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Photographs / Images: Evelyn Lindgren Carlson in her US Cadet Nurse Corps uniform 1945; Graduation Program, Immanuel Hospital School of Nursing, February 20, 1948; US Cadet Nurse Corps brochure excerpts; Charlotte Burgess; Dr C W M Poynter; St Catherine's Hospital nurses' home unit, Omaha; Bishop Clarkson Memorial Hospital nursing school, Omaha; Army hospital brochure

NEBRASKA NURSING EDUCATION DURING WORLD WAR II

By Michele L. Fagan

"These are troubled times, fearful times, yet it is an exciting and exhilarating period," the president of the Nebraska State Nurses' Association told other members after the United States entered World War II. These words must have struck home for administrators of Nebraska's nursing schools as federal involvement in nursing education grew in response to the wartime crisis.¹

Even before December 1941 national nursing organizations, government agencies, and the public feared that the United States faced a critical shortage of registered nurses (RNs) to cover the rapidly growing civilian and military health care needs.² Shortly before the war many schools started expanding anyway as more people, aided by the development of health insurance, public health programs, and social security benefits, began to enter hospitals for care instead of being treated at home.³ In response to this need Congress in July 1941 passed the Labor-Federal Security Appropriation Act of 1942 to fund nursing education and bring inactive registered nurses back to work. The U.S. Public Health Service administered this act, working with individual schools to attract new nursing students. When the legislation did not produce the hoped for numbers, Congress passed the Nurses' Training Act of 1943 (Bolton Act) that called for a nation-wide uniformed corps of nursing students based in

schools meeting the program's standards. Learning from the problems that arose during attempts to rapidly enlarge the student nurse population under the Labor-Federal Security Appropriation Act, the originators of the Bolton Act sought to streamline and centralize the recruitment efforts by working closely with state boards of nursing. The U.S. Cadet Nurse Corps produced enough students to cover civilian needs without disrupting the schools. Omaha and Lincoln schools of nursing exemplify the increasing federal participation in nursing education that was another aspect of the wartime government's efforts to draw more women into the workforce.

Congress made its first appropriation to fund nursing education in July 1941, five months before the Japanese attack on Pearl Harbor. The Labor-Federal Security Appropriation Act of 1942 made \$1.2 million available to increase nursing school enrollments, to provide refresher courses for inactive graduates, and to support post-graduate education in special fields.⁴ Federal funds enabled school administrators to offer individual scholarships for enrollment costs and subsistence to qualified but financially strapped students. Other clauses of the act provided for hiring more instructors, adding certain types of facilities, and affiliating with other schools or groups for specialized training. The act did not subsidize the construction of new buildings, although its provisions could be stretched to include "securing additional dormitories."⁵

The federal funding delighted many nursing leaders because the govern-

ment appropriation implicitly recognized the profession's importance. However, the act's requirements worried some educators who feared that the proposed shorter or accelerated curriculum would turn out many half-educated nurses and jeopardize hard-won professional gains.

Only a few years earlier during the Depression hospitals began to employ RNs on the wards and nursing students spent more time in the classroom. Before that hospitals had depended almost entirely on nursing students for patient care. Hospitals, in fact, traditionally had established nursing schools to provide cheap labor while the graduate nurses usually entered the private duty field.⁶ The wartime demands for more students and a shorter training period seemed to be forcing hospitals and schools to return to the recent past when students did most of the nursing. The president of the Nebraska State Nurses' Association alluded to this concern when she wrote to the director of the state's Bureau of Education and Registration for Nurses requesting that each school increase the size and number of its classes to meet the emergency without "sacrificing the quality of its educational program."⁷

Some Nebraska nursing educators supported the accelerated class schedule or at least complied willingly. Eugene McAuliffe, the vice-president of Bishop Clarkson Memorial Hospital (Omaha), strongly disapproved of the shorter training period and interference from the federal government, but he concluded that the change was probably inevitable since the Univer-

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sity of Nebraska School of Nursing seemed committed to it.⁸

Although the federal government pressed for a thirty-month course, most state boards of nursing, including Nebraska's, required thirty-six months of schooling. In January 1942 Charlotte Burgess, director of the University of Nebraska School of Nursing, told Thomas Parran, U.S. Surgeon General, that "the Lieutenant Governor has informed us that unless our present law is amended the three-year program must be adhered to. The Legislative Committee of the Nebraska State Nursing Association will present to the state Legislature, in the near future, either a recommendation for shortening the three-year program for the Duration, or if necessary, an amendment of our present law."⁹ Eventually the need to accelerate obliged nursing schools to restructure their curriculum.

The administrators of the Omaha and Lincoln schools who applied for federal funds under the Labor-Federal Security Appropriation Act had to implement a rapid expansion before they could receive money. This caused many headaches as they tried under wartime conditions to attract and house students, hire more staff, build new facilities, meet federal deadlines, and fill out federal forms.

Nursing school directors had to increase class size over the 1940-41 enrollment, which the U.S. Public Health Service used as a base figure for eligibility for federal funding. As the director of the St. Elizabeth Hospital School of Nursing in Lincoln discovered, class numbers needed to increase before the school could apply for any aid except individual scholarships.¹⁰ Because of the federal deadlines, schools projected their budgets before the student count was definite, but if it was less than originally estimated, the Public Health Service reduced that school's allotment.¹¹ Etta Lubberts of Nebraska Methodist Hospital in Omaha had originally expected fifteen students in February 1943, but only ten actually attended. "Last



Evelyn Lindgren Carlson, originally of Lyons, Nebraska, in her U.S. Cadet Nurse Corps uniform in the spring of 1945. Courtesy of Evelyn Lindgren Carlson.

minute changes, alterations of family plans, all affect prospective students."¹³ In August 1942, the Lincoln General Hospital director of nurses learned that because she estimated only one student more in the fall, "you would not be eligible to receive aid this coming year unless you admit a February class, and one which was larger than the 1941 class." However, this incoming class would not be eligible for the small assistance available until January 1943.¹³

Expansion in 1940 had hurt Lincoln General. A new addition to the hospital that year caused the school to accept one of its largest classes to care for the increased number of patients. The Public Health Service used this extraordinarily high figure as the base for its calculations and expected Lincoln General to keep increasing.¹⁴ The University of Nebraska School of Nursing faced a similar situation. Charlotte Burgess, director of nursing, understood that since the September 1942 class was only one person larger than the September 1941 class, she could offer only one student financial aid. Unfortunately three students in this class had recently withdrawn to "return to the business field as they are unable to meet the expenses of their nursing education."¹⁵

Prospective students learned that they might be able to get financial help, but this led to some confusion. As Burgess said, "Students are hearing about it, of course, from so many sources, and they seem to think, they have been given to understand that anyone who wants help may apply for it." In fact the University of Nebraska School of Nursing had so many inquiries that Burgess realized she had requested too little financial aid in her earlier budget projections.¹⁶ With youthful confidence and an incomplete understanding about registration procedures, many applicants had written to recruitment committee members as radio broadcasts suggested. The girls thought that the letters they received acknowledging their inquiry assured them of aid and a place in some school.



Graduation Program

Immanuel Hospital School of Nursing
Alfred Bloom Hall, February 20, 1948

Class Motto

"ENTER TO LEARN, GO FORWARD TO SERVE."

| | |
|-----------------|-----------------|
| Class Flower | Class Colors |
| AMERICAN BEAUTY | AMERICAN BEAUTY |
| RED CARNATION | RED and SILVER |



| | |
|--|-------------|
| Processional: "War March of the Priests" | Mendelssohn |
|--|-------------|

| | |
|----------------------|------------------------|
| Scripture and Prayer | Rev. Gerald K. Johnson |
|----------------------|------------------------|

| | | |
|------------|----------------------------|------------|
| Selections | "Let All My Life Be Music" | Spross |
| | "I Know a Lovely Garden" | D'Hardelot |
| | "Land Sighting" | Grieg |
| | Nurses' Chorus | |

| | |
|---------|--------------------------------------|
| Address | Rev. Edgar M. Carlson, Ph.D. |
| | President, Gustavus Adolphus College |
| | St. Peter, Mianesota |

| | | |
|-----------|-----------------|------------|
| Selection | "Seraphic Song" | Rubinatein |
| | Nurses' Chorus | |

| | |
|----------|------------------------------------|
| Greeting | Dr. A. David Cloyd |
| | President, Immanuel Hospital Staff |

| | |
|----------------------|-------------------------|
| Awarding of Diplomas | Rev. S. M. Miller, D.D. |
|----------------------|-------------------------|

| | | |
|------|--------------------|-----------|
| Solo | "My Creed" | Alexander |
| | Miss Phyllis Kavan | |

| | |
|-------------|-------------------|
| Benediction | Rev. V. T. Matson |
|-------------|-------------------|

| | |
|-------------|----------------------------------|
| Recessional | Nurses' Chorus |
| | Justin Helgren, Director |
| | Marie Uhlig Edwards, Accompanist |
| | Assisted by |
| | Mrs. Samuel Miller, Violinist |
| | Albert Sand, Organist |
| | Paul L. Anderson, Baritone |

Although the U.S. Cadet Nurse Corps is not mentioned in this program, the majority of the graduating nurses participated. Courtesy of Evelyn Lindgren Carlson.

do, suggested that Weiss return home and "find what the real situation is . . . I am very reluctant to lose her, and she is quite as reluctant to give up her work." Burgess was able to get the student a scholarship, and Weiss returned to school. After a short time, however, "she was obliged to return home because of the serious illness of her father . . . She will not be returning to the school at present."¹⁹

At the beginning of the war Lincoln and Omaha schools followed their unaggressive peacetime recruiting procedures. St. Elizabeth administrators had one of the most active programs, routinely sending copies of the school bulletin to high school vocational directors and giving some pre-nursing courses.²⁰ Most schools simply waited for inquiries. Both Nebraska Methodist and Creighton St. Joseph's sent bulletins to prospective students.²¹ Lincoln General took a more individual approach. The staff made "a conscientious effort to take time to describe in detail when inquiries were made."²² When the nursing demand became critical in 1942, Clarkson students originated their school's most successful recruiting measures. The nursing students themselves went back to their high schools to speak about their experiences.²³

Acting at the state level, the Nebraska State Nurses' Association and State Nursing Council for War Service persuaded Governor Dwight Griswold to declare the first two weeks of May 1943 as Nurse Recruitment Weeks. Judith Whitaker then toured the state, giving talks and showing the film, *RN—Serving All Mankind*, to more than fifty groups.²⁴

Early in 1943 Nebraska Methodist administrators saw that they were having trouble getting students, as did the

Some resigned from jobs before they had even applied and been accepted by a nursing school.¹⁷

Many who were awarded scholarships were grateful. Burgess wrote on behalf of eight students who received aid. "These students are most appreciative, I can assure you. They asked me if they should write to you individually to express their thanks . . . and to let you know how much this assistance is meaning to them. They would like you to know that this help is making it possible for them to continue

their nursing work."¹⁸ The students did not seem to connect the financial aid with a shortage of nurses.

Even with financial help some students were not able to continue because family obligations often took precedence over education for daughters. Burgess tried to get a scholarship for Eileen Weiss, a member of the September 1942 class, because financial difficulties at home were forcing her to quit school. The director, taking time for individual student cases as many of the administrators seemed to

University of Nebraska. "It is a difficult matter to assemble good material for our Schools. With the W.A.V.E.S., W.A.A.Cs, S.P.A.R.s, the splendid salaries offered in various lines of industry . . . added to these the marriage problem, to secure interesting, desirable students is not an easy job."²⁵ Individual schools and state nursing organizations, although able to attract students, could not enroll the large numbers necessary to prevent a shortage.

The rapid increase of new students immediately affected the housing situation at the schools. Although the U.S. Public Health Service demanded many more students and suggested the schools add new facilities, the federal appropriations did not cover building new housing for students and even renovation of existing buildings was difficult because of wartime material shortages. A few days after the Japanese attack on the U.S. fleet at Pearl Harbor, Sister M. Fulgentia, Superior of St. Joseph's, expressed her concern over housing but had heard of government grants "to institutions such as ours for construction of new facilities in defense areas." She wanted to know where she could apply. In May 1942 St. Joseph's received approval for renovation of its nurses' residence.²⁶

Lincoln General Hospital was severely taxed in July 1942 when the director of the nursing school reported that some of the faculty had to move out of school to make room for new students. Even this did not provide enough space. With students living two to a room in the school, eighteen still had to relocate into the nurses' home, a building separate from the school.²⁷ A month later Lincoln General was obliged to house other students in private homes for the first few months of the session. Given the strict supervision of students in nursing training at this time, administrators must have been uncomfortable with such potentially unrestricted freedom.²⁸

Lincoln General Hospital's director of nursing hoped that a federal grant

INDUCTION PLEDGE . . .

At this moment of my induction into the United States Cadet Nurse Corps of the United States Public Health Service:

I am solemnly aware of the obligations I assume toward my country and toward my chosen profession;

I will follow faithfully the teachings of my instructors and the guidance of the physicians with whom I work;

I will hold in trust the finest traditions of nursing and the spirit of the Corps;

I will keep my body strong, my mind alert, and my heart steadfast;

I will be kind, tolerant and understanding;

Above all, I will dedicate myself now and forever to the triumph of life over death.

As a Cadet Nurse, I pledge to my country my service in essential nursing for the duration of the war.

WEAR IT PROUDLY



WEAR IT RIGHT

U. S. CADET NURSE CORPS

U. S. Public Health Service - Federal Security Agency

From brochure courtesy of Evelyn Lindgren Carlson.

would help to purchase more housing. Between the demand for larger classes, and the hospital's own need for more staff to care for more patients, the nursing school grew from 80 to 137 students in a relatively short time.²⁹

Growth also created problems for the Nebraska Methodist School of Nursing as faculty discovered when they prepared for the February 1943 class. The school's affiliate for psychiatry, Ingleside State Hospital, Hastings, Nebraska, could not accommodate all the students the Omaha school had enrolled, even though state regulations required each student to have experience in this field.³⁰

St. Catherine's Hospital School of Nursing of Creighton University was apparently half a step ahead when the call for increased classes came in 1942. The school was purchasing a residence next door and could report, unlike other schools, that it was not yet overcrowded.³¹

The national shortage of nurses

affected teachers in nursing schools as well as RNs on the hospital wards. Again administrators found themselves enjoined to increase their student enrollment when they had a difficult time finding and keeping qualified teaching staff. The director of the University of Nebraska school noted "the difficulty of avoiding instructional assistance when so many war demands are being made on nursing personnel."³² The Nebraska Methodist student body increased by twenty percent just as five physician lecturers left the hospital. Since the University of Nebraska Medical School was also losing doctors, Methodist could not make up its deficiencies through affiliation. The school definitely needed another instructor but these were so hard to find that Etta Lubberts considered splitting the time and salary of a qualified instructor with the Immanuel Hospital School of Nursing in Omaha.³³

Lincoln General experienced similar problems. "My instructors are leaving for the Army and I am not able to replace one of them. Most of the Doc-

tors on the staff who have been teaching have left or are leaving." Director of Nursing Hazel Hinds spent much more of her own time on the wards to cover staff losses. This frustration undoubtedly caused her to remind Lucile Petry, her former instructor at the University of Minnesota in 1940, that "you emphasized the education of students before getting hospital work done."³⁴ Provisions of the Labor-Federal Security Appropriation Act included salaries for new staff, but no one at the federal or state level knew where to find more teachers.

The necessity of coordinating federal deadlines and class schedules, sometimes on short notice, hampered the school's funding. The University of Nebraska College of Medicine school calendar and the U.S. Public Health Service plan would not mesh, obliging the University of Nebraska School of Nursing to follow the medical school. The previous February Burgess understood that her school would not be eligible for federal funding unless the beginning of class was postponed until June. Since the medical college would not offer necessary courses to accommodate summer nursing classes, the nursing school had to proceed with a February class, losing a chance to apply for federal funds. Dean C. W. M. Poynter of the University of Nebraska College of Medicine frankly doubted if the school could qualify for any of the money in 1943 because the forms had been returned to Washington late.³⁵

The federal deadlines and time schedules also lost students for some schools. Sister M. Livina of St. Joseph's School of Nursing, struggling to produce a larger class, notified the Public Health Service in June 1942 that if her school began classes earlier to squeeze in three classes a year, several promising applicants who were working during the summer for tuition money could not attend St. Joseph's. These young women would not be financially able to begin school sooner, delaying or perhaps forfeiting their chance to enter nursing school, and



Charlotte Burgess. Courtesy of UN Medical Center.

leaving St. Joseph's with a smaller than anticipated class.³⁶ Hazel Hinds, Lincoln General, tried to help two students who had dropped out of school for financial reasons. But by the time she had received permission from Washington to offer the young women scholarships, they had already "secured positions and do not wish to give them up."³⁷

Being dependent on yearly congressional appropriations and new legislation also obliged directors to give uncertain answers to students about scholarships. In February 1943 Burgess reported to Washington that the University of Nebraska was getting requests for scholarships for the coming September, but she had to inform students "that whether or not the Government will provide this assistance will depend upon legislation. If it is possible to give them more assurances than this, I shall appreciate your advice in the matter." Burgess knew that new legislation was being debated in Congress which eventually did establish the Cadet Nurse Corps, but none of the nursing school directors had yet learned what the requirements

for the new program would be.³⁸

Bookkeeping for the federal funds presented small but persistent problems for nursing school administrators. Since nursing schools had traditionally been part of hospitals, administrators found these new responsibilities confusing. Before World War II hospital administrators did not do basic accounting and "most hospitals did not know the cost of running a training school."³⁹ St. Catherine's administrators, for example, had to rework the budget to meet federal guidelines.⁴⁰ Application Form 100 confused Dean Poynter of the University of Nebraska. He wrote to the U.S. Public Health Service for clarification "as to how the blanks should be filled out in a number of questions," because the Medical College and the School of Nursing shared the same cost-accounting system and the salaries of the director and assistant director came from both the hospital and the school.⁴¹ Charlotte Burgess recalled, "Dean Poynter and I were laughing yesterday about the difficulties we had in filling out the budget sheet. We both are hoping you haven't decided that we are unforgivably dumb."⁴² As a result of these problems, the Public Health Service officials who administered the newly established Cadet Corps informed the schools about the types of specific ledgers to be used for federal accounts: the cash journal, the general ledger, and student ledger, with instructions on how to use each.⁴³

Despite the valiant efforts of individual schools in Nebraska and throughout the country too few students were applying. The scholarships offered by the schools did not attract enough girls, and many people feared that the nation still faced a critical shortage of nurses.⁴⁴ The federal government decided to become more involved with the recruiting of student nurses by offering greater inducements and relieving some of the administrative pressures of the individual schools.

Frances Payne Bolton, congress-

woman from Ohio, sponsored the 1943 Nurse Training Act to remedy quickly the difficulties of recruiting young women for the nursing profession. While still based in individual schools the Cadet Nurse Corps was a centralized, nationwide recruiting drive specifically designed to attract interest and fill civilian hospitals with student nurses. At the state level under the Bolton Act, the U.S. Public Health Service officials now worked with the nursing boards rather than with the individual schools.

This concentrated effort to attract students has been called one of the "greatest recruitment[s] of nursing students in history."⁴⁵ It was certainly one of the most widely advertised with information and photos appearing in national magazines, radio programs, movie shorts, posters, and department store window displays. Many nurses found the Madison Avenue approach distasteful, but promoters countered the complaints by arguing that the stiff competition from other areas for potential students made drastic measures necessary.⁴⁶

Before Congress appropriated the money for the corps, congressional committee members heard from a number of interested parties, perhaps the most convincing being hospital administrators who painted a desperate scene in the civilian hospitals. After a few months of training it was argued, three student nurses would be able to replace two graduate nurses for many hospital activities and free the graduates for other posts.⁴⁷

Army officials, perhaps believing that the Cadet Nurse Corps would train future Army Nurse Corps (ANC) officers, supported the program during its embryo stages, but by 1944 despite the military-sounding name and uniform, the corps remained a civilian measure. Later when battle casualties rose and military nurses seemed in short supply an Omaha reporter questioned whether "someone slipped when the Cadet Corps was established as a civilian rather than a military agency."⁴⁸

Participation in the Cadet Nurse Corps program benefited both schools and students. In addition to the uniformed corps of student nurses the Bolton Act of July 1, 1943, provided for postgraduate training grants to RNs. Schools shortened the coursework period from thirty-six to thirty months, and students spent six months more as

Dr. C. W. M. Poynter. Courtesy of UN Medical Center.

Senior Cadets in federal or civilian hospitals. The federal government reimbursed the participating schools for students' tuition, fees, and maintenance during the first nine months of training. This allowed the schools to cover the additional costs of increased enrollments. The cadets received full scholarships including books, uniforms, and a monthly allowance. In return they agreed to "remain in essential nursing service, military or civilian,



for the duration of the war." However, the pledge each took was not a legally binding contract, but only a statement of good intentions.⁴⁹ The Labor-Federal Security Act had only offered financial help to those in need. The Cadet Corps provided the same type of support to anyone who joined.

Another program, the National Defense Housing Act of 1940 or Lanham Act, now allowed schools to get funds to expand residences and add additional facilities. The U.S. Public Health Service officials convinced the Federal Works Agency to use funds provided in this older law for construction of student housing.⁵⁰

Members of the corps moved through different levels during their education. The first nine months constituted the pre-cadet period. During this time a student received one winter and two summer uniforms and a monthly allowance of \$15. Then she became a Junior Cadet with \$20 per month. After twenty-one months in the

program members became Senior Cadets with the option of working in another hospital. Senior Cadets who spent six months in federal service received a monthly allowance of \$60; those who went to civilian hospitals generally got \$30.⁵¹

Inside the hospitals students wore the traditional school uniform although federal subsidies paid for it. The outdoor uniform, designed by Molly Parnis and also covered by federal funds, was "worn with pride, but obtained with difficulty." Wartime cloth shortages prevented some of the cadets from getting their uniforms from J. C. Penney as quickly as they would have liked.

The outdoor wear was chosen for its attractiveness and appeal. The winter uniform included a gray flannel skirt, jacket with silver buttons, beret with the Public Health Service insignia, gray flannel reefer coat, raincoat, blouse, and handbag. The summer uniform consisted of a gray and white striped dress and gray felt hat with red band.⁵² The Strik-

ing uniform and the publicity helped bring young women into the corps and eventually into nursing.

On the national level the Public Health Service made great efforts to recruit minorities into the program. The possibility of African-American applicants did not seem to concern Nebraska school directors, possibly because the state's total black population was small, but they did have questions about responding to inquiries from young Japanese-American women.⁵³

When Lulu Wolf, professor of nursing education at Vanderbilt University, spoke at a two-day conference in Lincoln about the plans of the National Nursing Council for War Service to shorten training programs, several directors asked the consultant about admitting Japanese-Americans. She took a pessimistic view, pointing out "the responsibility that any school would assume in admitting one of these students. There would always be mistrust in the minds of the patients as well as the doctors and nurses." These students also would be under FBI surveillance. She advised against it.⁵⁴

However, a few months after the Bolton Act passed, the National Japanese-American Student Relocation Council, headquartered in Philadelphia, asked state boards, including Nebraska's, about which schools had the corps program. The National Nursing Council for War Service offered its assistance to the Relocation Council but was "greatly concerned that they [Japanese-American students] be admitted to good schools of nursing . . . Japanese-American students will be handicapped at best in securing employment, but it would be a great pity if in addition they were to be



St. Catherine's Hospital nurses' home unit, Omaha. A federal grant of \$87,000 helped with total construction costs of more than \$175,000. Courtesy of Omaha World-Herald.

graduated from schools which did *not* give them an adequate preparation." It is not known if any Japanese-Americans did apply to the Nebraska schools.⁵⁵

To encourage *esprit de corps* and attract publicity the Public Health Service made the induction ceremonies as memorable as possible. The first pledging during which the cadets took their oath became a national media event with radio linking many inductions across the country at the same time. On May 13, 1944, celebrities gathered in Constitution Hall, Washington, D.C., with 750 cadets from the area for a ceremony that was broadcast throughout the country. In Omaha 500 cadets came to Joslyn Concert Hall to hear the broadcast and take the oath administered over the radio by Dr. Thomas Parran, Surgeon General of the U.S. Public Health Service. Eleanor Roosevelt, U.S. Representative Frances Bolton, and actress Helen Hays spoke in Washington while the cadets in Omaha listened. A number of high school girls interested in nursing education attended the Omaha ceremony as guests.⁵⁶

That same day, May 13, 100 nursing students gathered in St. Paul's Methodist Church, Lincoln. After an introduction by Hazel Hinds, the director of nursing at Lincoln General Hospital and former chair of the Red Cross Nurses Recruitment Committee, Chief Justice Robert G. Simmons administered the induction oath. The Northeast High School Girls' Glee Club sang. At 3:30 P.M. the whole audience listened to the national broadcast over Radio WOW.⁵⁷

The nation-wide induction became a tradition for the Cadet Corps and the second one aired over the radio in May 1945. In Joslyn Hall, Omaha, 283 students gathered to take their pledge on May 10 as "one of a series of nationwide ceremonies conducted simultaneously." A sixty-member Cadet Corps chorus formed part of the entertainment, and Major P. D. Widiner from Camp Carson, Colorado, spoke.

He had previously been a public relations officer for General Patton's Third Army.⁵⁸

Publicity also helped the corps keep in touch with its scattered members. Nebraska Methodist's *Probe*, for example, informed students, most of whom belonged to the corps, of news about the assignments of the school's Senior Cadets. Hospital newsletters where the Senior Cadets were stationed often carried news of their doings. The "Cadet Chatter" column of *Cornhusker Veteran*, the Lincoln VA Hospital's in-house publication, reported on the graduation of one of the cadets — "her last day as one of us."⁵⁹

Individual schools submitted their own publications to the *Cadet Nurse Corps News*, the nationwide newsletter which often reprinted articles from the local ones. It praised the *Probe*, describing it as "literally stuffed with items of interest . . . This paper is designed to keep students 'in the know' in all matters pertaining to nursing, their school, their city and their nation." The national corps made great efforts to make individuals feel that they were part of the organization and contributing to the war effort.⁶⁰

In Nebraska the Office of the State Director of Nursing Education benefited as much as the students and the schools from the federal program. Since the office had been established its staff had pressed the Nebraska schools to standardize curriculum. The passage of the Bolton Act strengthened the director's ability to do this. When Lucille Petry, the newly appointed director of the corps, explained about the program to Blanche Graves, the state director, she stated that the Public Health Service administrators envisioned the state boards as the "clearing houses" through which the corps could reach individual hospitals. The board played a pivotal role in the Cadet Corps program, helping the schools establish their new accelerated programs, keep essential teaching staff, recruit students, and assign the Senior Cadets for their six months.

These duties brought Nebraska's board into contact with other boards and nursing schools throughout the country.⁶¹

Joining the Cadet Corps offered the student potential travel to other parts of the country during the Senior Cadet experience. Some seniors preferred to do their last six months at their home schools, but a number of Nebraska students went to army or navy general hospitals in Springfield, Missouri; Denver; or San Diego. The majority stayed closer to home. Blanche Graves, Director of Education and Registration for Nurses who oversaw the placements, had slots in the Indian Service at Winnebago, the Veterans Administration Hospital in Lincoln, and the Omaha Visiting Nurses Association. Senior Cadets could do psychiatric work, for example, at St. Vincent's Hospital in St. Louis or in Omaha's Lutheran Hospital.⁶²

A number of out-of-state hospitals able to accept Senior Cadets contacted Graves about their programs. The Nebraska Board of Nurses Examiners liked the one offered by the North Permanente Foundation in Vancouver, Washington. Graves sent the director of nursing a list of Nebraska schools with the cadet program, suggesting that she contact them.⁶³ The Wisconsin State Sanatorium in Statesan informed Graves about that hospital's affiliation in tuberculosis nursing, stating that the approved course "follows very closely the course set up for student affiliates, except that [Senior Cadets] are expected to carry more responsibilities."⁶⁴

Recruitment for the Cadet Corps ceased in August 1945, but students registered for the program and in school by October 15 continued until they completed their education, including the Senior Cadet experience, in 1948. Hospitals throughout the country continued to seek their services. Johns Hopkins Hospital sent information in July 1945 and Kansas City General Hospital offered experiences in surgery in 1946, although the director warned that the cadets would find the

same post war difficulties with limited housing facilities that they would anywhere.⁶⁵

Several federal government agencies that ran hospitals tried to attract the Senior Cadets including the Bureau of Indian Affairs (BIA) and the Veterans Administration (VA). In 1945 the VA had a large number of Senior Cadets from all over the country coming to their nation-wide facilities, so many that students encountered crowded living conditions. However, because RNs were in very short supply, "the service of these Senior Cadet Nurses are urgently needed at this time."⁶⁶ After the war the VA oversaw the most Senior Cadets of any agency and benefited. When the Cadet Corps program began to be phased out, the VA's Nursing Service studied the possibility of maintaining the teaching program begun in the agency's hospitals to accommodate the Senior Cadets and affiliating with individual schools.⁶⁷

The Bureau of Indian Affairs requested that members of the Nebraska Bureau of Education and Registration for Nurses visit the hospital at the Winnebago reservation to approve it for Senior Cadet experience. The inspectors reported that the Winnebago facility would "offer a very fine introduction to Public Health Nursing and its problems. It will also give a knowledge of the cultural and social patterns of a racial group that should be of great value to the Senior Cadet Nurse in her future contacts with peoples of different races."⁶⁸

In October 1944, Sally Jeffries of the BIA pointed out that only a few Nebraska students seemed interested in Senior Cadet work at the agency. Because the Winnebago hospital had limited facilities, she wanted Graves to approve other reservation hospitals in Arizona, Oklahoma, and South Dakota for Nebraska cadets. Graves responded that the Senior Cadets had "so many things to choose from that it seems to be somewhat difficult for them to make a decision."⁶⁹

Understandably, the Senior Cadets

had an impact on Omaha and Lincoln as well. In 1944 an Omaha newspaper reporter tracked the first batch of Senior Cadets "going out to their assignments all over the city this week." The reporter spotlighted Dorothy Johnson of Nebraska Methodist who was assigned to the North Side Baby Clinic, a Visiting Nurses Association facility.⁷⁰

Although the wartime emergency pushed most Nebraska schools into growth and overcrowding, the federal funding available through the Lanham Act eventually allowed them to build. St. Catherine's received \$87,000 to begin construction in 1944 on an addition to its nurses' home that the *Omaha World-Herald* called the second of its kind and the largest to date. Immanuel Hospital in Omaha had also applied for construction money. By May 1945 the St. Catherine's addition and one at Bishop Clarkson Hospital were nearly ready.⁷¹

Clarkson's Eugene McAuliffe had realized in 1943 that the school needed more space, but he was "personally opposed to the further entrance of government control." So in September 1943, the hospital began its own fundraising campaign. When this did not garner the necessary money, McAuliffe was obliged to apply for a federal grant. The only way to grow was to accept Washington's presence in local affairs. Looking back, a historian of Saint Elizabeth's thought that the Cadet Corps program signaled the beginning of the hospital's aggressive maintenance and renovation program. Many other schools probably had similar experiences.⁷²

The need to attract and hold students forced nursing schools to give the young women who enrolled more independence than had previously been allowed. Most nursing schools of the era took their protective role very seriously and sought to shelter the students. A 1936 graduate of the University of Nebraska School of Nursing remembered that students then had to get special permission before

joining off-campus organizations. Although the wartime pressures did not totally reverse administrators' positions, there were some changes. Clarkson and other schools tolerated smoking in the residences and allowed married students to enter their programs. Lincoln General listed a smoking room as well as other recreational features like ping pong and billiards. Lulu Wolf, the consultant from Vanderbilt University, responded to questions about discipline by suggesting that "if the students were given more freedom in carrying on their own student government there would be a more wholesome attitude about in the hospital and in the nurses' home." Later the Cadet Corps program re-emphasized student independence for Senior Cadets who received their six months service in the army general hospitals of FitzSimmons, O'Reilly and Schick, in the Seventh Service Command. They would "live in army nurses quarters at the hospital and will organize their own student cooperative government."⁷³

Leaders of Nebraska nursing not only loosened some restrictions for students, the nurses revised some of their own ideas. The very successful recruitment tactics of the Cadet Corps program showed Nebraska women that advertising did attract students. Lucile Petry, who headed the Cadet Corps program, recalled that working with public relations people was "a novel experience for a nurse at that time." Other nursing administrators initially considered publicity undignified and demeaning. Margaret Strawser prefaced her remarks to the Nebraska State Historical Society on the need for more nurses in 1943 with an apology that "now I am going to do something which I rather dislike doing." Soon after the war, however, Blanche Graves pointed out the postwar need for nurses since many women were not re-entering the civilian profession when they returned from military service. Nebraska again wanted more nursing students. Graves and the bureau joined

wholeheartedly in the nationwide program that relied on many of the same techniques successfully used by the Cadet Corps, such as cards placed in buses, films, newspaper publicity, and speakers.⁷⁴

The federal programs retarded but did not change one trend. Philosophical differences that nursing educators had with the provisions of the Labor-Federal Security Appropriation Act and the Nurse Training Act about accelerated curriculum and student labor had been set aside during the wartime emergency. After the war, however, leaders in the profession reversed the emphasis of the federal programs designed to provide hospital staffing by moving the students out of the hospital wards and into the classrooms more than ever before.⁷⁵

The increasing federal participation in nursing education during the war had major consequences for the profession in Nebraska. The experiences Nebraska nursing schools had with federal funding programs including the Cadet Nurse Corps undoubtedly paralleled those of institutions throughout the United States.

The Cadet Nurse Corps program may have strengthened Nebraska's board. Lucile Petry described it as a clearinghouse, and once the Cadet Nurse program was in place the Public Health Service encouraged the board to coordinate the schools in the state. The program also allowed Graves to communicate with other schools' boards throughout the country.

The nursing profession became very visible, and its significant contribution to health care, both military and civilian, was implicit in public discussions of shortages of RNs. The wartime need for more nurses prompted the federal funding that many nursing leaders interpreted as crucial recognition of the field's importance. The program established the precedent that could be used later to request more federal aid for professional education.

Supporters, however, did not have an easy task in securing more aid after



Bishop Clarkson Memorial Hospital nursing school, Omaha, was constructed with the aid of federal funds. Courtesy of Omaha World-Herald.

the war. The nation experienced a severe postwar nursing shortage which prompted Elbert Thomas, senator from Utah, to propose a five-year program to assist nursing education in 1949. But the newly established National Organization of Hospital Schools members, fearing regimentation by the U.S. Public Health Service, fought the measure until the bill bogged down and disappeared in a congressional committee. Nothing more was heard of federal aid to the nursing profession until 1956 when the Federal Nurse Traineeship Program offered financial assistance to RNs studying full time for administrative or teaching positions. The next significant piece of legislation grew out of the recommendations by the Special Consultive Group on Nursing to the Surgeon

General of the U.S. Public Health Service. The resultant 1964 Nurse Training Act provided scholarships and low cost loans for nursing students.⁷⁶

Finally the federal financial aid gave many young women an otherwise impossible chance to further their education. What they thought about being part of a nation-wide drive to recruit women for an essential part of the work force during wartime remains locked in their individual memories.

NOTES

¹Lona L. Trott, ed., *The First Fifty Years: Nebraska State Nurses' Association, 1906-1956* (Lincoln: Nebraska State Nurses' Association, n.d.), 13.

²Federal Security Agency, U.S. Public Health Service, *The United States Cadet Nurse Corps and Other Federal Nurse Training Programs* (Washington, D.C.: Government Printing Office, 1950), 2, 4, 214; Florence A. Blanchfield, *Army Nurse Corps in World War II*, technical preparation by Mary W. Standlee, typescript, University of Texas Libraries, Austin, Texas, 104. "By 1940 the national nursing organizations were making efforts to meet the requirements of an expanding defense nursing program to encourage an increasing number of entering students in nursing schools."

⁷Federal Security Agency, *Cadet Corps*, 4.

⁸*Ibid.*, 8.

⁹*Ibid.*, 9.

¹⁰Wendell W. Oderkirk, "Organize or Perish: The Transformation of Nebraska Nursing Education, 1888-1941" (Ph.D. dissertation, University of Nebraska-Lincoln, 1987), 359.

¹¹Arta Lewis to Carol Maret, Feb. 25, 1941, Nebraska State Board of Health Records, RG 027.1, State Archives, Nebraska State Historical Society, Lincoln, Nebraska (hereafter RG027.1, NSHS).

¹²Wendell W. Oderkirk, *Learning to Care: A Century of Nursing Education at Bishop Clarkson College* (Omaha, Nebraska: Bishop Clarkson College of Nursing, 1988), 136.

¹³Blanche Graves, Director, Bureau of Education and Registration for Nurses, to Wayne W. Reed, State Superintendent, Department of Public Instruction, Lincoln, Nebraska, Apr. 9, 1943, RG 027.1, NSHS; Charlotte Burgess, Director, University of Nebraska School of Nursing, Omaha, Nebraska, to Dr. Thomas Parran, Surgeon General, U.S. Public Health Service, Washington, D.C., Jan. 25, 1943, RG 90, Public Health Service, U.S. Cadet Nurse Corps, Basic Programs, Pre-Bolton Records Alphabetical by Name of School, 1941-43, National Archives and Records Administration (hereafter RG90, NARA); "Nursing Education in War Time," n.d., possibly May 1943, RG 027.1, NSHS.

¹⁴Lucile Petry, Senior Nursing Education Consultant, U.S. Public Health Service, Washington, D.C., to Sister Mary Hugolina, Director, School of Nursing, St. Elizabeth Hospital, Lincoln, Nebraska, Dec. 24, 1942, RG 90, NARA.

¹⁵*Ibid.*, Mar. 4, 1943, RG 90, NARA.

¹⁶Etta Lubberts, Director of Nursing, Nebraska Methodist Hospital School of Nursing,

Omaha, Nebraska, to Lucile Petry, Feb. 8, 1943, RG 90, NARA.

¹⁷Lucile Petry to Hazel Hinds, Director, School of Nursing, Lincoln General Hospital, Lincoln, Nebraska, Aug. 14, 1942, RG 90, NARA.

¹⁸Hazel Hinds to Lucile Petry, Aug. 17, 1942, RG 90, NARA.

¹⁹Lucile Petry to Charlotte Burgess, Jan. 28, 1943, RG 90, NARA.

²⁰Charlotte Burgess to Lucile Petry, Jan. 23, 1943, RG 90, NARA.

²¹*Ibid.*, Jan. 28, 1943.

²²*Ibid.*, Mar. 31, 1943.

²³*Ibid.*, Feb. 3, 1943; in a Feb. 20, 1943, letter Burgess stated that Weiss had done two years of college on her own and still contributed to her family's finances; *ibid.*, Mar. 1, 1943, RG 90, NARA.

²⁴Saint Elizabeth Hospital, Form II-B, Section VII, Public Information, Jan. 7, 1943, RG 90, NARA.

²⁵Nebraska Methodist Hospital, Form II-B, Section VII, Public Information, June 29, 1943; Creighton Memorial St. Joseph's Hospital, Form II-B, Section VII, Public Information, Apr. 9, 1942, RG 90, NARA.

²⁶Lincoln General Hospital, Form II-B, Section VII, Public Information, Aug. 5, 1942, RG 90, NARA.

²⁷Oderkirk, *Learning to Care*, 134-35.

²⁸Conference Held in Lincoln with Field Consultant of the National Nursing Council for War Service," n.d., RG 027.1, NSHS.

²⁹Etta Lubberts to Lucile Petry, Feb. 8, 1943; Charlotte Burgess to Lucile Petry, Jan. 23, 1943, RG 90, NARA.

³⁰Sister M. Fulgentia, Superior, Creighton Memorial Saint Joseph's Hospital, Omaha, Nebraska, to Dr. Thomas Parran, Dec. 11, 1941;

Lucile Petry to Sister M. Livina, Director, School of Nursing, Creighton Memorial Saint Joseph's Hospital, May 1, 1942. In an intervening letter, Sister M. Fulgentia included a permanent surface tennis court along with other renovations, but someone at the U.S. Public Health Service placed a question mark by this request. Sister M. Fulgentia to Federal Security Agency, U.S. Public Health Service, States Relations Division, Washington, D.C., Apr. 11, 1942, RG 90, NARA.

³¹Lincoln General Hospital, Form II-B, Section VI, Conditions of Living and Work, Aug. 5, 1942, RG 90, NARA.

³²Barbara Melosh, *The Physician's Hand: Work Culture and Conflict in American Nursing* (Philadelphia: Temple University Press, 1982), 37, 49.

³³Hazel Hinds to Nursing Education Unit, Federal Security Agency, U.S. Public Health Service, Washington, D.C., Aug. 6, 1942; Hazel Hinds to Lucile Petry, Sept. 9, 1942, RG 90, NARA.

³⁴Etta Lubberts to Lucile Petry, Nov. 28, 1942, RG 90, NARA.

³⁵St. Catherine's, Form II-B, Section VI, Conditions of Living and Work, Apr. 8, 1942, RG 90, NARA.

³⁶C. W. M. Poynter, Dean, College of Medicine, University of Nebraska, Omaha, Nebraska, to Lucile Petry, Dec. 29, 1942, RG 90, NARA.

³⁷Etta Lubberts to Lucile Petry, June 25, 1942, RG 90, NARA.

³⁸Hazel Hinds to Lucile Petry, Aug. 17, 1942, RG 90, NARA. Someone in the U.S. Public Health Service, perhaps Petry, marked this paragraph with an exclamation mark.

³⁹Charlotte Burgess to Dr. Thomas Parran, Aug. 31, 1942; C. W. M. Poynter to Lucile Petry, Dec. 29, 1942, RG 90, NARA.

⁴⁰Sister M. Livina to Lucile Petry, June 16, 1942, RG 90, NARA.

⁴¹Hazel Hinds to Lucile Petry, Sept. 3, 1942; telegram, Lucile Petry to Hazel Hinds, Sept. 4, 1942, RG 90, NARA.

⁴²Charlotte Burgess to Lucile Petry, Feb. 5, 1943, RG 90, NARA.

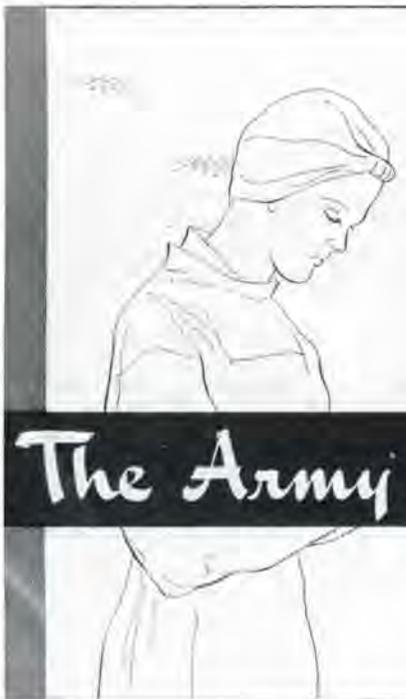
⁴³Oderkirk, "Organize or Perish," 347. The Cadet Corps had trouble administering funds because most schools were not corporate entities. Few had separate accounting procedures and budgets caused them problems. See Federal Security Agency, *Cadet Corps*, 59.

⁴⁴Lucile Petry to Sister Mary Kevin, Director, School of Nursing, St. Catherine's Hospital, May 29, 1942; June 18, 1942, RG 90, NARA.

⁴⁵C. W. M. Poynter to Jane Taylor, RN, U.S. Public Health Service, Yale School of Nursing, New Haven, Connecticut, Oct. 28, 1942, RG 90, NARA.

⁴⁶Charlotte Burgess to Lucile Petry, Feb. 5, 1943, RG 90, NARA.

⁴⁷Enclosures relating to U.S. Cadet Nurse Corps, Dec. 30, 1943, Lucile Petry, to Directors, Schools of Nursing, RE: Suggested Accounting Procedures," 3, RG 027.1, NSHS.



Caring for the Army's wounded and sick is a big job. It calls for the skill to attend soldiers suffering from every type of war injury and illness . . . for the stamina to work long hours in the knowledge that you are ministering to a nation's heroes . . . for the patience to give individual attention, though you must care for so many . . . and for understanding of the Army's special problems. But Army nursing has its own rewards. The young woman who ministers to our fighting men is playing a vital role in the Battle of Freedom. She is gaining unparalleled experience in her chosen profession. And the Army Cadet Nurse has the added satisfaction of preparing for a noble career as a member of the Army Nurse Corps.

The Army Needs You!

Yes, the Army has urgent need of your services. Choose an Army hospital for the senior period of your course as a United States Cadet Nurse. You will be relieving Army nurses for service overseas—and soon you may wear the gold bars of an Army nurse!

Senior Cadet nurses were encouraged to enter army hospitals for their final training. From brochure courtesy of Evelyn Lindgren Carlson.

⁴⁴Nursing Council for War Service, "Seek United Action," pamphlet (n.p.: n.d.), RG 027.1, NSHS.

⁴⁵Federal Security Agency, *Cadet Corps*, 1, 7.

⁴⁶Beatrice J. Kalisch and Philip A. Kalisch, "The Girl with a Future," *Nursing Outlook*, 21 (July 1973): 445; Federal Security Agency, *Cadet Corps*, 10-12. J. Walter Thompson was the well-known advertising firm that did the work.

⁴⁷Federal Security Agency, *Cadet Corps*, 1, 17.

⁴⁸Florence Blanchfield, *Organized Nursing and the Army in Three Wars*, 408-09; "Nurse Recruits Need Growing: Call Out for 18,000 More At Once," *Omaha World-Herald* clipping file, Jan. 21, 1945, Historical Society of Douglas County (hereafter HSDC), Omaha, Nebraska.

⁴⁹Federal Security Agency, *Cadet Corps*, 19, 38.

⁵⁰*Ibid.*, 18, 52; Beatrice J. Kalisch and Philip A. Kalisch, "Nurse in American History: The Cadet Nurse Corps — World War II," *American Journal of Nursing*, 76 (February 1976):240, 242.

⁵¹Federal Security Agency, *Cadet Corps*, 35-37.

⁵²*Ibid.*, 30, 36.

⁵³*Ibid.*, 31; The 1940 Census showed 14,171 African-Americans in the state out of a total population of 1,315,834 or 1.1 percent. See *U.S. Census: 1940: Vol. II, Characteristics of the Population, Part 4* (Washington, D.C.: Government Printing Office, 1943), 584.

⁵⁴"Conference Held in Lincoln with the Field Consultant of the National Nursing Council of War Service," n.d. (possibly May, 1943), RG 027.1, NSHS.

⁵⁵Form letter, National Japanese-American Student Relocation Council, Philadelphia, to Blanche Graves, Oct. 25, 1943; Katherine Faville, Chairman, Committee on Recruitment of Nurses, National Nursing Council for War Service, to Blanche Graves, Dec. 10, 1943, RG 027.1, NSHS.

⁵⁶"500 Students Take Pledge, Cadet Nurse Corps Ceremony," *Omaha World-Herald* clipping file, May 14, 1944, HSDC.

⁵⁷"US Cadet Corps to hold Induction Ceremony," *Lincoln Star*, May 9, 1944, 7; "Nurse Cadets to Take Oath Here Saturday," *Lincoln*

Star, May 12, 1944, 10.

⁵⁸"Rites Honor Nurse Corps," May 6, 1945; "283 Cadet Nurses to Receive Pledge," May 10, 1945, *Omaha World-Herald* clipping file, HSDC.

⁵⁹*The Probe*, 1(September 1945); *Cornhusker Veteran*, 1(Oct. 29, 1946): 5. Both in RG 027.1, NSHS.

⁶⁰"Cadet Parade," *Cadet Nurse Corps News*, 1(November 1945): 4, RG 027.1, NSHS.

⁶¹Oderkirk, "Organize or Perish," 405; Lucile Petry to Blanche Graves, July 12, 1943, RG 027.1, NSHS.

⁶²Federal Security Agency, *Cadet Corps*, 44, 73. A majority of US students stayed in their home schools. Sometimes the schools did not tell them that they could go elsewhere or urged them to remain; "Summary of Annual Report of the State Director of Education and Registration for Nurses," n.d. (after July 1, 1943), RG 027.1, NSHS.

⁶³Blanche Graves to Evelyn Rose, Director of Nursing Education, North Permanente Foundation, Vancouver, Washington, July 24, 1944, RG 027.1, NSHS.

⁶⁴Thelma Burke, Superintendent of Nurses, Wisconsin State Sanatorium, Statesan, Wisconsin, to Blanche Graves, Sept. 19, 1944, RG 027.1, NSHS.

⁶⁵The last of the cadet nurses graduated in June 1948, and the program officially ceased. See Federal Security Agency, *Cadet Corps*, 33; Anna Wolf, Director, School of Nursing and Nursing Service, Johns Hopkins Hospital, Baltimore, Maryland, to State Board of Examiners of Nurses, Aug. 7, 1945; Constance Long, Nurse Education Consultant, Division of Nurse Education, Kansas City District, to Blanche Graves, Dec. 20, 1945; Constance Long, Kansas City District, to Kathleen Ellis, Director, School of Nursing, Bishop Clarkson Memorial Hospital, Omaha, Nebraska, Mar. 11, 1946, RG 027.1, NSHS.

⁶⁶Charles P. Griffin, Medical Director, Veterans Administration, Washington, D.C., to Blanche Graves, Feb. 28, 1945, RG 027.1, NSHS.

⁶⁷Gwen Andrew, Acting Director, Nursing Service, Veterans Administration, Washington,

D.C., to Blanche Graves, Mar. 25, 1946, RG 027.1, NSHS.

⁶⁸Sallie Jeffries, Director of Nursing, U.S. Department of Interior, Office of Indian Affairs, Chicago, Ill., to Blanche Graves, Apr. 7, 20, 1944; "Report Summary of Facilities at Winnebago Indian Hospital, Winnebago, Nebraska, February, 1944," RG 027.1, NSHS.

⁶⁹Sallie Jeffries to Blanche Graves, Oct. 10, 1944; Blanche Graves to Sallie Jeffries, Apr. 5, 1945, RG 027.1, NSHS.

⁷⁰"Omaha Senior Cadet Nurses to Help Ease Shortage in City's Hospitals," *Omaha World-Herald* clipping file, May 4, 1944, HSDC.

⁷¹Blanchfield, *Organized Nursing*, 569; Federal Security Agency, *Cadet Corps*, 52; "Hospital Bids Due June 22: St. Catherine's Plans Nurses Home," June 9, 1944; "Nurses Home Fund Granted," Feb. 3, 1945; "Clarkson, St. Catherine's Nurses Homes Nearly Ready," May 13, 1945, *Omaha World-Herald* clipping file, HSDC.

⁷²Oderkirk, *Learning to Care*, 135, 139, 144; Saint Elizabeth Hospital, *Perspectives*, 2(Fall 1989):3.

⁷³Nancy W. Schneckloth, *The University of Nebraska College of Nursing, 1917-1987* (Omaha, Nebraska: University of Nebraska Medical Center, 1987), 8; Oderkirk, *Learning to Care*, 148; Lincoln General Hospital, Form II-B, Section VI. Conditions of Living and Work, July 31, 1942, RG 90, NARA; "Conference Held in Lincoln with Field Consultant of the National Nursing Council for War Services," n.d. (possibly May 1943), RG 027.1, NSHS; "Nurses School Sites Chosen: Command Selects 3 Hospital Centers," *Omaha World-Herald* clipping file, Feb. 11, 1944, HSDC.

⁷⁴"Lucile Petry Leone," *Geriatric Nursing* (May-June 1988): 181; "War Work with a Future," Margaret Strawser, *Nebraska History*, 24 (July-Sept. 1943):164; Blanche Graves, "Shortage of Nursing Personnel in Meeting Present Demands in Hospitals," n.d., RG 027.1, NSHS.

⁷⁵Oderkirk, "Organize or Perish," 406.

⁷⁶Beatrice J. Kalisch and Philip A. Kalisch, *Advance of American Nursing* (Boston: Little, Brown, and Company, 1986), 573, 644, 661, 664, 679.