Treasuring the past 125 years

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“History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.”

Robert Penn Warren

Anniversaries serve a very important purpose in that they remind us of our history—where we have come from and how far we have developed. This issue of Lifelines celebrates a very special anniversary for our MUSC College of Nursing. It marks 125 years of educating nurses. Few nursing schools in the country can claim such an impressive record, and even fewer schools can document the many ways in which their nursing program has impacted the life of the community.

At MUSC we embrace our past and cherish the many traditions, events and people who have shaped our College. Some of these are highlighted in the pages of this special edition of Lifelines. Others are carefully preserved in the MUSC archives and our own College displays and collections. Each is regarded with respect and as an opportunity for learning and growth.

I hope that you will enjoy reading these pages and reflecting on how many things have changed and yet, in some interesting ways, how many things have stayed the same. I find this continuity of past, present, and future to be an inspiring aspect of our College, which I will continue to cultivate as Dean. Our history is a great source of pride for our College and, if we learn from it, it truly will help us better face the future.

In the Fall 2008 issue of Lifelines we will focus on ‘Transforming the Future’ and where the College will be going in the days ahead. That will be the second part of our special anniversary issues. Like any good party, it will be the present yet to come!

Gail W. Stuart, PhD, APRN, BC, FAAN
Dean and Professor
MUSC College of Nursing
Feature article, p. 4:

The College of Nursing, Then and Now

Class of 1897

Class of 2007
The College of Nursing, Then and Now

With excerpts from *The School of Nursing of the Medical College of South Carolina—Its Story*, by Ruth Chamberlain, 1970.
“Everybody came” on August 29, 1956. Parents, doctors, alumnae, students and non-professional workers filled the second floor recreation area for the dedication of the School of Nursing Building.

Dr. Kenneth M. Lynch, President, gave an address titled, “The Changing Nurse”. In tracing progress, Dr. Lynch stressed that we must hold fast “to that which is good from history, at the same time providing for the changes that have to come and that will come. It is in that vein that we reach the point of this day when we accept a magnificent house devoted to nurses and dedicate it to the future good, and that will come.”

This five-story structure combined education, recreation and dormitory areas. The Committee knew that a separate dormitory would be desirable, but with about $1,000,000 to spend, we decided to put as much as we could for nurses over one foundation and under one roof.

Nearly one third of the money went into the foundation. Since expansion was anticipated, piling was extended twenty feet at the end of each wing of the building. The main entrance faced the corner of Doughty and Barre Streets, and the wings extended along these streets.

The ground floor had classrooms, offices and an area for expansion into a dining area if the school’s needs increased as anticipated. The second floor was essentially for recreation and administration. This floor was also planned for conversion to classrooms and offices as expansion continued. The upper three floors were dormitory areas.

The Medical College Bulletin, Fall, 1956 covers the dedication day both in words and pictures. An article signed by Irene Dixon, President of the Alumnae Association, tells of what the visitors learned and saw as they toured the building.

She spoke wisely in looking back to the “graceful lines” of the older homes at Roper Hospital. Then she said, “Looking forward we see an opportunity for living in quarters which reflect the age of technology in which we live - air conditioning; a buzzer call system in each room; furniture of quality yet topped with micarta where nail polish or perfume might
During the transition to the Medical College facilities, faculty offices were scattered. Two instructors still had offices at Roper Hospital. Two had offices in the Medical College Hospital, which had set aside space for that purpose along with a classroom especially for nurses. The School of Nursing administrative office moved to the new school building. Three other offices were shared by instructors and a new teaching dietician. Also, we now had two full time secretaries who shared our new office space.

In addition to offices on the educational floor there were two laboratories, one for nursing arts practice and one for instruction in nutrition. Diet kitchen experience was on the way out in the national curricula. However, an understanding of food preparation and service was still expected for licensure in South Carolina. Many of our students came from homes where maids prepared the foods. We concluded that we still needed the diet laboratory.

And Now

Today the College of Nursing is a bustling building of work and learning. The dormitory rooms on the third, fourth, and fifth floors have long since been converted to offices for 35 full-time faculty and over 30 staff members. We have a dedicated Nursing Business Center, Nursing Technology Center, and Student Services Office. The second floor houses the busy administrative offices and the Ruth Chamberlin Historical Library. Plans to renovate the upper floors are underway. Students learn in classrooms facilitated by the latest computer technology, and they also attend class “virtually” in our online programs.

The College of Nursing provided the initial impetus to bring simulated learning to the Medical University of South Carolina. In December 2005, the MUSC Board of Trustees approved the creation of the MUSC Healthcare Simulation Center on the first floor of the College of Nursing. During the same month, the Comptroller General of South Carolina released $1.5 million that was appropriated in the state budget to help finance the construction of the lab. The result is a collaboration among interdisciplinary faculty from MUSC, Clemson, the University of South Carolina, the University of South Carolina Upstate, and Greenville Technical College with clinical partners from the Medical University Hospital Authority, Greenville Hospital System, and Palmetto Health. Construction of the lab began in the Fall of 2007, and completion of the building modifications is anticipated in 2008.
One dance that brought in a considerable sum of money was a “Sock Hop”. The fellows came, especially from The Citadel, and were required to check their shoes at the door for ten cents a pair. Thereafter everyone danced in sock feet.

Behind this plan was the problem that the tile floor was planned for scrubbing after meals and not for hard dancing in shoes. The floor stayed in good condition and many a laugh came when a fellow showed up with a hole in his sock. I confess that I had a lot of fun the night I went down and walked around in red socks while other members of the faculty showed up in various colors of footwear. Bare feet were not allowed.

Today’s student has a wide array of professional and personal interest activities available at MUSC and the College of Nursing. The activities reflect changes in our society and culture and include the traditional Student Government Association and Student Nurse’s Association, but also the Alliance for Hispanic Health, Crisis Ministries, and Multicultural Student Advisory Committee. Most recently, a MUSC 3H Running Club and Public Health Interest Group were added to the campus roster of organizations. MUSC Gives Back is a student community volunteer program that connects students’ with community needs for one-time as well as on-going projects.

Health and fitness are also incorporated into student life. There is a large intramural program, as well as the Wellness Center at the Harper Student Center. Students have an opportunity to participate in activities such as pilates, Aikido, and Tai Chi, as well as classes in jazz, hip hop, salsa, and cardio dance mix.

The rich cultural environment of the Charleston area is also available to our students at reduced prices. There is a Night at the Ballet and Charleston Symphony Orchestra Night for students, and concerts are held monthly at St. Lukes’ Chapel. Two of the largest social events on campus are the Oyster Roast and Alhambra, a schoolwide spring picnic and MUSC tradition since 1950.

The tradition of fun continues at the College of Nursing today. The annual Halloween Party always brings spooks and surprises, as faculty and staff dress in their most outrageous costumes and compete for prizes in a “haunted” Historical Library. The Historical Library is then transformed into a Winter Wonderland as we gather again in December for a delicious potluck meal and holiday good cheer.

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Miss Holcombe led the Curriculum Committee in planning 1,310 class hours. Course outlines were under constant revision. Clinical experience was planned and notice given to the hospitals on a six weeks basis rather than the previous weekly shifting. This advanced information was a boon to Nursing Services and to students who were working on care studies and patient assignments.

There were now eight full time instructors and several part time instructors who also served as supervisors. A turnover of the instructional staff came annually with marriage, military reassignments of husbands, pregnancies, absence for study, but it was a very rare thing for an instructor to resign without regrets being expressed by the instructor and the faculty.

As the Medical College Hospital admissions increased, we were advised to reduce the student nurse admissions to the point where all students could be housed in the School of Nursing Building. (Let no one call this the Nurses’ Home or a little green slip would come from the President’s office advising us of the correct name of our building.)

Such finagling! But we did keep the average number of students up to about one hundred sixty, though the dormitory could accommodate only one hundred and forty-four.

Student fees had been advanced to $310.99, which was no deterrent to applicants. But fifty-two students were availing themselves of the Roper Hospital Scholarship plan initiated in 1951.

The Procedure Committee had a real struggle during the transition. Those were the days when the Nursing Arts Instructor used a Procedure Book as a bible in teaching some 175 procedures, many of which were never practiced by students or graduates after the lesson.

The Roper Hospital Procedure Book had served a useful purpose, but it could not serve without marked revision to allow for new methods and equipment at the Medical College Hospital. The faculty believed that principles should be taught in the classroom and that demonstrations of the most technical procedures should be given and redemonstrated by students.

We did not think that it was the province of the faculty to tell the Medical College Hospital how to do things. The problems came in timing. It would be time to teach a procedure and the expected new page for the procedure book had not been sent to us. It was a game of communications not too well played, but we finally got enough pages to clip together and dignify
as a procedure manual. In fairness, everybody had too many other assignments to always produce when someone else wanted results.

Within the Medical Center the 48 hour week had given way to the 44 hour week. But in 1956 efforts began for transition to the 40 hour week. Roper Hospital and the Medical College of necessity began at about the same time. Of necessity, because the staffs had a way of moving over to the other hospital wherever the personnel policies were more attractive.

And Now

Today the College of Nursing offers coursework toward the Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Philosophy in Nursing for about 350 students. All three programs are designed to meet the educational and lifestyle needs of students, including accelerated schedules, traditional classroom and online learning options, and a variety of entry points to each degree plan. Our faculty value the skill sets our learners bring to the programs and seek diversity in our student body.

The College of Nursing at MUSC hosts the only nursing program in South Carolina that is part of an academic health science campus. Thus, we have access to rich clinical experiences at the Medical University Hospital as well as in many other acute, chronic, primary care, and community settings throughout the state. Our students enrolled in online programs are able to develop clinical experiences in their local area. The courses are planned to be culturally sensitive, and attend to the growing Hispanic, African American, and elderly populations in the Charleston area. Because of the diverse patient population, our students learn to tackle the health disparities that are associated with differences in race, age, income, gender, and rural living.
Accreditation efforts were begun in earnest. The NLNE’s “Temporary Accreditation” plan initiated in 1948 would be completed in the fall of 1957. Full accreditation was the goal.

Then the report came that we had been accorded “Provisional Accreditation”. (Not fully accredited.) The problems lay in the organizational pattern. Ours was a three year hospital or diploma type school in a collegiate setting. We did not fit into the League’s plan for accreditation of diploma programs and we did not qualify for baccalaureate accreditation. The preparation of the Faculty of the School was too limited and also the degree of control of clinical assignments by Nursing Service personnel was contrary to educational requirements.

Accreditation for licensure had been a reality for our school since 1910. We held our heads up and kept plugging. As 1959 dawned, the Faculty Organization reviewed accreditation reports. It was 1959 when all NLN requirements must be met or our school would be removed from the published lists of schools with their various ratings. We hoped to move from provisional to full professional accreditation.

We spent the spring, each with a complete list of needs, evaluating what we had done and what we might do. Marked progress was made in the statement of philosophy and objectives. Many course outlines were improved, instructors were encouraging better learning experiences on the wards and State Board grades had improved.

By administrative decree the school had its own autonomy, but by practice, head nurses and supervisors could declare an emergency and assign students where they wished. We did not have enough instructors to be on the wards with all students at all times. We also did not have authority to keep the students off the wards except when learning experiences were available.

In the summer of 1959, the State Board ruled that the passing score would be raised from 325 to 350. Our casualties were terrific. Ten students had one or more failing grades. Schools throughout the State were on the verge of closing and we were worried. Even so, we had several students who had exceeded the national average score of 500.

We brought in consultants. They supported the beliefs of the faculty, but the faculty had to find its own solutions to problems. The Evaluation and Guidance Committee worked well with the students, and the Student Government set up a sort of junior advisory group to help with counseling. The students were on our team in an effort to improve scores.

During the summer, the League notified that they could visit us on September 21st and 22nd. We wanted more time but we thought it best to not resist. Also, that 1959 summer, Roper Hospital had made a decision to close its facilities to indigent patients due to the deficiency of County Council appropriations. The Medical College was approached about taking the indigent patients during the construction phase.

With only a day’s warning to the School of Nursing, these patients were to move when the accreditation visitor arrived. We called the League to ask for deferment, but the answer constituted a now or never. We were visited, but we were not ready. We could not demonstrate our plans for nursing education where the indigent patients were concerned.

The Faculty accepted the criticism gracefully. The President, Nursing Service and the Instructors had known the problems for a long time. We knew that timing and money could have brought full accreditation. We could not accept the League’s philosophy that commendation had no place in accreditation reports.

Resentment was felt that no mention was made of the students who exceeded national averages on State Boards. No mention was made of our wonderful School of Nursing Building. No credit was given the
Instructors who had brought reports on achievement tests from a rather low level to a very satisfactory one.

Also, we had been required to list our participation in community affairs. Ours was a very impressive list. The Faculty held positions in community organizations as well as in local and State professional organizations. None of this was noted.

And Now

On May 6, 2005, the College of Nursing was notified by the Commission on Collegiate Nursing Education (CCNE) that it was granted full accreditation for the baccalaureate and master’s degree programs in nursing for a term of five years, extending to June 30, 2010.

In 2003-2004, the College of Nursing conducted a self-study process, generating a lengthy document demonstrating the extent to which the programs were in compliance with the standards for accreditation, as well as addressing the program’s strengths and areas for improvement. In the Fall of 2004, a site visit of peers appointed by the Commission visited the College of Nursing to validate the findings of the self-study and assess compliance with the standards for accreditation. Evaluation team members met with MUSC officials, faculty, students, staff, and agency representatives from clinical affiliates.

The exit report from the site visit was extremely positive, with no recommendations for change. The site visit report and self-study documents were then reviewed by the Accreditation Review Committee, which made a recommendation to the CCNE Board of Commissioners to grant full accreditation.

The next on-site evaluation will take place in the Fall of 2009.

CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs

1. Program Quality: Mission and Governance
2. Program Quality: Institutional Commitment and Resources
3. Program Quality: Curriculum and Teaching—Learning Practices
4. Program Effectiveness: Student Performance and Faculty Accomplishments
The students, faculty and housemothers worked together closely in planning school functions. Capping was an especially happy time. This was the one time that the School of Nursing put on a good show of its own.

Families and friends of the preclinical students came to the Simon Baruch Auditorium to see the Big Sisters place caps on the heads of their Little Sisters under the watchful eye of the Dean, who passed the caps to the Big Sisters. Also the President of Student Government held a large lighted candle from which the light was passed on to the Big Sister who lighted a candle and passed it on to the Little Sister. This symbolism has been frowned on by some and loved by others. It was an inspirational evening and we continued it for that purpose.

After the formal capping ceremony, a reception was held in the School of Nursing Building. The housemothers had set the tables with the lovely silver and crystal which had been given to the school from time to time. Flowers and gifts made capping seem more like commencement, but it was all a beginning of professional nursing for the newly capped student.

Most nursing faculty fondly remember the importance of their own Capping Ceremony—a time of recognition and reflection on the paths they were pursing in their chosen career. Yet times and norms have changed, and nurses stopped wearing their caps years ago. Sadly, a ceremony celebrating this academic and professional milestone also stopped, as nurses became focused on trying to meet the demands of their stressful work and school environments.

But in 2002, a nursing tradition was reborn at MUSC. It rekindled the fire that was originally lit by the lamp of Florence Nightingale by transforming the honor of nursing’s traditional Capping Ceremony to a more contemporary and equally important event. Through a collaborative effort among the nurses of the College of Nursing, the Medical University Hospital, and the Gamma Omicron At-Large Chapter of Sigma Theta Tau International, the baccalaureate students are recognized by the new tradition of a “Stethoscope Ceremony”.

And Now, The Stethoscope Ceremony
In a renewal of these values and this rite of passage, the MUSC faculty decided to use the power of the stethoscope and words from their colleagues to connote this same tradition of welcoming students into the family of nursing. The campus chapel, with candles flickering and organ music playing softly in the background, captures the air of expectancy among students, families, friends, and faculty.

In a formal ceremony, the entering baccalaureate students are presented with a stethoscope as a tangible tool of their profession and listen to words of inspiration about the career they have chosen for their life’s work. And so, a new tradition has been born.

“For those of you beginning your nursing studies, I hope you will remember the pride and excitement you feel tonight each and every time you use this stethoscope. Above all, may you always remember this evening as your faculty remember their own Capping Ceremony, and may it remind you of those nurses and colleagues who nourished your learning, challenged your understandings, and illuminated your way.” —Dean Gail Stuart
The 1882 organdy cap with fluted ruffle showed the influence of Florence Nightingale. All ladies of the day wore caps even at home. In 1897 a more practical organdy cap was used.

In 1919, due to the need for economy after World War I, a washable cap with a “hard to fold” crown was designed. It lasted until 1928 when the “dunce” cap came into vogue. This was chosen especially by the graduates because it could be folded flat and carried on private duty.

In 1930 the student cap was adopted with its easy-to-wash and easy-to-fold features. The graduates wanted to change the cap and spent many hours discussing what the cap should be. In general they patterned it after Miss Andell’s, the Director of Nursing, whose cap suited most of the graduates. A woman in the laundry-sewing room made the caps for a small consideration. The seamstress, Mrs. Duncan, said she had the patterns but she had to “make ‘em like they like ‘em.”

Other items of uniform varied with the styles in general. Leg-o-mutton sleeves worn by early students gave way to more tailored sleeves in 1900. Short sleeves were adopted about 1925 for cleanliness and comfort.

The stiff round “Bishop Collar” of early days gave way to the Eton collar still worn as of this writing. The Bishop collar left a ring around the throat which lasted for some years after graduation. The Eton collar is irritating but when the students were given a vote to adopt a soft collar in this transition era, they voted to keep the stiff collar.

Black shoes and hose were worn until the early 1940’s when white footwear was approved by the Director of Nursing. Uniform materials changed from seersucker in the 1800’s to blue chambray about 1910.
And Now

While there has always been a dress code for nursing students, for many years there was no designated uniform. In the Fall of 2002, the Student Nurses’ Association took on the task of selecting a new student uniform. The thought was to end any question about “appropriate and inappropriate” attire and to promote the image and brand of the College of Nursing.

The uniform chosen was simply white slacks and a white top with the MUSC logo embroidered in blue. A lab jacket with the MUSC logo embroidered was worn for health assessment labs and community health clinical activities. Shoes must be all white with a closed toe and heel.
Commencement each June was dignified, but it didn’t hold the personal thrills for the students that capping had held. After all, they were right back on the wards the next day and their big day would be their finishing day—number 1095.

However, the academic procession in full regalia was enjoyed by most everyone. A few faculty members hated the hot robes, but essentially this was a show that we were putting on for the students and their families. Academic titles had been given to leading persons in the clinical areas and they were invited to join the procession. Altogether commencement was enjoyed, and it brought members of the medical team together in a bond of professional responsibility.
And Now
Today’s Graduation still has many of the same traditions. It is an event truly filled with “pomp and circumstance”. Faculty who have graduated from universities across the United States gather in their colorful regalia and welcome the new graduates.

Each of the MUSC colleges also holds a special ceremony to recognize their own students. The College of Nursing hosts a Convocation each May and December for students completing their Bachelor of Science in Nursing, Master of Science in Nursing, and PhD in Nursing, in which students and faculty are honored with awards and recognitions for special achievement.

Students completing the Bachelor of Science in Nursing receive the official College of Nursing pin as a gift, while Master of Science in Nursing and PhD in Nursing students are “hooded”. The master’s hood is 3 feet in length and the doctoral hood is 3 1/2 feet in length. The colors outside of the hood represent nursing and are apricot, and the colors inside the hood represent MUSC in black and gold.

Today, these ceremonies continue to hold a very personal sense of accomplishment and excitement for students embarking on their nursing career.
Eugenia Reeves
Class of 1974 (BSN), 1989 (MSN)
Most notable memory: The closeness of the class.

Lynn Freeman Kelley
Class of 1960
Most notable memory: In August, 1959, hurricane Gracie was predicted to hit Charleston about midnight. I was a second year student nurse, about to enter my senior year. I was in charge of a neurology floor in what was then the Medical College Hospital. We had a pregnant lady with an unknown diagnosis in an iron lung. This was the only time I had ever seen an iron lung; it was not a part of our curriculum even in those days. Two medical students were on hand in case the electricity went out. They would pump the lung until the emergency generator supplied power.

The nursing staff on the unit that night consisted of a nurse’s aide and me. We were kept busy all night as the patients were awake and anxious. At about 6:30 a.m. both medical students left, one to check on other patients and the other to take his wife downstairs for breakfast. (She had stayed with him for safety from the storm.) At 6:55 a.m. during morning report, the electricity went out. The student nurse reporting for day duty and I pumped the iron lung until the power was restored. One medical student ran up six flights of stairs to assist, but the student nurses had everything under control.

Christel G. Platt
Class of 1974
Most notable memory: The College was most helpful for me to advance my education and career in nursing. I am blessed—coming from Germany—to receive formal education in nursing beyond the basic diploma program. It was a great time for me.
Becky Owens Smith  
Class of 1983  
**Most notable memory:** It was in the early 1980s when I did my first clinical under “Killer Kerr” at the V.A. She terrified us all, but we greatly respected and tried to please her over all our instructors. One of my friends, Eloise, who had already done her cardiac experience under Miss Kerr, gave me some wise advice, “Don’t be afraid or sweat about the V.A. rotation. Just know that whatever you do, you’re bound to screw it up under ‘Killer Kerr’.” Somehow it took a lot of pressure off me to do everything perfectly, and I relaxed. It must have worked, because “the Killer” recommended me for a summer internship at the NIH in Maryland—the most rewarding experience ever in my nursing career.

Cynthia W. Anderson  
Class of 1988 (MSN)  
**Most notable memory:** Jeanette Hartshorn—she was so professional all the time. We always tried to make her laugh! We had a real close-knit group.  
**An anecdote or incident that captured the spirit of your time at the College:** Humor on Graduation Day!

Jeanette Hartshorn  
Nina Parks, Class of 1988, wore Mickey to Graduation.  
Members of the Class of 1988 at Jeanette Hartshorn’s house.
Lareina Monroy Casimiro  
Class of December, 1998  
**Most notable memory:** My most notable memory of MUSC CON was the Class of December 1998 Graduation and the Commencement in May, 1999. All the hard work and stress of nursing school had finally paid off! Both ceremonies were very emotional for me because I was very proud to be graduating from this college. The December ceremony was very intimate, and the May Commencement had Bill Cosby as our speaker.  
**An anecdote or incident that captured the spirit of your time at the College:** It was the third semester for the Class of 1998 (December) and most of the CON classes attended the state (SNA) nursing convention in Myrtle Beach in January, 1998. All of the different classes were able to relax, party, have a good time and connect with each other outside of school. We let all of our stress out. Our class also took many positions at the state level, so our morale and support were very high! We were so proud to represent MUSC at this level. It was good times for everyone!

Paula Stabenau  
Class of 1949  
**Most notable memory:** The whole experience was one of the most notable times of my life. Making friends that have lasted 50+ years.  
**An anecdote or incident that captured the spirit of your time at the College:** Boiling instruments and using pumice stone to remove barbs from needles. Delivering babies and the ER at night. Getting a note on the bulletin board: “See me! R.C.”

Barbara Smith Laidlow  
Class of 1957  
**Most notable memory:** Starched collars and cuffs of the blue student uniform that caused skin abrasions! Working on the wards in Old Roper Hospital. “Wartime” experience!

Debbie Coleman  
Class of 1971  
**Most notable memory:** The Citadel, “big sisters,” the “green bus,” lab at the Citadel, wonderful classmates, false fire alarms, and great instructors!
Joan Durham Ferrer  
Class of 1971  
Most notable memory: My most notable memories are sitting in the lobby of the nursing dorm singing the songs of the day, like “Michael Row the Boat Ashore” and “If I Had a Hammer,” as we thought of our friends and loved ones fighting in Viet Nam. I remember riding to the Citadel for labs in “the Green Bomb,” our old green bus. We smuggled our cats in their bags of formaldehyde into the dorm so we could study anatomy. We also snuck in a whole skeleton, which didn’t make the housekeepers very happy.

I remember quite a few of our students participated in the Citadel’s 175th celebration by wearing costumes from the 1860’s. It was fun to see all those girls in their swirling, long dresses going down the front steps of the nursing dorm. More than that, I remember the short, short skirts and the students who complained of their legs being cold. Nothing could convince them to give up their modern idea of fashion, though.

It was an exciting time. We were among the first classes to graduate with a BS. The uniforms were a more modern style, we designed our college ring, and our graduate caps said MUSC for the first time. We had all our basic classes with Citadel professors and did our labs at the Citadel. I was surprised at all the controversy years later when girls entered the Citadel. Hadn’t we already proved we could coexist?

I have always been very proud of the education I received at MUSC. I felt well prepared for the nursing world as it was then and as it is now.

I recently found my old uniforms, and they brought back many memories. Oddly enough, the person who sold them to me, Dorothy McKeown Burnette, is now a co-worker of mine and I was able to return one to her. I plan to make a doll size version of the dress to give to my granddaughter. I am already explaining to her that “Gram is a nurse. Nurses help people get better.” Maybe one day she will follow in my footsteps. Nothing would make me happier.

Laurie Zone-Smith  
Class of 1996 (MSN), 2007 (PhD)  
Most notable memory: The faculty! My memories are all about the people—the instructors, mentors, and supporters who guided me on my journey and said I could do this when I thought I could go no further. I will especially cherish the pearls of wisdom imparted from my committee members and faculty instructors: Dr. Gail Stuart, my advisor, mentor, and trajectory guide; Dr. John Welton, my amazing mentor, colleague, and friend who will assuredly see that nursing is represented in the hospital bill; and Dr. Yvonne Michel, my incredible biostatistician teacher who reminds me that “there is always a reason for the way things are” and “there is no perfect instrument”; Dr. Pam Cipriano, my graduate faculty in my master’s program, doctoral committee member, and my boss who encouraged my education and my Phenomenon of Concern direction; and Dr. Pat Arford, who is my wise role model, graduate advisor, and colleague.

Photo: In the Spring of 2002, Dr. Ramita Bonadonna invited her doctoral Qualitative Research students and co-instructor, Dr. Tara Hulsey, to enjoy a lunch on her floating home down at Mariner’s Cay Marina at Folly Beach. What a lovely afternoon and great memories of valued friends! Pictured left to right: Dr. Lynne Nemeth, Dr. Charles “Chuck” Hossler, Dr. Ramita Bonadonna, and Dr. Tara Hulsey.
Launching Our 125th Anniversary Celebration
January 7, 2008

From left, special guests Dr. John R. Raymond, Vice President for Academic Affairs and MUSC Provost; Marcia Falk, Chair, Dean’s Advisory Board; Ann Darlington Edwards; and Dr. Raymond S. Greenberg, MUSC President.

Dean Gail Stuart delivers the welcome and opening remarks.
NURSESTRONG armbands, created in support of nurses everywhere, were given to all in attendance.
125th Anniversary Scholarship Fund

Since this is a landmark year for the College, the Dean’s Advisory Board has taken the initiative to create a 125th Anniversary Scholarship Fund. The target for the fund is $125,000—and we need your help to achieve our goal. All of the Advisory Board members will be contributing to the fund, as well as all of the College of Nursing faculty. As you can see from our Fund Thermometer, we are nearly 25% of the way to our goal. Won’t you help us “raise the mercury”?

The proceeds of our special anniversary items (pages 34-35) will also be directed to the fund. Let’s go over the top this year and leave a true legacy for our future students.

Please make checks payable to the MUSC Foundation CON-125 Fund and mail to:
College of Nursing
Medical University of South Carolina
99 Jonathan Lucas St.
Charleston, SC 29425

Medical University Hospital Authority Patron Scholarship Awarded

“We are pleased to offer the first Medical University Hospital Authority Patron Scholarship to Aaryn Markham,” said Dr. Marilyn Schaffner, Administrator of Medical University Clinical Services. “This full scholarship will enable Aaryn to focus on completing her baccalaureate degree in nursing. This scholarship demonstrates the hospital’s commitment to supporting the future of nursing at MUSC with the intent of attracting the best and the brightest nurses to provide quality care for our patients.”

Dr. Marilyn Schaffner, right, presents a Medical University Hospital Authority Patron Scholarship to College of Nursing student Aaryn Markham. Markham received a $25,000 scholarship; another scholarship will be granted to a student in the fall.
Ann Darlington Edwards reads a proclamation from South Carolina Governor Mark Sanford, declaring January 7, 2008, “The Medical University of South Carolina College of Nursing 125th Anniversary Day” across the state of South Carolina.

On behalf of the City of Charleston, Mayor Joseph P. Riley, Jr., reads a proclamation declaring January 7, 2008, “MUSC College of Nursing Day” in the City of Charleston.
Our College had its origin in 1883, when the City Council of Charleston approved a request by the City Hospital for $2,000 to establish a “Training School for Nurses.” It was a two-year program, and the admission requirements consisted of a common school education, age limit of 20 to 35 years, and “proof of good health and character.”

The training school continued until the City Hospital was destroyed by an earthquake in 1886. It was reestablished as the “The Charleston Training School” in 1895. A two-year program of instruction was offered with lectures by physicians on anatomy, physiology, obstetrics, surgery and medical nursing.

The Alumnae Association was begun in 1907, and Miss Marguerite Andell was elected the first president of that group. She was later to become the first Director of the College, providing significant leadership in those early days.
In 1916, the Board of Commissioners of the Roper Hospital proposed the incorporation of the training school with the Medical College, and in 1919 the Roper Hospital Training School for Nurses became the School of Nursing of the Medical College of the State of South Carolina.

In 1917 the two-year course of study was extended to three years. It was also in 1917 that World War I caused an acute shortage of nurses, and eighteen of our local graduates went to serve with the America Red Cross Nursing Service.

In 1924 there were 50 students enrolled in the school. There was no secretarial help, and all records were kept in long hand. A ten-hour day and twelve-hour night duty plus classes was the norm, with a patient student ratio of 8:1 on days and 24:1 at nights. By 1935 the enrollment had risen to 98 students.
In 1937, Miss Ruth Chamberlain was recruited to serve as Educational Director of the College, and she would be a formative influence on future events. At that time, total class hours were 875 per student. Clinical teaching consisted of morning conferences of about 15 minutes and individual impromptu conferences led by head nurses with students at the bedside.

During World War II, eighty-three of our graduates served in the armed forces. (Photo courtesy of National Archives, 112-SGA-44-10842.)

In 1948, students were permitted to marry, and in 1949, class hours totaled 1,162. The 1950 catalogue carried the first stated aim for Nursing Education at the Medical College: “learning to give quality nursing care and the development of the student as an individual.” In 1952, Miss Ruth Chamberlain was appointed the first Dean of the School of Nursing.

Construction of the new Medical University Hospital was completed in 1955.

In 1956, the present-day College of Nursing building was dedicated. This five-story structure combined education, recreation, and dormitory areas all under one roof. The ground floor had classrooms, offices, and a dining room. The second floor was used for recreation and administration. The upper three floors were dormitory areas with 144 beds.
In September 1966, the school began the process of phasing out the three-year hospital training program to establish a four-year collegiate program, which would offer the Bachelor of Science in Nursing degree. The first class of 14 degree candidates graduated in 1969.

In 1970, Rosslee Tenetha Green Douglas enrolled in the College’s Bachelor of Science in Nursing program and later became the first Black student to graduate from the institution with honors. She then became the first nurse to serve on the Board of Directors of the Palmetto Low Country Health Systems Agency. In 1978, she received a gubernatorial appointment from Governor James B. Edwards to serve on the South Carolina Industrial Commission as an administrative law judge. She became the highest-ranking black female in the executive branch of the federal government in 1981, when she was appointed as the Director of the Office of Minority Impact in the Department of Energy. (Portrait by John G. Croom.)

In April 1983, the College of Nursing celebrated 100 years of nursing education and service to the citizens of South Carolina and the nation. The Ruth Chamberlin Historical Library, which houses nursing artifacts from 1883 up to the current era, was dedicated on April 9, 1983.

In 1999, through the generous support of the College’s alumni and friends, the Ann Darlington Edwards Endowed Chair of Nursing was established. Mrs. Edwards, wife of former MUSC President James B. Edwards, is a nurse who continues to enrich the school with her wisdom and energy. The Ann Darlington Edwards Endowed Chair of Nursing was the first endowed chair outside of Medicine at MUSC and is the first and only research endowed chair of nursing in South Carolina.
In 2000, the College of Nursing began a doctoral program in nursing, offering a PhD through the College of Graduate Studies.

Currently the College has 35 full-time faculty, over 100 clinical faculty, and over 30 support staff. We have a dedicated Nursing Business Center, Nursing Technology Center, and Student Services Office. There are about 350 students in our combined baccalaureate, graduate and doctoral programs. Our students have come a long way from the early admission criteria and include a diverse view of contemporary nursing.
Treasuring our College of Nursing Deans

Marguerite Andell, Graduate of 1913 and Directress of Nurses, 1924-1948

Ms. H. Elizabeth Mills, Dean, School of Nursing, 1965-1969

Dr. Marcia Curtis, Dean, College of Nursing, 1969-1984

Dr. Maureen Keefe, Dean, College of Nursing, 1995-2001

Ruth Chamberlin, first Dean of the School of Nursing, 1952-1965

Dr. Sharon Hoffman, Dean, College of Nursing, 1986-1994

Dr. Gail Stuart, Dean, College of Nursing, 2002-present
6:30 p.m. - The CON Alumni Homecoming Evening

Come one, come all and gather with your colleagues and classmates for this great evening event. It promises to be the very best ever.

The fun starts at 6:30 p.m. at the Holliday Alumni Center with a delicious Low Country dinner and open bar in a setting that invites your mingling and talking with old and new friends.

This year we will focus on our 125th anniversary with a video about the College of Nursing and other items of interest from past years.

A highlight of the evening will be our silent auction organized by the Alumni Board and offering many great items donated from area businesses. Our goal this year is to raise $10,000, which will go to the College of Nursing’s Student Scholarship Fund. There will be a wide variety of items—one of which has your name on it!

We also will be presenting the Alumni Association’s 2008 Outstanding Alumnus Award, announcing the student scholarship recipients, and honoring the past presidents of our Alumni Association.

It promises to be a great night to make new memories while reliving the old. See you there!

Location: Holliday Alumni Center, The Citadel, 69 Hagood Avenue. Dress is business casual. Parking is available in front of and beside the alumni center and across the street at Johnson Hagood Stadium.

To download a registration brochure, visit http://alumni.musc.edu/colleges/groups/nursing.htm#events
Join us at “the Joe”!
Friday, May 2, 2008

Batting for Nurses

Come out for our College of Nursing Day with Charleston’s baseball team, the Riverdogs, at the Joseph P. Riley, Jr. Park as we continue our 125th anniversary celebration.

If we sell 200 tickets, Dean Stuart gets to throw out the first pitch!

For additional information and tickets, please contact Beth Khan at 843-792-9690 or barnette@musc.edu.
New Release of Miss Chamberlin’s Book:  
*The School of Nursing of the Medical College of South Carolina - Its Story*

Did you know that in 1970, Miss Ruth Chamberlin wrote a history of the College of Nursing? It is a fascinating and fun account of the life and times of the College from 1886 to 1966. But few copies of her book remain. So, in light of our anniversary celebration, we have published a reprinting of this historic work. As a true archive of the College, you will definitely want it on your bookshelf. This is the time to order one before this reprinted edition runs out. Happy reading! $20. Shipping $5 each.

Tee Shirts

Celebrate our banner anniversary year with a great looking tee shirt in short or long sleeves. Wear it on May 2nd at the Joe with the Riverdogs when we have our College of Nursing day. Proceeds go to the College of Nursing Student Government Association to support student and community service activities. Sizes S, M, L, XL, XXL, XXXL. Short sleeve $20, long sleeve, $25. Shipping $5 each.

125th Anniversary Pin and Bookmark

In the proud Charleston tradition of classic ironwork, we have commissioned the creation of a pin and a bookmark that recreate the lovely ironwork found on the front railing on the College of Nursing Building. Bookmark $12, pin $18. Shipping $3 each.

NURSESTRONG

In support of nurses everywhere, the College of Nursing has created these NURSESTRONG wristbands. They are fun to wear and are a visible sign of the importance of nurses to the lives of patients, families and communities. Buy one, buy a dozen and give them to all your colleagues, friends and family members as a sign that nurses are truly the arms and hands of health care! $2. Shipping $1 each.

The MUSC College of Nursing Video:  
Embracing the Past. Envisioning the Future

In celebration of the College’s 125th Anniversary, we have produced a video that chronicles the College from its founding in 1883 to the current day. It is both a walk down memory lane and a lens on how much the College has changed over the years. Best of all, it captures your alma mater so that you can enjoy the memories for many years to come. $15. Shipping $3 each.
## Notecards
Love the College’s Anniversary theme? Capture it in the notes you send to others with these beautiful notecards. $10 (10 per packet). Shipping $3 each.

## College of Nursing Wooden Replicas
This three-dimensional (6.5” x 5” x 1”), wooden, painted collectible of the College of Nursing building by Sheila makes a lasting keepsake. $35. Shipping $10 each.

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