Greetings. I write today as classes have just started at the University of Virginia, and we are welcoming new students who are studying nursing history in a variety of ways. Thanks to Dr. Barbara Brodie, who helped plan the PhD in Nursing program many years ago, our first-year PhD students take a course entitled Historical Inquiry in Nursing. Our first-year RN to BSN students complete a course called Foundations of Professional Nursing, which involves the study of nursing history. The second-year traditional students take a class entitled REAL I, and like the others classes mentioned above, it includes nursing history. From the beginning of their studies, then, students are introduced to critical inquiry by using historical research that analyzes forces, events, and people that have shaped our profession and the health care system.

A major accomplishment this year has been the completion of our new strategic plan that will guide the Center directors’ decisions and priorities. Part of that plan is, of course, to continue our fundraising. In September, we attended an event in Chicago, held at the historic Glessner House, in conjunction with the American Association for the History of Nursing (AAHN). It was hosted by our alumni, Dean Dorrie Fontaine, and our Development Office. Funds will be used to enhance the Center’s ability to preserve, study, and disseminate historical findings on nursing and health care.

To do that, networking is needed across disciplines. Thus, another goal is to promote interdisciplinary scholarship in local, regional, national, and international history of nursing and health care projects. Even though it was held last spring, I want to report that our Third International Agnes Dillon Randolph Conference was a huge success. We heard from presenters from several disciplines about nursing all over the world, a truly “international” event. Then in May, the School of Nursing graduated three PhD students who did dissertations on nursing history. I am proud to announce that Michelle Hehman’s dissertation, “‘Once Seen, Never Forgotten’: Nursing, Ethics, and Technology in Early Premature Infant Care, 1898–1943,” won the Phyllis J. Verhonick Dissertation Award at our May graduation ceremony. This award is given annually...

(continued on next page)
to the student whose dissertation was selected as “most meritorious.” In October of this year, we will welcome Dr. Winifred Connerton, the 2016–2018 Barbara Brodie Nursing History Fellowship winner, who is studying “Nursing Dreams of Empire; U.S. Nurses in the American Occupied Territories.”

This issue of Windows in Time also includes highlights of our students and alumni: the work of PhD student (and BSN 2012 graduate) Victoria Tucker with Mavis Claytor, the first African American student to attend the UVA School of Nursing; and information on the work by Sydney Saunders, second-year nursing student at UVA who received funding from the Rodriguez Nursing Student Research and Leadership Fund to study nursing history in Spain. We also hosted our alumni for a celebration in the ECBCNHI during their reunion this summer.

And we are listening to you. We have included the Windows in Time reader survey responses, and we acknowledge your suggestions. While I am on the topic, I want to welcome our newest ECBCNHI Associate, Dr. Rebecca Coffin, who is now co-editor of the newsletter, along with Dr. John Kirchgessner.

Other articles in this edition highlight the role of nurses during wartime, including the “Feature” piece by Addeane S. Caelleigh, and the “Snippets in Time” article by UVA graduates Emily Rude and Emma Chase. Nurses have formed the backbone of our nations’ responses to war on battlefields, hospital ships, military camps, and training centers, and I am delighted to publish this work by an established historian colleague and also by new nursing graduates.

The Center continues to be productive in research. In this issue, you will read about the awards Center members received at the AAHN meeting. Currently Drs. Arlene Keeling, John Kirchgessner, and Michelle Hehman are authoring the book, A History of Professional Nursing in the United States: Towards a Culture of Health, to be published by Springer Publishing Company next year. Dr. Mary Gibson is continuing her work on nursing anesthesia. We have collaborated with colleagues at James Madison University on two VA grants: Arlene Keeling, Barbra Mann Wall, and Maria de Valpine have been awarded funding for “A History of Nursing in Alaska, 1850–1960: Towards Inclusivity in American History.” Mary Gibson, Nena Powell, and Deborah L. Gleason received funding to do “A Collaborative Digitization of the Dora Cline Fechtmann Archival Collection at two Virginia Universities.”

Finally, we are proud to announce Dr. Mary Gibson’s newest honor—election as president of the AAHN.

We have much for which to be thankful and proud. We look forward to a great year!
Student Research

Victoria Tucker, UVA PhD student and 2012 BSN graduate, is exploring the life of Mavis Claytor (UVA BSN 1970, MSN 1985), the first African American admitted to a degree program at the University of Virginia School of Nursing. Ms. Tucker plans to expand her work into a dissertation that examines African American nurses and their work in the Commonwealth of Virginia.

Barbara Brodie Nursing History Fellowship

The Eleanor Crowder Bjoring Center for Nursing Historical Inquiry Barbara Brodie Nursing History Fellowship, a postdoctoral award, is open to nurses engaged in historical scholarship that advances the field of nursing history. Applications for the $3000 award are due October 15, 2016, and the recipient will be announced in December, 2016. The selected Barbara Brodie Nursing History Fellow will present a paper from their research in the Center’s Nursing History Forum series.

Selection of the fellow will be based on the scholarly quality of the investigator’s project including: the clarity of the project’s purpose, its rationale and significance, the rigor of its methodology and questions posed, and its potential contributions to the field of nursing.

The application and a curriculum vitae should be sent by email to the Center’s Director, Dr. Barbra Mann Wall, bmw8y@virginia.edu. Applications are available on the Center’s Web site: www.nursing.virginia.edu/Research/CNHI/Fellowship.

Results of the Reader Survey

A special thanks to all who responded to the Windows in Time reader survey. We appreciate your comments and suggestions. We are fortunate to have a loyal and dedicated readership who enjoy the newsletter—the Snippets seem to be a favorite for many! These pieces are often written by undergraduate nursing students. We are so happy you enjoy their hard work.

We are also pleased to know that you enjoy the physical appearance and layout of the newsletter. Laura Roseberry, of Roseberries, performs miracles with the design of the newsletter—we simply provide the content! Overall, readers’ responses indicate some personalization, by way of spotlighting UVA nursing alumnae and including brief biographies of the authors included in the newsletters, would be welcome. These are wonderful suggestions. Several UVA nursing alumnae have already donated their collections—we will consider how to incorporate histories from more recent alumnae.

We acknowledge the importance of diversity, whether racial, cultural, gender, or geographic. Highlighting the work of those “silenced” in nursing history is a challenge that deserves the Center’s attention.

The ECBCNHI exists to preserve and study nursing history from many viewpoints. We focus on the development of advanced clinical nursing practice, clinical specialty organizations that represent the various practices of nursing, and rank and file nurses. Please help us disseminate all nursing history by alerting us to sources from culturally or racially diverse nurses, or nurses that work with historically marginalized populations.

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Presentations, Publications & Awards

FACULTY


COCKERHAM, A. Z. “Answering the call: Nurses, couriers, and the Frontier Nursing Service” (paper presented as invited speaker at Kentucky Live Literary Event, Western Kentucky University, Bowling Green, Kentucky, March, 2016).


WALL, B., K. White, B. Hundt, and B. CARLSON. “New Directions in Nursing History: The Interdisciplinary Turn” (panel presentation at the Randolph International Nursing History Conference, Charlottesville Virginia, March 12, 2016).

ZERULL, L. “History and Philosophy of Faith Community Nursing: From Biblical Times to Today” (paper presented at Shenandoah University, Winchester, Virginia, March 18, 2016).

STUDENTS


HUNDT, B. “Nature as a Cornerstone for Humane Treatment: Nursing at St. Elizabeths Hospital, 1852–1900” (paper presented at the Randolph International Nursing History Conference, Charlottesville Virginia, March 11, 2016).


MILBRATH, G. “‘I Never Saw or Hope to See Again Such Casualties’” (paper presented at the Randolph International Nursing History Conference, Charlottesville Virginia, March 11, 2016).

AWARDS

Congratulations to Center Director BARBRA MANN WALL and Center Associate Director ARLENE W. KEELING who are recipients of the 2016 American Association for the History of Nursing Mary M. Roberts Research Award for their book Nurses and Disasters: Global, Historical Case Studies. The Roberts Award is given to recognize outstanding original research and writing in an edited book of nursing history.

MICHICELLE C. HEHMAN, PHD, RN, received the 2016 Phyllis J. Verhonick Dissertation Award. The award is given annually to a graduating PhD nursing student whose dissertation is selected as most meritorious. Dissertations are judged by a faculty committee based on the following criteria: significance of the research problem, adequacy of the literature review, appropriateness of the methodology, clarity of the presentation of findings, writing style and significance of the dissertation to the contribution of nursing knowledge.

BRIDGET A. HOULAHAN, RN, MSN, PNP, PHD (C) was selected as recipient of the 2016 Brodie Scholars Award. Her work, “A history of school nursing: From its origin in New York to implementation in Virginia, 1900–1925” was rated as being significant and important to the field of school nursing as it will provide insights in to the contemporary challenges and issues that remain in this important nursing specialty.

NOTEWORTHY

Congratulations to Center Assistant Director MARY E. GIBSON who was elected to a two-year term as President of the American Association for the History of Nursing!

FUNDING RECEIVED

4 VA Scale-up Grant ($7,500): Gleason, D., Powell, N., Gibson, M., Eaton, L., Davis, L., Hanson, L. A Collaborative digitization of the Dora Cline Fechtmann archival collection at two Virginia Universities. The digitized collection will be hosted on a JMU website, and the original will remain here in the Bjoring Center. The Fechtmann Collection documents the experiences of a World War II nurse from Virginia’s Shenandoah Valley.
Congratulations to Our New PhDs!

LaShanda Brown Sell successfully defended her dissertation, “Public Health Nursing for Southern Blacks in the Depression Era,” on March 16, 2016. Dr. Sell’s research explores the barriers to health care for blacks living in rural North Carolina in the 1920s and 1930s, the unique roles that black and white public health nurses played in delivering care to black families, and the influence of race, class, and gender on the nurses’ abilities to deliver quality nursing care. Black and white nurses in rural North Carolina were effective in working within existing power structures by forming networks and collaborations among each other. The dissertation also provides a historical precedent to a new era of study by linking health care with its social determinants. Congratulations, Dr. Sell!

On March 22, 2016, Rebecca A. Coffin successfully defended her dissertation, “Nursing in the Japanese American Incarceration Camps, 1942–1945.” Dr. Coffin’s research explores the role of nurses as they provided care and leadership in two of the ten incarceration camps that held Japanese Americans during World War II. Camp nurses provided care consistent with the standards of the time—in some cases, camp hospitals had greater access to medical supplies and equipment than civilian hospitals. Nursing leadership in the hospitals was heavily dependent on the organizational and administrative support received from the Chief Medical Officer at each camp. Congratulations, Dr. Coffin!

On March 28, 2016, Michelle C. Hehman successfully defended her dissertation, “Once Seen, Never Forgotten: Nursing, Ethics, and Technology in Early Premature Infant Care, 1898–1943.” Dr. Hehman’s research explored the role of nurses as they provided and promoted the mechanical incubator and other advanced care techniques for premature infants in the early 20th century. Working in incubator sideshows as well as hospital-based units, expert nursing care dramatically increased survival rates for premature and sick newborns at a time when treatment was largely supportive. Congratulations, Dr. Hehman!

Student in Spain

In the summer of 2016, Sydney Saunders, second-year nursing student at UVA, received funding from the Rodriguez Nursing Student Research and Leadership Fund to travel to Valencia and Seville, Spain, to study the history of nursing in that country. The title of her project was “Historical Frameworks of Spanish Healthcare, the Role of Spiritual Care, and What Global Health Partners Can Learn.” She was able to work with documents at the University of Huelva as she partnered with historians Antonio and Manuel Martinez. She found that religion was critically intertwined in the foundations of nursing in Spain, but that nursing has evolved today into its professional status from a coalition of secular and religious organizations.

Do You Type? Help Wanted!

Become a Center Volunteer and help us make our collections more accessible. We seek volunteers to transcribe documents that we have digitized (converted into a format that can be accessed by computer). You’ll need access to the internet and a computer with Microsoft Word. Transcribe one page or many pages—we are grateful for any help you can offer. If you will help, please contact Linda Hanson at lhh3x@virginia.edu.
Conferences

American Association of the History of Medicine
Nashville, Tennessee
May 4–7, 2017
Additional information: www.histmed.org

Gender and Pain in Modern History
March 24–25, 2017
Birkbeck, University of London
Additional information: http://www.bbk.ac.uk/trauma/events/

The Southern Association for the History of Medicine and Science
Myrtle Beach, South Carolina
March 16–18, 2017
Additional information: www.sahms.net

Calls for Abstracts

Gender and Pain in Modern History
March 24–25, 2017
Birkbeck, University of London
Abstracts due October 14, 2016
Additional information: http://www.bbk.ac.uk/trauma/events/

The Southern Association for the History of Medicine and Science
Myrtle Beach, South Carolina
March 16–18, 2017
Abstracts due October 31, 2016
Additional information: www.sahms.net

Call for Applications

The American Association for the History of Nursing (AAHN) offers four awards for completed research, each presented annually at the Fall Nursing History Conference. Only AAHN members are eligible to apply for these awards. Deadline for award submissions is May 15 of each year.

Teresa E. Christy Award—to encourage new nursing history investigators, and to recognize excellence of historical research and writing done while the researcher was in a student status.

Lavinia L. Dock Award—to recognize outstanding research and writing produced by an experienced scholar in nursing history who submits a book.

Mary Adelaide Nutting Award—to recognize outstanding research and writing produced by an experienced scholar in nursing history who submits, most often, a post-doctoral research manuscript or article.

Mary M. Roberts Award—to recognize outstanding original research and writing in an edited book of nursing history.

Additional information: http://www.aahn.org/awards.html.

Fall 2016
NURSING HISTORY FORUMS
McLeod Hall #5060 Noon–1 p.m.

SEPTEMBER 20
Nursing Reflections on 9/11: A View from Across the River
Franklin Hickey, RN, MSN, CPHQ, NEA-BC

OCTOBER 25
Nursing Dreams of Empire:
U.S. Nurses in the American Occupied Territories
Winifred C. Connerton, PhD, CNM
Assistant Professor, Pace University College of Health Professions, Lienhard School of Nursing

NOVEMBER 15
Through the Eyes of Nursing: Nursing Education at the University of Texas, 1890–1990
Barbra Mann Wall, PhD, RN, FAAN
Opportunities for Nursing History Research about U.S. Nursing in the Spanish-American War and World War I

ADDEANE S. CAELLEIGH

Involvement of American nurses in the Spanish-American War and World War I and of British nurses in the Boer War and World War I not only changed what we know about the care of sick and wounded soldiers but also confirmed the public’s perception of nurses as professionals and their invaluable contributions to the military medical system.

Recently, doing research on the influenza pandemic of 1918–1919, including the American experience in the armed forces, led me to ponder the effect of professional nursing in the military in these wars. Subsequent reading about this involvement raised ideas for several potentially fruitful areas of research—as yet little covered in detail—that could contribute substantially to literature on the history of nursing. With the caveat that these are speculations of a social historian who is not a specialist in the history of nursing, several ideas are put forward for consideration.

1 The amount of primary material on nurses’ participation in military service during the Spanish-American War and World War I is substantial, and secondary sources are plentiful, although with important gaps. The citations are restricted to a few sources that give overviews of the issues or illustrate the range and feasibility of research projects on these issues.

2 In this essay, the term “professional nurse” is used for what at the time was usually called “trained nurse.” Also, the role of military orderlies is not covered, although some nursing leaders considered steward’s training as roughly equivalent to that of nurses. During World War I, professional nurses sometimes trained orderlies.

3 The experiences of nursing and nurses in the British Empire were substantially and significantly different than in the U.S. Examples of recent monographs about the Empire experience are Christine E. Hallett’s monographs, Containing Trauma: Nursing Work in the First World War (Manchester and New York: Manchester University Press, 2009) and Veiled Warriors: Allied Nurses of the First World War (Oxford and New York: Oxford University Press, 2014). Despite Empire-U.S. differences, these works can highlight themes applicable to the U.S. experience.

Background

Established views of nurses as professionals led to their inclusion in military care, which then reconfirmed their value even within the often resistant military establishment. Perhaps more influential in the long run was the public’s view that such nursing was essential. The public in the U.S. and U.K. would not have countenanced exclusion of military nurses after World War I.

Let’s look more specifically at how the public’s view of nursing professionals in the United States affected the recruitment of nurses for the Spanish-American War (1898) and World War I (1914–1918, with U.S. participation 1917–1918).

Inclusion of U.S. nurses in the Spanish-American War
can be considered a “proof of concept,” that is, a demonstration that an innovation is workable and can be successful. The nursing contingent in the Spanish-American War was very small in relation to the need. At the beginning of that war, the U.S. military had no professional nurses, having instead approximately 700 hospital corpsmen and stewards, with a varying amount of training. Overall, this was an extremely small number for an army of 25,000. By the end of the war, the Army had employed approximately 1,500 contract nurses (232 were nuns, virtually none of whom had professional training) for an army of 75,000 with an enormous disease burden in addition to battle casualties. The nurses served in training camps, on transport ships, and in evacuation hospitals and stateside hospitals. In addition to caring for the wounded, nurses handled thousands of disease cases, mostly typhoid and yellow fever. In both training camps and during deployment, sanitary conditions were often appalling, and inevitably contributed to the high incidence of typhoid. The lack of nursing staff and the deplorable conditions became a public scandal and led to Congressional hearings and urgent calls for change. Yellow fever was still a year-round scourge in tropical and subtropical areas, where many U.S. training camps were located. When thousands of soldiers were sent to these training areas and to tropical battlefields, the number of yellow fever cases soared. In both situations, nursing care directly contributed to improved survival rates and recovery. Overall, 84% of casualties were from disease, and 34 in 1,000 deaths were from disease. The success of the nurses’ contributions in the Spanish-American War led to the creation of the Army Nurse Corps in 1901, and the creation of the Navy Nurse Corps in 1908. The erection of the Spanish-American Nurses Memorial in Arlington National Cemetery and the burial nearby of nurses who died while serving is also evidence of the respect that the public

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7 A primary source is Anita Newcomb McGee, “Women Nurses in the American Army,” Proceedings of the 8th Annual Meeting of the Association of Military Surgeons. Speech delivered at Kansas City, Missouri, September 1899 about nurses and nursing during that War, highlighting roles, obstacles, and successes. This is an excellent beginning point for understanding nurses’ performance in that war as a “proof of concept.” A copy is available at www.spanamwar.com//Nurses
and the military had for the nurses. The nurses’ professional performance in caring for the sick and injured during the Spanish-American War laid the foundation for their greatly expanded roles during World War I.

In World War I, the need for nurses throughout the military medical system was recognized immediately upon the United States entry into the war, partly because the Army Medical Department understood how essential they were to the war effort. In addition, as noted above, the American people expected and demanded it. Recruitment of nurses was even more difficult than physicians because so many more were needed (especially once the influenza epidemic struck military and civilian populations from mid-1918 through spring 1919).

The nursing contribution to military medical care was recognized by most sectors of American society, although a few military commanders still considered the system of medical stewards, orderlies, and corpsmen sufficient, and the presence of nurses, then all women, as unnecessary. At the beginning of the war, 403 nurses were on active service. During the war, the American Red Cross, which provided most of the wartime nurses, recruited and screened more than 1,000 Navy nurses and about 18,000 Army nurses. By the end of the war, approximately 10,000 of them had served overseas. All served in the context of 4,355,000 men mobilized, 6% casualties, and 50,585 deaths in roughly 18 months.

What affected the public’s view of military nursing during the Spanish-American War and World War I? Two main circumstances are obvious yet little studied in detail. One is civilian experience with their own family members. Sons, brothers, and fathers who
survived recounted the care they received. Their experiences reinforced the perception of professional nursing care, whether from their own patient care nurses or from the contribution of formidable nurse administrators. The other obvious circumstance was the contemporary written record left by nurses themselves, primarily their letters home and their memoirs. The diaries they kept and articles they published in professional journals were probably not read outside the profession but are a major source of information today.¹⁶

Both these sources of information available to the general public strongly influenced two images of nurses during the time: a more contemporary view of them as professionals and the more traditional view of them as angels of the battlefield. As research has well established, both perceptions bolstered the reputation of nursing and professional nurses. First, the angel of the battlefield image re-enforced social perceptions of nurses as fulfilling their traditional gender roles as nurturers and moral exemplars, and having a calling to service. Second, the professional image re-enforced the perception of the nurse as a provider of modern, scientific care. It is also important to remember that nurse volunteers in both wars were rigorously screened for character as well as nursing training. This emphasis on character was a bedrock of the public’s favorable view of nurses and increased the willingness of parents to have their daughters volunteer and later pursue peacetime practice.

¹⁶ As primary sources, The American Journal of Nursing (started in 1900) gives wide and deep primary material related to the war, military nursing, and the profession, as nurses wrote for their colleagues about wartime experiences and commented on changes in the profession brought about by successes in military service. Public Health Nurse (published 1908–1930), like the American Journal of Nursing, is a valuable source of primary materials related to nursing and the professions during and after World War I. (Note: Vols 1 through 10 (issue 3 are not available online or in the UVA Health Sciences Library; therefore, part of the World War issues cannot be accessed locally.) As a secondary source, the Nursing History Review has research related to the issues of military nursing in the Spanish-American War and World War I and consequent changes in the profession.

Addeane S. Caelleigh is a visiting scholar in the Office of Medical Education at the University of Virginia School of Medicine, working on history of health care. In 2014 she retired from the school, where she focused on accreditation issues. She was for many years the editor in chief of the peer-reviewed journal Academic Medicine.
VARIOUS ISSUES THAT SUGGEST PROFITABLE AREAS OF RESEARCH

Some of these suggested areas of research are broad, others fairly narrow.

Issues related to the public perceptions of nursing include:

• Positive popular images expressed in recruitment of nurses in the Spanish-American War and World War I. Sources include text and graphic content of recruitment ads and posters. Examples are predominantly from World War I because so many more had to be recruited.

• The linkage between the success of nursing service during the Spanish-American War and the great expansion of nursing in the military department during World War I. (Note: This research issue fits equally in the next list.) Although the outline of this linkage is recognized, no detailed studies apparently have been done.

• The experiences of nurses during the influenza epidemic in 1918, when the military medical system had to cope with battle casualties and thousands of influenza patients.

• The public’s greater knowledge of the realities of care delivery in the military in wartime and especially of nurses’ major role in care of the dying and survivors. Sources include nurses’ letters home (many of which were published in local newspapers), the few examples of nurses’ memoirs after these wars, and reports by observers of nurses’ care of soldiers. These observers were often chaplains and Red Cross volunteers in roles other than nursing and medicine as well as newspaper reporters.

• The interaction of the reputation of professional nurses and the reputation of the American Red Cross, which was responsible for most recruitment and vetting of nurse volunteers. The Red Cross was viewed as the primary American humanitarian entity, with a spotless reputation. This aura extended over the volunteers when they moved into military service. Also, the Daughters of the American Revolution were in charge of vetting nurses for the Spanish-American War, which adds yet another relationship to be explored.

• The public’s strong negative reactions when they felt that military medical department’s treatment of soldiers was deficient and especially when not enough nurses were made available. Sources for research include the reaction to conditions in the training camps during the Spanish-American War as well as perceived nursing shortages in hospitals. Government and military responses are other major focuses.

Research issues related to internal aspects of the profession include:

• The progressive development of the role of nurses in military settings from the Civil War (when nurses were first used, when most were volunteers with little or no training but also when nurse administrators were first used), through the Spanish-American War (when professional nurses were first systematically used as part of the military medical system), to World War I (when professional nurses were considered a standard part of military medical care). A wealth of resources are available, although less about the Spanish-American War.

• The dispute within nursing leadership over whether to train large numbers of nurses or practical nurses during World War I. This dispute grew partly from the urgent need for far more nurses than were available and, perhaps more so, from the crisis of thousands of untrained women clamoring to volunteer for service.

• Nurses’ communications to fellow nurses, primarily letters to nursing journals but also through articles and speeches about clinical and professional issues during the wars and afterward.

• Nurses’ perceptions of success in their wartime service and how this led to increased confidence in the future of the profession, especially after World War I. This is an especially rich area for research.
Pharmacy in America has changed drastically over the last two centuries. The contemporary field owes its advancements not only to increased research and technology, but also to major historical events, most specifically the Civil War. Although pharmaceutical manufacturing remained underdeveloped at the eve of the war, drugs, particularly pills, quickly gained popularity. Ultimately, the war inspired, and in many ways necessitated, a shift toward mass-produced, mass-marketed drugs.¹

Prior to 1861, only six colleges of pharmacy existed in the United States, and as a result, formal training was rare for the common druggist.² The practice of drug manufacturing was based on precedence, and pharmacists and physicians during the mid-19th century worked “in a context of uncertainty.”³ Due to the lack of national health infrastructure, Union and Confederate armies relied heavily on private drug manufacturers.⁴ In the field, surgeons frequently ordered medicines in single doses, which pharmacists measured and administered immediately. In many cases, the one-time drugs were often pre-made and on supply.⁵

According to the renowned Treatise on Pharmacy, a practical guide for physicians and pharmacists, “pills [were] the most popular and convenient of all forms of medicine” at the time of the Civil War.⁶ They offered advantages such as easy transport, simple administration, tastelessness, and more accurate and controllable dosing.⁷ While measuring devices, spatulas, mortars, and pestles were among the most common pharmacy tools, the pill machine was the most useful instrument for pharmacists.⁸ This tool “consisted of a flat wooden base,” which included “a series of parallel metal grooves that were semicircular in cross section, and a separate wooden slab with matching grooves.”⁹ Frequently made of wood and brass, these machines could be adjusted to different sizes, depending on the medication and dose.¹⁰ Mixing ingredients to a dough-like consistency, pharmacists would roll the mixture to its appropriate diameter using the wooden pill machine.

³ Flannery, Civil War Pharmacy, 16.
⁴ George W. Smith, Medicines for the Union Army: The United States Army Laboratories During the Civil War (Madison, WI: American Institute of the History of Pharmacy, 1962).
⁷ Ibid.
⁸ Hasegawa, “Preparing and Dispensing.”
⁹ Ibid., 5.
¹⁰ Parrish and Wiegand, Treatise.
Where There’s a Wills, There’s a Way

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An exploration into the archival materials of Camilla Louise Wills prompted the question: Were American nurses effectively trained for their service abroad during World War I, and if so, how? Further research into the literature and the Wills collection at the Eleanor Crowder Bjoring Center for Nursing Historical Inquiry at the University of Virginia, suggests that an early introduction to military customs and an integration of a patriotic agenda into their training helped nurses to overcome challenges while facing the atrocities of war.

The Red Cross led efforts to recruit, train and improve professional nursing standards before the war, and advanced enrollment for the Army Nurse Corps, which grew during the war.\(^1\) Camilla Louise Wills joined as an eager new graduate from the University of Virginia. She worked with Base Hospital 41 in France, one of 50 hospitals under American civilian sponsorship.\(^2\) (continued on page 16)
She wrote often to her family in Charlottesville, Virginia, and kept a diary during her time with the Corps.

In April 1918, Wills reported to Camp Dix, New Jersey, where she could be deemed “professionally, physically, and otherwise suitable” for service. Nurses performed military drills, received instruction in field operations, and practiced within their medical units, promoting staff cohesion as well as streamlining care delivery. This exposure to military routines and regulations, including roll call, artillery, tactics, and trenches, eased the transition to wartime service once abroad. Wills wrote to her family, “I have been made sergeant already! I’m real crazy about it—and believe me if it is possible I’m going to be a lieutenant before long.” After two months, Wills moved to a mobilization station in New York City, where she attended orientation lectures and received immunizations, uniforms, and equipment. By this time, there were approximately 8,600 nurses in Europe.

Despite their preparation and training in the United States, nurses still faced unexpected challenges, including patient populations with disfiguring shrapnel wounds. Wills described these injuries as “gruesome” and “huge and ghastly.” Staffing was often tight, with many hospitals reporting nurse to patient ratios in the range of 1:60. However, Wills never expressed concerns regarding her work, even on night shifts when she and two orderlies cared for 170 patients. Patriotic motivations, cultivated by U.S. Army training materials and propaganda, encouraged American nurses to work long hours and expand their scope of traditional practice, especially within psychosocial care.

Wills carried with her Songs of the Soldiers and Sailors, a small book containing lyrics to popular patriotic anthems, folk songs, and hymns. She also kept copies of inspiring quotes or lyrics in her diary, and often wrote of the American soldiers’ bravery, moving sacrifices, and the personal connections she felt to them. Wills wrote, “I spent my time trying to be a sister as well as a nurse to our boys … most of them have been through so many hardships.” Wills was well prepared to serve in the Army Nurse Corps, but she also was an excellent nurse and brave woman empowered by her ability to make a difference, despite the challenges abroad. We are lucky to have her story. In her own words, “This is a great life though … I don’t mind the hard work, that’s what we came for.”

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Emma Poland is beginning her career as a surgical nurse at Ann & Robert H. Lurie Children’s Hospital of Chicago this fall. She recently graduated from the University of Virginia MSN-CNL program where she discovered her passion for nursing history. She hopes to continue to cultivate this passion through many trips to the International Museum of Surgical Science in Chicago.

Originally from Massachusetts, Emily Rude spent five years at Walt Disney World working in education before coming to the University of Virginia School of Nursing for the Clinical Nurse Leader masters program. After graduating in 2016, she moved back north to begin work in psychiatric nursing at the Spring Harbor Hospital just outside Portland, Maine.

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1 Sarnecky, A History of the U.S. Army Nurse Corps.
3 Camilla L. Wills, Written correspondence [Personal letter], 1918. University of Virginia School of Nursing, Eleanor Crowder Bjoring Center for Nursing Historical Inquiry, Camilla Louise Wills Collection.
5 Wills, Written correspondence [Personal letter].
6 Kalisch and Kalisch, American Nursing.

10 Wills, Written correspondence [Personal letter].
11 Ibid.
In many ways, gathering ripe crops and storing them “for the days of necessity” is exactly what archivists do (see Aesop, The Ant and the Grasshopper). After a year of plenty, I am pleased to offer news of two important collections. The Quill Collection and the expanded Pediatric Nursing Certification Board Collection provide central perspectives on the early years of nurse practitioners’ individual practice and organizational development.

**QUILL COLLECTION**
The Papers of Patricia M. Quill document Quill’s connections with Saint Vincent’s Hospital and Medical Center School of Nursing, and her time at the New York State Coalition of Nurse Practitioners (NYSCONP, now the Nurse Practitioner Association of New York State). Quill graduated with a degree in nursing education from Saint Vincent’s in 1956. She continued her education by enrolling in the Health Science Center in Syracuse in the nurse practitioner program. Quill became an active member and advocate of NYSCONP, and eventually served as its president, furthering the mission to “promote high standards of health care delivery through the empowerment of nurse practitioners and the profession.” After more than fifteen years working with NYSCONP, Quill became the Coordinator of Health Services for the Orange Ulster Board of Cooperative Educational Service and in 2000, became the President of The American College of Nurse Practitioners. The collection includes administrative papers, educational materials, photographs, publications, clippings, legislative ballots, correspondence and more.

I wish to recognize our volunteer archivist, Gavin Hosman, for his work in June and July. In addition to fully processing the Quill Collection, he fine-tuned elements of the Wills Collection arrangement and description and transcribed valuable audio recordings in the Milio Collection.

**PEDIATRIC NURSING CERTIFICATION BOARD (PNCB) COLLECTION**
The Pediatric Nursing Certification Board (PNCB) Collection presents a resource that is valuable for documenting a critical period in healthcare development and for the dual nature of the materials contained within the collection, encompassing both the process and the product of the organization. We received approximately half of the collection in 2005 and it was processed the following year, making a wealth of examination materials available for scholars. In 2016, we have been able to nearly double the size of the PNCB Collection as we processed materials reflecting the administrative activities of the organization.

The PNCB was formed in 1975 as the National Certification Board of Pediatric Nurse Practitioners (NCBPNP/N) to develop a path to certification for Pediatric Nurse Practitioners as a means of fostering, “the delivery of the highest quality of health care to children and their families.” NCBPNP/N offered the first National Qualifying Exam in 1977, followed shortly by exams for recertification and general pediatric nursing. The collection, as a whole, reflects the evolution of professional standards for pediatric health care. It also illustrates a continuum of development in the content and format for evaluating the competence of nursing professionals.

The newest addition to the collection parallels the record of the examination by documenting the record of the organization itself. Board minutes, correspondence, balloting, financial statements and other material offer the story behind the important evaluation tools produced by the PNCB. Relationships with the National Board of Medical Examiners, schools with nurse practitioner programs, state boards of nursing, and other organizations are revealed in the story of PNCB, as is the fine line walked between developing an effective, comprehensive test and budgeting for an affordable one. These are just a few aspects of the scope of the collection. The ability to trace both the achievements and the means of achievement for PNCB through two decades of transformation presents a true research opportunity.
RECENT ACQUISITIONS

Ruth R. Chitwood books related to nursing history
June Welsh Echols photographs, documents, yearbooks, uniform and memorabilia pertaining to her student and professional nursing experience
Dianne Gagliano additions to the collection pertaining to her nursing experience in the United States Air Force
Susan Horne Nurses, Patients and Pocketbooks, 1928
Florence Kornblatt documents, photographs and memorabilia pertaining to student, professional and Cadet nursing experience

Rita Monahan material related to nursing history formerly belonging to her sister, Margaret Monahan
Mary Jane Morris books and memorabilia pertaining to her long career with the University of Virginia Health System and School of Nursing
Margarete Sandelowski nursing student newspaper and class photo
Catherine Gloor Simmons scrapbooks, books, uniform, correspondence, and memorabilia pertaining to Dorothy Sandridge Gloor’s nursing career and service during World War II in the 8th Evacuation Hospital
Cynthia Roberts Street material pertaining to the student and public health nursing experience of her mother, Edna Roberts
Esther J. Thatcher documents and photographs pertaining to the 2002 UVA School of Nursing’s Nursing Students Without Borders trip to Russia
We would like to extend sincere thanks to each of our contributors.
Nurses from UVA's 8th Evacuation Hospital during European deployment in World War II