in the state.

ASH: Can you describe for me how that's changed?

GAINES: Well, yes. I can think about it—it's interesting if you would look at current e-mail kinds of things. We're in the process of negotiating a contract with China that will really originate out of the southern campus, the campus at SOU [Southern Oregon University], and those faculty will clearly be and clearly are in charge of it. And you know, when we first started we weren't sure if we should allow master's programs to be taught by those faculty because we weren't clear if they had the right sets of skills and knowledge to work with graduate students. So I think there's been a real maturation as people have gotten to know each other and understand the differences between, quotes, rural and urban, or urban and less urban are only differences, they're not lesser or greater.

ASH: There are several steps that I wanted to ask you about in outreach and distance learning, the first being when Dean Lindeman came, she really set the state as her territory.

GAINES: She certainly did.

ASH: She went out and about a great deal, and I remember she did a Delphi study and really tried to find out what the state wanted out of the School of Nursing, and then the School acted on that. Now, that was the first step. What followed from there that's taken us to the point we're at now?

GAINES: Well, when we went to the state with the strategic plan that came out of the study, we actually talked about being the lead school in the

state—you know, sort of the dispenser of good, and that was in 1978, and no one really thought that was—I mean, we didn't think that was very out of whack. We really thought we were the lead school in the state, and so did everyone else, you know.

But that's a whole different mind-set than what became the statewide system. And I think what really—you know, I would say Carol would have been very instrumental, again, in helping us come about that change in mind-set, but—and I think—I don't know, I would say that probably—and I only mean this partially humorously—that as she flew around the country—and she logged over a million miles on United, verified, you know, let alone what she did in driving—she would come back, and whenever she would come back from a trip, you know, those of us who were here would just go, “Oh my god, what has she committed us to now?” because she was always building.

But she would visit with a lot of business people on these trips because she had so many miles she was always getting upgraded. So she'd get to talk to some of these people, and she just had this really keen interest in what other people did. And I think she really heard from other people that in fact Portland was Portland, but that, you know, if you lived in Pendleton or Medford or wherever, you weren't a lesser person. You know, there were really big things happening everywhere, and she really began to appreciate that. And so as her mind-set changed, you know, she'd say something like, “Well, you know, if we would just do something,” and she'd think about that, and then we'd start thinking about it, and she'd say, “Well, you know, we could probably do blah, blah, blah,” whatever, you know. And one of us would say, “Please don't let her leave the building without tape over her mouth because she's going to commit us to something else.” But in fact she was kind of moving us into the community, to the point where we really began to appreciate people who didn't live on the Hill.

And so I don't know if that answers your question, but I think that's how we got to that kind of mind-set. That didn't mean that the transition was easy. Our experience in La Grande was that we just demanded an enormous amount of a very small faculty, and they rose to the occasion. And when the

statewide system was being put together, you know, you really did not want to be part of it.

ASH: Was this the Measure 5 move?

GAINES: Yes. Yes. But it was really—you know, the chancellor—I don't know if you remember that the chancellor had talked about putting together schools of business, schools of engineering and schools of nursing. He wanted to do that with the three sets of professional schools. And of course it's just—we were the guinea pigs because Carol said, "Well, why not?"

And Eastern was already, quotes, our campus. OIT [Oregon Institute of Technology] was in the state of needing to have some kind of stronger relationship with someone, and Southern was the only other school that really felt like it was, you know, pretty perfectly in place. And we had not been able to successfully bring about a campus in Eugene that we had tried to put together.

ASH: When was that?

GAINES: Somewhere in between—it was in the 80s. I can't tell you when. It didn't work; we forgot it.

And we had not successfully done the Good Samaritan merger, so they didn't—whether Good Sam would become Linfield Good Sam or OSHU Good Sam was up for debate for quite a while. We were all talking with each other. So we were beginning to just see a need to, you know, change the scope of our activities. So all those things were happening, and some worked and some didn't, but it all helped us change our mind-set so that --

ASH: So in a way Eastern was the first outreach branch campus?

GAINES: Eastern was the first branch, campus, yes. And we wrote that grant in 1976, the year Carol came, actually. It wasn't funded immediately, but that was one of the first things we did.



ASH: And how did that work with OHSU having a school at another school?

GAINES: Well, it's always been fairly complicated, and I would think that—in fact, you probably remember that from your days in the library—trying to get adequate resources from this campus to those campuses is greatly enhanced now with the electronic communication we have, but it was a matter of physically sending things or driving them over, you know, at that period of time, or Marcia Shoup commuted back and forth more than any nine people I know driving back and forth regularly. Or putting things on airplanes and flying them over.

And we had quite a few faculty go over to teach initially because it was very hard to recruit a faculty for that campus of people who were married, because La Grande simply couldn't find two positions. I mean, the college really didn't necessarily have extra positions, and depending upon what the husband or wife of the person did, there might not be two jobs. So it was really difficult initially to find folks to go. So our faculty commuted back and forth for a while.

ASH: But there are permanent faculty there now?

GAINES: Oh, yes. Yeah. They're clearly a strong campus. They do a great deal to exert a great deal of leadership in Eastern Oregon.

ASH: And then when Measure 5 came about, you already had the experience with the EOSC. You took on two more.

GAINES: Yes. OIT, that needed some relationship with somebody, and SOC after a struggle because it was determined that there would only be one school of nursing in the state as part of the chancellor's grand plan to economize.

ASH: And this is now, then, working mostly via distance learning?

GAINES: I think the answer to that is yes. But we all do a great deal of travel back and forth. The master's program was always taught face-to-face until the last two years, and so then we all traveled to do that, but it's only been as we've learned—and as I said, as we've learned to know those faculties, we understand that we don't always have to be there, that they're really quite capable of doing a whole lot of the teaching themselves. And then with distance learning, there's still the possibility of, you know, taking whatever is necessary from Portland to get it to those campuses.

ASH: So is the role of distance learning, then, more or less than it was before?

GAINES: More.

ASH: More. So it's a combination of a lot of distance learning and also --

GAINES: Yes. At all levels, except for the doctoral level. The doctoral program is still not on the other campuses, but that is part of the new strategic plan, to look at how to do that.

ASH: But the master's program is at all the campuses?

GAINES: Depends on how much demand there is. The pools are still small, and so areas can be saturated reasonably, you know, over a period of years, and then there's a need to go back to that campus in the sense of whether or not we really have enough students to have faculty that have that for a substantial part of their workload. Clearly the technology's there, and so for that part it's very clear that it's more—people can do a number of things, and do.

ASH: One of the themes that I wanted to talk to you about which we've been circling around, we talked about outreach, we talked about the other campuses, we talked about statewide efforts. The town-gown relationship was the one that I specifically wanted to ask you about. And I know it's just one facet of this, but what have the feelings been between the

nursing community off the Hill and on the Hill?

GAINES: Well, it was bad in Jean's day. We probably seemed quite isolationist. Again, Carol's travels around the state did a great deal to change that relationship. And rotating the master's program around the state did a lot to change that relationship because you didn't have to finally come to Portland, you know, to do anything or to be considered anything. So those kinds of things really helped it.

I would say that the relationship is quite strong. We've involved the community all over the state in various representative activities for several years. Two of the more recent were in 1994, I think it was, that's what I wrote down, anyway, Chris Tanner and I co-chaired something called "The Visions Taskforces," and we really were trying to look at where nursing was going and what nursing education needed to look like at both the baccalaureate and the master's level. And we used people all over the state, both in face-to-face and in electronic meetings, for those conferences and were highly—you know, they were very important to both what we did and were very well received as, you know, us being responsive to trying to put out students or to graduate students who, in fact, would have the right sense of knowledge and skills.

They're in the process of looking at the baccalaureate curriculum again in terms of putting some of that vision work into operation. And Chris and Vivian Gedaly-Duff are doing that, and they're—I was just walking down the hall, and the room was full of community nurses and people were hooked up on the phone, so they're still doing more work in that sense. So I think that—I think we're seen as a resource to the community, but also as an asset in the sense that, you know, we value what the community thinks.

ASH: And there still is a Linfield-Good Samaritan School of Nursing?

GAINES: Oh, a very good one. Yes. We train most of their faculty. We do a lot of faculty preparation in that sense. You know, people come to us for a master's or Ph.D.

ASH: So that's baccalaureate—strictly a baccalaureate program?

GAINES: Yes.

ASH: And it's one of the feeders for our graduate programs?

GAINES: Yes.

ASH: Tell me what in your administrative capacity you're the most proud of. What have you done that you would like to talk to me about?

GAINES: I don't know. Don't know.

ASH: We've just been talking about planning, but that's just one piece of, it sounds like, a huge grouping of very varied jobs and tasks.

GAINES: I really don't know, Joan. You know, as I said, it was just fun, so I don't know that I was most proud of—you know, of any of it in that sense. I think I made a significant contribution to much of the activity, and that's what I was there for. And I was appreciated for it, so that was fun.

ASH: The last thing before we start talking about the manuscript—because we would like to save some time for that, and Linda, I'm sure, has questions that she'd like to ask you also—but I must ask you about technology, the role of information technology in particular, in your life in the school of nursing.

ASH: Well, I hate it, of course. I'm not a good technophile or technocrat or techno-whatever in that sense. But I think that it's been useful. In terms of my role in the school, I chaired the first information thesis that was done because nobody else was willing to do it, and it turned out to be just a remarkably fun project because the two people who were doing the project, who were doing the thesis, were just great sports and really loved what they were doing. And that was Kitty Caton and Colleen Duncan. And Colleen is still in the hospital, works still at University Hospital, and of course Kitty you know.

But they developed with using some little commercial program that was available an expert system prototype for the Cascade AIDS Project. And it was a wonderful paper. You know, they just did a really worthwhile kind of important thing. And then that—and so that was fun, and I kind of got involved with the BICC [Biomedical Information Communication Center] after that because of a little bit of experience that I had with it. But I would tell you I am an absolute novice. If someone takes me step by step, I can do something new on my computer; if not, I can't, mostly because I can't get interested in—I don't like help screens, I think they're boring.

ASH: But on a very different level, you must have been at least partly responsible for the role of technology in distance learning?

GAINES: Well, not so much. My responsibilities, actually—again, Chris Tanner and I—Carol put us to the task of helping faculty learn to teach with distance technologies because that was something we were both interested in. So my activity has really been more in making sure that—well, I guess it's substantive, you know, rather than what we do with technology, in making sure that faculty and student interaction through technology is effective.

ASH: And the School of Nursing has really been on the forefront in doing that.

GAINES: Yes. I think so. I mean, that's my sense, at least initially. I haven't done that in a year or so, but you know, we really have—I sat in remote classrooms all over the state, worked with faculty about how they were coming across, whether or not they were really making it possible for students to interact with each other as well as with them. You know, we really worked with those kind of things.

ASH: And computer conferencing has played a role, too?

GAINES: Oh, computer conferencing is big. But I have really—the only thing I've really done much with that is help faculty look at both the expanded syllabus and how they might look at using discussion on the

conference to be sure, again, that students are moving to, you know, what are called higher-level thinking order kinds of things. We've been pretty successful.

ASH: Sounds like a tall order.

GAINES: Yeah. But they've been very successful. Well, they're a very talented faculty. That makes a big difference. If you get to work with talent, it's easy.

ASH: Was part of it that you had the equipment in the School of Nursing to enable you to do this?

GAINES: Oh, well, now I don't know that we did, if you think about that. I mean, I would guess if you asked Jim Morgan or others, we've probably begged, borrowed and stolen everything we could, as well as—of course, then we've had Helene Fuld grants, but Mary McFarland's been the one who has really been instrumental in getting technology available to us. She's been in charge of all of that for years, and she really has pushed that forward.

ASH: Let's move on, then, to the manuscript. I'm almost done with this tape, and I'm just trying to judge how much time we have because we promised two hours and then we'd let you go. And we're almost right on, because I had hoped that we could talk about it for about an hour.

We've both read the manuscript, and it's so rich.

GAINES: Thank you.

ASH: We both learned a great deal, and we enjoyed reading it at the same time. How was it conceived?

GAINES: Carol.

ASH: Aha. Tell me how.

GAINES: Well, there were several things that bothered Carol. One was that it wasn't really clear when the school began, and that was just a little detail she didn't like, because whenever she'd have to do something like, you know, committing to planning a 75th or think about a 100th celebration or whatever, she thought it would be nice if in fact there was some date that everybody agreed to. So that was sort of the technical question that was really driving it.

But I think what really drove it was that as Carol looked at the kinds of things that she had seen throughout her time as dean and the changes that had happened that she saw a school with alumnae who were very rich in experiences and who, although there had been, you know, periods of—well, you know, the alumnae collapsed during Jean's reign—I should call it her tenure, but it was her reign at that time. Jean was known as “Queen Jean,” and that was not—it wasn't like they were talking about Princess Di, okay? It was not lovingly. And the alumnae literally disbanded, simply because they felt they were getting no support from her. And she, when approached by them, said, “Why are you doing this?” and they said, “You're not giving us any support.” And she said, “Well, I will.” And they said, “No, it's too late.” I mean, you know, because years of erosion had gone on.

So when Carol came in, she really spent time trying to rebuild the alumnae, seeing that as the future of the school in that sense. And I think she saw as she talked with them that there had been periods earlier in the school's history where again people had very warm feelings for the school. And so she really wanted to be able to show that, and she thought maybe writing the history of the school would help create some kind of positive—I mean, I don't think she really wanted a celebratory history, but that it would create some kind of positive image for the school that would help alums, particularly those who were not happy with the school, come back into the fold.

And despite all the kind things I've said about our programs, and you know, they were good, we've had a lot of students leave the school who have been very unhappy, especially at the baccalaureate level and that would

go all the way through Carol's tenure—not because of Carol, but because of us who teach. The faculty are considered very demanding, the program is considered more than demanding, and the faculty are not always considered kind or understanding in that sense. And the kind of thing that where the messages get mixed that was just so revealing to some of us was in

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

ASH: The students came to the Executive Committee.

GAINES: Right. And they were telling us all these dreadful things we did, which we were prepared to hear, but many were things that had continued to persist for long periods of time.

But one of them said, “You know, we're so tired of being told that we should go on to graduate school.” We thought that was a wonderful compliment, but of course that showed our vested interest in education. And they said, “You just don't know how hard it is to get through this program. And then when you tell us we should go on to graduate school, we all feel like we're not adequate because you think we need more education.”

Well, talk about a level of miscommunication. You know, you want to do something to rectify those kinds of things, but students have these wonderful bonds with each other, and again, I think Carol thought if we could try and show some of that in a document that that would be, you know, the kind of thing that might help, also.

So she just thought it would be useful to do the history, and I think as we have heard from Charlie, also everybody wants to know where you've been before they give you any more money.

ASH: However, she must have asked you for a purpose rather than someone else. Had you already been working on this assignment?

GAINES: Well, I did the chapter on the dolls, which is the last chapter of the manuscript, for her a couple of years before, and she like it, I guess.



She had hoped once to have Irene Palmer, who's quite a noted nurse historian, write the history of the school, and I don't know whatever happened to that contract.

ASH: That's someone outside?

GAINES: Yes. She's from the University of San Diego and was the dean there for a number of years. And I just don't know what happened, and somewhere along the way we just were talking, and I said, "Well, you know, I'll give it try if—you know, I'll go to Portland State, take a few classes and we'll see if it works out."

And she said, "Okay. Let's do it." So □

ASH: So what classes did you take that were helpful?

GAINES: Well, the first thing I took was historiography, and I took that in the summer in a four-week intensive. That was not smart, but I survived. And then I took two other classes from a wonderful woman named Patricia Schecter in the history department, who was new to Portland State; and the first was a women's history course looking at the period from Civil War, basically, through 1930, which really was great in terms of these very influential times around the turn of the century and the 1920s, the times when really our school starts.

And then I took another course from her on women in Oregon history, and that was very helpful, also, in that we talked about people like Donna Wayan, Narcissa Whitman and all those women. But we also had the ability, then, in terms of working with our own papers, to look at other Oregon women, and of course that led me to Sadie Orr Dunbar and Mrs. Gerlinger and other women who were so instrumental in the school's history, which was kind of fun.

ASH: Were you writing already when you were taking these courses?

GAINES: Yes. I have about two years in the manuscript.

ASH: Two years it took to get to the point where we're reading it now?

GAINES: Where your reading it, yeah.

ASH: And could you show us some of the materials? One of the things was I wanted to ask you was your methodology. How did you go about doing this, besides you learned by taking the classes, and then what?

GAINES: Well, it was pretty piecemeal, really. I started over here in the Pacific Northwest collection and at the Oregon History Center, in the library, just to see what I could find. And there was not much, of course.

ASH: Either place?

GAINES: Well, no.

I found really wonderful documentation about the Medical School that was very useful for the context, for part of the context in that sort, in the Pacific Northwest collection. And I went to the north tower—how's that for daring? I mean, you could go into a crocodile pit before you went in the north tower and found what you want. And again, there wasn't much. When you looked in the biographies, for example—you know, I found some papers, and they were very helpful, of course, but I didn't find some that I'd like to have found.

And then I started digging in the foundation archives, which is a wire cage down in the basement on Salmon, and, oh, they have all kinds of things down there, but no one's ever catalogued them. And I think that applies both to medicine and nursing, that they've never been catalogued.

And then I started digging in our own files, and thank god for Martha Watson, she had just saved a lot of things. Now, one of the dreadful things, Carol Lindeman cleaned house and threw a lot of things out, and she now regrets it, and I remind her that she regrets it. But we did find things in

different places.

But there are kinds of resources that we don't have yet, and you don't have, either, and I think we'd probably find jointly useful; for example, some of these early yearbooks, the *Pylon*, which—and the *Aesclepi*a, which we both have copies of, were originally preceded by the *Oregana*, which is at Eugene, and I know our students at least had a page in it, and I would presume the medical students did, too, and perhaps the dental students. I don't know. But there is a resource in Eugene we all need to go and track down at some point.

But I brought these two yearbooks for two reasons. One is that the purpose of your project, I know, is to try and look at the University, and the *Pylon*, which is the older here, from 1939, says it was published by the University of Oregon School of Nursing, which we of course know didn't exist, it was a department, but with Multnomah Hospital. And it shows, I think, very nicely how important the staff were, and it really shows the relationships between medicine and nursing. You know, the interns are part of it, and students clearly—although faculty aren't so generous—students are clearly involved always with physicians and interns in their practice and really see themselves as, you know, working together, as opposed to the kinds of more traditional enmities that exist among the faculties.

But the 1940, the *Aesclepi*a, I think it was only one year, is listed as a joint publication of the School of Medicine and the School of Nursing of the students. And they have this wonderful thing in the forward that I thought I would read to you. It says—this is their forward:

“For centuries, the allied hands of physicians and nurses have ministered to the ills of man. They have walked with him through the valley of the shadow and have stood with him at the pinnacle of achievement. They know his tremendous ambitions and recognize his silly foibles. They, as no other group, have reached into his innermost depths to study the miracle of God called man. Thus the physicians and nurses, though realizing his limitations, have become fully aware of his possibilities. They know the heights to which, given way, he may achieve. This goal, the brotherhood of

mankind, has been on our horizon for almost twenty centuries as man has continued to linger along the clear but difficult pathway to this destination. We, students of the University of Oregon Medical School, know that only through education may this goal be achieved. We pledge ourselves, then, to the accomplishment of this ideal.”

ASH: Who wrote that?

GAINES: The students of medicine and nursing of the University of Oregon Medical School. But again, they were determined to—or at least at that time, to try and share a yearbook. So there were early trappings, you know, of some desire to work together and to look like a university, but again, they seem to have been more at the student level, at least, than at the faculty level. But they have all kinds of fun pictures.

ASH: And these are housed in the School of Nursing?

GAINES: I believe there’s an *Aesclepi*a over in the library. I’m not sure. We have several copies of this, but I think we only have one copy of the *Pylon*. But I think I first saw the *Aesclepi*a over in the library.

ASH: What does *Pylon* mean?

GAINES: Oh. Look here, seven nurses in the first class who graduated in 1911 from Multnomah County Hospital it says there.

The *Pylon*—very clear. “More stately in structure, more expressive of progress, more determinative of the future of the suffering who come to benefit from the scientific knowledge made possible through love and compassion, more profound in the reflection of tradition than the portals monumental to the supremacy of the ancient Egyptian dynasties are the pylons of our present civilization, structures symbolic of human kindness, portals that illuminate the passageway to those who desire to learn the art of healing and caring for the sick, tributes to the ideal of service.”

Only lasted one year, however.

ASH: Then it became this?

GAINES: This. And then we're short of yearbooks, at least in nursing, until the *Lamp*, which is developed, I think, after World War II.

ASH: So there just weren't □

GAINES: Right. And of course, remember we're going to go into World War II, so people are going to be in pushed curricula and trying to do service and, you know, go down and fill in at the USO and that kind of thing. I suspect yearbooks just went away for a while.

ASH: So you found some materials in the library?

GAINES: Mm-hmm.

ASH: And a few elsewhere—in the foundation basement at the Oregon Historical Society --

GAINES: Keith Richards, who was the archivist at U of O, who was just wonderful about trying to answer questions over the e-mail—you know, things like that. I think he is now retired, but I think, you know, if asked would contribute to the project. Really has a good sense of many of the questions that were being raised at the steering committee about, “Well, did we do this, or did we do that?” and how did Eugene see it.

ASH: Good interviewee, then?

GAINES: Yes.

ASH: So you were getting the materials from these varied sources. And there are materials in the School of Nursing now, as well?

GAINES: Yes.

ASH: Where had they been housed all these years where people were all over the campus?

GAINES: Pretty much all over, and we're really just collating them now. Linda [Weimer] can tell you that we're cataloguing them, bringing them together. So I would just go down and dig in somebody's closets, you know, and run to somebody's files.

ASH: So the School of Nursing consolidating the faculty also.

GAINES: Brought some of that together, at least within a building.

ASH: And where were the doll collection and the uniform collection before the School of Nursing building?

GAINES: I don't believe the doll collection was on display until we got the building because it was a teaching aid developed for the history of nursing class that Guhli Olson taught by another faculty member named Mary Toy.

ASH: So the dolls were made to illustrate various points in the history of nursing?

GAINES: That's right. And my sense as I put that—what I did when I put that together was I used about four sources. I tried to use the textbook that I know Guhli used and the edition of the textbook that I know she used at the time that the collection was supposedly being developed so that that would have probably been Mary Toy's source, also. And then I used another book called *Nursing, the Finest Art*, by Patricia Donahue from Iowa. It's a beautiful book, and you guys have a copy of it. And then I used whatever other sources I needed for things I couldn't find in those two as far as traditional nursing histories.

The dolls, of course, had been chosen by Mary as being the people that Guhli thought were most important, I presume.

ASH: Is the course still taught?

GAINES: No. History of nursing went by the wayside when we had to

have more patho-phys or something like that, you know. The sicker people got, the less we could tell about our origins.

There's quite a move afoot nationally to reinsert history, and there are always requests from graduate students for such a class.

ASH: But there isn't one, or there hasn't been for quite a while?

GAINES: No. No, quite a while. Probably went out in the late 70s or mid-70s, somewhere in there.

ASH: The doll collection, though, is the legacy of the former course?

GAINES: Yes.

ASH: And the first actual history publication that you wrote was the history of the doll collection?

GAINES: Right. We just keep that at the foot of the stairs, so that if anybody wants to go up and look at the collection, they can take it with them, if they want to look at it and think about it in that sense.

ASH: And then the uniform collection, this is such an interesting theme throughout your book, and the chapter on the uniform. But you keep referring to it.

GAINES: Oh, I think the alums are going to be really disappointed in it because I don't know all the nuances between when aprons were gathered versus when they were flat, as Linda and I were hearing the other day. And so I'm not sure that I won't just be drawn and quartered over that.

But the uniform collection and cap collection—and pin, I mean, you know, all these symbols—were gathered around the 75th celebration, I believe, mostly. That was when the alums decided they should try and do that. So that's how we got it.

ASH: But no one's read that chapter yet?

GAINES: Well, not people to whom it matters, I guess is the case.

ASH: Well, those of us who are not as intimate with this find it fascinating.

GAINES: Well, I thought it was about as much, though, as people could bear. I'm not sure how many people care about whether it was pleated. You know, unless it's really your uniform, it's more important that the starch hurt, those kind of commonalities.

ASH: What I got out of your discussion, too, was that, for example, to recruit nursing students into the Cadet Corps, you played up the nice-looking uniform as a recruitment tool. Interesting.

GAINES: Well, it was very feminine, you know, to be—you needed to be well-dressed. You know, that was really important to young women at that time. So yes, that was a national ploy, you know. Molly Parniss, big designer.

ASH: The whole discussion in the book about the Cadet Corps and what happened during World War II. The school—do I get this picture correctly?—it just sort of mushroomed. But the curriculum was condensed?

GAINES: Well, that depended on whether you were in the baccalaureate program or in the diploma program. See, the diploma program, or the Multnomah Hospital program, was in fact closing; the school was closing the diploma program. It was going to only be a truly collegiate program. And when the monies came, or when the monies were available—and dollars were very important.

Most schools, you may or may not remember, had never had their own budgets until that time, and that's an incredible piece of power, to be able to control your own dollars because you really could control learning, as well, then. So to get these dollars, Elnora [Thomson] recruited Henrietta Doltz,



who became the next director of the school, to go out and drum up support for the Cadet Corps.

But in fact the only way they could do that was to start a diploma program, and the dollars weren't tied to what level of program you had, but the only place they could find a pool of young women that they hadn't already tapped into was in high schools. So they basically had made this bold—you know, discontinuation of the diploma program and were going to really move forward with their collegiate education program. Money becomes available, and the only way they can get it is to restart the diploma program.

And the time span, as far as I can figure it out, is so closely tied together that most people in the public would never know that the diploma program closed. But for the faculty, it's got to be an enormously difficult thing because they've made this big decision, they've gone through enormous nightmares with Multnomah Hospital staff because, I mean, they're changing the way of life at the hospital when they're going to take away students that are going to do all this free care, and now, then, the hospital basically wins because the diploma program has to come back to get enough money that will allow them to then grow again. So as you say, so it does mushroom, but it's at some great expense to the faculty of the school.

ASH: Well, the other great expense to the faculty would be the sudden increase in number of students. Was there a sudden increase in number of faculty, as well?

GAINES: It did allow them to hire more, but the students will tell you again that the teaching was primarily done by the staff nurses and the head nurses in the hospital. Faculty taught classes, but they didn't do much clinical teaching at that time. So that was how they in fact increased the numbers. And students would tell you that—you know, as was the case, that in fact they ran the hospital because there weren't very many staff. They had gone to other Army positions or Navy positions or whatever.

But interestingly enough about the war—you know that I was in France this year, and after World War I, the nurses in America decided to rebuild the school in Bordeaux, which is called the American Nurses Memorial, it's—Ecole Florence Nightingale is what it's called, and it is a private diploma school that still exists in Bordeaux today, and I went in September while I was there. And in doing that, each state and the students in the state, both—so graduate students and nurses took it upon themselves to make contributions to this school, and each state furnished a room or did something of the sort, so that this school, which had been basically destroyed, could go forward again.

And Oregon sent a number of important things, many ceremonial—like a wooden plaque with fifteen kinds of wood from Oregon and the Northwest, and somehow that was destroyed—during World War II it would have been destroyed. The Nazis came in and melted down all of the metal in the school to make bullets. As you remember, France fell easily, and the school lost a number of things again.

But one of the things that I'd understood that one of our Alpha Tau Delta chapters—we had them on the Eugene campus, the Portland campus and the Corvallis campus, the Oregon State campus, it was a prenursing, nursing honorarium—that the students from Corvallis had sent bookends with the Oregon State logo on it. And sure enough, those didn't get melted down because they had been buried somewhere in a wall and just hidden at some right time before the Nazis got there. And so they were able to find them for us and show them to us again. And so it was just great fun, you know, and they were so excited to have something that we had sent previously.

So after World War II, then, again, and during World War II, our students again raised money to help refurbish the school, and the school to this day has—you know, there's one door that says "Oregon," and that's a classroom; it's a seminar room, which is kind of fun because we really believe in seminar teaching, and so that's pretty appropriate as opposed to a big lecture room.

But they still have rooms from each of the forty-eight states, and they still maintain their labels, but they no longer know what happened or what they got from many people at most times. But they still had our bookends, and that's kind of fun.

ASH: What else did you bring for us?

GAINES: Oh, let's see. I just brought a couple of things. This is—we were talking about caps, and this woman—this is a woman named Jakes, and Jakes attended the school in 1917 and 1918. She didn't actually graduate from here because after she was allowed by—probably by Mrs. Spalding—[interference]—was given leave to go attend to a sister who was dying of cancer in California, and when she came back—I think she would tell you it was Emma Jones who wouldn't allow her back into the program, and so she went and finished school in the State of Washington. But you can see that she has this very high peaked cap and a different kind of collar. So this was a very early uniform, and this peaked cap became very unpopular because it was always in the way, and so some folks learned how to put pleats in them and to shorten them, and then finally they just changed the whole design of the cap and put it flattened out.

But this cap is designed after the Cook County Hospital cap, which used to be organdy, and this was the first cap that was made out of stiff fabric that meant it could be flat to travel and all those kinds of things, because nurses did private duty and they had to carry their caps with them, and they carried them flat in their suitcase along with their clothes because of course they wouldn't be caught dead on the street in their uniform. That would not be appropriate in that day.

And let's see, this is a diploma that one of the—was awarded in 1923 from the Multnomah Hospital training school, and I think what I thought was really interesting was that all of the county commissioners signed it.

ASH: I thought you were going to say all the faculty.

GAINES: No, those are county commissioners. Can you imagine? I

mean, there was really vested interest, obviously, in the County's activities in those earlier days. So I thought that was fun.

And then on the parallel track in that same time period, we discovered this picture. These are the white gowns that are written up in the book from the first Eugene graduation, and these are the students that Mrs. Frank, of Meier & Frank, is the one who funded the making of these gowns because these students were going to get the first certificates that were going to be awarded by the University in public health from the school of social work, and they didn't know how to dress them, so they chose white, and they were placed in the processional, as you know, at such a point that people weren't sure who they were, and somebody wondered if they were some kind of new Ph.D.

Anyway, we finally found a picture of them labeled with names, which is really wonderful. And the only person that's missing, of course, is whoever took it, because we're short one.

So those are the things I brought to show you. And I couldn't decide what else to bring, so I didn't bring anything else.

ASH: Thank you for bringing these. Where are you now with your manuscript?

GAINES: Well, we were just cataloguing the other day, and I found a whole new student organization I didn't know ever existed, something called "White Caps," which was another prenursing organization that Gulhi was very active in. And here you'll see these students going to nursing homes to do service and things like that, and Gulhi's in her starched whites, and students are just in regular, you know, skirts and sweaters, cardigan sets; it's that kind of time. College students out doing service.

And the organization was called "White Caps," and the presumption is that it was called White Caps not because of the purity, although this would be the time when in our student handbook on the cap folding instructions it was labeled "your dignity," as opposed to "how to fold your cap." It was

because they didn't have stripes, which, you know, upperclassmen had, and people think that's why the organization was named White Caps.

But we found a scrapbook of activities, and it may have only been on the University of Oregon campus, so far as we know, but it was an active prenursing recruitment technique.

ASH: So the more you dig, the more you find?

GAINES: Yes. The more I dig, the more I find. That's right.

ASH: So when will you know when you're finished?

GAINES: Well, I don't know that I'll ever know that I'm finished, but I don't think that any history's ever really finished. Somebody could rewrite it again, but at least they'd have a little more to go from than I had.

ASH: And so are you going to write more?

GAINES: Well, I turned in this level—you know, whatever version of the manuscript I had has been turned in, and they haven't told me anything yet about whether they want me to make revisions or what to do, so I don't know what's going to happen.

ASH: Who is "they"?

GAINES: "They" is the advancement committee, or the advancement department of the school. That's the new development name.

ASH: Of the School of Nursing?

GAINES: Yes.

ASH: And then they would send it to a publisher to print it?

GAINES: I have no idea. I don't have any idea whether they'll just use it as an internal document or-

ASH: Oh, I hope not.

GAINES: -or what they're going to do. As I said, I haven't heard. But if they give it back to me, I have things I'd add, of course, like things about White Caps, and the last newspaper which you'll remember, I finally got copies of those returned to me; they just came the other day.

ASH: Well, we found it good reading.

GAINES: Good. Thank you.

ASH: So I don't think we would be the only ones. I think that everyone on the campus, at least, would be terribly interested, not to mention all the alumnae.

GAINES: Well, we would hope the alums would be interested.

ASH: I would hope so, too.

GAINES: But I think that—you know, as we've talked with Linda briefly about archiving stuff—well, you know my drawer, which is full of things—we also have a fair number of focus group interviews, individual histories like the one that Elaine Mahoney did with Jakes, which is five tapes long. And then some more informal ones that I've done with people that are maybe an hour, an hour and a half, and I would presume that at some point we might look at however that's all going to get combined and if it's useful to the university.

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

ASH: I wanted to ask about one of the most fascinating items you discuss in the manuscript is the budget and School of Medicine's unwillingness to give the School of Nursing its own budget, and this actually went through two deans. Do I recall this correctly? It went through two deans of the School of Medicine, or was it just-

GAINES: No, you're correct. Well, two directors.

ASH: So could you tell me a little bit about that?

GAINES: Well, I think it's just symptomatic of the larger power struggle. Clearly when Elnora [Thomson]—in 1932, when the state system came about, and the School of Nursing either had to go away with the Portland campus of the School of Social Work, or it had to go to Eugene or come here, the decision was made that it would go to the Medical School and become a department of the Medical School.

And at that time, with Grace Phelps' advice, Elnora asked for a budget because she probably had a budget at Portland State. And of course she had already brought in federal funds in this Marion County child development project that she had that she was partially responsible for. And she had always had Mrs. Dunbar to fund her faculty positions through what is now the Oregon Lung Association. So she was used to having some control over money, and Grace told her—at least it appears that Grace told her that—Grace Phelps, who was the superintendent of Doernbecher, probably, by this time—that that was what she needed, and she obviously spoke with some experience because she was part of the grand operation.

Elnora was denied a budget, but she was provided with a position for an assistant that had been funded by Mrs. Dunbar, and the Medical School funded that position. And my presumption is that that was meant to assuage her and to make her feel comfortable that in fact, you know, the needs of the program would be met. And I think that that may or may not have been unreasonable at that time, especially given the way she approached the subject and suggested that nursing was secondary to medicine—you know, which seemed to be the necessary kind of way into the argument.

So that situation persisted until—I think it's 1938; I can't remember—when she finally got a budget. And it's not clear why she finally got a budget, okay? We don't have that documentation. But if you will recollect, even when we finally do get a budget, she and Henrietta [Doltz], when they talk, then, later about changing the name of the department to the school,

make it clear that they will be glad to report to the dean of the Medical School, regardless of what happens in terms of any of these symbols or trappings of independence, they will report to the dean of the Medical School, and they're willing to do so—because in fact the dean of the Medical School acts much more like the president of the university in this system and was very independent in that sense. And I presume that's why they say that. I also presume that without that that they know they would never be allowed to make that kind of progress.

The report of the search committee is probably the most telling document that really shows some of the issues, and this is when the search for Jean Boyle was going on, or the search that resulted in Jean becoming the dean goes on. And the search took eighteen months and was widely representative of the campus, actually. And I told you before that I thought the search for Carol was the only one like that. But I think the difference is that we requested it when we were doing the search for Carol, and I believe that it was enforced on them when they were doing the search that resulted in Jean's appointment, just as when the search for Dean Potempa went on there was not as much school input as there was campus input.

So I think that it really is just this issue of, you know, who's going to be control.

ASH: Wasn't there also a question, though, about accreditation and you needed to be called a school for accreditation purposes?

GAINES: Yes, I think that was—that was a ploy, I think. And I only say that because of my fairly lengthy experience with accreditation, both as a reviewer and evaluator and a writer of reports, and pretty much anything you can make as an argument, you know, will work. But it was clear, I think, in those early days that as people were really striving for credibility that it was—you know, schools were better than departments because that did have some kind of autonomy associated with it. But it seems clear also that, given we weren't going to—in the early days, at least, we weren't going to have much of a budget, and we weren't going to have any autonomy, it really was a ploy—you know, some way to get that traffic.



ASH: As well as the budget?

GAINES: As well—yeah, right. But-

ASH: I think that—oh, I'm sorry.

GAINES: Well, I was just going to say that it's—I don't know, it would be interesting—I don't know if you're speaking with physicians about the School of Nursing in that sense, but you know, they consider us—it was just intriguing in the steering committee meeting. I just really enjoyed it because I don't know if you've looked at that video but—or at the end of it—not the steering committee meeting, that was intriguing, also, but at the end of the—we were in the theater, the tape, I said to Dick Jones and Peter Bentley and all of them, “Gee, you guys, thank you. I didn't have to whine today. You've done it for me.” Hal Paxton always used to say that I whined a lot. As he explained to my husband, he said, “She whines a lot. She's always whining, 'Well, the school needs this,'” you know.

But we did, I guess, whine a lot in that way. We did anything we could to try and get attention to get money or to get whatever. And some of it worked well, and some of it didn't.

I think I told you the story of taking Len [Leonard Laster] on the space tour when we were trying to get the building, and we were over in Emma Jones, and Carol and I and Dr. Laster, President Laster, were on this tour, and we're trying to show him how inadequate the space is. I mean, this was a dorm that had been converted, and so it was not very adequate space at that time. And in numbering all the rooms, somebody had put a number above a laundry chute. And neither Carol nor I had ever noticed that. It's way up on the fourth floor. And we're really complaining about this fourth floor sun deck area that we have converted into a classroom, office, video, whatever conference room. You know, we were doing early technology stuff then. We had a grant that Jerry Miller and I had gotten to do that.

And he looked at that, and he said, “And I suppose you're tell me you have somebody housed in there, too.” And we were both so humiliated

because things were not always affable with us with Dr. Laster, to say the least, and particularly when it came to buildings and what he wanted and what we wanted. So sometimes it did really appear that we were truly whining.

ASH: Well, when you say buildings and what you wanted and what he wanted, did he not want a building for the School of Nursing?

GAINES: I don't know that he didn't want one, but he didn't want one at the expense of the buildings he wanted. Do you remember the planning process of priority A's and B's and all this stuff with the state system? Well, our ratings just changed regularly as other buildings were more important.

ASH: You went down to the B list?

GAINES: You've got it. Or maybe D, if there was a such thing.

ASH: Well, I've finished. Ah, no. One last question about the manuscript. Could you give us an assessment of the experience of doing this lengthy in-depth project?

GAINES: It was really challenging, really exhilarating. I mean, it was just wonderful fun. I didn't think I liked to write or do research, you know, in that sense. I shouldn't say I didn't think I like to write, I write a lot, but I just—you know, I guess I knew I was fairly task-oriented and paid attention to detail, but I was amazed at even my own perseverance.

Mary McFarland and I did a survey once, and she will tell you the story that she got very distressed because I would not settle for a response rate of less than ninety-five percent, and we got it. But it cost a great deal of our hides, that kind of thing. So I knew that I had some tendencies, you know, toward perseverance, but I really, really, really did like doing it, but I was just amazed at—well, what every historian would tell you, at the conflicts and the silences around the conflicts and you know, the data that are there and the data that are missing.

But it's so—it was really fun to try and piece it together. I mean, it's true puzzle solving, and it was really wonderful in that sense. And I think getting to meet the other people that I got to interview and to hear a little bit about, and you know, trying to read through people's letters and come to grips with some of the—what it meant. And my experiences with the faculty at Portland State were just incredible. I mean, they just were so helpful. You'd pose questions in class, and they were really wonderful about helping.

ASH: This was during the courses that you took?

GAINES: Yes. So it was a grand project; it really was, in that sense.

ASH: Well, we all thank you for doing it.

GAINES: Oh, well, it was my pleasure.

ASH: Now, I think Linda probably has some questions. She usually does.

WEIMER: Just, I think, a couple. We talked about the relationship administratively between nurses and doctors. What was the relationship between nurses and doctors in the clinical setting, in the hospital wards, and how did that change when you started as a nurse as opposed to now?

GAINES: I think that nurses and attending physicians have always been close. Nurses and residents have probably always been close. Interns learned. You know, that's how it used to be, okay?

But my experience practicing as a clinician was that physicians usually—you know, you earned their trust, and then you had it, and they earned yours, and then they had it, and that that was pretty much what people understood and sort of how they practiced. And so it was pretty affable.

I think that students find physicians sometimes frightening. You

know, there's always somebody who's screeching about something that happened, and students make mistakes. So I don't know that medical students and nursing students necessarily see them very differently.

But I think clinicians probably relate better than faculties. Faculty are often—nursing faculty are often seen as being physician-bashers. But that has more to do with the politics of the academy than it has to do with how they practice, but that's not how it comes across. Students get, I think, negative impressions that way.

WEIMER: With all the new technologies and all the changes that are happening all throughout the medical professions, where do you see the future of nursing going?

GAINES: Well, that's an interesting thing. A lot of us would say it's not clear whether our role will expand or whether we will disappear. But it's pretty clear that unless we make—we aren't going to look anything like the people you read about. Nurses do less and less direct care. They are doing much more delegation, much more supervision, much more case management, but all kinds of people are vying for those kinds of positions, including physicians.

It's really difficult. Our program is looking actually at thinking about going to majors at the undergraduate level, and that has all kinds of implications because nurses are licensed as generalists, and so it would actually mean changing licensure laws in some senses. But there's too much to know to do everything and do it well. And the real thing, I think, that's critical about the future of nursing is that whatever it is nurses do, they do it well. And that's not—can't be confused with adequate, satisfactory. I think there's too much competition; they're going to have to really do it well, and so it's a really different time.

The Medicare changes in October changed home health in a way we never envisioned could happen six months ago—or six months before October. So it's really hard to say.

WEIMER: I know in a previous conversation you mentioned nurses going out more into the community --

GAINES: Oh, sure.

WEIMER: Could you develop that theme a little bit?

GAINES: Well, the Medicare changes in fact suggest nurses may not be going out in the community, at least to do traditional nursing care. And the arguments—and this is an argument that is one of the arguments that Carol advanced so eloquently over the years that even allowed us to get out into the community in that sense—is the issue of community-based versus community-focused nursing, is the jargon it goes by. Community-based nursing simply means that the community, which we've always done under public health guises, is added as a site where students practice or where nurses practice. They come to Joan's home and take care of her leg, you know, that kind of thing, if she had to be housebound.

But community-focused nursing is probably a synonym for something called population-focused nursing, and that means that you're literally looking at problems in the aggregate and looking at the kinds of things that HMO's are doing, in terms of what goes beyond case management and looking at strategic paths, all those kind of things. Saying, "What kind of care will we give and pay for, and who will do it?" And that's based on understanding not only what the disease is but what the care trajectory and that kind of thing is. A lot of nurses are doing more of that. But that looks, you know, to many folks like insurance nursing or telephone nursing or—you know, whatever, and that's—it's very hard to let go of the very thing that's always characterized us, this intimacy and relationship because it's hard to be intimate with an aggregate.

So it's a real struggle right now for people to sort of decide where they think it's going to go. And people are really—interestingly enough, many people are a little hesitant to make a move because again, at least educationally, we're talking two to four years down the pike, and before you help this graduate leave, and to be sure that he or she is going to be ready to

do what needs to be done is—it's a terrible commitment of, you know, time and hours and retooling folks and trying to decide what nurses really will do. So it's a big turning point right now.

WEIMER: Well, I think that's all of my questions. To close, then, do you have any questions for us?

GAINES: When are you going to finish this project?

ASH: Well, we have money until next September, so we have an absolute deadline. And we're targeting over sixty-five interviews now, so we're hoping—if we hit seventy, we'll just be delighted, and having them all processed.

We could easily do over seventy interviews, but timewise and resource-wise we're trying to at least conclude that many by the end of the project.

GAINES: Well, that's commendable; don't you think?

ASH: Yes.

GAINES: How are you going to—looking back on what we've just talked about, how are you going to make the associations with becoming a university? I mean, how are you going to presume the data will aggregate and give you the relationships you want?

ASH: Sometimes we ask directly. We had so many other things to cover with you that—and we probably should actually pick that up. But in most cases, we've asked. For example, when I interviewed Dr. Kassebaum a couple of weeks ago, I specifically asked about that period in time and the description of what the process was like and what brought it about and that kind of thing. But you were here during that time.

GAINES: Well, I was surprised when we talked in our group at the luncheon, it wasn't until the very end and—you know, I just said, "None of

us have even talked about the Faculty Senate.” You know, those are the kind of trappings, you know, of a university that I think are critical.

I think another thing that I didn’t hear come out of any of those summaries was this issue that, you know, we’re all sort of more disciplinarily aligned than we are institutionally aligned, in that our research is pretty far-flung. You know, the kinds of breakthroughs, particularly in medicine, come through multi-campus endeavors, and so in fact people may feel more colleague-ship with people in, let’s say, microbiology than they do with other microbiologists on this faculty because in fact they’re recruited for different strengths, so that the department would look well-rounded, but that doesn’t mean that they necessarily have a good sense of colleague-ship about their disciplinary interests.

It seems to me those are really kind of interesting things to think about, and I think, you know, in the sense of whether that slowed our progress as a university or helped it or, you know, how that’s moved us along. I think being single-purpose is an interesting dilemma, particularly for some of the basic scientists and those of us who teach in undergraduate programs. You know, we’re not a research university by categorization; we’re a single-purpose institution.

And so those seem to me to be things that would be fascinating to look at in terms of how we’ve seen trying to move into the things that universities provide for folks, because we weren’t attached in that way, or we were so loosely attached to Oregon that it may make it more difficult, or make it more interesting to know how we got to be where we are.

It’s clear, I think, you could talk to any of us and we would tell you, particularly when you look at graduate education, I think it’s the classic example—I mean, it’s where it plays out most often—we have always found it more useful to be three independent schools than to have a graduate school. And time after time in accreditation—you know, Northwest Reports, they suggest we look at this kind of consolidation of those kind of functions, but we don’t like each other well enough to do that, in the sense of what we’d have to give up. I don’t mean we don’t like each other well enough, but

we don't like the way—you know, we don't define research in the same way, for example. And so it's to our benefit not to have that kind of overarching structure that in fact would get in our way. But it makes a difference, then, in how we develop in terms of collaborative relationships.

ASH: I think to sum up what that group had to say, they said that yes, we became a university, but we're not a university yet.

GAINES: That's right.

ASH: And that's what I hear you saying, and these are some examples of separate graduate schools in the three schools. And when you say it's to our benefit to have separate ones, you mean it's to our benefit, being the faculty in each of the schools?

GAINES: Yes.

ASH: I mean, it's not to the benefit of society as a whole, necessarily?

GAINES: Oh, no. I don't know if it has any influence on it. But it may be to the benefit of our students, also, because it may mean they don't have, you know, sets of requirements that aren't helpful to them. But it really continues to make us look like professional schools gathered together under an umbrella rather than a university, and if our real goal is to get labeled as a research university or something of that sort, which probably won't happen because we don't fit the Carnegie criteria, but you know, to even get into some of those kinds of trappings, we have to think about where we want to make compromises or don't; or we should maybe not worry so much about it.

But it seems like this project could bring some interesting clarification to some of those kinds of issues.

ASH: Especially if we can find someone who enjoys writing who might like to listen to tapes, read transcripts and actually do something with them.



GAINES: Oh, I think there are a lot of people who would like to do that, I would think. I would guess that if you sent a letter to the emeriti faculty, you'd get a number of volunteers who'd be willing to make that kind of contribution to the project.

ASH: I'll have to remember that.

GAINES: I mean, I would, and I would guess that—you know, S. Gorham Babson just published in the *Oregon Historical Quarterly* on something about Mt. Hood. You know Dr. Babson? I don't remember what department he's from. I would think Peter Bentley would probably be interested in some—you know, if you put out an array of topics, a lot of folks would be interested in doing that and then coming together around a table with other groups and batting that together to see what it looked like.

ASH: We will, actually, have to publicize more and focus on the end result, too, on the actual data analysis rather than the data gathering part. That should be part of our jobs, I think.

GAINES: But I would think that there would be a lot of faculty who would be really interesting in that because there are a lot of folks—I mean, you heard Sam Connell telling the stuff he collects, and I would suppose that Dick Jones—all those folks. A lot of folks, I think, would.

ASH: All right. We're just about done on here, too, so I will turn it off.

[End of Interview]

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