



The *Great* Canadian Catholic Hospital History Project

Documenting the legacy and contribution of the
Congregations of Religious Women in Canada,
their mission in health care, and the founding and operation of Catholic hospitals.



Projet de la *Grande* Histoire des hôpitaux catholiques au Canada

Retracer l'héritage et la contribution des
congrégations de religieuses au Canada,
leur mission en matière de soins de santé ainsi que la fondation et l'exploitation des hôpitaux catholiques.

Reminiscing St. Joseph's School of Nursing Victoria, British Columbia Commemorative Yearbook 1900-1981

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ST. JOSEPH'S
SCHOOL OF
NURSING



Reminiscing

COMMEMORATIVE YEARBOOK
1900-1981

ST. JOSEPH'S SCHOOL OF NURSING.

yearbook

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Reminiscing



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SCHOOL OF
NURSING

COMMEMORATIVE
YEARBOOK
1900-1981

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The attention of the 1981 yearbook for St. Joseph's School of Nursing is divided.

On the one hand we focus on this year's graduates, 35 young women who have persevered through three years of nursing education. They've reached their goal and will now spread out, like seeds blown in the wind, carrying a tradition of good nursing practice that was instilled in them as it was in their counterparts down through the years.

But because the School has closed and they were the last graduates, we wanted to do something special to mark the occasion. Hence this Commemorative Yearbook which has one section devoted to the Class of '81 and another, an illustrated history of the School. The first section of the three-part history covers the arrival on Vancouver Island of the Sisters of St. Ann, the opening of St. Joseph's Hospital and then, in 1900, the opening of the School of Nursing. The middle section features comments from about 40 graduates or people associated with the School, painting a picture of what life was like as a nursing student down through the years. In the final section, we've attempted to stand back and take a look at where nursing and nursing education have come from, where they were in 1981 and what the future looks like.

The objective was not simply to turn the spotlight on a single nursing education program but to reflect on the dramatic changes that have taken place in the field of nursing during the 81 years that program was in existence.

The closing of the School was a significant event for all of those who were part of it at one stage or another. To all of them we pay tribute with this Commemorative Yearbook.

Sylvia Brough R.N., M.S.
Director, The School of Nursing

A Familiar Scene

Peaceful, wintry glimpse of the School in 1980, photographed by Maureen Smith, Class of '80.



LIEUTENANT-GOVERNOR



One might suspect that the School of Nursing of Saint Joseph's Hospital, in the Victoria of 1900, would have been much affected by the life of Florence Nightingale, pioneer of the nursing profession, then an old lady of 80.

What a great many changes there have been from 1900 to 1981, as the Victoria General Hospital contemplates relocating in '82. The Nursing School must close — giving way to new ideas, new philosophies and to the pressure of ever-increasing costs.

Things were much more simple eighty years ago. There was more time for the compassionate care that was the legacy of Florence Nightingale. Nowadays there are more sophisticated procedures to master and more ordinary hospital hard work to accomplish than required of your predecessors at the turn of the century.

My experience of Canadian nurses, in peace and war (not the Crimean War) leads me to the firm belief that they have always been good and they have always been getting even better. Their compassion and tender care have not left them.

We say "thank you" and congratulations to the final graduates of the Saint Joseph's School of Nursing — good wishes and good luck to the next and future classes — in new surroundings — with new and no doubt even better approaches to patient care.

Honourable Henry P. Bell-Irving, D.S.O., O.B.E., E.D.
Lieutenant-Governor of British Columbia

BISHOP OF VICTORIA



Set into the stonework of the Causeway on Government Street is a bronze plaque that reads, "SEA BIRD 1858, with the first four Sisters of St. Ann." In the brevity of that statement the history of St. Joseph's School of Nursing began, and with the last class graduating in this year of 1981 the cover will close on that history, yet the echo of "NON NOBIS SOLUM" will not fade with repetition.

When they turned an old log cabin into their first home in Victoria, the Sisters did not see a statement inscribed in their "Chronicles" as a vision of the future. It stated, "Besides the hundred and one details of setting up a habitation, we are called upon to visit the sick, keep night watches and prepare the dead for burial." That it did indeed foretell the future we can see in retrospect.

With this year's presentation of graduates, three of whom carry on a family tradition, St. Joseph's School of Nursing will have educated two thousand six hundred and four nurses. With that graduation the doors will close forever, but surely they will close gently and the lights fade only with the coming of a new day. Sad it might well seem, but the achievements of the years and the glory of those achievements performed under the motto "Not for Ourselves Alone" will keep those doors spiritually open for years to come.

The Diocese of Victoria salutes, with great respect, those Sister Founders, and the litany of sisters who, together with those they graduated through the years have eased suffering and offered strength; have given of themselves and received strength in return; have prayed and have been prayed for; have seen life renewed and have seen life pass from their hands to God's.

The Diocese of Victoria salutes, with great respect, this final Class who will carry with them the motto, the tradition, the dignity of their profession.

The book is closed.

Wherever you go, go with God.

With all my blessing,

+ Remi J. De Roo

Remi J. De Roo, S.T.D.,
Bishop of Victoria

EXECUTIVE DIRECTOR



Traditions never die — it is true that St. Joseph's School of Nursing is closing, but let us all remember that hundreds of graduates carry on the traditions of the school philosophy of the Sisters of St. Ann.

To this year's graduates — my congratulations and best wishes as you begin yet another important chapter of your lives; to all graduates of St. Joseph's, remember your commitment to model all that is good — in that way, you will ensure that a tradition that is very meaningful to everyone will be maintained in perpetuity. You can be very proud of your school, what it stands for and what it has achieved.

A handwritten signature in cursive script, reading "J. S. Fair".

J. S. Fair, D.H.A., F.A.C.H.A.,
Executive Director.

SISTER SUPERIOR



When, on Saturday, June 5, 1858, four Sisters of Saint Ann stepped ashore from "Sea Bird" on to Clover Point in Victoria, they came, primarily, to teach. Before many days were over, however, they found themselves "doing and teaching" in many places besides the classroom.

There were sick people in need of care and attention; dying people in need of comfort and encouragement; bereaved relatives in need of support and consolation. It may indeed be said that both St. Joseph's Hospital and St. Joseph's School of Nursing were, in actual fact, founded then and there.

It was evident that formal health care in the City of Victoria was absolutely essential. Bishop Modeste Demers did dream of a hospital, but the city was young and its people poor. Nevertheless, under the competent and kindly guidance of Doctor John S. Helmcken, the Sisters of Saint Ann devoted themselves tirelessly to the care of the sick. At last, on August 21, 1875, Bishop John Charles Seghers blessed the cornerstone of St. Joseph's Hospital and looked on with pride as Doctor J.S. Helmcken put the stone in place. Less than a year later, on June 25, 1876, the hospital was formally opened. Its growth was rapid, and the addition of new wings and modern equipment became almost commonplace.

The opening of St. Joseph's School of Nursing in 1900 constituted the fulfillment of yet another dream. The primary work of the Sisters of Saint Ann is that of education. The aim of St. Joseph's School of Nursing has been "to develop from a young, enthusiastic schoolgirl — a woman — a nurse." (St. Joseph's School of Nursing, *Annual Bulletin of Information*). The very motto of the school, "Non Nobis Solum" — not for ourselves alone — speaks eloquently of the basic purpose of the School of Nursing. To educate young women to kindness, generosity, gentleness and courage, is to demand much from teacher and student alike. To lead a young woman to the heights of heroism and devotion so necessary in the nursing profession is indeed one of the noblest of tasks.

Today, we look with pride and deep affection at *all* those women who have graduated from St. Joseph's School of Nursing. We look to you, the final Graduates, to hold firmly to the truths you have been taught. Look ever forward: be true to your principles, your convictions. Protect and strengthen the lives of those to whom you minister. Remember always your motto: "NON NOBIS SOLUM". In so doing, you will walk with God, loving your neighbor as yourself.

Yours sincerely,

Kathleen Cyr S.S.A.

Sister Kathleen Cyr, S.S.A.
Provincial Superior

Class of 1981



*D*edicated to all Graduates of St.
Joseph's School of Nursing.
"Destiny is not a matter of chance but a
matter of choice."

DIRECTOR'S REMARKS



*Miss Sylvia Brough,
Director, School of Nursing*

Before presenting the graduates to you individually, I should like to direct some brief remarks to them. I invite you, the audience, to listen in and share them with us.

While thinking about what I wanted to say to you, the Graduating Class of 1981, I was reminded that you were a particularly special group to myself and to the School Faculty and Staff.

We, at the School, are usually filled with mixed emotions at any graduation ceremony. We are proud and pleased to see the graduates on the threshold of their chosen profession, but sad to see them go. We become comfortable with and fond of each class of students and miss hearing their particular laughter, listening to their particular fears and concerns, coping with their noise in the hall and hearing the piano playing, unique to their particular class — to name a few things. No doubt, parents had similar feelings when their daughters left home to start their nursing studies at St. Joseph's — pleased that their daughters were directed towards definite goals and increased independence, yet sad they had grown so quickly and their time at home had seemed so short. But they let them go, while offering their support and encouragement. Like your parents, we must now let you go, as with previous classes, with our blessing and allow you to pursue your professional careers. What is it then, that makes circumstances different this year? When it is the *last* child to leave home, it is much more difficult for parents to let go. So it is with us! That is why you, "our last children," are so special!

You have been close to change while in the School and the changes these past three years have been many. Change is threatening and many times you expressed

anxiety when changes occurred in the program, in faculty positions, residence arrangements, and clinical assignments. One change and/or disappointment you encountered to which I wish to refer is related to the closing of the School. Do you remember how sad and disappointed you were when you had no "little sister" to help initiate into the program because no students were to follow? Remember your joy, when in your third year, you were able to finally have a welcoming party for the students at Camosun College? A "little sister" had materialized after all!

We, the faculty, have tried to instill within you an attitude that will allow you to be open to change and to confront challenges rather than be overwhelmed by them. You have overcome many frustrations these past three years and we are indeed very proud of each and every one of you. Today you face yet another change — that of assuming the role of a graduate nurse. Approach this challenge with the same confidence and effectiveness as you have met those in the past.

We have also endeavoured to guide you in such a way that will allow you to be creative, enquiring and, above all, caring. No matter how you move around in the world, your individual influence can be profound as it touches one life after another and another and another . . . Your acts of kindness, or indifference, or hostility will be far reaching.

Continue to learn and to use your hearts and minds in administering individualized, sensitive nursing care in a manner similar to that you have demonstrated while in the program at St. Joseph's. Sister Mary Gertrude, S.S.A., first Director of St. Joseph's School of Nursing, in her first lecture to her students in 1900, expressed this message as follows:

Nursing is a noble work but let me add it is done not merely through desire of remuneration, but through a more supernatural motive...

Yes, my dear pupils, with your whole heart and soul, learn how to practice with your noble profession well, and do not rest content with a little knowledge nor with the narrow life which ministers solely to bodily ailments. The best nurse in the world, the best writer, the best physician, may become mechanical in the discharge of his duties, and when this comes to pass, it were well if the work were dropped. A dead machine, directed by the hand of a child, could do it as well. When one's interest in a work is gone, save for the dollars which that work will bring, it is time for the worker to hunt new fields . . .

The tools in nursing today may be different, but indeed the philosophy of nursing remains unchanged. Remember your School Motto: "Non Nobis Solum" Not for Ourselves Alone — and the rich tradition of St. Joseph's will be reflected in your actions.

Congratulations! Good luck, much happiness and remember, you walk with God.

EDITOR'S MESSAGE



This year's annual represents a very special occasion. Thirty-five young women have completed three years at St. Joseph's School of Nursing to become graduate nurses.

This annual covers the 1980-81 year step by step, memory by memory. Memories of fundraising — carwashes, raffles, bazaars and bottledrives; the social events — parties, retreats and outings; the academics — classes, exams

will remain with us forever.

The joys, disappointments, fun and love we shared with each other will remain in our hearts forever. It surfaces again as one reminisces her days at St. Joe's.

In conclusion, I would like to thank each one of you for your help in creating this annual. Good Luck and take care.

Christine Searle

STUDENT COUNCIL



I am pleased to have this opportunity to extend my sincere thanks to all the people who have given support and guidance in our three years of training. The high standard of teaching we have received will help each of us achieve our future goals.

This has been a year of companionship, excitement and tears, as we have worked our way through our last year of training. There have been many activities that have been most successful for us.

The Student Council expresses sincere thanks to Miss Brough, the faculty, housemothers, the alumnae and

VGH staff for their kindness and support in all our endeavors.

We came as strangers but leave with fond memories and good fellowship —

*Because friendship is always built on sharing
A feeling of love and trust and caring,
It is a bond that together ties
So many people and so many lives.*

To my classmates, I wish you much success in your aims in life and happiness in your careers.

Kelly Comfort
President, Student Council

GRADUATES — 1981



CLASS OF 1981

Lori Locherty	Tracey O'Hara	Margaret Sheard	Debbie Dotto	Connie Dawson	Colleen Adrian	Lela Lyon	Melba King	Siobhan Barron	Jennifer Russell	Barb Dawes	Sue McCulloch
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Chris Searle	Barb Canova	Susan Whattam	Julie Puerzer	Diane Holmes	Liz Tudor	Patti Fulton	Julie Krayenhoff	Katie MacConnachie	Cathy Smith	Kim Rushcall	Maureen Biggs
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Kelly Comfort	Angie Chow	Carolyn Cass	Joanna Galley	Karen Stevens	Sandra Armstrong	Andrea McCreight	Greta McConill	Karen Mason	Cindy Lundy	Cindy Lochmanetz
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GRADUATES—1981



COLLEEN ADRIAN

Colleen is at her best making homemade buns and macaroni salad or watching cartoons on Saturday mornings. She is well known for her early morning grouchiness, postponed diets, scanty attire around us and never wearing shoes.

*Her departing words —
"Yee-ha"!*



SANDRA ARMSTRONG

Sandra was the first one of our class to "bite the dust". She is known for her sweet smile and her full mailbox. Good luck in the future! By the way Sandy, is Rory still in the navy?!



SIOBHAN BARRON

If our valedictorian was to have her own way, she would be vacationing in San Francisco or becoming a gourmet chef in France. (I'll have one more piece of cheese cake). Siobhan is the only person we know who can wear sweaters backwards and Hindu pants and still look together.

GRADUATES-1981



MAUREEN BIGGS

Maureen (of the Barb and Maureen fame) can often be found water-skiing, camping and out in the car til all hours. She loves to sing and drink re-heated coffee.

Maureen's favorite question — "Did I hear a truck go by?"



BARBARA CANOVA

Barb, not to be misjudged by her shy exterior, loves to go out dancing and partying. She's a terrific cook and seamstress and will someday make someone a good wife. Barb is rarely seen in residence and then only when she's "running away" from home! All the best in the future Barb!



CAROLYN CASS

When not doing warm-ups on the front steps of residence, Carolyn could be found at the police station complaining about parking tickets. She is known for looking great in jeans and her "little white bikini". Carolyn, are you really going to be 25 when you finish nursing?

GRADUATES-1981



ANGIE CHOW

Angie who is always full of energy, organized, early for appointments — can be found with her boyfriend or talking about her boyfriend. Angie isn't around residence much but is noted for picking her celery out of everything she eats and selling her car to people she knows.



KELLY COMFORT

Kelly is known for sleep walking, roller skating through the halls of residence and getting stuck in the laundry chute. Our class president never got a word in edgewise at class meetings but always found time to ask how everyone was doing. Kelly was always looking for ways to put her "Comfort Measures" into effect.



BARBARA DAWES

Barb is the only person in our class who eats endlessly and still complains about being skinny. She is known for her calmness on wards as well as for trying to convince us to move to Prince George after grad and then changing her mind about going. Good luck wherever you end up, Barb!

GRADUATES-1981



CONNIE DAWSON

*your slightest look
easily will enclose me
though I have closed
myself as fingers,
you open always petal by petal
myself as spring opens
(touching skillfully, mysteriously)
her first rose
e.e. cummings*



DEBBIE DOTTO

Debbie is known for her accounting abilities and reserving Mash three times a night. Our class treasurer suffered severe anxiety attacks during mail and plane strikes and was often heard talking for hours on the 'upstairs' phone. As of Christmas, Deb has been in need of an armed bodyguard. Good luck in the future!



PATTI FULTON

Patti made her singing debut with us, with her hit single "Going on a Lion Hunt". Piglet is known for her hairdressing technique, getting tongue tied, making popcorn and full fluid diets (don't forget the prune juice). Good luck in Duncan, Pat!

GRADUATES-1981



JOANNA GALLEY

Joanna can often be seen running in and out of the hospital or sitting in the cafeteria having coffee and danishes. Joanna's goal after grad is to live on a five-acre farm and build her own house.

Joanna keeps busy with her family but when she goes out, "It's party time".



DIANE HOLMES

Diane is known around residence as 'salad woman'. She can be found at the YMCA q1h or in the kitchen baking carrot muffins. Besides butter pecan sundaes, wheaties and Wendy's hamburgers, Di loves tanning and Ted Nugent records. Diane will always be remembered for her Chuck Berry imitations.



MELBA KING

Melba spent more time in training being a patient rather than a nurse. She was always looking for a squash partner or trying to decide whether or not to get a perm. "Bear" is known for her great legs, wiping out on her bike and carrying her laundry in a suitcase.

Congrats!

GRADUATES-1981



JULIE KRAYENHOFF

Julie is a Carly Simon look alike who is dedicated to the end. She is famous for her sick housecoat, countless games of backgammon and for saying, "That man at the Dairy Queen just confused me." Julie is the only person we know who has tolerated hospital sandwiches, times 3 years.



LORI LOCHERTY

Lori loves Barbara Streisand records, granola and raw vegies. She is known for her group therapy sessions (especially her approach to assertiveness) and her knack for finding C.A.'s. Lori, who is always smiling and bubbly, is forever trying to get people involved. Lori's departing remark — "Go for it!"



CINDY LOCHMANETZ

Cindy will always be remembered for her perogies and loud footsteps coming down the hall. She's a talented singer and sewer — are those PJ's or a jogging suit? Cindy can often be heard saying, "That's nothing, you should hear what happened to me!" She plans on staying in Victoria after grad. Best wishes Cindy!

GRADUATES—1981



CINDY LUNDY

Creative Cindy is known for her avocado and sprout sandwiches, making stained glass windows and teaching us all how to do a french bun. She wants to be a midwife and then maybe find a recipe for placenta stew! Cindy, did you really get a blue anecdotal for yawning?!



LELA LYON

If not trying to take people home for dinner, Lela can be found somewhere reading. The only time we've seen our calm, cool Lela rattled was charge nursing on 3A—but who wasn't! Lela, who we voted as "Mom of the Year", plans to move to Halifax with her hubby after grad.



GRETA McCONILL

Greta, our class vegetarian can usually be found riding her bike, listening to her stereo or trying to fix her brother up with someone. She will always be remembered for her wild laughter, the big black man in her room and collapsing on charge—600 mg MP7 (Ampicillin stupid!) What about that library window, Greta?!

GRADUATES-1981



KATIE MacCONNACHIE

Our grad organizer and class sweetheart is known for her great looking boyfriend, sewing talents, shuffling slippers and racing helmet. Katie will never forget the care plan syndrome and IV rum and eggnog she received while in hospital.



ANDREA McCREIGHT

If not trying to get us to go out to Dairy Queen on Wednesday nights, Andrea could be found talking on the phone L.D. @ 0200 hrs. She is known for her little green sprout outfit, blushing, her fantastic bandaging jobs and Kim. Good luck in Vancouver, Andy!



SUE McCULLOCH

"Hi! my name is Sue, how do you do?" Suey, St. Joe's talented pianist and composer, can often be found taking her bike for a walk or whipping up a suit in one night. She is known for her cheerful smile, photographic abilities and for the only one to successfully lose weight in nursing. We'll have to come and visit you and your teddy bear in Alabama, Sue!

GRADUATES—1981



KAREN MASON

Karen is a tea lover who is known for her low sp. gravity and for always looking nice. She plans on getting married 2 weeks after grad. and then moving to Edmonton. By the way Karen, when are K-Basins and the Bedpans making a comeback?!



TRACEY O'HARA

Tracey could be seen every Friday afternoon heading for Vancouver. She was always posing the never ending question, "Should I straighten my hair?"

Fox's favorite pastimes included kicking ducks, talking, cheering for Eddie Durance and drinking 'bat fuel and coke' — then watch out! Shake them buns, Tracey!



JULIE PUERZER

Julie is known for her fainting episodes in the OR, her care packages from home and her spotless room. She loves to collect stuffed animals and to eat sauerkraut and raw cabbage. Julie is a real sweetie who could give us all lessons in verbal self control.

GRADUATES—1981



KIM RUSHCALL

Our class swimmer is known for her tons of clothes, messy room, having a sunburn in December and giving great hugs. Kim is forever worrying about her fish — giving us rides everywhere. Kimbob was the first to initiate the roof — Feb. '81.

See you at the beach this summer and/or winter!



JENNIFER RUSSELL

Jenny will always be remembered for her cheerful smile, love for gossip and McDonalds and her "funky chicken" dance. When not making hamburger helper, she could be found making her "rounds in residence".

But mostly, Jenny is known for her love for Miss Piggy and for having Miss Piggy's room!



CHRIS SEARLE

Besides embroidery, Chris loves hiking, camping and having dinner parties. She is known for her enthusiasm and uncanny abilities to know everything that's going on in residence. Chris can often be heard saying "I've had it with this place!" or "I have a friend who has a friend..." Hope you have better luck with your new car, Chris!

GRADUATES-1981



MARG SHEARD

Marg is envied for her great figure. She is often seen out at the Thatch and rarely goes more than two days between boyfriends. Mugsy will be remembered for trying to round up everybody to go to her party. Best wishes wherever you go, Marg!



CATHY SMITH

'Our class organizer' is known for writing lists and making posters advertising class activities. Cathy enjoys doing head to toe assessments (especially in Emerg.) Our class commentator during All My Children (that man has no lip), when not making dramatic exits from the "Thatch", she can be heard saying "Oh you guys this is just awful" or "I want a baby."



KAREN STEVENS

Karen is a very kind and caring person who never gets mad (What's your secret?!). She loves to go camping and canoeing. Karen will never forget being ball and chained the night of her shower and going out in the ambulance on her wedding night.

GRADUATES-1981



LIZ TUDOR

Liz was voted the first one to become a Doctor's nurse.

She is forever eating onions, drinking tea and sneaking cigarettes. "Miss E. speaking" is always puttering about or starting a diet — next week! What happened to those pink pants Liz?!



SUSAN WHATTAM

Our Pippy Long Stockings has a habit of locking the door to her room so Kelly can't get out. Susan loves to camp at Long Beach and to eat. She is known for her drastic haircut and spraying dye in Dr. H's face in the OR. Good luck in the future Susan.

VALEDICTORY ADDRESS



Welcome Reverend Sisters, Ladies and Gentlemen.

It is a great pleasure to have all of you here with us to share this special occasion.

Today we graduate, after three years of formal education, from St. Joseph's School of Nursing. (Three years which at times have seemed like one hundred!) Today is not only a time for us to graduate but also a time which marks the end of a beautiful tradition, that is the school started by the Sisters of St. Ann. We have all dreamed about this day and I can truthfully say that there is not one of us who did not at one time wonder if she would be standing up here today.

After today we will be going in new directions, but we leave with a common bond — the ability to help those who are unable to meet their needs; to teach and maintain health with the aid of our learned skills and professional knowledge and the ability to provide quality patient care through patience, love and respect.

The road to success is not always smooth, as we have discovered, but through perseverance and guidance we have reached our goal, we are what we want to be — Nurses! Much planning and thought have gone into our program, changes, additions and I'm sure, times of frustration. For this we are grateful and therefore thank the

faculty for all their time, effort and guidance they have given us. Sister Lalonde, thank you for the relaxation and comfort at the times when we needed it the most, through the provision of the Glenairley Retreat. Housemothers and housekeepers, we thank you for providing us with a home away from home and for just being you.

Today is a day filled with many emotions, joy, excitement and pride, for we are proud of our achievement. But one of the foremost emotions is sadness. We met shyly and cautiously three years ago at our welcoming tea party, wondering at all the strange, new faces, searching eagerly for a friendly smile, a reassuring hand or just a face that expressed the same anxiety you were feeling... and there were plenty of those. Since then, those faces have become synonymous with the words trust, comfort and friendship. Together we have shared our hopes, fears and dreams; fumbled through bedbaths in first year, wondering how we could possibly complete six in one morning; heard the word "caring" and have never heard the end of it; finally crossing the threshold into second year — WE MADE IT — but — shortlived — because here come the grueling all-night Care Plans, then came our psychology course by the end of which we had analyzed ourselves and everyone around us as manic-depressive, or else just paranoid-schizophrenic. Finally — third year we made! — But wait — here comes Critical Care where systemic hypoxia was incorporated into our dreams (and nightmares) and Team Leading — "You mean I really have to know the diagnosis and progress of 32 patients?" — and finally staffing, we were staff, we had responsibilities as near R.N.'s, but something was still not right — maybe our wage? We will never forget it — \$.45/hour.

These past three years have not been absent from frustration, tears and despair, but always there was someone gently prodding us forward, wiping our tears, listening to our concerns, and sending us on our way again with renewed minds and hearts. To these people: our families, boyfriends and friends, we would like to extend our deepest gratitude and a most sincere THANK YOU... This day also belongs to you!

To my classmates: We have only to look at one another to feel the sadness of parting, but there is also a great feeling of accomplishment radiating from within. We worked together, we pulled together, we laughed and cried together — but most of all, we made it, together! To all of you, in closing, I would like to leave you with an old Irish verse:

May the road rise to meet you,
May the wind be always at your back,
May the sun shine warm upon your face,
And the rains fall soft upon your fields,
And until we meet again,
May God hold you in the palm of His hand.
Good Luck! God Bless.

Siobhan Barron



CATHERINE MacCONNACHIE
1981 WINNER

Bursary for the Faithful Observance of the School Motto

"Not for Ourselves Alone"

Awarded by the Sisters of Saint Ann

This is the most coveted award in the school, and is the greatest honour conferred at Graduation.

The recipient is chosen by ballot, including members of the entire student body, faculty and housemothers. It is awarded to a member of the Graduating class who is considered to most exemplify in her professional and personal life, the qualities inherent in the school motto -

NON NOBIS SOLUM

PERSON MOST LIKELY TO

COLLEEN ADRIAN	— buy a Harley 1200 and join a motorcycle gang.
SANDRA ARMSTRONG	— rub noses with an Eskimo! Have fun up north!
SIOBHAN BARRON	— be a french cook
MAUREEN BIGGS	— elope in a truck
BARB CANOVA	— never be single
CAROLYN CASS	— jog the Boston Marathon
ANGIE CHOW	— look like Kim R.
TRACEY O'HARA	— have red-headed kids
KELLY COMFORT	— have multiple trauma due to sleep-walking.
BARB DAWES	— never have to diet
CONNIE DAWSON	— see her family after 3 years
DEBBIE DOTTO	— get a hernia on her finger
CHRIS SEARLE	— have two kids, a dog and a cat
PATTY FULTON	— marry a fireman
JOANNA GALLEY	— become a wood hippy
DIANE HOLMES	— become a head nurse
MELBA KING	— kiss a kangaroo when in Australia
JULIE KRAYENHOFF	— become a California girl
LORI LOCHERTY	— wear low cut tops in the near future.
CINDY LOCHMANETZ	— become a millionaire
CINDY LUNDY	— become a mid-wife
GRETA McCONILL	— ride her bike across Canada
KATIE MacCONNACHIE	— patent her recipe for Nanaimo bars
ANDY McCREIGHT	— have a baby
SUE McCULLOCH	— play at Carnegie Hall
KAREN MASON	— have her own house and husband
JULIE PUERZER	— grow carrots and cabbage in her living room
KIM RUSCHALL	— own a sweater rental agency
JENNIFER RUSSELL	— marry Mr. America
KAREN STEVENS	— be the first person to be a star witness
MARGARET SHEARD	— succeed at a demolition party
CATHY SMITH	— break hearts
LELA LYON	— become a maritimer
LIZ TUDOR	— acquire a southern drawl
SUSAN WHATTAM	— move to Ontario after Grad.

REMEMBER WHEN

- Remember going to the Beaver after exams. Does anyone actually remember?
- Remember Kim's wild hat party at the beginning of the year?
- Remember the jello in Margaret's bathtub?
- Greta — do you remember going to the Red Lion?
- Remember Dianne and the Headless Man?
- Remember Vivian's Voiders' Victory in the three legged race?
- Remember when Lori Locherty couldn't sit for a week?
- Remember Tracy, Marg running down hospital halls with a garbage can of ice?
- Remember the day Kim met Les and cleaned her room up?
- Remember slaughtering the slugs at basketball?
- Remember when Karen, Barb, Lela, Debbie, Karen S. and Dianne got engaged?
- Who was that masked woman in the orange flowered toga boogying thru the Sting with her trusty followers?
- Remember the old Mental Health days?
- Remember voting on the grad song over and over again?
- Remember when Cathy, Chris, Andrea and Dianne ate a ½ gallon of ice cream?
- Remember when we swore we'd stop procrastinating after handing in each test, report or assignment... have you started studying for RN's yet?
- Remember when hysteria set in at 0300 during the care plan syndrome?
- Remember getting up at 0600 to be at work at 0730 (way back in first year)?
- Remember sliding on the toilet seats on our first day on wards?
- Remember when Kim had a four-legged visitor stay with her?
- Remember when Cathy was disorganized? ... "neither do I"
- Remember when Dianne payed full price for anything?
- Remember the late night tension breakers (water fights, pillow fights, popcorn and pie)?
- Remember when Liz puttered and made tea?

FACULTY

We, the girls of '81, would like to take this opportunity to say a special "thank you" to our instructors — Linda, Terry, Vivian, Doreen and Phil. During our final year you have been behind us and have always had words of encouragement, support and teaching to offer us. Even the times when we seemed to be exhibiting symptoms of "systemic hypoxia" (for example, standing alone in the bustle of Emerg, or the first time we approached a doctor and introduced ourselves as a Team Leader, or waiting in the sidelights to do an oral care plan). You were there to help us find reasons to smile (and to tell us to stop holding our breath). We will always remember

you for helping us through the icing on the cake of training.

Also to be included in this message are some friends who survived the first day terrors, first injections, first pass/fail (and the rest), the oxygen care plans, the self-study modules, and, of course, the "midway through training" blues. To the first and second year instructors, we say thanks because even though you weren't there for the last year, you're part of us and a big part of our training.

To all of you, thanks and take care in all you do.

Katie MacConnachie



1st Year Faculty. Left to right (standing): Julie Pugh, Paula Wilson, Phil Driver, Sister Marguerite Lalonde. Sitting: Irene Sinclair, Ilse McCaw.



*3rd Year Faculty Front Row: Linda McDonald, Phyllis Driver
Back Row: Doreen Pope, Terry Ogilvie, Vivian Mar*



2nd Year Faculty. Left to right: Sally Bradburne, Joan Hadel, Ivy Sowerby, (missing, Nan Hsieh).



*Ruthella Graham,
Curriculum Co-ordinator.*

HOUSEMOTHERS



(Left to right) Front Row: Mrs. Dorothy Johnson, Mrs. Margaret Kachanoski (Mrs. K.), Mrs. Mary (Molly) Williams. Back Row: Mrs. Margaret Wilson, Mrs. Elspeth Salmond.



Margaret Lefrancois (left), Rita Osselson. "Our Housekeepers."

A special, special thanks goes towards our housemothers — from Mrs. K who has been with us for over 30 years, to Mrs. Williams ("Mollyo"), Mrs. Salmond, Mrs. Bloomquist, Mrs. Johnson (DJ) and Mrs. Wilson, who started when we did. You truly made our residence a home and it has always been nice to know that there is someone whose shoulder we can cry on or complain to or just laugh with. You have all shared our many sorrows and joys and we'll miss you all. Your patience, under-

standing and encouragement have been appreciated by us all.

To Rita and Margaret, our housekeepers: Thank you for making residence livable and being the cheerful people that you are. We'll miss your friendly smiles — even at 7:30 a.m.!

Again, thank you. May you give as much to others as you have given to us. We love you.

The Class of '81
Sue McCulloch



Graduating Class of 1981

BACK ROW: Julie Krayenhoff, Siobhan Barron, Lela Lyon, Connie Dawson, Colleen Adrian.
 FIFTH ROW: Joanna Galley, Patti Fulton, Melba King, Debbie Dotto, Jennifer Russell, Barb Dawes.
 FOURTH ROW: Kim Rushcall, Cathy Smith, Katie MacConnachie, Tracey O'Hara, Margaret Sheard, Sue McCulloch.
 THIRD ROW: Chris Searle, Lori Locherty, Sue Whattam, Barb Canova, Liz Tudor, Diane Holmes.
 SECOND ROW: Julie Puerzer, Karen Stevens, Andrea McCreight, Carolyn Cass, Maureen Biggs, Sandra Armstrong.
 FRONT ROW: Kelly Comfort, Angie Chow, Greta McConill, Cindy Lundy, Karen Mason, Cindy Lochmanetz.

GRAD ACTIVITIES



Processional at Commencement Exercises — 1981.

HOUSEMOTHERS' TEA



*Tea for Housemothers and Housekeepers — 1981.
Front Row: Cindy Lochmanetz. Second Row: Angie Chow, Sue Whattam, Liz Tudor. Back Row: Kelly Comfort, Kim Rushcall, Sue McCulloch, Lori Locherty, Andrea McCreight.*



Thanks "Mrs. K."



Kelly Comfort, Margaret Lefrancois.



Molly Williams.

We had a tea for the housemothers and housekeepers. Everyone once again enjoyed all the goodies — a very common trait amongst our class. The housekeepers and housemothers were always there and always had a pleas-

ant smile and a hello and always seemed to have time to talk or to listen, if it was needed. Thank you for making us feel special.

Tracey O'Hara

TACO PARTY



*Back, left to right: Katie MacConnachie, Melba King, Colleen Adrian, Angie Chow, Lori Locherty. In front: Patti Fulton, Kelly Comfort.
"Only capable of taking one more picture before feeling effects of Yukka Flats."*

Our humble class decided to add a little spice to our life and go Mexican. So, about 17 girls gathered to enjoy an evening of tacos and Yukka Flats at the famous resort known as "Bear's Place". The whole evening was filled with quiet dinner music (Loverboy, AC/DC, Powder Blues, Bob Seeger, Doug and the Slugs) and the best tast-

ing tacos one had ever had! Our compliments to the chefs — Colleen, Melba and Janice. After our relaxing dinner and a few cocktails, off we were down to Harpo's to dance the night away. The entire evening was one to remember and the start of our graduation celebration. Great going, gang!!

Margaret Sheard

LAST DAYS ON WARDS



*Last Day on The Wards.
Back, left to right: Sue McCulloch, Chris Searle, Andrea McCreight.
Front: Lori Locherty.*



Miss Parrish, Greta McConill. "Hello. Eric Martin. Help!"



Margaret Sheard, Chris Searle. "Do you like our new uniforms?"



Karen Stevens. "What do you mean there's a frog on my back?"

OUTRAGEOUS NIGHT

There is an old St. Joseph's tradition for the Thursday night before grad. Every year each grad must "design" a totally outrageous-looking costume to wear for the evening. This year was no exception. The costumes ranged from Tarzans to Flappers, Babies to Bonnie and Clyde look-alikes. The party started off on the roof and worked its way down through residence. After a quick tour through the hospital halls, the 30 "strange"-looking people took to the streets of Victoria. All the favorite high points were taken in, including McDonalds and the ever-popular Beaver. Everyone finally collected at the Sting for a wild and crazy time of "dancing the night away". A good time was had by all. The highlight of the evening had to be the hundred Japanese tourists outside the hotel who allowed us to "mug" for their many cameras. Wonder what their friends in Japan will say about us!



Back, left to right: Melba King, Margaret Sheard, Tracy O'Hara, Sue McCulloch, Karen Stevens, Maureen Biggs, Julie Puerzer, Diane Holmes, Debbie Dotto, Carolyn Cass, Patti Fulton, Andy McCreight, Liz Tudor, Sue Whattam. In front: Joanna Galley, Angie Chow, Jenny Russell, Lé Karen Masón.
"Outrageous!"



Back, left to right: Cindy Lundy, Patti Fulton, Cathy Smith, Chris Searle, Karen Stevens, Joanna Galley. In front, Carolyn Cass, Jennifer Russell.
"You three on the end. Do your husbands know where you are?"



"Error. Must be two tourists who got lost."



Joanna Galley, Cathy Smith, Liz Tudor.
"Who, us sleazy?"



Tracy O'Hara, Sue McCulloch.
"You mean we even have to share the same glass?"

CLASS DINNER

On Friday, July 3, our graduating class held their last dinner at the Keg. We all enjoyed an evening of laughter and good food. The Keg supplied us with complimentary wine and a selection of songs sung to us by our waiters.



Margaret Sheard, Melba King
"Interns have a strange effect on nurses!"



Julie Krayenhoff, Lori Locherty
"Those triple Margarita's finally hit me."



Cathy Smith, Colleen Adrian
Colleen! Check that guy out over by the salad bar.



Siobhan Barron
"What do you mean, you won't dance on the table?"



Karen Mason
"What are these?"



Joanna Galley, Kelly Comfort, Debbie Dotto, Julie Puerzer
"Kelly, what are you thinking of?"

MOTHER/DAUGHTER TEA

Saturday afternoon was sunny and warm for the Mother and Daughter Tea that was held at Government House. We were given a generous welcome by one of the Lieutenant Governor's staff, after having our pictures taken at least 30 times on the front lawn. After tea we toured

the house at our convenience. Sue McCulloch held an informal choir practice, playing the baby grand piano. After many pictures were taken, we expressed our thanks and headed home.



Mother and Daughter Tea at Government House



"More tea, anyone?"

Students with their mothers.

Left to right: Julia Puerzer, Karen Stevens (nee Sawyer), Sue McCulloch, Maureen Biggs.

GRAD DINNER/DANCE

The graduation dinner-dance started off with a big bang as the graduates were led into the dining room by a piper and his bagpipe. After an introduction of the 35 graduates, all present for the occasion sat down to a glorious feast. I know nobody complained of being hungry that night!!

The function was well attended by family, friends, faculty and alumnae. It was good to see Mrs. Sinclair, Mrs. McCaw and Mrs. Ruthella Cooper again. After feasting royally, everybody had a chance to work off the calories in the dancing. The dance started with a dance just for the graduates and their fathers. The band played a good selection of songs and a *good time* was had by all.

As a memoir the alumnae gave the graduates the centerpiece roses. What more can be said about a truly enjoyable evening!



"Let's dance."



*Kelly Comfort, Miss Brough.
"Class ring presented to Miss Brough."*



"... and here they are folks."



"Shake them buns!"

FATHER/DAUGHTER

After Saturday night's dinner dance at UVic, 0930 Sunday morning came extremely early to most of us — both fathers and daughters. The large lounge was filled with tired fathers waiting for their daughters to get dressed. (It was a long wait!) We all managed to arrive at the Empress Hotel on time to enjoy a delicious brunch in the Georgian Room. Class of '81 were at their usual best —



*Jennifer Russell, Mr. Russell (back row).
Seated (left to right): Mr. Courtney, Joanna Galley; Dr. Holmes, Dianne Holmes.*

"Yes you may have 6th helpings!"



*Chris Searle, Cathy Smith, Mr. Smith, Mr. Adrian, Colleen Adrian.
"Honestly the food isn't that funny"*

into the food immediately. After watching the fathers load up their plates three or four times, I think we can see where our love of eating came from. We all had a great time and would like now to send our congratulations to Cathy's Dad, Mr. Cliff Smith, who was voted "best looking father".



*Mrs. Locherty, Lori Locherty, Mr. Fulton, Patti Fulton, Sue McCulloch, Mr. McCulloch
"Smile"*



*Mr. MacConnachie, Katie MacConnachie (back row). Seated (left to right):
Andrea McCreight, Mr. McCreight; Mr. Tudor, Liz Tudor.*

PRE-GRADUATION



Left to right: Carolyn Cass, Siobhan Barron, Julia Puerzer, Sue McCulloch and Linda McDonald.
"Careful now."



Graduation Day
Left to right: Chris Searle, Angie Chow, Julie Puerzer, Debbie Dotto, Kelly Comfort, Colleen Adrian.
"Just think in three hours it will be all over."



Left to right: Melba King, Tracy O'Hara, Lela Staley, Marg Sheard, Siobhan Barron, Julie Krayenhoff, Connie Dawson.



Left to right: Kelly Comfort, Joanna Galley, Barb Canova, Cindy Lochmanetz, Sue Whattam, Liz Tudor.



Confined to the bus before Grad at UVic.



Left to right: Sandra Harris, Greta McConill, Jennifer Russell, Kim Rushcall, Karen Stevens, Cindy Lundy.

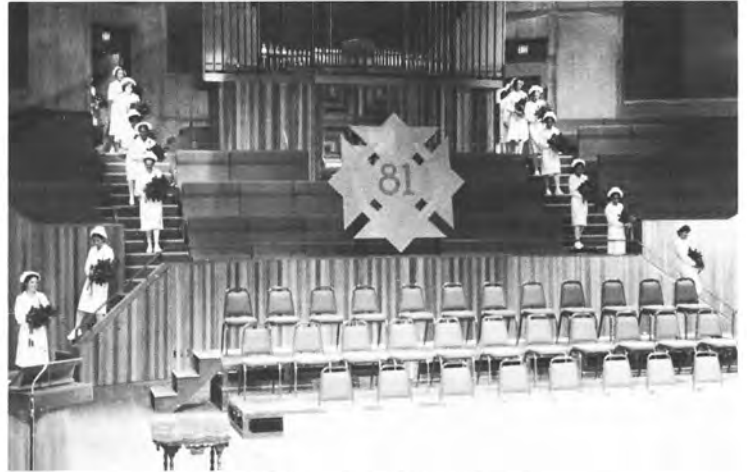
CEREMONY



William D. Tindall
Mayor of Victoria
—bringing greetings
from the City Council



Dr. J.M. Fox
President Victoria General Hospital
Medical Staff
—bringing greetings
from the Medical profession



"Walking in to Nadia's Theme"



Mr. Allan Patterson
President, the Southern Vancouver Island Hospital Society.
as Chairman of the Commencement Exercises 1981.



Sylvia Brough
Director School of Nursing
—speaking to the graduating class



Barbara Burke, Assistant Executive
Director — Nursing Victoria General
Hospital pinning nursing graduate
Colleen Adrian, Class '81.



Kelly Comfort
— "Presenting Sun Dial Plaque"
to Mr. J. Fair, Executive Director Victoria General Hospital



Collette Debelle
—singing "Time" written &
composed by Susan McCulloch



Siobhan Barron
"Our Valedictorian"



"We did it"

GRAD COMPOSITION

TIME

Words and music by Susan McCulloch.

Time can be an emp-ty space or time can be a warm em- brace that
 keeps friends to- gether thru the years.. Time can mend a heart that's breaking,
 time can let love's a-wak'-ning help us start each day a- new. So .
 here I stand, see-ing you, gazing at your face. And think-ing the
 time has come to go our sep'rate ways. There'll be tears and sor-row but a
 rain-bow with the rain, be- cause I know with love and time I'll see you a-
 gain. see you all a- gain. I thank God for mem-or-ies, for
 all in life that's fine,, for sun-shine, clouds and rainbows and for love and
 friends and Time

2. So here I stand,
 I see you all
 Looking at your friends,
 And thinking that three close years
 Are drawing to an end.
 I see your tears of parting,
 For parting can cause pain,
 But I also know with love and time
 We'll see you all again.

CLASS FAVORITES

TODAY

Today while the blossom still clings to the vine
I'll taste your strawberries, I'll drink your sweet wine.
A million tomorrows shall all pass away
'Ere I forget all the joys that are mine today.

I'll be a dandy and I'll be a rover
You'll know who I am by the song that I sing.
I'll feast at your table when all things are over
Who knows what tomorrow will bring. (Today while the blossom . . .)

I can't be contented with yesterday's glories,
I can't live on promises winter and spring
Today is my moment, and now is my story
I'll laugh and I'll cry and I'll sing. (Today while the blossom . . .)

SIDE BY SIDE

Oh we don't have a barrel of money
Maybe we're ragged and funny
But we've travelled along, singing a song
Side By Side.
Don't know what's coming tomorrow
Maybe it's trouble and sorrow
But we've travelled the road, sharing our load
Side By Side.

Through all kinds of weather
What if the sky should fall?
Just as long as we were together
It didn't matter at all.

When we've all said our farewells and parted,
We're not the same as we started
But we'll travel along, singing a song
Side By Side.

WITH A LITTLE HELP FROM MY FRIENDS

What would you think if I sang out a tune,
Would you stand up and walk out on me.
Lend me your ears and I'll sing you a song,
And I'll try not to sing out of key, Oh

I get by with a little help from my friends, MM . . .
I get high with a little help from my friends
Going to try with a little help from my friends.

What do I do when my love is away.
(Does it worry you to be alone)
How do I feel by the end of the day
(Are you sad because you're on your own)
No I get by with a little help from my friends,
Mm get high with a little help from my friends
Mm gonna try with a little help from my friends.

Do you need anybody
I need somebody to love.
Could it be anybody
I want somebody to love.

Would you believe in a love at first sight,
Yes I'm certain that it happens all the time.
What do you see when you turn out the light,
I can't tell you but I know it's mine.
Oh I get by with a little help from my friends
Mm get high with a little help from my friends
Oo I'm gonna try with a little help from my friends

Do you need anybody,
I just need someone to love,
Could it be anybody,
I want somebody to love.
Oh I get by with a little help from my friends,
Mm gonna try with a little help from my friends
Oh I get high with a little help from my friends
Yes I get by with a little help from my friends
With a little help from my friends.

John Lennon
Paul McCartney

Grad Remember Whens

. . . Lori do you remember Melba's Taco Party
. . . When we tried putting 25 chairs around 3 tables at Harpo's
. . . The yucka flats that Janice & Melba made
. . . Singing "Side by Side" on the way to the Beaver
. . . Being photographed by Japanese Tourists
. . . Taking the bus to the Red and leaving Katie, Liz & Diane behind
. . . Walking into the Sting in our outrageous Costumes
. . . Dancing all night and then trying to walk home in stocking feet
. . . Red Lipstick Chris??
. . . Being slightly under the weather at Grad Practice the next morning
. . . When Joanna G. stayed at Res. (neither does she) Liz "where were You".
. . . Learning to march left, right, left, right.
. . . The receiving line at the Keg.
. . . Going to the Thatch and hogging the dance floor.
. . . Having tea and raisin bread at the Governor's house
. . . When Chris took 45 pictures on 10 different cameras outside Govern-
ment House.

. . . Walking up to the microphone and stating your name, rank and
measurements.
. . . Jennifer and Kirby dancing the first waltz.
. . . The Big Circle Dance
. . . Dancing to "Let's Spend the Night Together"
. . . When Siobhan and Dianne's Dads outdanced everybody
. . . Getting out of bed early for the father & daughter brunch
. . . Introducing your Dad to your girlfriend's Dad & finding out they
were in the Navy together 25 years ago.
. . . Eating again & again & again.
. . . Getting ready for inspection & realizing 4 bouquets of roses were
missing
. . . Singing our favorite songs on the bus on the way to UVIC
. . . Colleen's bra broke right before the ceremony
. . . Waiting nervously in the back room and going to the bathroom every
5 min.
. . . Does anyone remember the ceremony or were we all in shock?
. . . Siobhan's speech
. . . The fantastic times we had over the last three years.

STUDENT ACTIVITIES



FUNDRAISING

The class of '81 started off the year with two carwashes, raising over \$300. There was no problem getting customers with Maureen and Susan W. standing on Mackenzie, waving a giant sign and beckoning cars to come in and have a wash.

We then launched into our preparations for the Hallowe'en Dance and Christmas Bazaar. We sold over \$500 worth of raffle tickets and had a successful bazaar despite the snow.

In the spring we had a Valentine's Day Raffle, thanks to Tracey's parents for the burl clock and Mrs. K for the smocked dress. The Hospital staff enjoyed our baking efforts in our numerous bake sales in the cafeteria. We finished off the year with another carwash and a bottle drive. Thanks to all for helping us make Grad '81 a memorable event.

Lori Locherty



Katie MacConnachie and Liz Tudor ready for action



Debbie Dotto and Susan Whattam patiently waiting



Carolyn Cass rinsing down



Cathy Smith and Colleen Adrian at "work"



Susan Whattam, Kim Rushcall, Karen Mason and Andrea McCreight hard at it.

FUNDRAISING



Chris Searle and Cathy Smith rubbing and washing



Sandra Armstrong, Tracey O'Hara, Connie's daughter Stephanie, Colleen Adrian, Connie Dawson



Susan Whattam and Maureen Biggs calling in customers



Carolyn Cass



Connie Dawson, Tracey O'Hara

FUND RAISING



Julie Krayenhoff with Maureen Biggs and Lela Lyon in background



Maureen Biggs and Lela Lyon



Maureen Biggs with Lela Lyon in background



Lela Lyon, Sandra Armstrong and Maureen Biggs



Joanna Galley, and clients!

XMAS BAZAAR



Barbara Dawes serving soup at Bazaar



Siobhan Barron, Sue Whattam, Kelly Comfort, Cathy Smith, and Greta McConill

Snow — Wind — More snow — What a day for a Christmas Bazaar — And in Victoria?! However, such was the day when the Class of '81 held the annual Christmas bazaar to earn funds for graduation. Glad to say, though, the chilliness of the day did nothing to cool the enthusiasm as the preparations were made. Books to be sorted, "white elephant" articles to be priced, and all sorts of handmade crafts to be arranged on tables. Does anyone

remember the plants that were so carefully nurtured in preparation for selling? A special lunch was served consisting of warm soup donated by the renowned kitchen of VGH, as well as assorted sandwiches and baked goodies. A highlight was the draw sponsored by the faculty for diners for two. Special thanks to everyone who donated both time and effort to make the bazaar such a success.

Maureen Biggs

HALLOWE'EN

St. Joes celebrated Hallowe'en this year by having a Howling Hallowe'en Dance. The evening started out with an assorted crowd of goblins, green giants, witches, bumblebees, gypsies and mafia men crawling out of the woodwork and onto the dancefloor.

Refreshments flowed freely and as the evening progressed the costumes became wilder. There was a strange

assortment of nurses with hairy legs and moustaches in short skirts. The prize for best costume was a Texas Mickey which went to the Headless Man followed closely by "two peas in a pod", "Aunt Jemima" and a large bird of unknown species. Rumour has it was a musical friend of Cindy Lundy's. Fun was had by all.



Pumpkin Carving Contest, Class of '81 — winners



Kim Rushcall and Katie MacConnachie

Kim Findlay, Andrea McCreight, Maria Toly, Karen Stevens, Karen Mason, Jim Goulding, Kim Rushcall



HALLOWE'EN



Patti Fulton, Liz Tudor, Jennifer Russell, and Cindy Lundy



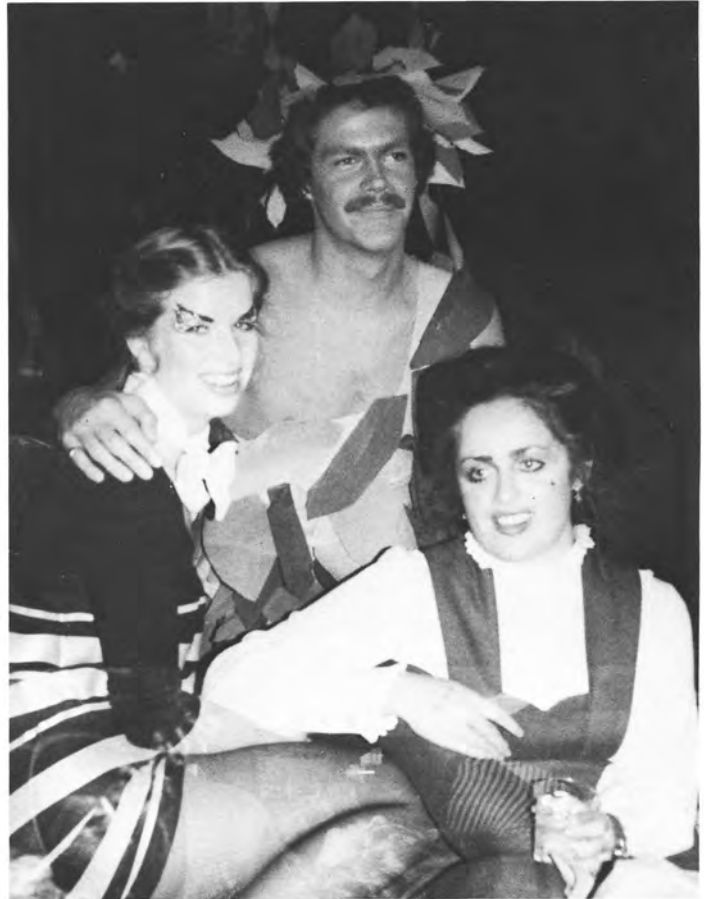
Dave Bradshaw — winner of the "Best Costume"



Melba King



Lori Locherty and Cathy Smith



Katie MacConnachie, Kim Findlay, Lori Locherty

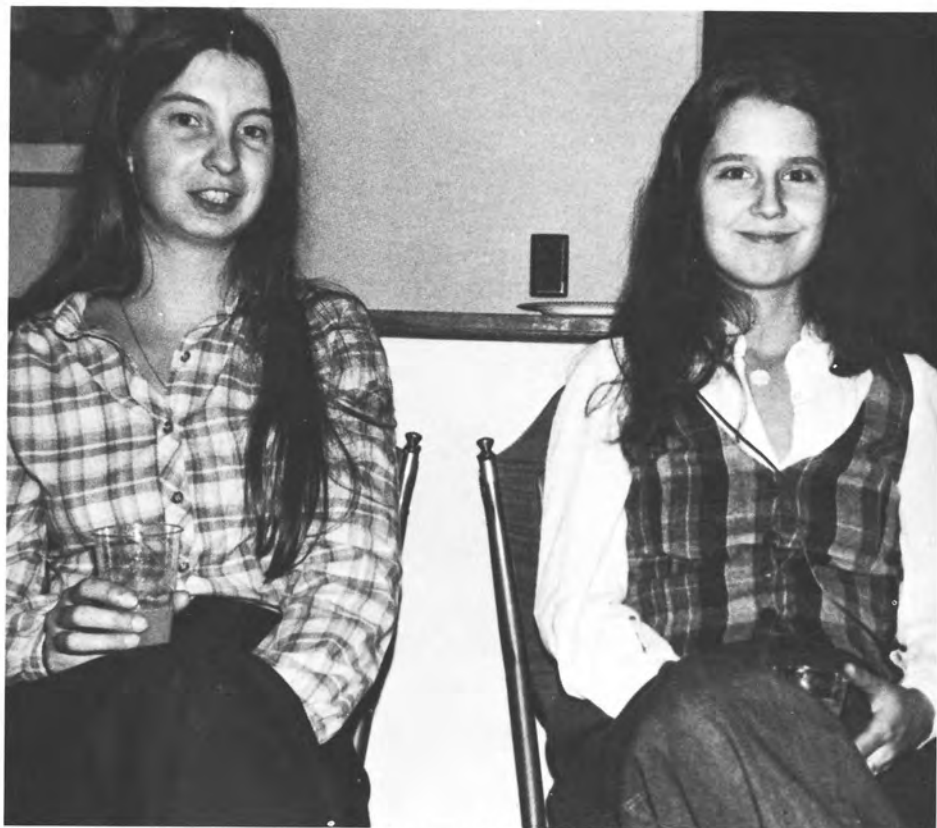
JENNIFER'S PARTY



Sue McCulloch, John Kelly, and Lori Locherty



Kim Rushcall



Karen Stevens and Cindy Lundy

JENNIFER'S PARTY

Jennifer's party — Boy was that a night to remember! A feast for a million — well, maybe for some people. Thanks for the leftovers?? And Kim, we knew you had a foreign streak, somewhere! Yes, kisses were plentiful that

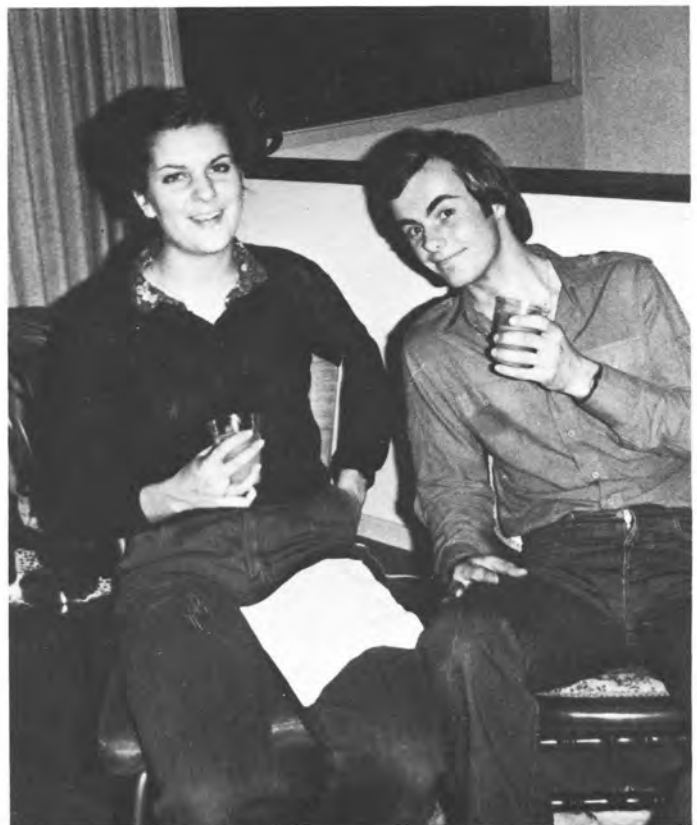
night — some even unwanted (I wonder why . . .?) The whole party was a blast, and it even got better when Jen's parents arrived!!! Thanks a bunch, Jen, it was great!



Patti Fulton, Chris Searle, Cindy Lundy



Kim Rushcall, Patti Fulton, Lori Locherty



Diane Holmes and Dave Bradshaw

RUM AND EGG NOG

On December 12, 1980, all of us avid party-goers gathered to indulge in a little Christmas cheer. After a few rum and eggnogs, we all sat in front of the fire in the lounge and sang carols like they've never been sung before, led by Jennifer's robust voice. The 12 days of Christ-

mas will never be the same! When the Christmas cheer had increased our bravery, Diane and Andrea snuck into Katie's hospital room to deliver multiple plants and eggnog IV in a mini-bag. A good time was had by all and it got everyone into the Christmas feeling.



Carolyn Cass, Sue Whattam, Kelly Comfort, Julia Puerzer, Chris Searle, Julia Krayenhoff, Karen Mason, Cathy Smith, Jennifer Russell, Patti Fulton, Diane Holmes, Tracey O'Hara, Liz Tudor, Kim Rushcall, Cindy Lundy

RUM AND EGG NOG



Liz Tudor, Tracey O'Hara and Karen Stevens



Diane Holmes



Liz Tudor and Andrea McCreight indulging in some Christmas "cheer".



Sue Whattam and Julia Puerzer assembling the Christmas tree, with Patti Fulton at the piano.

BARBECUE



Back Row: Jennifer Russell, Karen Stevens, Karen Mason, Terry Ogilvie, Carolyn Cass, Melba King, Angie Chow, Julia Puerzer, Patti Fulton

Seated: Colleen Adrian, Cindy Lundy, Barbara Dawes, Lela Lyon, Maureen Biggs, Tracey O'Hara, Linda McDonald, Sue McCulloch, Liz Tudor, Kim Rushcall, Chris Searle, Diane Holmes

Lying: Greta McConill

On May 27, 1981, at 1700 hours the class of '81 and faculty bombarded and flattened Miss Pope's back lawn. We had a great barbecue with a super great dessert. After food and drink Miss Pope felt we had to wear off some calories. To this end she divided us up into three teams — Vivian's Voiders, Terry's Tigers and Linda's Lovelies and

provided "J" cloths to all teams. After cheering and a pep rally, we had three-legged races, wheelbarrow races, backward running, hopping and crawling races. Great fun was had by all. For Greta and Sue the races proved to be the last leg but they still managed the ten miles back home. All in all it was a really good evening!

Joanna Galley



Sue McCulloch, Diane Holmes, Karen Stevens



Tracey O'Hara, Greta McConill and Carolyn Cass

BARBECUE



Terry Ogilvie, Julia Puerzer, Angie Chow, Melba King, Carolyn Cass, Chris Searle



Carolyn Cass and Jennifer Russell



Diane Holmes, Karen Stevens, Julia Puerzer, Patti Fulton, Kim Rushcall (Doreen Pope, Melba King and Lela Lyon in background)

Tracey O'Hara, Karen Mason, Jennifer Russell, Maureen Biggs, Linda McDonald, Julia Puerzer



TOGA PARTY



Fourth Row: Margaret Sheard, Melba King, Karen Stevens
 Third Row: Julia Puerzer, Sue Whattam, Tracey O'Hara, Debbie Dotto, Lela Lyon
 Second Row: Cindy Lundy, Sue McCulloch, Jennifer Russell, Greta McConill, Colleen
 Adrian, Karen Mason
 Front Row: Patti Fulton

The Toga Party was a spontaneous feast of beer and pizza. After refreshments had been absorbed and all were in good spirits, the pizza arrived. The togas worn were enough to make Caesar turn to salad. Love that flowered

toga, Sue. After the party, the Roman Princesses went out on the town in their chariots lead by K-basin and the bedpans.

Jennifer Russell



Sue Whattam and Julia Puerzer



Colleen Adrian and Tracey O'Hara

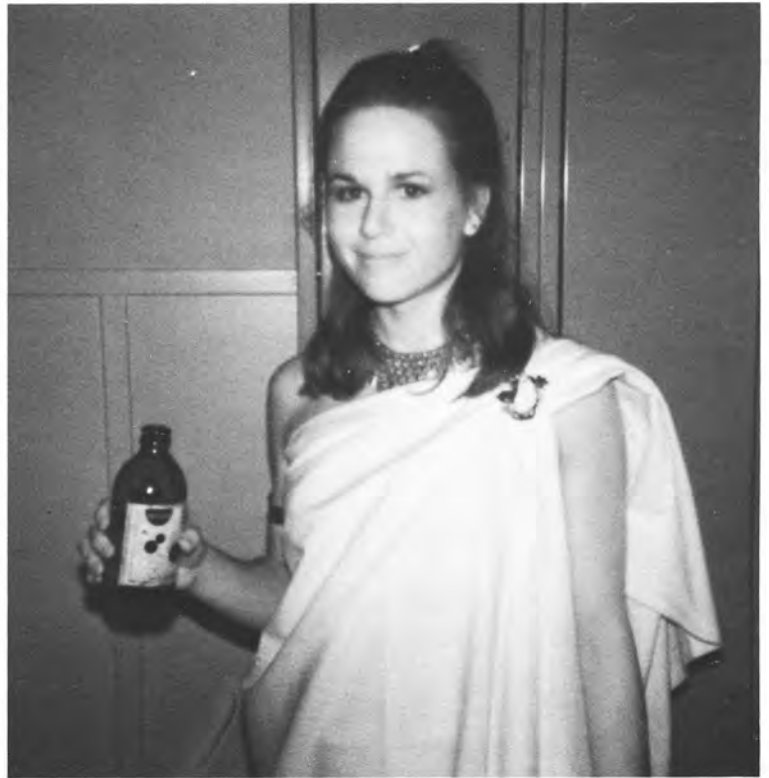
TOGA PARTY



"THAT'S NICE, BUT WE SAID 'TOGA' "



Greta McConill and Sue McCulloch, with Melba King in background.



Carolyn Cass

RETREAT

What with Christmas over plus January one-half over, the class of '81 knew they had to do something drastic to bring themselves out of mid-winter depression. We were at the point where we needed a total break from school. It was time for a retreat or better known as a 24 hour "pig out". This year's menu was planned by Chris S. and Colleen A. Greta M. and Patti F. did the shopping after figuring out how to drive Chris' car. The exhausted girls and instructors arrived at Glenairlie on Friday night. The first question was "When do we eat?" Dinner was chicken, salad bar, with a delicious carrot cake for dessert. In the evening the SJSN award ceremony was held. Linda Mac won the scientific award for her research and enthusiasm over systemic hypoxia while Cathy S. awards were more in the human interest area.

After this ceremony we wrote the annual write-ups

and many intimate secrets were revealed. Later we ate again and finally feeling very stuffed, we settled down to sleep. Next morning the cooks were up early, making pancakes and bacon with fresh coffee and juice. It was delicious.

To work off our hearty meal we headed off to East Sooke Park for a walk. Maureen's truck was filled to the brim with people but had no problem driving along the road at high speeds.

It was soon lunch time and back for hot dogs and sandwiches. After cleaning up, we headed home.

One of the most special parts of this retreat was the presence of Sister Lalonde. We would like to extend our thank to her and the Sisters of St. Ann for allowing us the use of the beautiful Glenairley.

It was a great time and when over, we felt we could make it through the rest of February.



View from Cottage at Glenairley

RETREAT



*Phil Driver, Kelly Comfort, Patti Fulton, Maureen Biggs,
Sue Whattam Carolyn Cass, Barbara Dawes, Debbie Dotto,
Sandra Armstrong*

Presentation of awards at Retreat



*Phil Driver, Kelly Comfort, Carolyn Cass
Sue Whattam, Patti Fulton
Sister Lalonde, Greta McConill, Liz Tudor,
Barb Dawes*

Presentation of award to Sister Marguerite Lalonde at Retreat



*"THAT'S RIGHT, 600 LBS. OF CHICKEN,
20 GALLONS OF COLESLAW . . ."*



*Back Row: Lori Locherty, Cindy Lundy, Melba King, and Carolyn Cass
Middle Row: Jennifer Russell, Andrea McCreight, Chris Searle,
Maureen Biggs, Sandra Armstrong
Front Row: Patti Fulton, Greta McConill, Barbara Dawes*



*Back row: Jennifer Russell, Diane Holmes, Melba King.
Front row: Cindy Lundy, Sue McCulloch, Cathy Smith*

BABY PHOTOGRAPHS



35. Hey, Big Boy!



30. I just love to eat.



23. It must be Wednesday, Andy!



15. I'm going to be a nurse when I grow up.



4. Thanks, Mom, cafeteria food again.



9. When I get engaged, it's gonna be a big rock



19. Not now, they're watching!



34. Now you have to make sure that the drawsheet is pulled tight...



16. I'm dedicated, let's party!



27. Can I attack it yet?



6. Simon says: Eat your jello pudding, Carolyn.

BABY PHOTOGRAPHS



31. OK! OK! I won't put jello in the tub next time.



5. Pinch my cheeks, baby.



26. I don't kick cats . . . only ducks.



18. I'm learning how to make pancakes.



28. No, I'm not Angie Chow.



11. No one will have to save my life.



8. I'm in training.



32. Hey, prune juice really works!



7. Bright eyes and bushy head?



20. Lay off, I'm already married.



33. It's time I hit the road.

BABY PHOTOGRAPHS



10. *I wonder where everybody went.*



21. *I'm not bald . . . really I'm blond.*



24. *Let's go cruisin', honey.*



13. *Joanna, how does your garden grow?*



2. *If I can't drive, I'll walk.*



29. *Men — they never leave me alone.*



22. *Is this how playboy bunnies start?*



14. *Is this how Ted Nugent started out?*



17. *Me . . . I don't flirt.*



25. *Ease on down the hallway.*



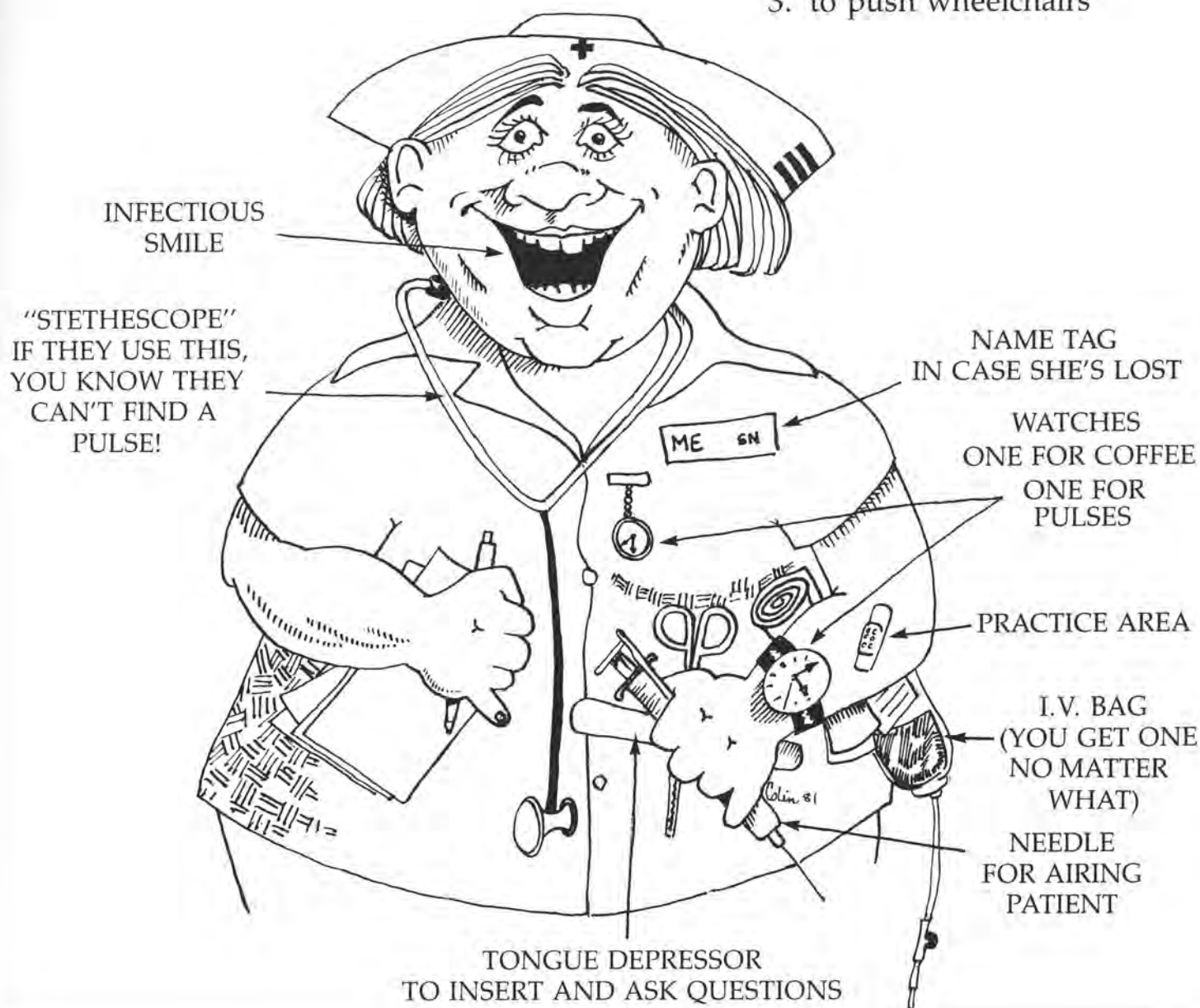
1. *Yee-ha!*



12. *I don't kiss on the first date.*

BABY PHOTOGRAPHS

NURSE: (KN-HÛRSS)n. 1. healing machine
2. needle inflictor
3. to push wheelchairs



Index for Baby Photographs

1. COLLEEN ADRIAN
2. SANDRA ARMSTRONG
3. SIOBHAN BARRON
4. MAUREEN BIGGS
5. BARBARA CANOVA
6. CAROLYN CASS
7. ANGIE CHOW
8. KELLY COMFORT
9. BARBARA DAWES
10. CONNIE DAWSON
11. DEBBIE DOTTO
12. PATTI FULTON

13. JOANNA GALLEY
14. DIANE HOLMES
15. MELBA KING
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30. CHRIS SEARLE
31. MARG SHEARD
32. CATHY SMITH
33. KAREN STEVENS
34. LIZ TUDOR
35. SUSAN WHATTAM

SHOWER

Lela's Shower

Tracey's spreading the word. There is another wedding in the wind. Again we gather in the lounge and wait not so quietly for Lela to make her appearance. Minutes tick by. Could she have decided that she didn't want to come? Could be. Let's phone Chris. Tracey informs us that Chris knows and would urge Lela to come over to Res. for a small group gathering at the Beaver. But are we sure? Still no Lela!



Julia Puerzer, Kim Rushcall, Kelly Comfort



Jennifer Russell and Karen Mason



Lela Lyon and Cathy Smith

"I think she's coming. Yes, it's her. She is coming to the lounge. Surprise!! To the future Lela Lyon."

After gorging ourselves on cheese, crackers and pickles, we launched into the splendidly decorated shower cake which Tracey made. What a cake! Super! Tasty, too!! Then the party moves to Bart's for more fun. Best wishes, Lela and Chris!!

Patti Fulton



Lela Lyon — the Honoured Guest



Katie MacConnachie, Diane Jacox, Cathy Smith, Diane Holmes, Andrea McCreight, Patti Fulton, Cindy Lochmanetz



Sandra Armstrong, Karen Stevens, Julia Puerzer, Kelly Comfort

SHOWER



Back Row: Patti Fulton, Cathy Smith, Lori Locherty, Jenny Russell, Sue McCulloch, Sue Whattam, Chris Searle

Front Row: Colleen Adrian, Cindy Lundy, Karen Stevens, Katie MacConnachie, Diane Holmes

On Floor: Barb Dawes, Maureen Biggs

Good luck, Karen!

Karen's Shower

"Karen, I am going to take you out for a drink," says Jen. We sit waiting, whispering and laughing in the darkened lounge. Here she comes! Footsteps, door closes, talking between guest of honour and housemother. Walking, door opening and closing. "Oh, no, she has gone the wrong way. To Jen's room, I think. Quick, someone go and find her." With much bribing, Cindy brings her to the lounge. Surprise!! It's Karen Sawyer's (soon to be Stevens) wedding shower.

What's in store? Why, a ball and chain. Real rusty old chain and ball. Compliments of one of Karen's classmates (could it be K.R.?) And what can Karen do to a ball and chain padlocked around her ankle. Why she can try to walk casually into the Sherwood, then be asked to leave,

for the manager says, "For sure, no one is allowed in here — man or woman — who has a ball and chain." She then travels down to Oly's, careful to hide her newly-acquired limb under her raincoat. But to Karen's surprise, she is finding it hard to dance. Karen begs to have it off but it seems no one knows the combination for the lock. Will Kirby have to put up with a wife who drags around a ball and chain? Who knows! The ball and chain did finally come off, much to Karen's relief.

What a great night! All the very best, Karen and Kirby. We wish you all the happiness in the world.

Patti Fulton

Jenny Russell, Cindy Lundy, Maureen Biggs, Lori Locherty What did you get, Karen?



Karen Stevens



WEDDINGS



Sandra and Rory Armstrong



Lela Lyon's wedding party

School & History



BEGINNINGS



Setting The Scene

The closing of an 81-year-old School of Nursing, like the passing of a friend, is a sad occasion, a reminder that institutions, like people, must succumb to the relentless push of time, the march of progress. But the melancholic nature of the moment has its positive side as well. It provides an opportunity to reminisce, to look back over the history of St. Joseph's School of Nursing and remember the good times, to focus the spotlight on the positive contribution the School made not just to the Southern Vancouver Island community but to nursing in general. It's a chance to flip back through the pages and discover how the nursing profession changed over what is really a relatively short period of time. Armed with that historical evidence, we can take a look around at the crossroads we've arrived at and ponder what the change of direction means for those preparing in the future to be effective nursing members of the health care team.

That's the objective of this historical section of the commemorative yearbook — to take a sweeping look at the life and times of St. Joseph's School of Nursing, to reminisce through the comments and observations of those who know best, the women, and men, who were students down through the years. More than 40 graduates have been interviewed and it is their colorful, reflective anecdotes which will bring to life the different periods in the school's history and paint a vivid picture of how nursing and the education of nurses evolved since the dawn of the twentieth century. This will form the next part of the historical section. The third part will examine, briefly, the reasons for the school closing, and analyse how and why nursing and the education of nurses has changed and where they go from here.

End In Sight

The beginning of the end came on Nov. 30, 1978, when the hospital's Board of Management announced with deep regret that no more students would be admitted to the school. The reason? A lack of funding to replace the school in conjunction with the new hospital being built at Helmcken Road. The School's doors would close after the final graduation in 1981, a fact that was soon reflected in the dwindling number of students. The final class of 35 graduated on July 5, 1981. From 1901, when the first graduate, Anthony Williams, completed his course, up to and including that final graduation, a total of 2,321 nursing students completed their program at St. Joseph's, including 10 male nurses. Added to that list are 156 Radiology stu-

dents and 127 Laboratory Technology students who, in earlier days, were very much a part of the School program.

Those are the bottom-line statistics, the School's production figures, if you will. But as we learn from the impressions of those who are included in those numbers, there is a lot more to the story. For one thing, a school of nursing is not like a widget factory or some other manufacturing plant where the material that goes in and the product that comes out undergoes little significant change over the years. The School's beginnings were humble indeed, but it grew steadily in terms of facilities, numbers of students and the quality of nursing education to become one of the most respected nurse education centres in the country. Then there's the very

human side of an institution like a school of nursing. People coming from all parts of the province, living together and building strong friendships which have survived and deepened over the years. It's the story of the Sisters of St. Ann, starting with the four, plucky nuns who came from Eastern Canada in 1858. Their devotion and dedication to the care of the needy laid the groundwork for the development of a major health care centre on Vancouver Island and the eventual establishment of the School of Nursing. There were, of course, some personal disappointments and tragedies along the way, but these were balanced off with the good, happy times and stories of the many individuals who began with the normal uncertainties and inexperience common to those still in their teenage years, but who emerged on Graduation Day as confident, seasoned members of the nursing team.

Interesting too is the extent to which things changed down through the years — differences in professional attitudes, discipline and approach to education. There's a kaleidoscopic view of evolving practices, procedures and programs resulting often from changes in society as a whole as well as developments in the fields of medicine and education. A high-speed run of the film flashes up the following highlights:

Class of two . . . first day, work on the wards . . . 12-hour duty . . . no lectures except at the bedside . . . one procedure manual only . . . two weeks off per year . . . "comfort nursing" . . . no antibiotics . . . ward work included housekeeping, preparing diets . . . stipend, \$5 a month . . . slippers worn on the ward after 9 p.m. . . . flowers out of the rooms at night . . . formal lectures from Sisters and Doctors . . . textbooks available . . . two-year



Reverend Mother Mary Providence S.S.A. — Foundress and Superior of St. Joseph's Hospital.

BEGINNINGS



program becomes two-and-a-half year, then three . . . Class of 20 students . . . uniforms heavy, long, starched . . . payment required for broken equipment, china, etc. . . only last names used for doctors, nurses . . . 9 p.m. curfew, late leave until 11 p.m. . . . School of Radiology founded . . . Osborne Court rented for first nurses' home . . . Alumnae Association founded . . . Sister Mary Gregory, first full-time Director, School of Nursing . . . new residence built . . . first grad in Laboratory Technology . . . first full-time clinical instructor . . . four-week vacation . . . first names used . . . 40-hour, five-day week . . . Strawberry Teas . . . retreats, changed from religious exercises to opportunities for relaxation and self-assessment . . . two male students graduate . . . first lay director . . . Critical Care added to program . . . service component reduced . . . no curfew . . . stipend, \$97 every two weeks . . . last Class of 35 graduates.

Historical Guideposts

Any exploration of the school's roots requires a look at the beginnings of what was then called St. Joseph's Hospital and the part played by the Sisters of St. Ann.

The journey begins in the small Quebec village of Lachine where the sisters had their Motherhouse. In April, 1858, in response to a personal request from Modeste Demers, the Roman Catholic Bishop whose responsibility included Vancouver Island, four sisters began a two-month boat trip to the west coast. They arrived June 5, 1858. A journal written by one of the nuns, Sister Mary Angele, records a first impression:

"It is impossible to describe our joy on touching land. We were most surprised to see two hundred houses and Indian cabins at some distance. Our greatest surprise was the sight of a city of tents."¹

The sisters had accepted "the mission" of Vancouver Island, a challenge which they soon became aware included not just teaching but caring for the needy and looking after the sick. They arrived on a Saturday and on Monday started classes within the confines of a 30-by-18-foot log cabin which was also their home. The cabin was run down and had no outhouse or well. Windows were broken and there were no shades. The sisters used their aprons to cover the windows. Sister Angele again gives us a glimpse of the conditions:

"The house is divided by rough partitions. The flooring is good but there is no ceiling. So far (Nov. 1, 1858) we have spread our mattresses on the floor at night and pile them in the corner in the daytime."²

When they weren't teaching, the sisters were called on to visit the sick in their homes, keep night watches and prepare

Archbishop Charles Seghers who officiated at the opening of St. Joseph's Hospital, 1876.

Reverend Sister Mary Gertrude of Jesus, S.S.A. — Founder of The School of Nursing/1900-1912.



BEGINNINGS

the dead for burial. It was pioneering work made increasingly difficult because of a lack of proper medical facilities and the limited number of helping hands.

The picture brightened considerably in 1876 with the official opening on June 25 of St. Joseph's Hospital. It was a two-storey, red brick building built at a cost of about \$13,000. It had room for 35 beds but, interestingly enough, did not have an operating room. Surgery took place in any available room with the first operation apparently performed in the parlor.

The driving forces behind both the hospital and eventually the School of Nursing were Archbishop Charles Seghers, Dr. John Sebastian Helmcken, Mother Mary Provi-

dence and Sister Mary Gertrude of Jesus. Archbishop Seghers was the successor to Bishop Demers who died in 1871. Archbishop Seghers was consecrated in June, 1873 and 18 months later announced that St. Joseph's Hospital would be built. The following is an excerpt from the speech he gave on the occasion of the laying of the Hospital corner-stone:

"Irrespective of creed or nationality, St. Joseph's Hospital will open its doors to such as are afflicted with sickness; it will afford relief and comfort to persons of every condition and standing in society; it will give shelter within its walls to the poor, the needy, the friendless, and the houseless.

"Far be it from me to treat disparagingly the good that has been done in this province for the relief of sickness and poverty. Far be it from me to ignore the numerous and liberal charities of the members of this community. But I venture to think, and I may well be permitted to say, that the need of a large, well conducted hospital has been long felt in the City of



The Original Log Cabin — "Pioneer Convent" — 1858

As the Log Cabin appeared later with original logs protected with siding.



Victoria. And let me express my hope and earnest conviction that the care, devotedness and self-sacrifice of the Sisters . . . will supply this want to the general satisfaction of the public at large."³

Soon after officiating at the opening of the new hospital, Archbishop Seghers left Vancouver Island for Alaska. It was on a later trip to Alaska from Victoria that he was shot Nov. 26, 1886 by a volunteer worker accompanying him and died almost immediately.

Dr. John Sebastian Helmcken is regarded as one of the founders of the Hospital and the School of Nursing. He was the Hudson Bay Company's surgeon as well as the Justice of the Peace and Speaker of the legislature. Mother Mary of Providence was 22 years old when she came out to Vancouver Island from Quebec. She took over immediately as superior of the young missionary group and devoted her life to the education of youth and the care of the sick. She died May 28, 1904, at St. Joseph's Hospital which she had been instrumental in establishing and where she had spent countless hours. An indication of the respect she had in the community can be gleaned from the following excerpt from an item in the Daily Colonist newspaper on the day she died:

"With the demise of Sister Providence, British Columbia loses a rare Christian character. Entering the religious order of St. Ann when still young she followed the life she had chosen with unflinching faithfulness, and arriving at this province in the early days, displayed such marked energy and ability in the education of youth that she has been called the 'Sister of Mercy and Educator of Vancouver Island.' "

Sister nurses

Preparing the Sisters of St. Ann for nursing in Victoria began, in a sense, in Quebec. Two of the original four who came to the city in 1858 were sent to Hotel Dieu Hospital in Montreal beforehand "to train for their future duties of nursing and caring for the needy."⁴ Their nursing began soon after they arrived when Sister Mary Angele was appointed to care for the sick in their homes after school hours. Prior to the opening of the Hospital, according to the sisters' chronicles, the nuns did some reading on hospital matters and two of them went to St. Vincent's Hospital in Portland, Ore., to get some experience in nursing. There were four members of the hospital staff initially — Mother Mary Bridget, who was the superior, and Sisters Mary of the Sacred Heart, Mary of the Rosary and Mary Albert. There are no written accounts of how the first sister nurses learned the fundamentals of health care. However, even up into the early 1900s they were learning from one another and from the doctors so presumably that's how it went at the start as well. The extent of medical knowledge was limited and the procedures primitive. Mother Mary Bridget remembered in later interviews that the first operation for the removal of a pelvic tumor was performed in the



Honorable Dr. John Sebastian Helmcken — Encouraged the Sisters of St. Ann to build the first hospital and made the first financial contribution.

parlor as there were no operating rooms available until after the addition of a third storey in 1884. She said newspapers were spread on the floor. Instruments and white cotton gloves were boiled in the wash boiler. The doctors wore the gloves wet and frequently rinsed their hands in bichloride of mercury solution. Chloroform was used as an anesthetic.⁵

The School's First Days

The initial indication that there would eventually be a School of Nursing associated with St. Joseph's Hospital, and evidence that such a proposal was included in the founders' plans, came on Aug. 22, 1875, the day the hospital cornerstone was laid. The local newspaper, recording the event, had this to say:

"He (Dr. Helmcken) thought it a great point in favor of this particular institution that it would be under the care of the Sisters of St. Ann, as this would guarantee good nurs-

ing which was more important than medicine, and it would be valuable if only for a school of nursing."⁶

Although plans for the school were telegraphed from that point, there is no record of a formal opening. Traditionally, however, the year 1900 has been accepted as the time when the first formal program began. Mrs. Frank Ellis, one of the two students in the first official graduation class of 1902, presents strong backing for that assumption. In a letter to Sister Mary Beatrice, S.S.A., who was preparing a study on the establishment and growth of the school, Mrs. Ellis wrote on Sept. 17, 1959: "I went in training in January, 1900." As well, a number of souvenir bulletins have stated that the school was founded in 1900.

Sister Mary Gertrude was the founder of the School of Nursing. She was born in Germany in 1873, moved later to Heleen, Holland, where she was raised and educated until her interest in Vancouver Island was piqued by a sermon in her parish church by a Bishop Lemmons of Victoria who was seeking religious candidates for his diocese. Gertrude left for the Island in 1894, stopping first at the sisters' Motherhouse in Lachine, Que. She entered the congregation there and spent part of her novitiate. She then moved to Victoria, completed her novitiate and pronounced her vows July 25, 1896. Her first appointment was to the surgical service at St. Joseph's Hospital where she worked for 16 years. Added to this was her responsibility as the first "superintendent of nurses." She prepared texts and actually taught the students in formal classroom settings.

As an aside here, but of interest because it uncovers early evidence of what has been a continuing debate over the relative merits of the academic versus the practical side of nursing education, is the following written statement by Sister Gertrude:

"Not infrequently I have been told, and this in front of my pupils, 'theory does not amount to much; practical knowledge is the main thing.' This is the sentiment entertained and expressed not only by the uneducated, but even by the professional, well educated people, and, what is more incomprehensible, by members of the medical profession . . .

"How can a nurse learn by practice alone all that is to be known to fearlessly and confidently meet an emergency . . . I am not trying to make the nurse a close competitor of the doctor. On the other hand, I find it unjust to find fault with the nurse because she knows somewhat of the doctor's business . . . It is the duty of the physicians and teachers to fortify the nurse with knowledge of all those things which will serve her. This we must do faithfully, even at a terrible risk of teaching her a few facts more than is absolutely necessary."⁸

Sister Gertrude died July 4, 1914, at the age of 40, after 18 years of service in the hospital and only slightly less to the School of Nursing. Included here, in order to provide some feeling for her attitude about the nursing profession, are excerpts from Sister Gertrude's first lecture to her students in 1900:

"Today, our first meeting in class, is, or should be to each of you, a serious day, for you are beginning a life entirely different from the days you have spent at home. A new sphere of thoughts and actions is opened to you, for most of you have never seen anything else of life but its pleasant side and now you are suddenly brought face to face with its most appalling features, those before which every human being shrinks — sickness and death . . .

"Yes, I repeat it, nursing is a noble work but let me add it is done not merely through desire of remuneration, but through a more supernatural motive . . .

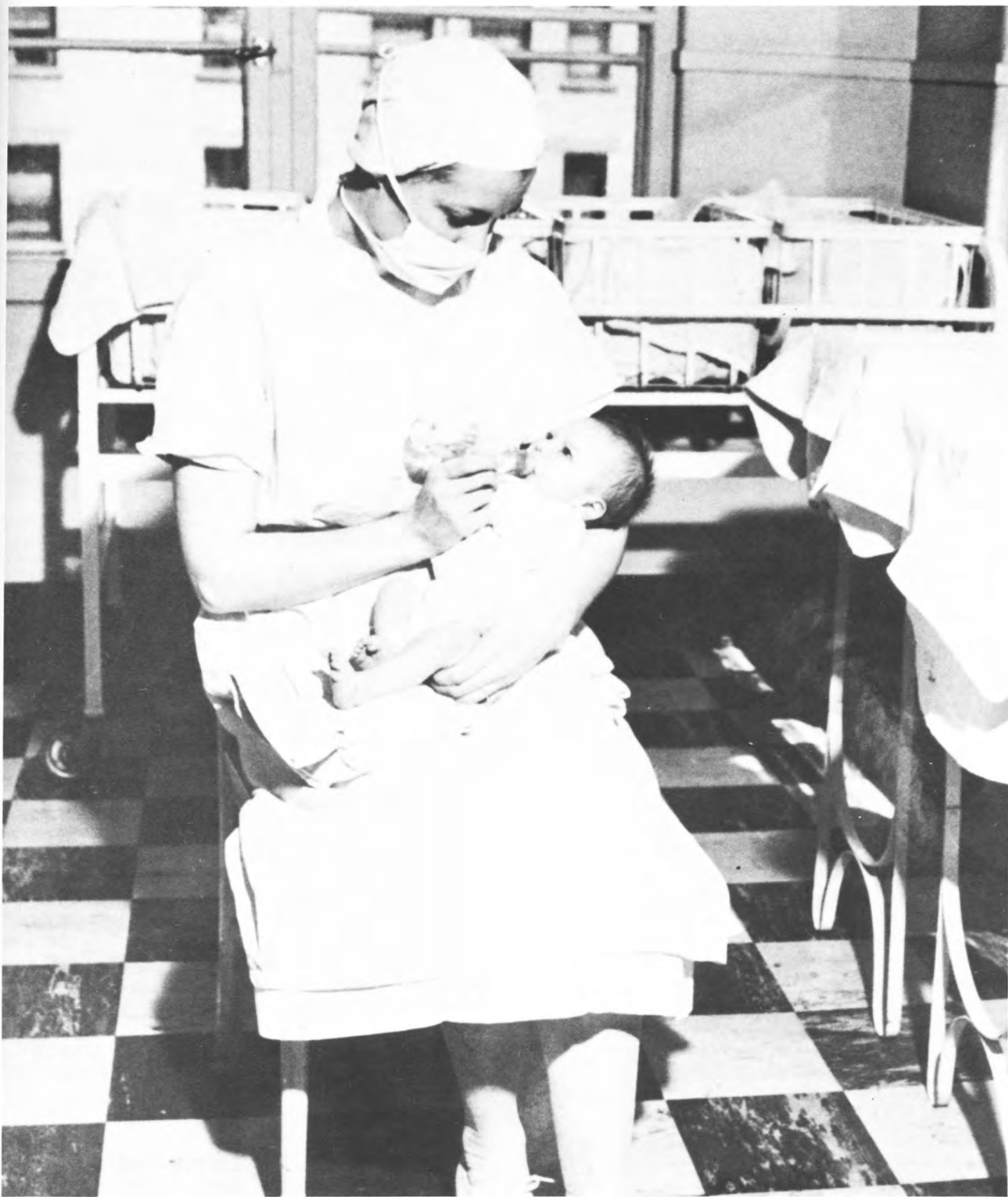
"Yes, my dear pupils, with your whole heart and soul, learn how to practice your noble profession well, and do not rest content with a little knowledge nor with the narrow life which ministers solely to bodily ailments. The best nurse in the world, the best writer, the best physician, may become mechanical in the discharge of his duties, and when this comes to pass, it were well if the work were dropped. A dead machine, directed by the hand of a child, could do it as well. When one's interest in a work is gone, save for the dollars which that work will bring, it is time for the worker to hunt new fields . . .

"If the woman under your hand is to you no more than to the world, a poor, miserable physical and moral wreck, a loathsome bundle of human driftwood on the stream of life, from which your soul as well as your fingers shrink, God pity you both, for she should not be your patient, you should not be her nurse."



St. Joseph's Hospital — 1876

THE YEARS REVISITED



THE YEARS REVISITED

The Pioneer Days

The first graduate from St. Joseph's Hospital Training School for Nurses, as it was known in those early days, was a man by the name of Anthony Williams. He's not mentioned in any official list of graduates but his graduation pin, which was later turned over to the School, is dated June 14, 1901. It is the same design as the later pins but does not bear the School motto "Non Nobis Solum," which was first engraved on the pins in 1959. Little is known about Mr. Williams except for some snippets passed on to School personnel from his wife and a brief mention in a letter dated March 2, 1858 written by a Dr. O.M. Jones who states: "Anthony Williams has a good knowledge of his duties, is clean, sober and most reliable. He is well drilled in aseptic and antiseptic techniques." Mrs. Williams said her husband was a handyman in the early days of the Hospital. He began his nursing career cleaning floors, holding legs during amputations, lifting patients and performing what were then considered male nursing procedures. His wife said he eventually left the Hospital and went into private practice.

The first nursing students at St. Joseph's Hospital were the Sisters of St. Ann, who, in the early days before the official opening of a school, were sent on the wards without any real training. They had to learn from the doctors or from one another. But as the number of patients grew and the knowledge of medicine developed, the need for a school of nursing became obvious. Just from a practical point of view, the nursing students could help out on the wards while learning nursing procedures. Sister Mary Gertrude, then superintendent of nurses, opened the School in 1900 with two students, Eleanor Allison and Agnes Johnson (Mrs. Frank Ellis), both of whom started in January of that year and finished their course two years later.

We are indebted here to Sister Mary Beatrice Wambeke, S.S.A., who corresponded with Mrs. Ellis in the 1950s as part of her research for a thesis on the establishment and growth of St. Joseph's School of Nursing. The following is a lengthy excerpt from a letter written by Mrs. Ellis to Sister Beatrice on Sept. 17, 1959. It is one of the few written accounts available of what a nursing student's life was like in those pioneer days.

"I was a patient in the Hospital when I decided to be a nurse. I spoke to Sister Mary Bridget (the Superior) about it and she told me what to do. Of course it was very different in those days. We could wear any uniform we liked. Miss Allison was already in and was wearing a striped material so I took some to a dressmaker. It was real heavy and I wore them cut down after as house dresses for years. Sister Mary Gertrude gave me an apron pattern so I was able to make my own aprons. In those days some of the nurses were wearing black ties but I never liked them so I made myself an Eaton collar.



St. Joseph's Hospital, 1876



St. Joseph's Hospital (showing addition 1884)

"You would like to know about our residence life. Well, we had no residence but we lived in a room near the Chapel on the main floor and the next girls that came in were housed three in a larger room. We had straw ticks in the beginning but I can remember Sister Mary Gertrude asking me if I would like a woolen mattress. I rather liked to finish the way I started. I am sure I kept my straw tick.

"The old men in the ward had straw tick mattresses also and they were not too bad. They had this advantage — the straw could be changed when it got wet.

"The sisters, Miss Allison and I did the day nursing. Miss O'Sullivan was on night duty. I don't know how long she was on before I came but she was on until she died. The Chinaman did the washing of our uniforms. That was a good thing as there were yards of material in them. Our class did not wear caps. We wore soft black kid high boots which even today, I think protected our ankles.

"Sister Mary Gertrude of Jesus was our teacher. She had a book written in her own handwriting and I think Dr. D.M. Davie helped her a great deal with it. We used aseptic technique. I don't remember that any of the Doctors gave us formal lectures but they taught us as we worked. We made our own notebooks which I have kept to this day. We had many small quizzes and an oral and a written examination at the end. Dr. Davie and Dr. O.M. Jones asked us questions on Surgery. Dr. J.S. Helmcken asked us questions on patient care. That was quite a day. We had a written examination as well from Sister Mary Gertrude."

THE YEARS REVISITED



Diploma awarded to first graduate, Anthony Williams, dated 1901, and books of nursing procedures and prayers hand written by Sister Mary Gertrude. Diploma was signed by Dr. Davie, Dr. D.M. Jones, Dr. J.W. Helmcken, Dr. Frances W. Hall, Dr. R.L. Fraser and Sister Mary Gertrude.

Mrs. Ellis also remembered that patients' rooms had gas lamps but these weren't to be used except of necessity as an economy measure. The nurses had small, coal-oil lanterns which they carried around with them at night. The early students remained on night duty for periods as long as three months.

"We had no regular late leaves. We were required to be in at 9 p.m. and lights out at 9:30. This may sound fantastic to you but I, having arrived at the Hospital the night before, went on duty the next morning after breakfast. I began in the ladies' ward and was very scared and clumsy. The next day I was transferred to the men's surgical ward one storey up. Fortunately for me, Florence Brown (Sinclair) was there and had been in a month ahead of me. With the help of Florence and May Kirk telling me what to do and what things meant, I picked up things better. This continued for two months and I liked it. In those days on 3B we used to line up our bed pans and urinals on the window sill and then have to go outside and empty them. This was all in a day's work.

"We wore high, choking collars, blouses and skirts and very, very long aprons, and black high boots. Later we got real uniforms and wore cuffs on Sundays.

"Sister Mary Madeline was in charge at night. I used to

Eleanor Allison, Agnes Ellis (Johnson), 1902, and Bella Davie (Downey), 1903 with patient in "dressing" room.



Mrs. Frank Ellis (nee Agnes Johnson), Graduate 1902

go down stairs with her every night where a number of old men slept. I was never nervous but this sweet little sister was terrified."

(Nancy English (Nash), graduated 1913. Comments quoted from an informal questionnaire sent out by Sister Beatrice.)

"I wonder if the nurses would believe it if I told them that we worked a twelve hour day for seven days a week for \$25, and were satisfied."

(Jean Beach (Patterson), graduated 1913. Comments also taken from an informal questionnaire from Sister Beatrice.)

"Training in those days was not as easy as it is today because we had a lot of work, housework to do. After we finished our patients — we had to have them all fixed up by nine in the morning — then we had to clean up the four rooms we were designated. We did the housework. It wasn't easy. They get off quite easy today compared to what we did. But then, it didn't hurt us...

"I thought that when I first went in I wouldn't have any more dishes to do. But the first night I was there, I was handed a tea towel and there were dishes piled high to dry...

"When we were on the floors, we had to take the trays to the patients and bring them back and then have them all washed and ready to go for the next meal. And then we had to turn around and go back to our patients and see that

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Mother Mary Providence



Sister Mary Gertrude

they were all done up. It was a routine. Each room had their own set of china...

"When we started, we went right on the wards. No lectures at all and worked under Head Nurse supervision. After three months we got our caps. Then we began to receive \$5 a month. The last six months we got \$10 a month so we were well paid...

"Sister Mary Peter was the head nurse on the floor... If we broke a dish or a thermometer, we had to pay for it. It was terrible wasn't it when you think of conditions today? The training was tough. When you were on night duty it was a three-month term. We worked 12-hour duty and had an hour off during the day. Day shift was from seven in the morning until seven at night. One afternoon off a week. It didn't give you much time for pleasure...

"We ate in the nurses' dining room. The meals were pretty simple. However, it didn't hurt us I suspect. We had the best of everything. Sister Mary Peter was strict. You had to be in at 9 p.m. If you weren't, you would lose a leave or something like that. They were very strict. They kept an eye on all the girls. They had to adhere to the rules...

"I remember we had to wear bedroom slippers in the Hospital after 9 p.m. to keep the Hospital quiet... We had to take the flowers out of the room and put them in the hallway. It was good, hard training."

(Margaret Sangster, who graduated in December, 1915, nine months before finishing her three-year course. The reason she graduated with the class ahead of her was that there were only 13 in the group and for superstitious reasons they didn't want to graduate that number.)

The following account of training in the early days of the school comes from one of the Sisters of St. Ann:

"It's hard to explain because in those days nursing was entirely different from what it is today. When we were in training, Sister Mary Gertrude was our teacher. She gave us lectures in medical nursing and we had doctors for other subjects such as Materia Medica, Surgical Nursing. We had a full day's work. We rose about 5 a.m. and were on duty at 7 a.m. We worked 12 hour shifts, no days off

and no hours off. We were not very many people to do the work so we had to keep going all day. As far as our studies were concerned, if we were on night duty, we would have to get up for classes the next afternoon at 1 p.m. or 2 p.m. and then go back to sleep again, if we could. We had no time off really for study. If we were doing something that would allow us to pin our notes up in front of us then we could study the notes while we worked. We didn't have a special time for study. We didn't have time. We were contributing to the care of the patients or the upkeep of the Hospital...



Uniforms — 1904-1908 worn by left to right: Frances Egerton (Blackmore), 1905; Anna McKenzie (Martin), 1906; Mary Madigan, 1905.

"We trained on the job and we had so much responsibility. It took all our strength and energy and youth to cope with it. We didn't have all the modern equipment that you have today... So many things we had to improvise in nursing care. We were even limited to the number of brooms and dustpans we had. If we broke something we would have to go and confess it to the sister in charge and that was worse than replacing it."

(Sister Mary Patrick, graduated in 1917, interviewed at Mt. St. Angela in Victoria. Sister Patrick taught Operating Room Technique for 17 years and was Supervisor of Surgery for 17½ years. When she left in 1938 to become Superior of a hospital in Smithers, B.C., she was honoured by members of St. Joseph's surgical staff. She was given an ornately decorated, hand-written scroll signed by the physicians thanking her for "years of faithful and devoted service.")

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Sister Mary Peter, S.S.A., first sister to graduate from the School, 1905.



Sister Mary Patrick, S.S.A. (1917)



Margaret Sangster, 1915

Up until 1908, the nursing students stayed in spare rooms in the Hospital. But that year, a \$135,000-addition, known today as the "A Wing", was built. On the fifth floor there were two large dormitories, one smaller one for night nurses, and a combination recreation/classroom.

The following comments paint a picture of what those dormitories were like:

"Wood partitions that came within about two feet of the ceiling made shallow cubicles for each bed. Extra privacy was afforded by releasing a stiffly-starched, accordion-pleated curtain which served as a door. In addition to the bed we were provided with a chair, a wash-stand and two clothes hooks, one for our uniform and the other for our dressing gown. The remainder of our wardrobe was kept carefully and orderly in tall presses which stood in the hallway at the entrance of the dormitory.

"I marvel now how we ever got married as we had no place to receive our boyfriends other than meet them on the hospital steps or a little way down the street."

(Edna Fowler (nee Ptolamy), graduated in 1913. Her comments came in an interview with Sister Beatrice Wambeke, Aug. 15, 1959.)

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The "Bull's Eye", is the name given to the area located behind the tiny round window atop the building on the Humboldt Street entrance to Victoria General Hospital. It was initially a dormitory, then a classroom and, when the School closed, was being used as a change room for nurses working in the Post Anesthetic Recovery Room.

The small dormitory had one round window and so became known as the "Bull's Eye."

"Student nurses who were never lucky enough to belong to the era of the Bull's Eye know not what they have missed. There were eight beds neatly made with a wooden chair and a tiny mat beside each bed, a diminutive bureau on top of which rested framed and unframed photographs, a brush and comb, odds and ends, and curtains between the beds furnished each cubicle.

"The crunching of a paper bag as somebody demolished a bun or a biscuit after the lights were out, tiny mice that used to run over our beds later in the night, doubtless looking for the muncher's crumbs, permission to move out on the roof garden, lying in bed under the stars identifying the different constellations before going to sleep, getting up in the dead of night to pack our beds into the locker rooms out of the rain, and running our hands across the top blanket and shaking the dew on the ground, were all a part of the Bull's Eye. For in spite of the drawbacks the Bull's Eye had a charm and integrity of its own."

(Bena Ford (nee Seon), graduated in 1918. Comments on the Bull's Eye enclosed with an informal questionnaire filled out for Sister Beatrice.)

Changes took place in 1913. A sickly Sister Mary Gertrude was replaced as Director by Sister Mary Anna; the

two-year program was extended another six months (the following year it became a three-year course), and for the first time, the students were given textbooks — an anatomy text, "Principles and Practice of Nursing," by Bertha Harmer, and a dictionary.

"Lectures were given by the doctors — Anatomy, Physiology, Materia Medica, Infectious Diseases and Obstetrics. Some doctors lectured after 7 p.m. and others would come at 1 p.m. We were awakened at 12:30 p.m. and got dressed in full uniform, went to the lecture but often slept through most of it.

"We had a half-day off and one late leave, we were allowed out until 9:30 p.m. in the summer and 9 p.m. in the winter, and there was no talking after that. We lost our late leave for practically nothing at all. 'You will lose your late leave' was a familiar ring in our ears. Sister Mary Modeste had the best way of keeping us in line. Sometimes when we really deserved to lose our late leave, she would say, 'Well nurses, we are not too busy today, I think you can have two hours off instead of one' — making us, of course, feel like worms. I think she realized that the long hours, day after day, told on us, and we would reciprocate by working like galley slaves."

(Bena Ford (Seon), comments in an informal questionnaire sent to Sister Beatrice.)

First Days at School

Some came from close by — Victoria, Duncan, Nanaimo — but others were from further away — the Lower Mainland, the Okanagan, Nelson, Prince George. Still others arrived, especially in the earlier years, from other provinces or from south of the border, Washington and Oregon. Most were total strangers when they first walked through the front door but time, the pursuit of a common goal and shared experiences both good and bad, happy and unhappy, bonded them together as a group. Personal friendships were kindled and stayed alight for lifetimes.

In the early years, the students' introduction to the profession to which they aspired was sudden and unceremonious. The more senior graduates who were interviewed talked about being on duty by 4:30 p.m. the first day, helping to dry mounds of dishes. Those girls coming from further away were told to bring white shoes and stockings in their hand luggage so that, in the event there was a delay in the delivery of their baggage, they would be able to start on the wards on the first day. There

Apr. 1909	Miss Louise Thomson	Okanagan	B.C.
"	" Mary J. Kennedy	Duncan	"
"	" Davidson	Victoria	"
" 1910	" Anna Gellie	Duncan	B.C.
"	" Edith Whitney	Porto Rico	"
"	" Catherine Grier	Victoria	B.C.
"	" Pauline Fisher	Portland	Ore.
May 1911	Sister M. Alberta		
"	" Barbara		
"	" Henrietta of France		
"	Miss Flora Bloomquist	Swanigan	B.C.
"	" Eleanor Gordon	Victoria	"
"	" Martha Mc Bride	Chamaine	"
"	" Catherine D. Grier	Victoria	"
"	" Lillian Silverstein	York	Eng.
"	" Fred Allan		Eng.
Oct. 1, 12	" Catherine Sinclair	Edinburgh	Scott.
"	" Miss Sinclair	Winnipeg	Man.
"	" Miss Grieve	Victoria	B.C.
"	" Miss Thomas	Porto Rico	"
"	" Miss Schwaner	Porto Rico	"
"	" Miss Sanger	Victoria	B.C.
"	" Miss Sanger	Victoria	B.C.

A page from School records, 1909-1912, showing lists of students and such hometowns as Okanagan, B.C., Dawson, Y.T., Toronto, Ont., Portland, Ore., and York, England.

was no preliminary introduction to nursing practice or an orientation program. It was an apprenticeship program and you started right in, learning by doing. In 1934, Sister Mary Beatrice, Director of Studies at that time, changed the schedule for a group of students starting in September by having them spend one week in the classroom before starting on the wards. But that innovative idea was short-lived. A different system was initiated in 1935. The probationers ("Probies") went on the wards from 7:30 a.m. to 9 a.m. then had classes from 9 a.m. to noon. After lunch they resumed their work on the wards. Initially, there was a three-month probationary period which was extended to four months and then to six. This was followed by the "capping" ceremony when the students received their caps. This was an important event in the 1930s, 40s and 50s but became less significant in later years because it was felt the probationary period was not long enough to properly assess a student's aptitude for nursing.



Capping Ceremony Class B-62.

Arlene Evanoff (1960) (middle foreground) holds candle for Jean Fraser (left) and Joan Budda (foreground), above Cathie Ogden (left) and Elizabeth Ebbs-Canavan (names at time of capping).



Passing on the light at a Capping ceremony for the September class, 1959. Left to right: Madelaine Young, Gertrude Gallvitz, Dorothy Dore, Mabel Lum and Joy Apperson.



Beginning in the early '50s, more of an effort was made to initiate the new arrivals into the student group. The social aspect of the students' first days became very important. A "Big Sister" program was established. Those in the intermediate year were asked to pick names of new students from a list and assume responsibility for introducing them to residence life. The Big Sisters met their proteges when they arrived, helped with their baggage, picked up their room keys and escorted the recruits to their rooms which had been previously decorated. The Intermediate students guided the newcomers through the admission procedure and accompanied them as well as family members to the Welcoming Tea put on by St. Joseph's Alumnae Association. The new students were given small gifts by their Big Sisters, usually coffee mugs. Then they were shown around the building, enlightened about the rules and such things as the sign-in, sign-out box before being taken to the Cafeteria for supper. A "Probie Party" usually started about 7 p.m. The agenda for this social function remained roughly the same down through the years except for slight variations on occasion. Sometimes, Big Sisters introduced the new students to the group and revealed a little of their background. Usually, the Director and Instructors were introduced to the newcomers as well. The veterans put on skits supposedly depicting experiences the students would have in the course of their training. The favorites, often hilarious in the horrifying proportion to which they were blown, focused on such topics as bed making, bed pans, intern and doctor-nurse relationships and instructor idiosyncrasies. Tea, coffee and

Probie Party

OCTOBER 3, 1963

The traditional "Probie Party" was held with sixty-five apprehensive guests of honour in attendance. The bright-eyed Preclinicals were introduced to Sister Superior, who in turn presented each with a symbolic paper cap styled after our own St. Joseph's cap. A humorous skit on "Probie Days" was presented by B-'65, followed by a HOOTENANNY.

Account of the Probie Party, Oct. 3, 1963.

doughnuts usually concluded the evening. In more recent years, the party wound up with the older students inviting the probies "for coffee" at some nearby haunt.

The educational program in later years, started at 9 a.m. the next day with a welcoming talk from the Director of the school, a comment on residence living from the Assistant Executive Director in charge of the residence, a brief welcome from the Executive Director of the Hospital and the Director of Patient Care Services, who was responsible for the school's operation. Next on the agenda was a Communications Workshop conducted by Sister Marguerite Lalonde and first-year Instructors, which included a picnic lunch at nearby Beacon Hill Park. The following day, the new students registered for courses at the University of Victoria, bought textbooks and were given a little breathing space to become familiar with their surroundings. The business of learning what nursing was all about began in earnest the next day.

Some graduates who were interviewed commented on their "first days":



Welcoming Tea in the School Auditorium, 1960.

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"We started by taking what was called Demonstration. This was the first course we took when we went into nursing education and it was given by Sister Mary Henrietta. She showed us how to do things like make beds and change patients. We did that for about four months. I started that in January, 1924 and would do it for an hour or two hours a week. I was doing other things in the house (convent) not associated with nursing."

(Sister Mary Dositheus, graduated in 1927.)

"We started working on the ward right away and had lectures as well. It was a 12-hour day."

(Vera Rose (Salmon), graduated in 1927.)

"Started with a four-month probationary period. Four months without pay."

(Jean Flynn (Fontana), graduated in 1932.)

"We went right on the wards the afternoon we came in. We were put into uniforms, introduced and taken up to the wards."

(Hilda Corbett (Andrews), graduated in 1933.)

"I was on the ward the very first day and I remember Sister Mary Justinian saying to me: 'Nurse, will you put these serviettes in these rings?' Me! Calling me a nurse right off the bat!"

(Margaret Grant, graduated in 1933.)

"We shared rooms. I was lucky, I had one roommate. Some were three together in a room... A shift ran from seven to seven... Almost from the start of training we went on the wards, just for a few hours."

(Barbara Whately (Scott), graduated in 1938.)

"We didn't live with the other girls but with the Sisters so we just really saw them on the wards and at classes... On the first day, I was told to go and sit with an I.V. and I didn't know what an I.V. was. I had to sit by an old man and hold his hand. He was dying anyway and I was there to make him comfortable, I suppose. I was scared. Going on the wards right away was traumatic for me. It frightened me, that's all and there's no necessity to frighten people. I thought he was going to die while I was alone with him, you know, and what would I do?"

(Sister Mary Lucita, graduated in 1944 after a 14-year teaching career. Served as Director of Nursing from 1954 to '57.)



Demonstration Room in the students' residence, 1935.



*Sister Mary Dositheus, S.S.A.
(1927)*



Vera Rose (Salmon, 1927)

"When we started training, we had a four-month probationary period. We took classes initially and then about the second or third month, we went on the wards."

(Laura Foster, graduated in 1948. At the time of the interview she was Co-ordinator, O.R./P.A.R. at Victoria General.)

"Our probie (probationary) block was strictly classroom and a little bit of lab, nursing lab. That lasted two to three months. We didn't have clinical instructors as such. Some units had them and some did not. I guess it was really the head nurse who taught you or the assistant and so it was a sort of hit-and-miss thing because they looked after their main responsibilities first. We also learned from the senior students."

(Vivian Mar, graduated in 1955. Interviewed at the School of Nursing where she was a clinical instructor.)

"I remember the first day. I remember walking in that door. My girlfriend and I had been in high school together. We thought we would at least room with other people but they put us together as roommates which blew our minds. How could that happen!"

"All they gave you for a bedside table was an orange box, a wooden one. I had one beside my bed (at home) which was white wood but I was afraid to bring it. So my girlfriend who was bigger than me, wrapped it in her comforter and she gave me her Century Sam doll to bring. We walked through the front door and there was one of the sisters (Sister Miriam Claire) to greet us and there was I with this Century Sam and she's there with this huge bedside table wrapped in a comforter. The Century Sam hat falls off at Sister's feet and I had to bend down and pick it up. We have talked to her since and she remembers the two of us trying to come in with all this stuff and it was quite allowed but we didn't know it. We thought we were pulling one over on them. Instead they were quite aware."

"There was a welcoming tea put on by the Alumnae."

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There were Big Sisters then but somehow I didn't get a Big Sister. I think I was the only one that didn't. I guess the girl had left or something.

"For the first three months we had classes — Drugs and Solutions, Microbiology and Fundamentals of Nursing. It was really exciting. I had wanted to be a nurse for so long, to finally come in here and do it... Then we had a science lab that met every mental picture I had of an old science lab."

(Marg Jacobson (Henze), graduated in 1963.)

"My first day was interesting. I lived in Yale. I had been raised in a small community and I had very strict parents. So high school was basically a negative experience for me. Other than school work, socially there was nothing happening for me. It wasn't allowed to happen.

"So I felt very unattractive and awkward. When I came to training, my roommate, a delightful girl whose name was Seriani (now Bourden), was Miss Nanaimo the year before. We got into the room together and I had my little

two aunts dressed to the eye teeth, looking gorgeous, hauling all these clothes out. I thought 'Oh my god, this is it. I'm going home.' But as it happened we quickly became very good friends. She was very good for me. She brought me out of my shell but I'll never forget that first impression...

"They had the Mother-and-Daughter tea in the Auditorium. I can see the Auditorium with all the nice little tables with tablecloths and teapots. Everything very proper. We were introduced to our Big Sisters; mine was a girl from Port Alberni... Basically, they (the Big Sisters) showed you the ropes, the way things were, when things happened... They also used to fill bathtubs full of cold water and dunk us, fully clothed. Everybody had to have that. That was part of initiation. I think the class ahead of us did it too. I remember it was disastrous for me because I had one pair of slacks and we were going to fire drill and I had to wear my slacks and

Science Laboratory with Instructor Sister Mary Claire, S.S.A., in the late 1940s.



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Sister Marguerite Lalonde, S.S.A., Psychology and Sociology Instructor (1969-1979)



Terry Ogilvie (Murray), 1976.

they got me on the way to fire drill."
(Cindy Hughes (Rymgaillio), graduated in 1972.)

"At the beginning of the year we had a day that was like a communication workshop where we got to know each other. There were different communication activities. The idea was to let them know themselves and know each other. They were good days. Orientation days started in 1974, or maybe a little earlier. We used to take them to the park for lunch."

(Sister Marguerite Lalonde, taught Psychology at the School, beginning in 1969, until 1979.)

"I can remember exactly what I wore, how much I weighed. My hair was really long. I looked vastly different than I do now. There was a problem... About two weeks before I came in I found out there weren't enough rooms and four people from the city had been asked to stay home for the first two weeks and not live in residence. I was just crushed. I always wanted to live in a boarding school. I always wanted to come to training. But I was lucky. A friend of mine in second year who was on holiday offered me her room. So there was a bit of a shuffle there..."

"For the first six months we were mostly in classes... the first couple of weeks they would do communication exercises with us, you know, talk in groups... I was convinced during the first six months of training that I was going to be asked to leave because all I ever heard about nursing schools was they asked you to leave if you did anything wrong. It's a very common feeling, very paranoid because we always heard that if you did just anything other than the normal you'd be asked to leave..."

"The cap was considered part of the uniform. I think after the first six months we got our first stripe. But nowhere during my training was the cap made to be a big deal. It was considered part of the uniform. After six months you went to the housemother and asked for a new cap, a cap with a stripe..."

"Food was really a big issue with us. The first day we

came in, your Big Sister took you over to the cafeteria. It was really important to have a Big Sister take you over because at that time you weren't allowed to eat just anything. There was a very restricted menu for students. You would go over with your Big Sister and you would see the doughnuts, for example. You'd stretch out to get one and she would say, 'No doughnut'... weren't allowed doughnuts, pies or anything... You'd then find the choice was pork chow mein or roast beef. You'd go, 'Pork Chow Mein, please.' And they'd say, 'No, students aren't allowed to have that.' We ate roast beef, sometimes three times a week. Maybe it's my imagination but anyone in my class will tell you we ate roast beef so often we hated it... I started a campaign to see what we could do about the situation so I gained the reputation of being the Food Lady. Eventually what happened was, in my third year, after doing the cost surveys, we got it changed so that instead of the government money going to the hospital to feed us, it came to us. Ever since, the students have been given their own allowance... to go over to the cafeteria and purchase their own meals or else buy out and I gather most of them buy out and make salads and keep bags in the fridge downstairs and cook their own meals."

(Terry Ogilvie (Murray), graduated in 1976.)

"We didn't have any little sisters. That was one of the biggest disappointments when we first found out that the school was closing. That was really great when we first came. We were assigned to a Big Sister. They showed us around. There was a closeness there. We bought something for them when they graduated. The little traditional things like that were nice. When we first came they put on shows for us, silly skits..."

"There was never any mention of a probationary period, although some of the older nursing staff called us 'probies'."

(Katie MacConnachie, member of the last graduating class, July 5, 1981.)

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Life on The Wards

"We were responsible for the cleaning of the wards, cleaning the rooms, kitchen work, as well as the care of all the utensils used in bed nursing. We were THE workers really."

(Sister Mary Justinian, graduated in 1931.)

"We were THE workers." The comment sums up the situation in the early stages of the School's history when nursing students as well as graduates had a number of chores they were expected to do which now come under the heading of "non-nursing" jobs and are the responsibility of other Hospital employees. Both students and staff during this early period played a role which was often a combination of nurse, chambermaid and kitchen aide. Those were the days when there were no housekeeping aides or separate cleaning staff. It was also the time when each ward had its own kitchen and the student nurses had to learn to prepare special diets and set up the patients' meal trays. The service element was a major part of the students' educational program and that included mopping and polishing floors, doing dishes, dusting and cleaning patients' rooms, polishing brass and silver trays as well as taking care of the fancy china sets which belonged to particular rooms. The students had to put the patients' flowers out in the hall at night and change the water. They

were also responsible for "terminal cleaning" — the thorough treatment a room receives after a patient leaves. The whole concept of nursing was different in those days, of course, due primarily to the stage medical knowledge was at and the kinds of therapy that were available. As we will see later on, patient care during those early years was what has been described as "comfort nursing." As medical developments took place and nursing skills were more finely-honed, these non-nursing tasks were turned over to others.

But until that happened, nurses had the daily job of stacking linen neatly in the cupboards, making dressings, folding and wrapping them as well as boiling and soaking equipment for sterilization purposes and setting up procedure trays. There were even occasions when the nurses occasionally did a patient's personal laundry. Eventually, as the nursing role became more demanding these kinds of procedures were turned over to



Monitoring aids in the Coronary Care Unit of Victoria General Hospital.



Nursing students sterilizing equipment in the C.S.S.R. at St. Joseph's Hospital in 1964.

Sister Mary Justinian, S.S.A. (1931)

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*Sister Mary Germaine,
Supervisor, in the garden of
Vernon Villa, 1940.*



*Dr. Gerry Aylward,
Anaesthetist, on verandah of the
old Vernon Villa. Beds can be seen
in the background.*

others. Equipment and stores were centralized in the Central Supply and Services Room and responsibility for sterilization and making up procedure trays, for example, was on somebody else's shoulders. Students became familiar with this aspect of hospital work during special rotations through these specialty departments. Nursing care changed, as we said earlier. Long periods of bed rest gave way to the belief that getting the patient up and around as early as possible was healthier and more conducive to a speedy convalescence. Other health professionals joined the team including physiotherapists, respiratory technologists and electrodiagnosticians. Many more diagnostic tests became available and nursing techniques became more precise and involved such as I.V. Therapy and the expansion of the role of monitoring aids.

Nursing practice for tuberculosis patients was also a part of the curriculum in the years when T.B. was an all-too-common disease. School transcripts — records of marks and courses — indicate that as early as 1911 there was at least some theory presented to the students on the care of T.B. patients. In the early 1920s, an old house across Quadra Street from the School was turned into a sanatorium called Vernon Villa. Nursing students were then able to get experience in dealing with T.B. patients. The Villa remained open until 1940 when a new sanatorium was built on adjacent property. The new facility, called St. Joseph's Villa, continued to serve T.B. patients until 1953 when, because of a change in therapy for tuberculosis patients, it became an Annex to the main hospital, providing an Isolation unit and later more general medical-surgical beds. Tuberculosis nursing practice appears to have remained part of the curriculum until 1958. During that period after the Villa closed until the course was discontinued, the students took a one-week course in tuberculosis nursing at the Pearson clinic associated with Vancouver General Hospital.



Patient's room in Vernon Villa

Psychiatric nursing experience was also added to the curriculum in 1958, although records indicate that the theory of psychiatric nursing had been part of the course since as early as 1920. The experience began with selected members taking a three-month rotation at Essondale Mental Hospital in Coquitlam but eventually all the students in a class would take part. In 1970, Eric Martin Pavilion opened and, in 1972, the course was transferred to that psychiatric unit of Royal Jubilee Hospital. From that time, until the closing of the School, the students had a seven-week program at E.M.I.

A more colorful glimpse of what life on the wards was like during the various stages of the School's history can be gleaned from graduates' comments.

"We had to do everything. We had to work from seven to seven. We had to clean the patients' rooms, wash dishes, and when we took a patient, we saw to the patient until he or she went home. The patients had the same nurse all the time they were there. In those days we knew our patients from the day they came in until the time they went home. Each patient had a different (meal) tray, different dishes. There were lots of little details like that..."

"They were happy days. I really enjoyed my night duty. I got to know everybody. I got to know their conditions. I knew my night staff. They were happy days and happy nights. We worked from seven to seven and that was later changed to eight to eight. Never worked less hours. Worked seven days a week. We had an annual retreat and a few days of rest, a vacation, in the summer.

"Today it seems tough, but in those days I didn't find it so hard. It was the way it was and you took it and you were not any worse for it..."

"In our day, when we were working, we had to study as well, not like today when the nursing students study they don't work. For example, if we were on night duty, we had to get up at 1 p.m. for a lecture. It was like the middle of the night for us."

(Sister Mary Dositheus, graduated in 1927. She worked for about six years in the 1950s as general night supervisor.)

"We worked hard. We had to polish the floors with what they called a jack and you couldn't lift it. You had to crawl it along the floor. It was a square thing. In those days everything had to be spotless and it was spotless..."

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Nursing students, Class of '62, during their course at Essondale Mental Hospital in Coquitlam. Left to right: Marie Stephenson (Ray); Lorraine Smith (Bell); Ethel McLeod (Pepper) and Marilyn Paul (Knoblauch).

"I remember a female patient who said: 'When I ring twice, I need two nurses'..."

"One time, Dr. Scot Moncreiff was doing a mastoid operation on a patient and I was helping him. Well, I fell in a dead faint right over the patient. It was on 3A. Pete (Sister Mary Peter) was there and she said to me: 'Oh, you're no good.' That was in 1925. He (Dr. Moncreiff) was probing behind the ear and the bone was exposed. I guess I was too hungry and it was too much for me. I woke up in a linen closet..."

"It was strictly morphine and aspirin in those days. There were no antibiotics. They didn't come until the late 1940s..."

"In your senior year you had almost a head nurse's role. You were responsible for a lot of things and still might have some patients."

(Annie Welch (Powell), graduated in 1927.)

"We did everything. It was total patient care. We cleaned the patients' rooms, looked after their meals... Actually, it was more than 12-hour duty..."

"I remember making six-o'clock morning toast and tea for the patients. I still have former patients stopping me on the street and saying (when they were in hospital recently) they sure missed the tea and toast in the morning. There were little things like that which made it so much more a home away from home."

(Ada McKenzie (Groves), graduated in 1929.)

"We were responsible for cleaning the rooms. We had someone to wash the dishes but we had to set up the trays. We also did a certain amount of cooking. Those were the days before we had dieticians so we had to make up light desserts as well as light meals. We were assigned certain duties while working nights, because they assumed you had time to spare. These were chores like polishing silverware and brass, filling salt and pepper shakers, cleaning hopper rooms (equipment storage areas) and bed pans..."



Students with Instructor Sister Cyr (Mary Aquina) in June, 1975, at Fairfield House, a community half-way house affiliated with Eric Martin Pavilion for psychiatric patients. Left to right: Marilyn Stansby, Vicki Sparks, Ruth Hamill, Sr. Cyr, Pat Beach, Helen Best and Sister Mary Artermia.

"But I enjoyed every bit of my training. In fact, I was so conscientious that when I first went into training, I would stay on to help if they were busy. All my training was very, very pleasant..."

"I spent a month on night duty at Vernon Villa which was a former, large home and used as an annex to St. Joseph's Hospital for the treatment of patients with tuberculosis. The treatment at that time for those patients was principally bed rest and fresh air."

"I was alone one night and one of my duties was to check the furnace which meant going outside and down steep cellar stairs to the basement. One night when I reported for duty, the firemen were just leaving after attending a chimney fire, so I was always conscious of a fire in the building."

"There were a few emergencies such as one patient who became paralyzed during the night due to an embolism which was later absorbed. A young Indian boy who was trying to get out through a window and a young woman who became very disturbed and attempted to leave..."

(Jean Purves, graduated in 1930. She was in charge of a medical/surgical ward at St. Joseph's Hospital for three years before joining the army in 1942.)

"If you broke anything you had to pay for it. I remember one girl had hiccups one day and I jumped out at her to get rid of them. She had a tray full of things, which she dropped, and I was certainly presented with a bill for all those dishes. I remember I bought the dishes but I never turned them in and they forgot about them. We had to buy our own hypodermic syringes and needles and everything..."

"I remember going down to the morgue for the first time. I was proud of that because I could go back and tell the girls. They had this big man to lift and they decided that I should take the feet. But then they thought that

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because I was big and strong, I could take his head when we were moving him off the stretcher. As I lifted his head, he had air in his throat and it all came out. I dropped his head and ran and they all ran with me. Sister sent me off duty because I was scaring everybody. That was a result of being on duty too early."

(Jean Flynn (Fontana), graduated in 1932.)

"Six months after we came into training, I went up to Maternity. I was the youngest student on the floor. It was quite a job. I was put on the Nursery just as one of the nurses. You took more and more responsibility as you went along."

(Margaret Grant, graduated in 1933.)

"You got to know your patients more (than today). There was that personal contact and you nursed them. We had 12-hour shifts with lectures in the evening in full-dress uniform... We had half a day off a week. We had Junior nights and Senior nights but during my first year, I was on 2A by myself. My senior nights I was on 3C..."

"We started at 7 a.m. with report. We were assigned our own group of patients. If you were on the private room section, you would have four rooms. They were your patients and you did absolutely everything for them. Besides nursing, you cleaned the room and took care of the flowers..."

"Emergency used to be located in one small room in the Operating Room. Sister Mary Faustina (Operating Room Supervisor) transferred it down to a small room in the old army huts. Emergency had been there for six weeks when I came on staff. They also had women's medical in those huts at one point and then they moved to 1A and we moved into one of the larger huts. It was hot in the summer and cold in the winter as they were poorly constructed. The reason emergency moved out of the Operating Room area was because of too much congestion. In 1952, Emergency moved to the main building on the left hand side of what is the main entrance. There was more room and they were modern facilities. The huts were a congenial place to work... Some used to call it (Emergency in the



Ada McKenzie (Groves, 1929).

hut), the Barber Shop, because the interns used to cut one another's hair..."

"If you didn't have one thing to laugh about each day, you wouldn't have been able to cope. We had many happy things happen, but very many sad things as well."

(Hilda Corbett (Andrews), graduated in 1933. She worked for 21 years in Emergency, starting in January, 1951, most of that time as Head Nurse.)

"We had to do the dishes. We had to take care of the patients' rooms. We did everything aides and practical nurses are doing now. Nursing wasn't as complicated as it is now..."

"We were always expected to jump to our feet when they (doctors) came to the desk. I suppose you would say they were rather chauvinistic. More than now. They're not allowed to be rude to you now, they get into trouble. But then, they shouted at the nurses. There was probably the same mix of good and bad as there is now but the obnoxious ones were just as obnoxious as they wanted to be whereas now they are controlled..."

"There were serving kitchens on each floor. The patients got a lot more individual attention as far as their diets were concerned than they do now, something I always thought was very important to somebody who is sick. It was nice to serve the patients some little things that they wanted. A lot of that is gone out of nursing now and that is one of the areas that nurses find unsatisfactory."

(Barbara Whately (nee Scott), graduated in 1938. Worked as a staff nurse at St. Joseph's Hospital for a short time after graduation then went to



Spode China (buttercup pattern) silver cream, sugar, tea pot and dessert dish used for patients' trays from the 1920's-1950's with linen cover for water pitcher.

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Sister Grace Down (Mary Faustina, 1932).



Jean Purves (1930)



Barbara Whately (Scott, 1938)



Sister McGarrible, S.S.A.
(Mary Lucita, 1944)

England for post-graduate work in Obstetrics. Served as a nurse during the Second World War, eventually returned to Victoria and worked again at St. Joseph's Hospital for about two years.)

"We looked after our own linen service on the wards. So there was no 9 p.m. (end of students' day) for me. I used to put linen away at that time. Also, we didn't have dieticians and all the liquid, soft and post-operative diets were taken care of in the diet kitchen on each ward. I remember the beef broth we had to make for the next day. Jellos and junkets. When post operatives got around to that stage, their first steak dinner had to be cooked on the floor (ward). And you know, we just took it in our stride but it took a lot of nursing time. Sometimes I think we resented it a little bit."

(Sister Mary Lucita, graduated in 1944.)

"We did everything on the wards; took care of the flowers, did the cleaning. Although a little bit of the cleaning was done by cleaning people, most of it was done by the nurses. We also spent a period in the diet kitchen learning about diets. It was absolutely disastrous for me because I was never a cook. We had to make the porridge, desserts. It was unreal. The diet kitchen, at that time, was opposite where Personnel is now... During that period in the diet kitchen, we weren't looking after patients but taking requests for special diets, making them and taking them to the patients..."

"Students had responsibility for some wards even before their third year. If you were the senior person on a ward, that was it, you were in charge. Students were often in charge during afternoon and evening shifts..."

"Operating Rooms weren't as busy as they are today. There were fewer doctors and surgery wasn't as sophisticated and anesthesia wasn't as developed to where it is today. It was open-drop ether, ether chloride anesthetics which were not as smooth as they are now. People had to go through certain reactions, like excitability. We didn't have recovery rooms. Post-operative patients were taken down to the wards. Anesthetists or doctors didn't go with you either. You took a bag and kidney basin, ran like hell and hoped you'd make it..."

"Operating room nurses (in the earlier days) maybe did 10 cases a day. But they did a lot of their own preparatory work — blood sets, I.V. sets, gloves powdered and sterilized. Now, these things are all brought ready prepared. We did our own spinal sets, cleaned instruments, washed them and sterilized them. These things are all done elsewhere now. Plus, we made our own solutions. We made all the I.V. and irrigation solutions for the hospital."

(Laura Foster, graduated in 1948.)

"We had terminal cleaning to do. When the patients went home, we cleaned the beds, wiped down the room and made the beds. There were housekeeping people but student nurses had to help with the terminal cleaning. We set up the trays and served them on the ward. We also had to serve our time in the main kitchen cooking for special diets. We had a shift of being a helper, second cook and then first cook. If you were the second cook, you went over the night before and soaked the porridge and then went over the next morning to set the porridge up. There were lots of incidents there because we had a gas stove. One girl lit the stove when the gas was turned up too high and she burned her hair, eyebrows, eyelashes right off. There were many incidents, as well, because many of the nursing students didn't know how to cook. One girl didn't even know how to make jello. One time she was on desserts. In those days, you were off from one to four (in the afternoon) and you had to come back and start putting out desserts. She thought she'd go at 4 p.m. and make the jello and it would be ready to serve at five. If we had gone through with it, the patients would have gotten watery jello. We had to give them something else that night..."

"In the '50's, the service and care were very elegant. The patients had silver or brass trays. They had silver tea pots, beautiful china, lovely old furniture. The very poor patients were always made to feel super special. Or the Indians. We were taught that they were very special. Old people were very special people. So you had all kinds of special people. You had private room people who were special. You had your really poor people, who were special, and ethnic groups were special. So the nuns had you

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Elsa Stephens
(Nielsen, 1953)



Hilda Corbett
(Andrews, 1933)

believe that everybody was special and they were all special in a different way...

"Basically, because we opened the A Wing (in 1950), all our practice took place there. The patients loved the students. You had to introduce yourself to the patients; tell them what year you were in and what your responsibilities were. The patient became a great teacher. The patient had a lot of input into the students' education. We had a red book and you had to have so many scrubs in the operating room, so many scrubs in the Case Room, so many different procedures like catheterizations. We had the book and you could check each one off and then get the Head Nurse to sign. So, of course, everyone wanted to get their books up to date. So there was this great I'd-like-to-do-it attitude."

(Elsa Stephens (Nielsen), graduated in 1953. She worked in several jobs at Victoria General after graduation. She was head of Admitting for 15 years and then in 1975 appointed Associate Director of Nursing, Research and Development, the position she held when interviewed.)

"We used the Case Method rather than the Team System. So you had your own set of patients to whom you had to give complete care... We didn't have I.C.U. (Intensive Care Unit) in those days. Those patients were taken care of on the general, medical/surgical wards, so we got that experience very early. In the third year, there was more medical-surgical nursing. More shift work. Actually, you had more responsibility. I wouldn't call it being a head nurse but we were in charge, never on days and always with another, more experienced person to call on. However, in second year, that could be a senior student. You weren't left by yourself, at least I wasn't..."

"On the ward, we didn't have cleaning as such to do, but you freshened the flowers because that was part of the patient's environment. So from that point of view it made sense to us. But certainly, it took away from our other responsibilities. That was toward the beginning of my training, at the end we had more help. We also prepared special diets and took them to the floor. There used to be

catered diets. If a patient who was not on a restricted diet, wanted a little steak, we'd cook a little steak on the ward. We also did terminal cleaning."

(Vivian Mar, graduated in 1955. Did general duty nursing at a number of hospitals. From 1957-60 taught medical-surgical nursing at St. Joseph's School of Nursing. Left to work elsewhere and get her B.N. degree. Returned to the school in 1975 when she began teaching a first-year, basic nursing course, later taught a third-year, leadership course until the School closed.)

"I think we probably just did minor things on the wards at first. But I remember the day we had to give our first bed bath. That was a nerve-wracking experience... We did bed washing but not very often. It was expected of nurses at that time, especially on afternoon shift if someone needed a bed right away. Now they have staff to do that. But we were never involved in the cleaning of the room other than tidying. When I was in training, we still took the flowers out and put them on the floor (in the hall) at night... When we came to the School, we just had a day and a half off a week. At Christmas ('61), the gift from the sisters to us was two days off. I was very pleased."

(Marg Jacobson (Henze), graduated in 1963.)

"In terms of general, nursing joe jobs, they (nursing students) did a lot more than they do now. On the other hand, because of the complexity of medicine today, they are having to be involved in more complex things than they were before. Intravenous therapy, for example. When it started, your patient would have an intravenous with glucose and water. It might have vitamins in it, but that was it. All you had to do was see that the thing ran. Somebody started it — there was a team to start it, and you just had to see that it ran. Today, you can have anywhere up to 12 medications added to that with checking necessary to see whether the medication is compatible with the solution, with this drug or that drug, and all the side effects of those (drugs)."

(Linda McDonald, graduated from Saskatoon City Hospital School of Nursing in 1963. Came to St. Joseph's School of Nursing in September, 1965 as a Clinical Instructor. In 1973, started a third-year Critical Care course which she was teaching when the School closed.)

"I remember the first year being basically the same — a mixture of classes and wards. We started going on the wards for a couple of hours a day, so many days a week, plus having our classes. After the six months I imagine we were on the wards more often. We were assigned to wards very early. Once you were shown how to make beds, you would go to the ward, find a patient and make a bed. You would work on the wards for so many hours in the morning and you would do the things you were allowed to do. That kept us really busy. Then once you learned to give medication, enemas, catheterizations and things, you would go to the wards and do these things. First year was pretty straight forward, learning the basics — Anatomy and Physiology, Sociology, Psychology, Microbiology,

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Pharmacology, Fundamentals of Nursing. The second year was a specialty year. You went to Maternity and Pediatrics, each for seven weeks. You did psych (psychiatric experience at Eric Martin) for seven weeks and you also did service...

"When you went to the ward, you were pretty well prepared to do the things you were asked to do... When you learned a procedure, for example, learned to take sutures out, then that was your objective for going on the ward. Take a patient and do all the things you knew how to do... Once we got past the bed-making stage we were pretty much members of the nursing team. We always had a Clinical Instructor available to check with. From my class on, we were never put in situations where we had to take care of more patients than we were able to. Older grads are always saying: 'Well, in my day, we took care of 12 patients.' We always had one or two patients. We built up our number of patients gradually as we were capable. I don't recall patient care being different then from what it is now. I don't see a noticeable change.

(Terry (Murray) Ogilvie, graduated in 1976. After graduation, worked in the Intensive Care Unit and later in the Coronary Care Unit. In January, 1980, joined the School and began teaching Coronary Care and Emergency Room nursing as part of a third-year Critical Care nursing program.)

A total of 10 male students graduated from St. Joseph's during the 81-year history. The first, as we have seen, was Anthony Williams but he can't be credited with setting any kind of a trend. It was 64 years after he graduated in 1901 that the next male students took their place in graduation ceremonies. In 1965, Roy Harding and Jack Nazaroff were among the graduating class of



Nursing students preparing special diets in the Diet Kitchen at St. Joseph's Hospital.

61 people. The other male graduates were Ken Corbin, John Murphy, 1966; Gordon Shipway, '68; Doug Ashmore, Martin Wong, '78; David Grimm, '79 and Rick Pascual in 1980.

The following are comments from some of these male graduates on what life was like for them on the wards:

"With only two males, initially, in the class, we were certainly set apart. Separate but accepted, certainly. There was certainly no discrimination. I can remember being on the wards once down on a medical floor and the orderly booked off. The student who was in charge said: 'No problem, Gordon can be the Orderly for the day.' The Assistant Head Nurse on the floor endeared herself to me by saying: 'Certainly not. He's a nurse like everyone else.' There was some attitude like that. We tended to get certain kinds of patients. That's probably why males go to specialty areas, to get away from being used as an Orderly...

"There's been a change in attitude on the part of nurses in that they just don't kowtow to doctors. If they think something isn't right, they say so... Doctors, generally, are not as hard on male R.N.s as they are on women."

(Gordon Shipway, graduated in 1968. When interviewed, he was working as a staff nurse in the Intensive Care Unit of Victoria General Hospital.)

"We started out with classes at university (of Victoria). Physiology lasted a year. Microbiology and Bacteriology were half courses and so lasted half a year. Basically, three quarters of the first year was spent in the classroom...

"The first thing you did on the ward was go and watch somebody eat... I think they just wanted to get us used to the idea of being in a medical area...

"During the first six months, we learned how to care, to trust...

"After six months, we were making beds on the wards. We had a couple of hours in the morning and then we were pulled off to discuss the experience. We went to university in the morning as well and everything had to be arranged around those classes. On the days we weren't at university, we were on the wards in the morning and had classes in the afternoon."

(Doug Ashmore, graduated in 1978. When interviewed, he was working as a staff nurse on the Pediatrics ward of Victoria General.)

"For the first couple of months, I felt quite uncomfortable but after that I sort of fitted right in. They made you feel at home. It was actually kind of nice being a minority. It was easy to get attention anyway...

"There was a lot of work (during the three years) and some of it seemed a little trivial. A lot of the kids ahead of me who had just graduated weren't just too sure of what kind of things they could give me to do. They weren't sure whether they could ask me to go and give Mrs. Jones a bed pan or change her dressing or whatever. I remember being called Orderly a couple of times..."

(David Grimm, graduated in 1979. When interviewed, he was working as a staff nurse in the Coronary Care Unit of Victoria General.)



Angeline Chow

Cap Styles

Three 1981 graduates model caps worn through the years. The 1904 cap is modelled by Angie Chow; Patti Fulton shows off the cap worn from 1913-1950; the latest cap design is worn by Catherine Smith.



Patti Fulton



Catherine Smith

DIRECTORS OF NURSING

Directors of St. Joseph's School of Nursing — 1900-1981

Sister Mary Gertrude of Jesus	1900-1913
Sister Mary Anna	1913-1924
Sister Mary Alfreda	1924-1926
Sister Mary Gregory	1926-1933
Sister Mary Gabriella	1933-1934
Sister Mary Gregory	1934-1936
Sister Mary Beatrice	1936-1937
Sister Mary Gregory	1937-1949
Sister Mary Clare	1949-1950
Sister Mary Gregory	1950-1954
Sister Mary Lucita	1954-1957
Sister Mary Justinian	1957-1959
Sister Mary Ronalda	1959-1962
Sister Mary Doris	1962-1966
Sister Mary Ronalda	1966-1968
Lilian Knighton	1968-1973
Anne McKenzie	1974-1975
Sylvia Brough	1976-1981



Sister Mary Gregory



Sister Mary Gertrude



Sister Mary Anna



Sister Mary Ronalda



Sister Mary Beatrice



Sister Mary Doris

THE YEARS REVISITED

Record of Instruction and Examination.					Summary of Work.	
SUBJECT	NO. OF LESSONS	FINAL EXAMINATION		DATE	RATING	DEFICIENCIES
		EXAMINER				
Reading—Theory						
Reading—Practice						
Notes						
Spelling						
Grammar						
Composition						
History						
Geography						
Science						
Mathematics						
Physical Education						
Art						
Music						
Health						
Character Training						
Foreign Languages						
Other						

Transcript of a student graduating in 1926, showing hours of instruction, grades and clinical experience.

Classes and Schedules

Graduates of the School have already touched on the changes in the educational program over the years. A general description of the difference between the old and the new would be that the modern approach to nursing education focused more on the academic side. There are no records of course content or program of studies for the period from 1900 and 1914 but interviews with graduates from those early years reveal that most of the teaching was done in an informal way in the clinical area. But because there was a great deal of work to be done and few people to do it, the lecture time was often limited. The hours of work on the wards were long and the job strenuous. Most of the tutoring was done by doctors and Sister Mary Gertrude was the only instructor. Preserved in the archives of the Sisters of St. Ann, for example, are lecture notes Sister Gertrude used in teaching such things as Surgical Nursing and Medicines and Their Administration. Towards the end of the School's history that apprenticeship approach to nursing education had changed dramatically. There was far more emphasis on time in the classroom and less on the student providing patient care. The service component of the program had been cut down considerably. In 1920, for example, nursing students were getting 366 hours of formal instruction; in 1959, 962 hours. The last class of 1981 had a total of 1,281 hours in the classroom and another 2,919 hours of laboratory work which included clinical practice. In short, what happened was, as nursing became more complicated because of advancements in medical knowledge, among other things, more attention was paid to giving the students a greater scientific understanding of what their job entailed.

When more lectures and formal classroom time were added to the program in those early years, the academic portion took place during the same period the students were working on the wards. In

other words, students working nights would have to get up for lectures the following afternoon. Gradually that system was changed and the so-called "block method" introduced whereby blocks of time during a year would be booked for ward work or attendance at classes. The two were no longer mixed. Also during this period greater attention was paid to providing more continuity between what was learned in the classroom and what the students were doing on the wards. A system was developed which provided students with general concepts of patients' needs which could then be applied in various areas of the hospital with patients suffering from differing observable problems which stemmed from the same basic need. This allowed for a more immediate application of the principles learned in the classroom and was a solution to the problem of how to provide large numbers of students with sufficient clinical experience. In earlier years, graduates said it was often many months after they dealt with some aspect of nursing practice in the classroom before they had an opportunity to actually carry out the procedure on a patient.

Sister Mary Gregory was the first full-time Director of the School. She started in 1926 and served intermittently in that capacity for 26 years. She was one who appreciated the need to give nursing students more education. Through her efforts, in 1939 a five-year program was established leading to a Bachelor of Science degree in nursing. Such a degree would be conferred on any graduate of St. Joseph's School who successfully completed two additional years of study at the University of Seattle and at the Hospital. Three students took advantage of the program prior to its demise in 1947.

The first attempt to organize the clinical program began in 1935 following the return of Sister Mary Beatrice and Sister Mary Gregory from Rochester, Minn., where they had taken a two-year course at Winona College and re-

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ST. JOSEPH'S SCHOOL OF NURSING
VICTORIA GENERAL HOSPITAL, VICTORIA, B.C.

NURSING STUDENT - FINAL RECORD

NAME: (Last) (First) (Middle)

DATE OF BIRTH: 23 DECEMBER 1955 SEX: FEMALE

SUMMARY OF PROGRAM

Length of Program	3 years	VACATION:	12 weeks	L.O.A.			
Date of Entry	6 SEPTEMBER 1978	COURSE NAME & NUMBER:		Sick Time	Total Hrs. (ACADEMIC)	Total Hrs. (LABORATORY)	FINAL GRADE
Date of Completion	5 JULY 1981	NURSING LEVEL I	4				A
If Withdrawn: Date		BIOLOGY 150 (Camosun)		40.5	36		
Reason		MICROBIOLOGY 101 (OVIC)		25	25		A+
		N.101 MEETING NEEDS OF INDIVIDUALS OF ALL AGES WITH SIMPLE PROBLEMS OF DAILY LIVING		125	48		A
Total No. of Beds	397	NURSING LEVEL II					
No. of Beds Utilized for Clinical Instruction		BIOLOGY 152 (Camosun)		40.5	36		A
Total No. of Bassinets	88	N.201 MEETING THE NEEDS OF INDIVIDUALS WITH SIMPLE HEALTH PROBLEMS (including Dosages & Solutions)		212	161.5		B+
Daily Average of Patients:-		N.202 CLINICAL PRACTICE PHYSICAL FITNESS		-	26.5		-
Medical	117			-	26		-
Surgical		NURSING LEVEL III	1				
Pediatric	39	N.301 MEETING NEEDS OF INDIVIDUALS OF ALL AGES WITH MODERATE HEALTH PROBLEMS (includes)					
Obstetric	35	MEDICAL/SURGICAL/PEDIATRIC UNITS		250.5	254.5		B
Total No. of Instructors	14	OBSTETRICAL UNIT		156.5	94.5		B
		PSYCHIATRIC UNIT		92	102		B+
Institutions and Agencies used for learning experience by this School of Nursing:		N.402 CLINICAL PRACTICE PHYSICAL FITNESS		-	68		-
University of Victoria				-	55		-
The Surrey Institute of		NURSING LEVEL IV	3				
Victoria		N.401 MEETING THE NEEDS OF INDIVIDUALS OF ALL AGES WITH COMPLEX HEALTH PROBLEMS		232	377.5		B+
		N.402 CLINICAL PRACTICE			38		
		N.403 NURSING LEADERSHIP SKILLS TO ASSIST THE ADULT INDIVIDUAL TO MEET NEEDS		102.5	11		
		PHYSICAL FITNESS			24		
Registration by Examination in:							
Province: B.C.	Date: AUG/81						
Date:							
Signature							
Associate Director, School of Nursing							

Transcript of a student graduating in 1981, showing hours of instruction, grades and clinical hours.



Sister Mary Gregory

ceived their Bachelor of Nursing Science Degrees in 1934. (Sister Beatrice later went on to get her Masters degree at St. Louis University in St. Louis, Mis., in 1960.) One graduate referred to Sister Beatrice and Sister Gregory as "revolutionaries" in terms of what they did to improve the nursing education program. Sister Beatrice, who was Director of Studies at the time, initiated some change as soon as she returned from Rochester. She had the students who began their education in September, 1934, spend their first week in the classroom before starting on the wards. That system was changed again in 1935 when the probationers went on wards from 7:00 a.m. to 9 a.m. then had classes from 9 a.m. to noon. After lunch they resumed their work on the wards.

There were a number of significant schedule changes along the way as well. For example, a nursing student in the first 10 years of the School's history could log as many as 67 hours a week on the wards. That compares with the 37½-hour week worked by the students in 1981 during clinical practice rotation. There were also gradual changes in the number of weeks off for vacation. Early graduates talked of two weeks off in the summer, but by 1950 the vacation period was four weeks long and eventually the students got one week at Christmas and another week off for a Spring break as well.

The program was again changed in 1974, when arrangements were made with the University of Victoria to establish a Microbiology course for nurses. In the second

semester a short introductory Sociology course was also added. The following year Anatomy and Physiology were added to Microbiology, and university credits were given for these courses. The reason affiliation with the University, and later Camosun College, was sought was to broaden the students' outlook and to allow them to associate freely with other students.

A special tribute here to the doctors of Victoria who served the School so well down through the years, generously sharing their time and expertise. They performed an invaluable role as teachers during the first two decades of the School's history when most of the students' learning took place in an informal way on the wards. Later, individual doctors taught selected courses. Through the years they gave of their time, freely, seeking no financial reward. Before the existence of health insurance plans in B.C., the doctors provided free medical care for the students. In recent years, both students and members of the Faculty have felt free to take advantage of the doctors' medical knowledge in order to solve nursing problems. The School is grateful for their contribution.

The following are comments from graduates or those involved in the educational program to flesh out this bare-bones sketch of curriculum and schedule changes:

"If we were on night duty, we had to get up and go to lectures at two or three in the afternoon after working all night. We had lectures right in the Hospital...

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"Night duty was a three-month term... We worked 12-hour duty and had an hour off during the day. The shifts were seven to seven, one afternoon off a week. We had two weeks for holiday during the year."

(Margaret Sangster, graduated in 1915).

"If we were on night duty and came off after 12 hours, we would sometimes have to go to a lecture at nine in the morning. We were three months on nights, had half a day off a week when on days. There was no vacation the first year; second and third years we had two weeks off. We had two hours off during the day but we used that time to study or, if you had a lecture during that time, you would have to attend. On our half day off, our shift ended at 12:30 p.m., that's if you finished your work. We had textbooks, typewritten notes, but very few reference books."

(Vera Rose (Salmon), graduated in 1927.)

"We worked 12-hour shifts, seven in the morning until seven at night with three hours off in the afternoon, one to four... The evening shift was 3:30 p.m. to 11:30 p.m.; nights were 11:30 p.m. to 7:30 a.m. If you were working days you perhaps had to go to classes from one to four in the afternoon. When working nights, you had to go to classes in the morning when you finished your shift..."

"In general, I think I enjoyed it. It had its moments. I could have cheerfully gone home at times, but I was afraid to... Doctors taught the classes, although nursing (instructors) did some of the lectures as well. On the wards there was always a nun Supervisor but the Head Nurse was generally a lay nurse."

(Laura Foster, graduated in 1948.)

"When Sister Mary Claire asked me if I would like to be a clinical supervisor, I am afraid I replied by asking what that was."

"On April 13, 1943, I started to be one. I began reading the "Hospital Headnurse" by Wayland. My home base was in the Central Supply Room where I kept a callboard and any student who needed help, left a message there for me... I covered all the medical and surgical wards. Because surgical nursing seemed more involved with treatments such as catheterizations, douches, preps and ene-



Clare Carlin (Harrington, 1943), on the left, with Nellie Martin, 1931
— Christmas 1958.



Vivian Mar (1955), R.N., B.N. Instructor at the School from 1957-60 and 1975 to its closing.

mata, I spent more time with students on these wards.

"On May 19, 1943, the new school bulletin was printed with my name on it as instructor."

"There were no classrooms on the wards but for a while I used an empty room on 4B. I had classroom chairs, a blackboard and a desk. Classes from the medical and surgical wards alternated."

(Claire Harrington, the first full-time clinical instructor. The comments are contained in the "Diary of Claire Harrington" and quoted in a personal letter to Sister Beatrice Wambeke, S.S.A., Sept. 27, 1959.)

"We worked six days a week when we started training but in the second year (1951) we worked 5½ days which was a great event. In our day, it was study time, service, or both. You would have to come off nights and go to the odd lecture. We were still doing that but it was phased out in the '50s."

(Elsa Stephens (Nielsen), graduated in 1953.)

"We were in a system where we had classes in blocks, so we never had to come off duty for classes. We only had them in the day time. At a certain point in your rotation, you would all be off for classes. Some of the instructors were sisters. Sister Mary Gregory and Sister Lucita were directors then..."

"We worked split shifts — eight in the morning until one in the afternoon, off, and then back from four to seven. There was an innovation when I started or shortly after I started. Prior to that time, the students, as well as the staff nurses at that time, used to only get one day off a week. That was changed and we got 1½ days off..."

"Students are certainly better prepared today in terms of their theoretical background. Certainly the practice is better correlated with their theory too. In our day, we would have classes but it might

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be a year later before you'd go to the area where the theory applied. For example, we may have had Obstetrics at the beginning of the year and not have obstetrical experience until perhaps the end of that year. Today, the students would have the theory and shortly after they would have the experience. Not only that but they have instructors with them so there is always supervision. An instructor is in charge of selecting the experience. So certainly I would say they're much better off not only in the theory but in the clinical follow-up as well... They're not counted on for service now. Sure they give service because that's how they learn, that's the real world. But the instructor has the control in terms of assigning the students."

(Vivian Mar, graduated in 1955. Taught medical-surgical nursing at St. Joseph's School, 1957-60 and returned in 1975 to initially teach in the Basic Nursing course and then a third-year Leadership course.)

"The training program when I first started (1957) was pretty hit and miss. Some students would spend long terms on nights or you would hear somebody say they spent most of their days in the Annex. They did get exposure to all areas but there was a very uneven balance. It wasn't focused at all..."

"The Block System was in effect. One of the interesting things was that sometimes the experience preceded the block. They may be assigned to Pediatrics and then take peds (theory) in the next block. That was one of the things we did gain through the years. We got it to the point where no one got experience before some theoretical learning..."

"As I saw it, there really wasn't a focus for the program. We started the idea of the 10 basic needs... We identified 10 basic needs and tried to make that the focus of the new program. The concept was that there are basic human needs which are altered by certain physical conditions. It was a real struggle to get that notion across and try and get it organized. The degree of progress has been phenomenal. I've been intrigued with what they've accomplished since 1974. It's much more sophisticated."

(Lilian Knighton, graduated in 1944 from Saskatoon City Hospital School of Nursing. Came to St. Joseph's in 1956, did general duty nursing for one year and then was appointed clinical instructor. Was Assistant Director of the School, 1966-68 and Director from 1968 to '73.)

"We were on the block system when I came. Each year students had blocks of lectures and then the rest of the time they were on the wards. Some teaching was being done on the wards but the majority was being done in blocks. The doctors were doing a lot of the teaching. Nursing instructors would teach the nursing aspects whereas doctors would teach the basics. When I came (1958) here it was probably a month before they got on the wards. They had started Anatomy and Physiology and Basic Nursing Arts and all the other basic courses like Pharmacology and Psychology. Then they started going on the wards for short periods of time. By six months they were on full time..."



Peggy Mika, R.N., worked at the School intermittently from 1958 to 1979.



Margaret Jacobson (Henze, 1963)

"When I came there had been some changes taking place in the previous couple of years. The students were getting more lecture time. They had more time off, the residence rules and regulations were relaxing somewhat. It was an evolutionary kind of process. It was slow to come because there were many people who were reluctant to see that change. Part of the problem, probably, was the teachers themselves. They didn't feel comfortable with the increased teaching responsibility that they would have in that kind of program. It was always very comfortable to let the doctors do the teaching and you just picked up the pieces, doing the things that were left to do. But even in the '60s, and certainly by the time I left (1965) there was a move to a concurrent, integrated kind of program. The need was being seen that nurses teach nurses, that they get more involved with it. By the time I came back in 1972, there had been a lot of changes. There was more integration, more concern about that..."

"I remember when they (the students) got two days off a week... That was a very small thing but it was the start of a lot of other changes, changes in the way the students were treated and the way their education progressed. It just started the ball rolling in terms of the time they had to spend (on the wards) and more emphasis on the education, that they were here to be educated not just to work..."

"One thing that did happen was that for the first time in many years we took men into the program (1962). That was a real innovation, it took a lot of talking. Sister Mary Doris (Director of Nursing) was very keen on that. She was determined. It was hard, it took a lot of tearing down of barriers... There certainly was resistance both amongst the nursing staff on the wards and the doctors."

(Peggy Mika, graduated from Regina Grey Nuns Hospital School of Nursing in 1953. Came to St. Joseph's School in 1958 in the new position of Clinical Co-ordinator. Served as Assistant Director of the School from 1964 to 1965 when she left. Returned in 1972 as an instructor and stayed until 1979.)

"I think the lectures and practice tied in very well, except that often we had lectures months before we went

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to the wards. But we had good clinical instructors on the ward. My feeling was the clinical instructors really gave a lot of help on the ward. They followed us around and gave us a lot of assistance."

(Marg Jacobson (Henze), graduated in 1963.)

"(In 1965), we had five or six clinical areas and some days I would have eight junior students in the clinical area and I would have to come over (to the School) during the day and teach lectures to the other half of the class who were in the classroom and then dash back to the ward to see how my students were managing. One week it would be three days in class and two on the wards and the next week, the reverse. You repeated every lecture twice. They worked day shift only until about April of their first year. Then they started, literally, a service commitment. Initially they might have had their first shift of nights after the classes were over in April. Students were doing the same things an R.N. would have been doing had they been on that night shift.

"Within two or three years of that, we managed to work out a contract with the Hospital whereby, from April to June, we could place two junior students in the place of one R.N. on nights or evenings to reduce the workload a bit, because it really was pretty unrealistic. But nursing was somewhat different then. There weren't the same degrees of complexity that there are today but even so it truly was unrealistic. The students found it very hard.

"I think what used to bother me so much was that we were losing good students, the very conscientious who would have been excellent nurses, but they just could not take that. They couldn't do what they knew they should be doing and they thought, 'if this is nursing, I don't want it,' which was unfortunate...

"My feeling from my own experience and from the students is that the most significant thing in clinical instruction is reinforcement in the clinical area. This is what you see in the patient, now what does it mean? What are the problems? That needs continual reinforcement... At the present time in our program, in the second and third years, one third of the time is service to the hospital and the remaining part non-service and learning structure. When I started (1965), we had the students under our total control in the first year a matter of months only, a minimal amount of time for some of the specialties in second year and third year was total service...

"As far as the Critical Care course is concerned, I don't think such a course is part of too many programs in Canada at the basic level. I am not preparing a Critical Care nurse, I see it as senior medical-surgical nursing. But they are exposed to a lot of technical things — respirators, cardiac monitors — which they would not generally see on general, medical-surgical areas... The general comment when they finish our course is that everything they have taken for three years is now falling into place."

(Linda McDonald, graduated from Saskatoon City Hospital School of Nursing in 1963. She came to St. Joseph's School in September, 1965, as



*Linda McDonald, R.N., B.Sc.N.,
an instructor at the School from
1965 to 1981.*



Cindy Hughes (Rymgaillo, 1972)

an instructor. When the School closed she was teaching a Critical Care nursing course, which she started in 1973.)

"We started in the Auditorium with basic Anatomy and Physiology classes taught by Mrs. (Helen) Dwyer — she deserves mention. She taught Anatomy and Physiology and she knew it inside out. She was excellent. I don't think there is anyone who had her who wouldn't remember her. You were going to learn Anatomy and Physiology and that's all there was to it. She had a way of presenting it that was very logical, very straightforward and everyone really respected her. There was also Fundamentals of Nursing. That was with Sister Lorraine Conway. She had a delightful way. She just didn't teach the basics of nursing. For every lesson there was an anecdote that went with it. Consequently we used to love her classes. She had a way of getting the ethical questions dealt with in the anecdotes. When I think about it now, she was very subtle in the way she did it but you came out with a sense of how to deal with things, what was right and what was wrong. She was very good for teaching basic respect for human beings. I think my other classmates would agree, she gave us an awful lot in the sense of not judging people and taking them for what they were and trying to be compassionate in whatever situation. She was really excellent that way and she made it seem like fun...

"We went to Eric Martin. We were the first ones who went to E.M.I. It was for an eight-week period. I think that was a growing experience for all of us. I don't think any of us had had any contact with anyone who had any sort of mental illness. I think if you can say anything about psych training it is that it's good for the students. It definitely gives you a lot of insight into what's happening with yourself...

"We had eight-hour shifts, days, evenings and nights. We had two days off a week but that depended on ward rotation so maybe you would work five nights and then have two off and then come back and do four days and have three off."

(Cindy Hughes (Rymgaillo), graduated in 1972.)

Patient Care

A time-machine visit back to the School's beginnings would no doubt spark a feeling of smug satisfaction in the hearts of today's nursing students. How superior they would feel with their general knowledge of nursing techniques and proper patient care! They would have a ton of information to pass along to their early counterparts on the latest procedures and the benefits of the modern-day approach to the care of patients which is markedly different from the way they were handled in those pioneering days. Thanks to a relatively-recent explosion of medical knowledge and the advancement of techniques, today's nursing student acquires a much profounder understanding of the human system and how best to assess and treat patients' problems. However, if there is a smugness in the hearts of the visitors from the 1980s, it has to be tempered somewhat with the realization that those nurses in the early 1900s were doing what nurses have always done, giving the best possible care using the facilities and information available at the time.

When the school opened in 1900, very little therapy was available for patients. The greatest cause of death was pneumonia. Other infections, such as measles and smallpox, flared up periodically in epidemic proportions. The only drugs available to combat high fevers were aspirin and quinine, meaning the ravages of disease had to be controlled primarily by nursing measures. For example, pneumonia initially produced high fever and chills which continued for 13 to 14 days. A sudden drop in temperature produced a "crisis" period during which the patient often died. Nursing care for such patients centred around bed rest, conserving their energy as a means of protecting the heart. The emphasis was on controlling the temperature and severe chills or rigors, as well as replacing depleting nutritional stores. Little was known then about fluid balance or electrolytes. Mustard plasters were sometimes used, the theory there being that the counterirritant effect of drawing more blood to the area would combat the lesion. Perhaps the warmth of the plasters and the ministrations of the nurse were reassuring but abscesses and sinuses were common complications. Those patients who survived the "crisis," had a long, uphill struggle to regain their health. Often scared, discouraged and fighting anemia, they had to re-establish their nutritional status and work to regain their independence.

Blessed with the knowledge of modern techniques, students now can see that surgical patients in those early days were also handicapped by nursing measures to "conserve their energy." The routine of lengthy bed rest hampered circulation and slowed bowel and bladder functions. Phlebitis, thrombosis and bowel obstructions were common. Infection was a major problem. Knowledge of anesthesia made surgery much more acceptable but

nausea and vomiting were common in the immediate post-operative period.

Medical/nursing developments occurred gradually and then, after the Second World War, mushroomed in an explosion of knowledge and improved technology. Nursing and nursing education began to gradually change in response to these developments and other social upheavals such as the expanding role of women in society. In the medical field, the sulpha drugs, initially, and, later, antibiotics, reduced infections. Vaccines were improved and thrown into the battle against certain epidemics. Vigorous programs of early ambulation and physiotherapy reduced post-operative complications. Knowledge of fluid balance and its regulation with I.V. therapy has enhanced surgical and medical procedures. Anesthesia has been refined. Use of advanced assessment tools — monitors and electronic devices — has extended and supplemented observation techniques and ensured accuracy.



Nursing students Bella Davie (Downey, Class of 1903), left, and Eleanor Allison (1902), with patients on 3B in 1901 at St. Joseph's Hospital.



The Operating Room at St. Joseph's Hospital about 1903. Note the large "mask" over the patient's face on which chloroform or ether anesthetic was dropped.

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In the Post-Anesthetic Recovery Room, 1958.

Such an account just skims the surface but hopefully serves to drive home the point that nursing practice and patient care, fed by dramatic medical, educational and social developments, have matured and grown considerably during the School's history. Today's nursing student becomes familiar with all aspects of intravenous therapy, blood gases and electrolytes and such sophisticated procedures as the use of a Central Venous Catheter to determine a patient's circulatory status. Such advances make for much more informed, healthier and safer patient care than was available in the early days of the School.

An appreciation for the differences in the way patients were handled down through the years can best be had by talking to those who were there during the different periods. Here are some of their comments:

"In those days a patient was spoiled. People don't get a great deal of attention these days from what I understand... Treatment consisted of mustard plasters, hot compresses, sponge baths. Nursing was very concerned with dishes and serving trays and patient care. Patient care

was the top priority... After a patient had an operation they were brought to the room. There were no intensive care or post-operative rooms in those days. We (ward nurses) stayed with the patients until they were conscious again... I remember once a patient got up and left the Hospital. I went out and chased him, he was running along Collinson Street. There was this short guy, with his short shirt on and the tubes that he had, had been draining. The police eventually arrived and brought us both back."

(Annie Welch (Powell), graduated in 1927.)

"I was a patient afterwards. There was not that personal touch given to the patient that there was in those (early) days. When we had a patient it was personal attention we used to give to that patient. We used to get to know what the patient would like. Now, you might say, 'I would like some hot water with my meal.' The next day you wouldn't get it because the person to whom you said it was not there. But as far as the care we need after surgery, I think it is wonderful. It is very good. That has not diminished. The nursing care is still very excellent."

(Sister Mary Dositheus, graduated 1927.)

"When you had a pneumonia patient... you were told by the doctor and the sisters that it was up to the care you gave whether the patient got well or not. There were no medications. We forced fluids, got them sitting up doing breathing exercises. We had them put their heads over the side of the bed for drainage and gave them steam inhalations..."



Practising surgical procedures.



Operating Room at St. Joseph's Hospital in 1935.



May Hoey, then Head Nurse, Intensive Care Unit, instructing a patient in 1979 in the use of "Positive Pressure Breathing" apparatus at Victoria General Hospital.

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Elizabeth Gunn (Walther), Head Nurse, with young child in Pediatric Department, 1964.



Post Anesthetic Recovery Room at St. Joseph's Hospital in 1959.

"Today, you depend more on medications and such. I believe it's good to get your patients up but it was more of a tender loving care in those days. I still feel there are a lot of people who need that. There are some nurses who do try but it is very hard..."

"When I went back (in 1946 after 17 years away from nursing) medications had changed dramatically as had the overall care of the patient. I remember a doctor telling me to give a patient so much scopolamine and demerol and I hadn't even heard of them. The general care was different, we were getting the patients up. In my day, the patients stayed in bed practically until the day they went home..."

"When I was in training we had a dreadful flu epidemic. It started in 1928. I remember sisters coming over (to

the nurses' residence) and knocking on doors of those who didn't have it and saying you have to come. People were just dropping right and left. I remember one night leaning up against the wall trying to stay awake. I was making beds and trying to give patients drinks. I worked 24 hours straight..."

"In those days you just looked after sick people and enjoyed it. I felt so badly when things became so organized that you left your work at 3:30 p.m. That's when I made up my mind that it was time for me to get out..."

"Obstetrics is something that has a little bit of humanity and love connected with it and if you don't have it that's the last place you should work. We had this little club, some of my own friends, we called it the 4C club. We'd make little night gowns and jackets for any of the patients in need. Used to give them a layette with a dozen diapers, enough canned milk to do until they got on their feet. We started the group in 1948 and it went for about 10 years. It stopped when the (Hospital) social workers came into the picture. We also had little bazaars and teas, Christmas parties. It was like one big family."

(Ada McKenzie (Groves), graduated in 1929. She worked as a staff nurse at St. Joseph's Hospital after graduation. Left to get married and raise a family. She returned in 1946 and worked as Head Nurse in the Obstetrics Department until she retired in 1973.)

"Isolation, I remember, was over the laundry. I spent several weeks there. We had scarlet fever cases there and diphtheria. All the time you were there you were on duty, day and night. You couldn't leave. There was nobody to replace you. You stayed until the patient got better..."

"We had total care of the patients. Now patients are sent to certain areas like intensive care or the (Post-Anesthetic) recovery room. But we were responsible for the total care of the patient."

(Jean Purves, graduated in 1930.)

"I worked on 3C for a long time. Most of the rooms were private. People would donate the furnishings and everything for the rooms, including the china, dishes. So those dishes were sacred to those rooms. It was really time consuming..."

"Patients got very good bedside care then. They got more loving care than they get now. Nurses don't have the time now but they (the patients) do just as well."

(Sister Grace Downs (Mary Faustina), graduated in 1932.)

"In the private rooms, you had beautiful bone china and you always set your tray up even including a little bouquet of flowers. There was that personal contact. They need to put the nurse back in nursing. But it's not possible, it's a push-button age we are living in today..."

"I never thought I could do it (work in Emergency). There was always a crisis and you just never knew what was going to present itself at that front door. I never got used to it but I always felt that Emergency was my baby."

(Hilda Corbett (Andrews), graduated in 1933.)

"Nursing was very different then too. It was mustard

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Hilda Corbett (Andrews), 1933, (left foreground) as Head Nurse in Emergency Room, where she worked for 21 years, 1951-1972.

plasters. We had no penicillin or antibiotics. There was more direct patient care. You followed your patients through. You would have, maybe, six, seven or eight patients but you had them for, maybe, two or three weeks. You got to know them and the patients got to know you. Now, with the rotating shifts, nurses don't get to know them as well. The care then wasn't better because we didn't have the antibiotics but there was more tender loving care, I think. That kind of care won't come back because now they've got antibiotics, I.V.s and everything."

(Margaret Grant, graduated in 1933.)

"It was an entirely different kind of nursing in the early days. Medicine and nursing have changed just about as much as the transportation system has changed since 1900. Every age has its unique health problems — and the theories governing one decade do not necessarily apply later on.



Phyllis Driver (1938), R.N., B.N., joined the Faculty of the School in 1960.



Charting on 4A, Pat Aldeguer ('60), Annette Lord ('60), Nancy Kendall ('58).

"Now, we do things for patients which make them get better faster, and really feel better, but they don't necessarily like them. Antibiotics usually control infections, but injections and intravenous therapy are 'scary'. We get patients up and insist that they walk, when they don't want to; and we insist they do deep breathing and coughing exercises when it hurts.

"Patients today often say they 'are subjected to' all kinds of health care workers and long to have just one person deliver their care. The lab technician takes their blood, the x-ray staff carry them off for diagnostic tests, the physiotherapy people teach them exercises, the electro-diagnostic technicians check their heart and lung function, etc. Patients often have three or four medical consultants also — each focusing on a different part of their bodies. One elderly patient counted 18 different people who came into his room between 7:30 and 11 a.m. in one morning; and that is not unusual. The nurse is the co-ordinator of all these workers. This new role takes her from the bedside.

"The patient also has changed. He is not blindly seeking help from the paternal physician who understands all things. The patient is usually a fairly knowledgeable individual who is aware of his needs and who is surveying the available alternatives of care, to select the one best suited to his lifestyle. Temporarily he needs the tender loving care the nurse can give, but it is not a simple natural function any more. Care has to be co-ordinated with the other specialists contributing to his care.

"Nurses hope to establish primary nursing, where they can do all the nursing care for each of their patients, and in one sense, that is somewhat of a return to the way it used to be."

(Phyllis Driver graduated in 1938. Joined the School of Nursing in 1960 as a Clinical Instructor and served on Faculty until the School closed.)

X-Ray and Laboratory

Nursing students weren't the only ones to receive diplomas from St. Joseph's School; x-ray and laboratory students are listed among the graduates as well. Up until 1970, they graduated with the nursing students but that year they had their own graduation ceremonies. From the time the two schools were set up in the early 1920s until 1969, a total of 156 x-ray technicians and 127 medical laboratory technologists graduated from the School.

The School of Radiography was opened in 1920 and offered a 12-month course to students who had completed the six-month introductory nursing program. The students lived in the nurses' residence and worked with them for a time on the wards and attended many of their lectures. The radiography program was totally hospital based until 1964 when the x-ray students began attending the B.C. Institute of Technology in Burnaby for the theoretical part of their education. When the nursing school closed, these students were spending two years at B.C.I.T. and taking a one-year internship at a hospital.

The Medical Technology School opened in 1921. Initially the students had an 18-month course and spent the first six months with the nursing students. By the 1940s the School was offering an 18-month course for a student with two years of university or for an R.N. who had one year of university. In the 1950s, the School had a two-year program for students with one year university. In 1965, the laboratory students also moved to B.C.I.T. and when the School of Nursing closed, the students were taking two years of courses there and then going to a hospital for a one-year internship.

The following are comments from people associated with the School of Radiography:

"I came to the Hospital in 1948, at the beginning of July, and did two months on the floor (Ward) with the student nurses until the beginning of September. Then I started lectures with the new probies. We took pretty much a full



Dorothy Browning (Bayne, 1950)

slate of lectures but we didn't come in as a class... We followed the RNs training schedule and spent some time in the X-ray department at the same time. The first three months was just about all lectures and then they (the nursing students) started to go on the floors and I was back in X-ray and lectures. The classes were chosen based on the learning schedule of the radiography course. There were no lectures geared specifically to x-ray, that we learned mostly from practical experience. The last year was pretty well all practice except that we had to take Physics by correspondence and go to St. Ann's Academy at night and do lab work. At the end of 18 months, we graduated with the School of Nursing. We had to live in residence during training...

"We had to be dressed and show up for breakfast even if it was our day off. You weren't allowed to wear slacks. If it was our day off, what we used to do is roll our pyjama pants up under our overcoats and God help you if the leg fell down! We worked from seven to 3:30 in the afternoon... We got capped with the student nurses, after six months. We wore a different uniform, a one-piece dress. They wore the bib and apron... The live-in part was tough. I lived in Victoria and I thought my parents were strict but I hadn't seen anything until I came in here. However, I wouldn't trade that part of my life for anything. I made a lot of good friends and I think probably what we considered such drastic hardships brought us all very close together. We all had a common thing to complain about. It certainly made us a unit. I think too we didn't have the money that the students have today and therefore we made our own fun. We had picnics, really made our own amusement. Now, I think, there is far more independence amongst the girls."

(Dorothy Browning (Bayne), graduated in 1950.)



X-ray and Laboratory undergraduates, 1962. Left to right, x-ray students: Victor Gabas, Evonne Fisher, Joan Hodgson, Lois Weigland, with Margaret McEwan (laboratory technician).

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Dr. Frank Stuart, who retired in June, 1981 after 27 years at the Hospital, most of that time spent as Director of Radiology.



Barbara Hofner (class of 1956) working as a student in the X-Ray Department of St. Joseph's Hospital.



"The training was essentially an apprenticeship arrangement with a certain amount of formal training in the form of lectures. The School of Radiography and the School of Medical Technology were both closely associated with the School of Nursing. They (the students) all lived together and had quite a good spirit, familial esprit de corps, I guess you'd call it. They lived under fairly rigid discipline and the work was arduous but they all seemed to enjoy it. They studied basic nursing but the bulk of their work was concerned with radiography...

"In 1962, B.C.I.T. opened up and that year the hospitals got together and worked up a curriculum for the school in order to centralize the basic training of radiographers. Initially, the course involved six months at B.C.I.T. and then 18 months in hospital. Before that the course was two years in duration. Now they spend two years there and one year in the hospitals... Under the old (hospital-based) system, the students had more contact with the patients but with the present method, they get more information about the basic sciences. All in all I would say the switch-over didn't make any difference. All it did was provide the efficiency of centralization. Instead of 10 different hospitals lecturing 10 little groups about physics, they put every-



body into one group. It was just a different approach to develop uniformity and I think they have succeeded quite nicely in achieving that uniform standard of training."

(Dr. Frank Stuart, who came to the Hospital in 1954 as Director of Radiology. He retired June 30, 1981.)

"I started training in 1954. At that time it was a two-year program, totally hospital-based. The required courses — Anatomy, Physiology, Physics — were given by the radiologists on staff. Some of the radiographic techniques were taught by the senior technicians. So from Day One of training, we were learning as we were doing. We were the first class that really cut away from the other training RNs with the exception of things like First-Aid. Basically, the program was totally (X-Ray) Department-based... The set up then was basically an 18-month course and a six-month internship. Although the program was department-based, we retained a common capping ceremony and at the end of our training we were given a grad pin from the Hospital...

"I think we were more professional then, there were more regulations we had to follow. The sisters were very strict about using last names, for example. I tend to agree. If you address the patient correctly and each other correctly, it gives the patient a little more confidence...

"Our class wasn't very closely knit. We were the first class (of X-Ray students) that didn't live in residence. We did not do a lot of things together outside of work. Until we got together to study for exams, we weren't very socially oriented. We didn't have that camaraderie."

(Barbara Hofner, graduated 1956. When interviewed she was Assistant Chief Technologist in the Medical Imaging Department at Victoria General Hospital.)

"I started training in 1964 and graduated in '66. We were the first group to branch out of the two-year, total

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department system, we were the first to go to B.C.I.T. There were six in our class and because the hospital depended on the students for work, three students went over (to B.C.I.T.) for four and a half months, then came back and the other group went. There were always students in the hospital. In that first year, we covered almost everything at the hospital because they were unsure about the new program and they wanted to make sure we got everything. So we kind of had a double dose... In our final year, we were at the Hospital the whole year. We still had classes mixed with the practical experience. We didn't have an internship as such...

"Everything was terribly professional when I was in training. Dr. (Frank) Stuart was a very nice man. Always a true gentleman, he always instilled the fact that we had to be very professional. We were not allowed to use first names, always wore caps. Everybody was very polite. Those days are kind of gone now... I think the whole nursing profession has relaxed."

(Janet Muirhead (Hamilton), graduated in 1966.)

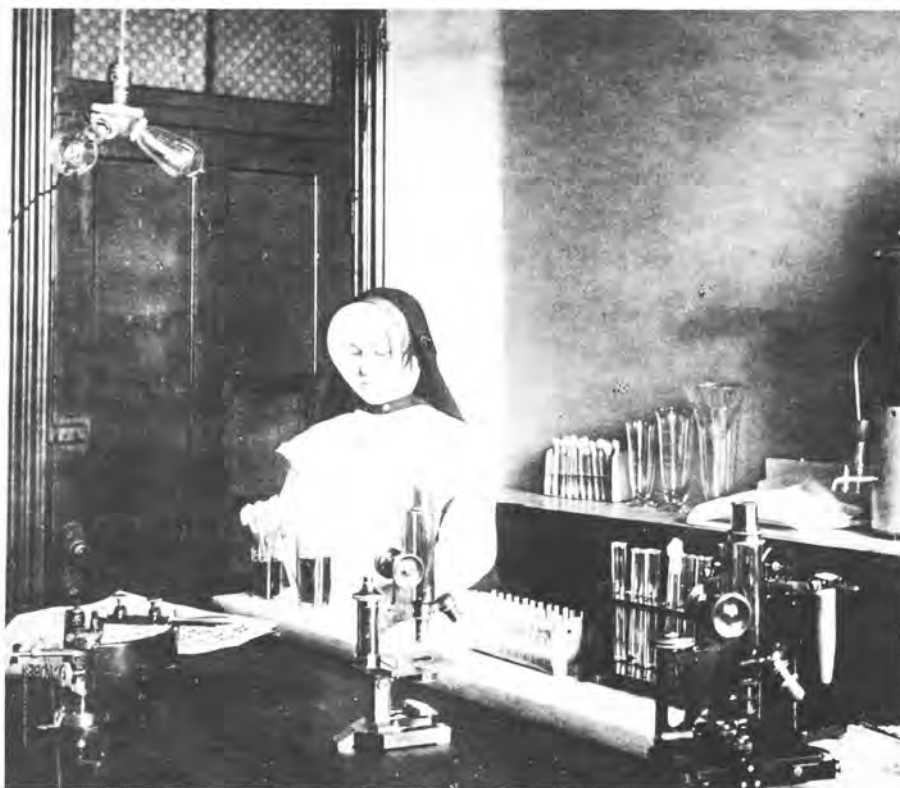
The following is an interview with one of the Medical Technology graduates:

"I started in 1952. We were supposed to live in residence but they had such a load of nursing students that we were boarded out, all the laboratory and x-ray students. We were given a stipend of about \$30 a month to cover food, board and the rest of it. We had to have at least first year university before we came in. Most of the kids came

from the University of B.C. for two years at the Hospital. Our program was quite separate from the normal nursing students. You were expected to work full-time and within four to six months, you were expected to do weekends, nights, call backs, which you didn't get paid for. We worked six days a week. We didn't have any formal lecture period, just lectures from the people we worked with. We had a syllabus of study which we had to follow and complete. So it was done on a very informal basis. There were no lectures per se but occasionally some department heads would take you as a group... We mixed with the nursing students because when we were on call we had to sleep in



Junior Laboratory technicians, 1958. Left to right: Mitzi Ujimoto, Elizabeth McHaffie and Diane Gravrilik.



Sister Mary Bertholde, S.S.A., first graduate in laboratory technology, 1923, in the laboratory at St. Joseph's Hospital.



Janet Muirhead (Hamilton), 1966

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the residence. There was a little two-by-four room that we had. When you came in, you had to more or less step to one side and close the door so you could get around to the other side of the bed. But we did get to know all the student nurses and we were in on all their graduation plans...

"We had a lot of responsibility very early on (in training). You were expected to pick up and carry your load of work. We were put on the floor and within a week or two we were taking blood specimens... At that time we had a very large husbandry area here, like rabbits, guinea pigs, because all the pregnancy tests were done on rabbits when I first came. Then we switched to frogs and a chemical determination. We had a T.B. Annex at that time, so we used to have to do all the T.B. cultures and the inoculation of guinea pigs. So that's an aspect which has changed greatly. There was a lot more variety of work and a lot of challenge. There's still a challenge but it's in a different aspect. We've become so sophisticated in our field, it's just unbelievable. The extent of knowledge is booming..."

"We used to have baseball games — lab against x-ray. Beach parties would be sort of like a family group. Everybody would get together including a lot of nurses. You

don't have that same family orientation, concern for each other, today... I don't think our peers are exhibiting the same sort of concern for the human community around them as was the case then. Everybody has too much concern about themselves and not enough concern about their fellow man. That's what it comes down to. But it's not just this Hospital, it's everywhere."

(Esther Bertelsen, graduated in 1954.)



Dr. G.W. Walther, who was Director of Pathology at Victoria General Hospital when the School closed, is seen here teaching Pathology students in 1958.

Medical Laboratory Staff and Students, 1953. Left to right. Front Row: Doris Esinhut, Pat Frejd, Anne Johnston; Middle Row: Barbara Shephard, Angela Cassidy, Helga Fiehle, Iona Stewart, Ellen Bertelsen, Nora Wolfe, Anna Attfield (Leduc), Esther Bertelsen, Bella Nichols; Back Row: Lolly Foster, Helen Coleman, Jo Dawlings, (in front) Phyllis Hubner, Helen Quinton, Bernie Cox, Dr. Doug Roxburgh, Alan Young, Beth Barker, Dr. Walther, Eleanor Weins, (in front) Peggy McBratney, Denise Perow, Tom Petch.



The War Years

A total of 102 St. Joseph's graduates served in the two World Wars. Twenty-eight of them were among the estimated contingent of 1,910 Canadian nurses who tended the sick and the wounded in the First World War. Three of the 28 — Ethel Saunders (graduated in 1906), Martha McBride and Thora Bloomquist (both graduated in 1911) — received honours for outstanding services. Miss McBride went overseas with the Canadian Army Medical Corps, Victoria Unit No. 5, was twice mentioned in dispatches and awarded the Royal Red Cross. Myrtle O'Leary (Starrett), who graduated in 1917, served in both wars.

During the Second World War, 39 nurses joined the Royal Canadian Army Medical Corps. Included in this group were Norah Leahy (Class of '39) and Eileen Robinson ('36), who were awarded the Royal Red Cross and received honour mention in dispatches. Miss Leahy wrote to Sister Mary Gregory about her experience:

"It was while four of us were attached to a Field Dressing Station, operating as an advanced Surgical Centre in Bedburg, Germany, that I was so honoured. Possibly it was because casualties were of extreme urgency and we worked under great tension. Our forward position and the difficult conditions under which we worked caused this but we always felt that we only did what other nurses would gladly have done had they been fortunate enough to have the opportunity. Most of us who received honours were pleased, naturally, for ourselves, but we were equally proud of the fact that Nursing Service as a whole had been recognized as having done an excellent job."

Evelyn Stibbard, a graduate of 1912, was the first woman to be recruited in the Royal Canadian Navy. Both she and Ellen (Cameron) Miller ('28), who was the second nurse to be recruited by the navy, served as matrons of naval hospitals. Four other graduates served in the navy while six were in the Royal Canadian Air Force, two in the British Imperial Army, one in the American Air Force, 18 in the United States Army and five in the South African Military Nursing Service.

The following are comments from the few graduates interviewed who had spent some time overseas during the Second World War:

"On the ship (from England) to Italy, there were 13 nursing sisters, 13 ships in the convoy and it was the 13th of August when we left. We landed in Naples and I went north, eight miles from the line, a place called Iesi on the Adriatic coast. The Germans would come in and bomb the hospital ships. We were a few miles from the action at a big casualty clearing centre. The conditions weren't too bad...

"The Italians were always stealing pepper and stuff. They didn't have seasonings. They were always trying to teach us to talk Italian. The girls would say 'Filla the stova with oila' and then couldn't understand why they didn't do it. There were English, Germans and Canadians com-



Myrtle O'Leary (Starrett, 1917) served in both world wars.

ing into the hospital. It was amazing what they did, as much as they disliked each other. When we had to turn someone over, for example, and if there was a German and a Canadian on each side, they would put out their hands and help turn him over. The beds were really close...

"I remember when we left Italy we went to Marseilles. There was an American hospital there and they felt we should stop and give the nurses there a holiday. We hadn't had a rest for a couple of months. The girls and I hadn't had a holiday for two or three years. Fortunately, a colonel spoke up and asked them what they were doing. They flew us out, 26 to a plane to Nijmegen, Holland, where we were real close to the action...

"In Italy, a head jailer was collaborating with the Germans and somebody spotted him one day on the street. This was the day I was being sent to this Iesi place. I was with all the nurses in a transport. We got into this horrible crowd right in the middle of Rome by the Tiber River where the hospital was. It was a violent mob. They grab-



Evelyn Stibbard (O'Leary, 1922) was the first Canadian nurse to enlist in the Navy.

bed this man and threw him in the Tiber River and he started to swim away. Others swam after him and held him down until he drowned. They brought him back and dragged him by his feet through the cobblestoned streets then hung him up by his feet next to our hospital. I think the next morning he was gone. Anyway, the girls in the transport, one had to be sent back to Canada, she was hysterical. But I saw a place that said 'Vino'. We stopped in there and had a very splendid day. The next morning we left the city for Iesi. It was a very terrifying experience. We really didn't understand what they were talking about...

"We had to work on the ship back to Canada. It wasn't just the troops we had to take care of, it was their wives as well. This we found annoying, because we were taking care of these men and suddenly we were faced with a bunch of pregnant women with morning sickness..."

"When I came back, I decided I didn't want to go into nursing again because I had seen so many young kids dying on the floor or on stretchers. I'd had my fill of it. So I went to Sprott-Shaw (College of Business) and took a business course. There were three or four of us who took the course. Then we never did anything with it. I went to DVA (Department of Veteran Affairs Hospital in Victoria) and stayed there until 1969 when I retired."

(Jean Flynn (Fontana), graduated in 1932.)

"I joined the (Royal Canadian) army in 1942. I went to Nanaimo first for instructions and then went to Chilliwack with three other nurses to open a small hospital. The camp was just opening. There was just one hut and all the other



Nursing sisters military quarters at Gordon Head. Pictured are two St. Joseph's graduates, Geraldine Ferry (Gowans, 1938), middle, and Jean Purves (1930) on the right. The name of the nurse on the left was not known.

medical officers were in tents. We had a lot of influenza, quite a few contagious diseases, measles and mumps. So we opened up another hut that was abandoned and turned it into an isolation hospital. We didn't have any running water in there, just a cold water tap outside the hut. The only heat came from a pot-bellied stove. We put up sheets to separate the mumps and measles. I think we had chicken pox too. There were a lot of soldiers from the Prairies who hadn't been exposed to these diseases. It was amazing we didn't have any cross infection at all. In the winter it got very cold. We were snowed in once and one shift had to stay there for about three days...

"I went overseas to Horley, a 1,200-bed hospital unit called No. 24 General. I was there about six months or maybe longer and then went to Italy, No. 15 General Hospital in Caserta, south of Naples, near Salerno. I was at Horley just after D-Day and then the buzz bombs were

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ST. JOSEPH'S GRADUATES IN THE ARMED FORCES

First World War — Expeditionary Forces

Name	Year of Graduation
Anderson, Edith	1915
Butler, Evelyn	1915
Blackadder, Christina	1915
Bloomquist, Thora	1911
Craighead, Mina	1913
Duffy, Agnes	1915
Garrard, Lillian	1913
Gray, Edna	1916
Green, Monica	1906
Hall, Emily	1913
Howard, Winnifred	1915
Hutchinson, Gwendolyn	1916
Keene, Dorothy	1915
Kirk, Mary	1913
Middleton, Joanna	1915
Morris, Jennie	1913
Morrison, Beatrice	1916
McBride, Martha	1911
McDonald, Hazel	1913
McKenzie, Jessie	1913
Pugh, Fanny	1913
Saunders, Ethel	1906
Sennet, Florence	1905
Spinks, Emma	1911
Starrett, Myrtle	1917
Thomas, Elizabeth	1912
Thompson, Louise	1910
Walker, Violet	1917

Second World War — Royal Canadian Army Medical Corps

Aitken, Catherine	1938
Anderson Helen	1941
Anderson, Louise	1942
Beveridge, Margaret	1940
Burnes, Muriel	1932
Cairns, Jean	1940
Ciceri, Jean	1942
Collyer, Kathleen	1942

Name

Cooney, Jean	1939
Cramptom, Frances	1932
Curell, Eileen	1942
Devereau, Catherine	1925
Drabinasty, Marie	1941
Fontana, Jean	1932
Fraser, Mona Neff	1926
Gowans, Geraldine	1938
Grant, Margaret	1933
Higgins, Mildred	1942
Leahy, Norah	1939
Macbean, Marjorie	1943
Martin, Nellie	1930
Matterson, Frances	1944
McCallum, Maurine	1943
Murphy, Marie	1934
Starrett, Myrtle	1917
Peatt, Eleanor	1940
Purves, Jean	1930
Pollock, Helen	1938
Prat, Mary	1942
Riley, Kathleen	1939
Robinson, Eileen	1936
Sarsons, Phyllis	1940
Thomas, Jean	1940
Tyner, Jane	1940
Watson, Grace	1943
Weber, Marion	1942
Wilson, Ruth	1935

Second World War — Royal Canadian Navy

Cameron, Ellen	1928
Graham, Marjorie	1933
Laternus, Monica	1941
Stewart, Dianna	1937
Stibbard, Evelyn	1922
Rawson, Dorothy	1936

Second World War — Royal Canadian Air Force

Blackwood, Nathalie	1940
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Year of Graduation

Name

Bowen, Doris	1940
Greenwood, Joyce	1940
Herchmer, Betty	1929
McTavish, Ruth	1936
Nelson, Kerstin	1941

Second World War — South African Medical Army Nursing Service

Ahier, Muriel	1934
Bischlager, Doris	1937
Dopson, Frances	1935
Meagher, Ellen	1927
Thompson, Mavis	1935

Second World War — United States Army and Air Force

Balcaen, Cecilia	1940
Boyce, Catherine	1934
Campbell, Urith	1939
Charlebois, Lillian	1925
Drummond, Margaret	1940
DuMont, Adele	1940
Dynes, Irene	1928
Hartley, Mabel	1924
Jones, Etta	1941
Mayer, Sylvia	1940
McCaffrey, Mary	1934
McCaig, Ruth	1937
Perry, Helen	1940
Raper, Muriel	1941
Severse, Virginia	1940
Smedley, Margaret	1936
Spurr, Geneva	1928
Teto, Helen	1933

Second World War — British Imperial Army

Hardy, Mabel	1927
Scott, Barbara	1938

coming over. We were always concerned about where they were going to drop. We heard them coming over and as soon as the noise was over you knew the bomb had dropped... in Italy the conditions were pretty grim. We had old barracks, all the windows were out. We had coal oil stoves. When you were bathing a patient you put the water on the stove to heat. We didn't have electric light either, just Coleman lamps. The same was true at Chilliwack. We didn't have lighting there either. Actually, the conditions

A decorated frigate at Halifax in 1945 going out to meet a carrier bringing troops and nurses back home to Canada.



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Jean Purves (Class of '30) at Gordon Head Military Hospital before going overseas with the Royal Canadian Army in the Second World War.



Geraldine Ferry (Gowans, '38), left, with Jean Purves ('30), pictured in front of St. Peter's Cathedral, Rome, 1943.

in Chilliwack were worse than in England. They were very, very primitive...

"In Italy we had one ward for amputations and one for chest wounds. I remember one patient going up to have both legs off and he said: 'I wonder how my wife wants

me, tall or short?' The patients had a wonderful spirit. They were never discouraged or they never gave up. There was a wonderful morale...

"We had penicillin but it was in a crude form, quite thick. We gave patients novocaine along with it because it was quite painful. There was quite a bit of sediment. It wasn't very purified. We gave it every three hours and it was just amazing how the wounds healed. Penicillin was very new then and only available to the forces. We didn't seem to ever run out of it."

(Jean Purves, graduated in 1930.)

"I remember the Welsh troops on the ship (from England to Italy) singing at night. It was beautiful. I went to a place called Avellino. We used to get the wounded flown in from other places. There was grass still in their wounds, a dressing shoved on and a big M on their foreheads indicating they needed morphine. We had penicillin as well. It was given every three hours. We were a casualty clearing house. We would treat them and then send them off to their ships..."

I remember this one fellow who had his leg cut off above the knee being told by another guy that he would get him a job at The Empress (hotel) mashing potatoes. They used to fool and tease each other...

"After Italy, I went to England and went around to various military hospitals, closing them up. Then I came home on a ship."

(Margaret Grant, graduated in 1933.)

"I joined up (with the British Imperial Army) in October, 1939. It was just at the time that the war broke out. I went down to Shorncliffe, 40 miles south of Dover. I was stationed there throughout the Dunkirk episode. That was very dramatic. There were a great many casualties. We were very aware of the dangers and very frightened because at that time England was very vulnerable... The British people were pretty marvellous in organizing things and not showing any emotion when there was something that had to be done..."

"We worked terribly hard, 14- to 15-hour days. There was some good surgery done at that army hospital, a great many amputations. There were a lot of men with burns from the torpedoed ships. We were awfully young, but we grew up very fast right at that point..."

"After Dunkirk, we were dispersed because the south coast was pretty well evacuated. They were very afraid of an invasion. I went to Millbank Military Hospital in London. There was very little nursing there because the place was empty and we were just on standby. I was there during the bombing of London. We were nearly bombed. We used to go down in the basement and one time a bomb fell 50 feet from us. There was a lot of rubble and the hospital was badly damaged..."

"We didn't know where we were going from one minute to the next during the war. The secrecy during the war was absolutely tremendous."

(Barbara Whately (Scott), graduated in 1938.)

"The Sisters"

"We'll never get used to the fact that St. Joseph's isn't ours now."

(Sister Mary Grace, graduated in 1929.)

It's a remark delivered quietly toward the end of a lengthy interview; a simple statement hinting at deeper, more intense feelings of frustration. The words themselves convey a sense of grudging resignation to whatever social, economic turns in the historical road have resulted in the Sisters of St. Ann giving up the operation of St. Joseph's Hospital and School. The comment comes from the heart of one who has shared a commitment to health care by a religious order of women which led to the establishment of a nursing education centre and the growth of a two-storey, 35-bed hospital into a major, 400-bed health care centre. It was the Sisters who ran the hospital from opening day, June 25, 1876, until they bowed out in February, 1972. It was the Sisters of St. Ann who staffed the hospital in those early days, learning first nursing procedures, such as they were, from the doctors and from one another. They were the forerunners of the first nursing students who took part in the formal education program which started in 1900. In fact, the method of teaching nursing students in those early years didn't change appreciably from the first days of the Hospital. It was an apprenticeship system — learning by doing. Those sisters who



Sister Mary Grace (Class of 1929).



St. Joseph's Hospital, 1888.

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St. Joseph's School of Nursing classrooms and student rooms added in 1946.

had gone through the process then became the on-the-job teachers and supervisors. Some became hospital and school, belonged to the sisters. They were the external signs of their dedication to teaching and the physical well-being of others. Sister Grace's comment wraps up the feelings of those who have passed on the torch and who, despite historical evidence of their valued contribution, feel at a loss. Something that was theirs has been taken away.



Hospital Chapel

Those sisters who were involved in the School and Hospital devoted all their time to the task at hand. Graduates who were interviewed spoke of their admiration for "the nuns" who drew no limits to their line of duty. They tell stories of sisters remaining with patients hour after hour until they were definitely out of danger and on the mend. Students remember the tough, disciplinary approach taken by those sisters who were in charge but they also recall their thoughtfulness and their availability in time of crisis whether it be personal or professional.

Those sisters who were part of the nursing education program, by and large, had a tougher, busier life than the lay students. They were up earlier in the day, often put in long hours on the wards, assumed more responsibility at an earlier stage and generally had less time to themselves. They had their religious activities on top of the busy schedule of nursing students. Those sisters who were interviewed acknowledged that their's was a tough life but one they had freely accepted.

The changing times also produced alterations in the sister's religious habit and their nursing uniform.

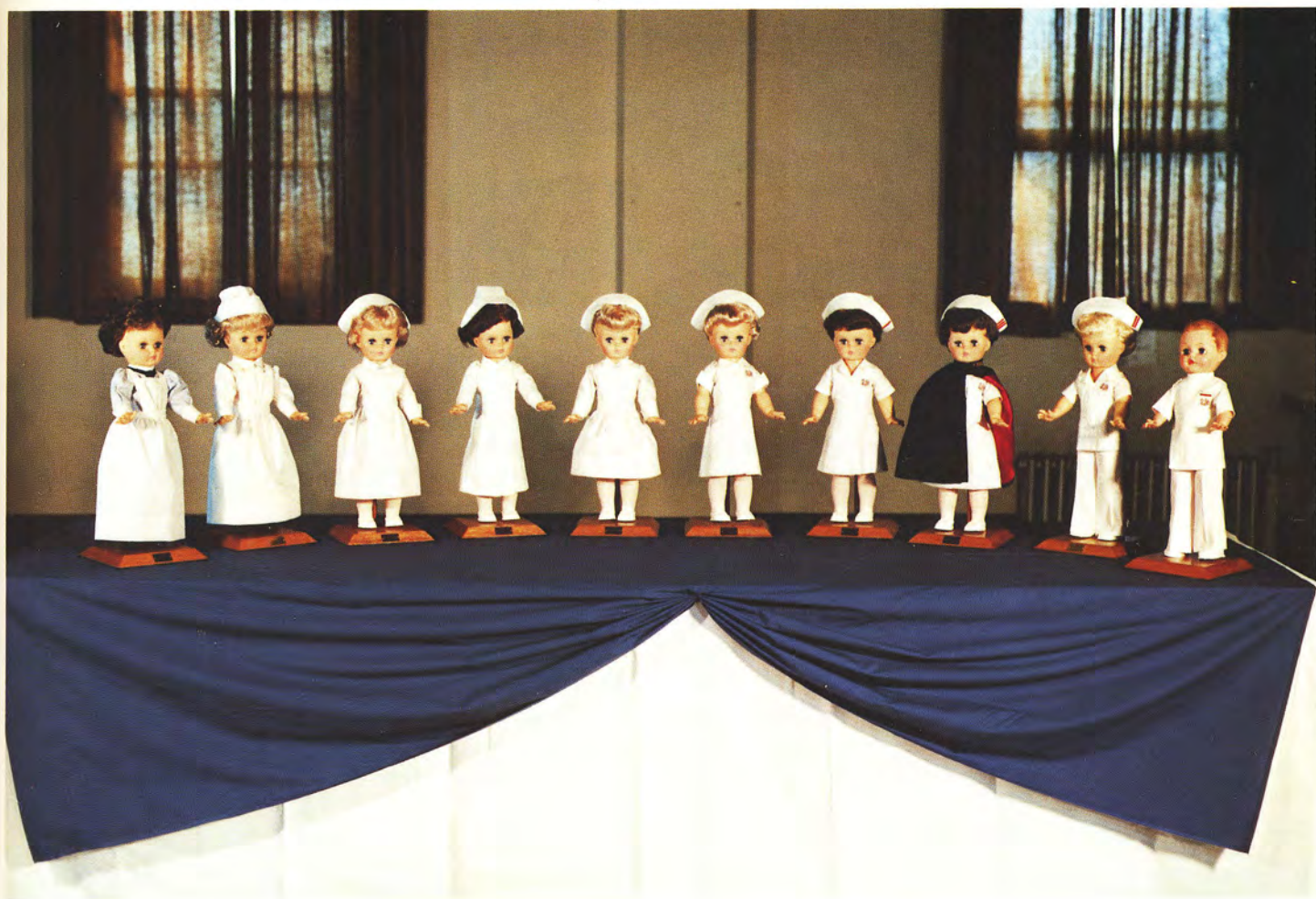
The original black dress of the Sisters of St. Ann was chosen because it was considered to be inconspicuous and likely to blend in with the fashion of the time. It wasn't long, however, before fashions changed and the sisters' heavy black serge habit was, indeed, very conspicuous. The headdress consisted of a white coif, molded to the face, covering the upper forehead, and a long black veil of a thin fabric reaching almost to the waist. A heavy silver cross was suspended on a black cord around the neck, and their long, heavy brown rosary was looped from the waist on the left side. Their shoes were high-buttoned or laced boots.

In the early days, when the sisters were doing community nursing, they carried a white, square-bibbed apron with them and put it on to give nursing care.

Sister Mary Peter was the first sister to graduate from the School, in 1905. She wore the black habit with a white apron not unlike those worn by the lay students. It had a wide bib and a high round neckline, buttoning down the back. A unique, full sleeve could be pulled over the black habit and buttoned at the shoulder.

During the 1920s, a white uniform of light cotton material was adopted. The sleeves on this more comfortable garment could be easily rolled up as the work situation demanded. The next change came in 1964 and was dictated by changes in the sisters' activities. The white coif made driving a car almost impossible because it greatly reduced side-vision. A modified coif allowed more freedom and was much more comfortable. The final change came in 1971 when it was left up to each sister whether she wanted to keep the habit. Some opted for lay clothes, others, particularly some of the older sisters, chose to wear a modified version of the habit including a small coif.

The following are comments from some of the sisters as



81 Years of Uniforms

Dolls dressed by Margaret Kachanoski, a House-mother at the time the School closed, depicting changes in the School uniform from 1900-1981.

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well as those who learned along with and from them and later worked with them.

"I came to the hospital in 1907 and was one of Sister Mary Gertrude's students. At that time sister had charge of the student nurses, the operating room and the pharmacy. We had no regular classroom so our lectures were held in the sisters' community room where we sat around a long table. The Humboldt wing which was to later contain the classroom was being planned. We had a blackboard but I don't remember if we had the entire human skeleton or not. I definitely remember a large Anatomy book...

"Besides the regular classes which I attended with the nurses, Sister Mary Gertrude gave me private lessons as I did not know much about nursing. We never used the word 'clinical instructor' but in my experience, Sister Mary Gertrude was a good nurse instructor on the wards and in our first borrowed classroom...

"The sisters learned from one another and from doing the work...

"We still kept the mending, the housekeeping and went to the laundry and thought nothing of it."

(Sister Alfreda, graduated in 1911. Her comments came in a letter Sept. 10, 1959, to Sister Beatrice Wambeke and were quoted on pp. 73-74 of Sister Beatrice's unpublished thesis on the School's history.)



Sister Kathleen Cyr models the habit worn in 1876.

"As far as the technical part of nursing goes, we trained under the doctors. There weren't too many doctors and the classes were small too, so the doctors were very interested in us. They would take us on rounds and tell us all about the patients and what to look out for, especially in surgery. The doctors were very concerned that you got a good start...

"We had no spare time to ourselves. We had heavy black habits and over that we had a white apron and we pulled on white sleeves. We were very happy. We were young and healthy and strong and we just loved to be working all the time. We would go for walks after dinner. That was our recreation...

"We were in bed at 9 p.m. but sometimes we were on call...

"I remember one day when I went up to the Operating Room in the old B Wing and smelled corn. The kitchen was two or three floors directly underneath but there was an exhaust pipe that came right up to the O.R., all these odors came into the sterilizing room. I said that particular day, 'there's an awful smell of corn around here.' I was told it was coming up through the pipe. I hung around some more and then the nurses got one of them to go down and phone for me. I went down to get the phone but there was nobody there. They just wanted to get me out of the way.



Sister Rita Downey (Miriam Rita) models habit worn 1945-63.

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Sister Margaret Doris (Mary Doris, 1946) with the habit worn by the Sisters beginning in 1964.

Two years later, they (nursing students) came and told me they had the sterilizer filled with corn cobs and they were going to have a feast. They wanted to get rid of me and get the corn out. The only way to do that was to get somebody to go down and phone to say I was needed right away. . .

"We had to be firm but we were also solicitous for their (students') well-being. Many of them were far from home. We were very firm when it had anything to do with the patient so that they wouldn't make a mistake.

"I was in the Operating Room 17½ years, more or less under the direction of Dr. J. H. Moore. We worked closely together. When he was the anesthetist, many times when he assisted the doctor I would take over the anesthetic. He always kept his elbow on the patient's chest to keep track of the respirations. When I went there in 1923, the suction apparatus was improvised. We used tubing and had a tap running full force, that caused a vacuum. Used for tonsillectomy. . . I remember when gas machines came in, before that we used ether and chloroform. Chloroform was given from a bottle using a tape as a kind of wick. Ether came in tins and we put a pin through the top of the tin and when it was tipped, the ether would run down the pin onto the mask. It was very primitive. You had to use your good judgment as to the amount. The way you did it was you watched the pupils of their (patients') eyes. As soon as they were under deep enough for the doctor to operate, their pupils were dilated. You had to watch for that. One sister was giving anesthetic and one eye did not dilate. She asked the doctor what was happening to the patient, he's really deep but the pupil is not dilating. 'Sister, I forgot to tell you he has a glass eye,' the doctor said."

(Sister Mary Patrick, graduated in 1917. She served as Supervisor of Surgery for 17½ years.)

"I remember being on Sister Mary Peter's floor, we were all scared to death of that floor because she was strict. I had some instruments on an enamel dish over the burner and I let them go dry. Someone said I was going to get it for that. I was so afraid I hid behind the door and started to



Sister Mary Justinian (Class of 1931), wearing the modified habit and coif worn at the time the School closed.



Sister Miriam Theresa (Class of 1927).

cry. In walks Sister Mary Peter. I told her what I had done. She said there was nothing wrong. I was so surprised, I was expecting to get blown up sky high but I wasn't. I wasn't afraid of Sister Mary Peter after that. . .

"I think we developed quite a bit of confidence and I think our training shaped us for that. We were really prepared to take responsibility."

(Sister Miriam Theresa, graduated in 1927 as a lay nurse. Worked for seven years at Lourdes Hospital in Campbell River and then entered the novitiate at St. Ann's Academy. Served in a number of positions at St. Joseph's Hospital, including five years as the person in charge of St. Joseph's Villa, the Hospital's tuberculosis treatment centre.)

"As far as I'm concerned I never did have any trouble with them (the sisters). I found them to be fair. But some of the students didn't but then they were always trying to get away with something so they (the sisters) were down on their necks.

(Vera Rose (Salmon), graduated in 1927.)

"When we first went into training, we had a great deal of responsibility which was not usually given to probationers. We were in charge of a floor. We visited all the patients each day. We had our duties and all our lectures to follow, everything that a regular nursing trainee had and we also had our religious obligations to fulfill. We had community gatherings, chapel. . .

"Once a nurse was training me to give an injection. It was my first day to be initiated. The patient had had surgery, she was a huge woman, very, very large and in my inexperience, I thought she had very thick skin. I gave her the hypo with great vim and vigor and almost gave the barrel and everything else. The nurse never laughed so much as she did then. The patient didn't seem to suffer from it. . .

"I was so very nervous. Inexperience was at the back of that. I remember one lecture time. You know how a child gets a fixed idea of something and doesn't speak about it so that it remains in their mind as being a truth?

"I was in Anatomy class with my 18 companions. Dr.

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Gordon Kenning was giving a lecture. I was asked to name the divisions of the spinal column and the ribs. So I stood up and did this very accurately. When it came to the number of ribs, I said that a man had 23 and a woman, 24. Dr. Kenning said, 'Yes,' and asked me why there is this difference. I said when God made Eve he took a rib from Adam and this is why the men have one less.

"Well, he could have tittered and the whole class would have been in an uproar, but he didn't, he knew I was nervous. Then he said: 'You don't think that since God could make Eve from the rib of Adam, he was equally capable of making all the men perfect afterward?' Yes, doctor, did he? And he said He did. 'We have 24 just like women.' Years later when he was in for his final illness, I related the story and he laughed hard saying he knew what I was going through, 'the class would have been in an uproar if I had had a little smile on my face'..."

"I did eight years Maternity at St. Joseph's on call at night. There's one little case that will never leave my mind. There was a little one born, weighed one pound 14 ounces. In those days, the only incubator we had was a very ancient affair. We tried to heat with electricity, backed up with hot water bottles, but that little thing was supposed to be dead before it was born. The concentration of the entire staff and the yearning for it to live was what got it through. We took breast milk from the mother. It was supposed to be seven months but I think it was younger than that. There were no finger nails, no hair, little veins could be seen through the skin... We kept her in the incubator for three full months. That child grew and is the mother of six children, adopted a seventh. There's nothing wrong with her."

(Sister Mary Grace, graduated in 1929. Worked at St. Joseph's Hospital until 1941 then was assigned elsewhere for 21 years. Returned to St. Joseph's where she worked for 13 years as a social worker.)

"The nuns were wonderful. If there was ever a critically sick patient, they never went to bed. I'm not a Roman Catholic, but I admire the sisters greatly... The sisters really made it nice for us. We all went to church but they never hounded you about things like that. It was up to you but they would like you to go. It was beautiful around the Hospital (at Christmas time). They had the manger scene. Students were singing carols. We decorated the different departments. There was a lot more than they do today because there weren't the fire regulations..."

"During the depression there were more people in the hospital because a lot of people really went overboard and had nervous breakdowns. They lost everything overnight. The Hospital was one place these people would come to. Instead of going to Johnson Street and the Salvation Army, they would come to the sisters. And they were never turned away. It was very personal..."

"I always felt they were so capable. They were devoted."

(Ada McKenzie, graduated in 1929.)

"We had a busy life. We never knew what to expect



Sister Mary Justinian with child on Pediatrics.

really. When the patients came in, we were right there. In my day we had Head Nurses who would initiate us and introduce us to the new patients. They would guide us to the doctors' orders and tell us how to follow up on the progress of the patients..."

"We had a little more responsibility on the wards than other lay trainees. We were expected to perform more and some of our lay student nurses didn't like it very much because they felt, not that we were privileged, but that we were advancing a little faster than they were. We were expected to do more by virtue of our position as religious. That's all it was really. It bothered us. But I think we really benefitted from our experience in learning and administering because we learned it from so many angles. We ran into a lot of opposition, maybe, much difficulty, but we had to overcome it..."

"My days at nursing school were full of fun. There used to be parties going on..."

"When I was in charge of the school (1957-59), the students had to be in at 11 p.m. when they had late leave. There were some sad stories involving students but most of the problems worked themselves out, either by counselling or prayers. We got very attached to the girls. They were free to come to the office and discuss their worries and they did come. My happiest days were in the training of the nurses. They were straight from high school, full of vim and ambition and then I'd see them graduate as grown, mature women. They were very happy, fruitful days."

(Sister Mary Justinian, graduated in 1931. Worked at Lourdes Hospital in Campbell River as well as at St. Joseph's. Director of the School of Nursing 1957-59, then transferred over to the hospital as Director of Nursing Service for two or three years. Worked on various wards after that until transferring to Mount St. Mary's Hospital on Burdett Ave. in 1965. She stayed there for 10 years, as administrator, then retired in 1975.)

"Sister Mary Patrick — we loved her but we were scared of her. She was a very quiet, gentle person. If you wanted to say something in surgery, you weren't allowed to speak up. She used to give us this poke, what we called

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Sister McGarrigle (Mary Lucita, 1944)

the P.E.I. poke. You'd get that in the ribs or anywhere and you'd just about faint...

"You know, we (the sisters) weren't allowed to step up on the stage at graduation. We sat in the front row. We could not sit on the stage."

(Sister Grace Down (Mary Faustina), graduated in 1932.)

"The attitude towards the nuns was healthy respect. We were terrified of Sister Mary Gregory, yet we liked her."

(Jean Flynn (Fontana), graduated in 1932.)

"I did enjoy my times as Director of Nursing (1954-57). I suppose you'd call it counselling today. The girls did come down to the office for a lot of help, especially in the evening. There were problems. Some of them had tragedies in their lives. At that time we were trying to get more hours in the class and less on the ward. It was just beginning in those days. We increased the number of teachers, we started out with only two. Increased their days off.

"Did you know that nuns never wore a pin? Very humble people we were! We got our pins much later, in fact it was too late for me to wear it (in the hospital). I still have it and I wear it to meetings. I remember one day going in with a girl to a patient to show the girl how to do a dressing. I watched, then said: 'That's fine.' When she came in later, the fellow said: 'It must be awfully hard for you people to have those who aren't even trained show



Bishop J.C. Cody conducts service in St. Joseph's Hospital garden, 1946.

you how to do things.' She said: 'What do you mean, not even trained!' That was my big argument for wearing the pins. We all got them eventually...

"I think we did a good job. The sisters really did a lot... We never used religion or pressured in any way. And they (the students) have remained such friends of ours... The turnover of the hospital was inevitable. We didn't have the staff and the finances... I would never have believed that it would make such a difference as it has. It is different (in the hospital)... I think we were closer with our employees, we were much more friendly with them."

(Sister Lucita, graduated in 1944. Assigned elsewhere until 1946 when she returned to St. Joseph's. She taught Anatomy, Drugs and Solutions, Materia Medica and Gynecology. Director of Nursing, 1954-57. Worked elsewhere until the mid-60s when she served as Hospital Administrator, 1965-66.)

"They (the sisters) were a really great group of women and I think they were, in some ways, rather unique."

(Lilian Knighton, graduated in 1944 from Saskatoon City Hospital School of Nursing. Began working at St. Joseph's in 1956 as general duty nurse and became the first lay Director of the School of Nursing, 1968-73.)

ST. JOSEPH'S HOSPITAL - SISTERS OF ST. ANN 1876 - 1972

ERECTED BY THE MEDICAL STAFF OF THE VICTORIA GENERAL HOSPITAL IN ACKNOWLEDGEMENT OF A CENTURY OF SERVICE BY THE SISTERS OF ST. ANN TO THE PEOPLE OF VICTORIA.

THROUGH THEIR LABOURS AND CHRISTIAN DEDICATION THE SISTERS OF ST. ANN HAVE ENDOWED THIS HOSPITAL WITH A TRADITION OF DEEP CONCERN FOR THE BODY AND THE SPIRIT WHICH THE MEDICAL STAFF WILL ENDEAVOUR TO PERPETUATE.

VICTORIA GENERAL HOSPITAL MEDICAL STAFF 1972

A plaque at the entrance to Victoria General Hospital is the Doctors' tribute to the Sisters of St. Ann in 1972 when what was then called St. Joseph's Hospital and the School of Nursing were turned over to the province.

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"MRS. K"

The closing of the School meant a three-year jump on retirement for Margaret Kachanoski, the sprightly lady with an easy laugh who spent nearly 20 years of her life making uniforms for nursing students.

She planned to retire at the end of 1981, after a 30-year relationship with the School during which time she endeared herself to staff and students alike with her cheery outlook and willingness to extend a helping hand above and beyond what her role required.

But although the School's history has come to an end, the door has not closed on the friendships Mrs. K., as she was known, still enjoys with the hundreds of students she came to know and whose experiences, both good and bad, happy and unhappy, she shared.

They'll still check in every Christmas as they've done in other years.

"You should see my house at that time, it's just full of cards from all over the world," she said in an interview before the School closed. "They all write. Christmas time is the time we get together and it's really nice. They all remember."

She remembers the ones she used to take home with her on weekends to help them over a bout of homesickness.

Mrs. K. feels her concern for the students had its roots in her background. She was brought up in an orphanage in Wimbledon, England, the place which, once a year, captures the attention of tennis fans the world over. "I had a lot of feeling for the girls because I was a lonely kid. I used to think, they're a long way from home, some of them, and they need somebody to talk to."

She came to Canada in 1945 with her husband, who died when he was quite young, and their two children. The family settled for a time in Souris, Man. where their daughter Patricia was born. Unfortunately, one of the other two, a boy, died there, a crib death. Her only son Michael lives in Victoria, her daughter Patricia has moved to Winnipeg.

When she first started at the School Aug. 2, 1951, Mrs. K. was a housekeeper. But soon her talents as a seamstress were put to use and she was given responsibility for making the students' uniforms. This she did until 1972 when the provincial government took over the operation of the Hospital from the Sisters of St. Ann and the uniform work was contracted out.

Mrs. K. had the opportunity to work in the laundry but she wasn't interested in that. She chose instead to be a School housemother, a role she filled until St. Joseph's closed.

She recalls the happy days when she was making the students' uniforms. Each of them, she says, had four dresses, eight aprons, eight bibs and three caps. Those were the days when there were as many as 50 or 60 in each class and there were two classes a year.

"But those were the days. They were happy days. We worked hard."



Mrs. Kachanoski with a few of the dolls she "dressed" in various uniforms of the School.

She remembers going to call on Rita Osselton, a house-keeping aide, at five o'clock in the afternoon one day, quitting time, and finding her on the floor in a bathroom, scrubbing. Rita, from Newcastle, England, worked at the School for 27 years. She also planned to retire at the end of 1981.

"She's a worker," Mrs. K. said. "I get so provoked because nobody really realizes how much work that lady did. She worked like a slave."

She recalls that Rita used to bring flowers from her own garden to put in the rooms for the new students when they first arrived. "She's an angel that woman."

Mrs. K. remembers the many busy, but satisfying hours, Rita, herself and others at the School spent in getting ready for Graduation and capping ceremonies or events like the Strawberry Teas and Christmas parties.

"We'd be here sometimes until two in the morning. We'd sleep here because it was so late. But we loved it. We used to have so much fun... They were good days."

And she has a special place in her heart for the sisters.

"There was always a sister around. If a girl was sick or needed help with her studies, a sister was there. They never pushed them away. They were very good. It was never too much trouble. They're marvellous people."

At the end of it all, Mrs. K. looked forward to retirement.

"I've been working since I was 13 years old. I've never known what it is to be home, so I'm going to enjoy myself... I'm a busy person but I'm not a lonely person."

She talks of plans for a trip back home to England, some travelling in other parts of Canada and, closer to home, a visit to the Okanagan which she hadn't seen before.

Aside from that she would continue walking and biking around the city and doing what she loves best, sewing, particularly for the grandchildren.

Choirs, Curfews, Parties and Teas

Life as a student at St. Joseph's School meant more than listening to lectures and working on the wards. It also featured "days of sharing clothes and sharing boy-friends," as one graduate described it; life in residence for two or three years sharing the good times and the bad with others seeking the same goal. Residence life meant curfews, rules and regulations. There were the formal occasions, the parties and teas, as well as the informal, spontaneous happenings in students' rooms or the "fireside chats" in the lounge. The kinds of extracurricular or recreational activities varied down through the years as did their frequency.

Graduates of the early years recalled there wasn't too much in the way of organized activities, nobody had the time or the money. The students put in long hours on the wards. They had little time off and what free moments they did have were used to rest up or "go home and have a good meal," in the words of one graduate. However, as the years went by, there were more and more organized events — the Hallowe'en and Christmas parties, for example, or the "capping" ceremony and, of course, graduation. There were the retreats, initially a strictly religious function to which the non-Catholic students were invited. Eventually, the retreats became more interdenominational and the focus was broadened to provide the students with an opportunity to relax, get away from the hospital and the residence and indulge in a little self-assessment. They were held at the School or, in the later years, at the sisters' Queenswood House of Studies in Saanich, on Thetis Island or out at the sisters' Glenairley property in East Sooke.

In the 1930s, the sisters began holding Strawberry Teas, early summer events of some elegance, held on the Hospital grounds or over at St. Ann's Academy. The berries sometimes came from the sisters' own farm and they were served with thick cream by the students who were dressed in clean, white, starched uniforms. The guests also dressed for the occasion and sipped tea poured from silver pots into fancy china cups. The Strawberry Tea took place every year until the later '40s when it was held



Strawberry Tea on the Residence lawn.

less frequently. It was revived in the '50s for a few more years and then dropped altogether.

The Glee Club or Choir played a prominent part in the students' lives particularly in those years when membership was compulsory. Many of the graduates who were interviewed had fond memories of singing carols on the wards during the Christmas season.

There were the dances which, in the early years, didn't include any men. Gradually, that restriction, along with a number of others, was dropped and the male friends allowed to attend and live bands entertained.

Four major developments occurred in terms of the students' living quarters down through the years. Initially, the nursing students were housed in spare rooms in the Hospital. In 1908, the new Humboldt addition, known today as the "X" wing, was added and two large dormitories were set up on the fifth floor as well as a smaller one for night nurses.

The students moved into their first real home in 1918 when the sisters rented Osborne Court on the corner of McClure and Collinson Streets, across from the Hospital. The fifth floor of the Hospital continued to be used for the night nurses until 1929 when a new residence was built on Rupert Street. It was a four-storey gray brick home which was to echo to the sounds of young nursing students for the next 52 years.

Up until recent years, of course, there were the curfews and "late leaves" as well as residence rules which some found restrictive depending on what era they belonged to and the kind of discipline they had at home. The residence rules began to relax in the '60s and early '70s, a develop-



Residence, St. Joseph's School of Nursing



Studying in the Library, 1956.



Student Lounge, 1956.

ment which was as much a reflection of social attitudes as it was the influence of more lay people on the School's administrative staff.

In the later part of the School's history, the climax of the nursing students' social life centred around Graduation, an event which became more elegant and colourful as the years went by. There was no formal occasion, for example, to mark the milestone reached by the first two graduates in 1902. It wasn't until March 9, 1908, according to School records, that a graduation exercise was held, that first one in St. Ann's Auditorium with the sisters, the students, family and friends in attendance. The first medal was likely awarded then, and earlier graduates, including Anthony Williams, received theirs later. The 1912 graduation pictures are the first to show flowers and the red and white ribbons (school colours) on the graduation uniforms. After 1922, two or three young girls carried each pin on a red pillow and another carried the diploma to the officiating director or official. They curtsied with each presentation and really stole the show.

The exercises moved to the Royal theatre as classes became larger. Each class marched down the front steps of the residence, along Collinson Street (Fairfield Road in 1981), up the Blanshard Street hill and into the theatre. A bus carried the graduates on occasions when it rained. All were seated in place when the curtain rose on that year's ceremony. A reception followed in the residence. Later, the exercises moved to the McPherson Playhouse and, in 1981, the last class had their graduation ceremony at the University of Victoria. In the 1970s and '80s, the students organized many fund-raising activities



Students marching to their graduation at the Royal theatre in 1962.

to pay for their graduation and it became a four-day celebration (See Students' Section).

For the rest — the private memories, the recollection of specific events, residential shenanigans or other happy events — we rely on the word pictures painted by those who were there.

"Mother and father had students over all the time. Before I went to train they were coming over. Mother would give them a good meal and away they would go, happy . . . It (work) didn't give you much time for pleasure. As for the dormitories, the night nurses had one and the day nurses had another. We ate in the nurses' dining room. The meals were pretty simple. However, it didn't hurt us, I suspect. We had the best of everything . . .

"You had to be in at 9 p.m. If you weren't, you would lose a leave or something like that. They were very strict. They kept an eye on all the girls. They had to adhere to the rules."

(Margaret Sangster, graduated in 1915).

"We lived in the old nurses' home, Osborne Court, across the street. We shared rooms and we weren't all with our own class . . .

"There wasn't that much time for other activities. We were always hungry and would do anything to get a good meal. We all gained weight. I was like a tub . . .

"We had a lot of fun. I remember once when the other nurses put me under anesthetic in Maternity. They had a heck of a time getting me back out before the nuns came from supper . . .

"When we were working night duty we had to take all our belongings over to the dormitories in the Hospital. Then when night duty was finished we brought everything back to Osborne Court, chances were to a different room and roommate . . ."

(Annie Welch [Powell], graduated in 1927.)

"The food wasn't that bad actually. Some people used to complain about it but it didn't bother me that much because I wasn't used to a lot of fancy stuff anyway."

(Vera Rose [Salmon], graduated in 1927.)

"You know when girls live together for three years, they become very close. I used to notice that, even 20 years later, if someone was sick, all her classmates would know about it. There were very strong ties that lasted for a lifetime, much stronger than college ties. I remember the comment of one girl after the Easter break: 'you know I couldn't wait to get back here.'"

(Sister Lucita, graduated in 1944.)

"We spent the first year in Osborne Court. It was pretty primitive. I remember there were carpets with fringe on the ends. We used to tie pieces of chicken on them and swing them to the kids on the next floor. The same with other food. Those rugs came in handy. We had an arrangement that whoever came off shift had to bring cheese and crackers or something, we were always hungry. I was on until 8:30 this particular night and I got in only to find my sister was gone on late leave and the other girl was late. So

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Annie Welch (Powell), 1927.

I was stuck with all these crackers and cheese. Then I heard the nun coming so I pretended I was asleep. When she left, I got up and set out a serviette and decided I would have a real feast. No sooner did I get everything set up then she walked in again. That was one of the saddest moments of my life. She wanted me to go to Mass in the morning and I'll tell you there was nobody there faster than me. I was so embarrassed. She came back the second time to ask me if I wanted to go to Mass the next day. I was only too glad to go. She never said anything about the crackers . . .

"S"moking could mean dismissal from the school in those days. I was up one morning at five or six and I was just about to go to the window and light a cigarette and a nun popped in and said: 'My child, I'm so glad you're up. It's a special feast day again.' If she had been five minutes later, I would have been caught smoking and I would have been out right away . . .

"There was a chinaman who washed dishes in Maternity and he could look right over at the nurses' home. They put the window in the bathroom in the wrong way. You could see in but you couldn't see out. Here he was having a wonderful time. Every morning he'd be there washing dishes with his head up in the air. Then the doctors found



Osborne Court

out and they started watching from the O.R. They could see the last one (nursing student) having her bath." (Jean Flynn [Fontana], graduated in 1932.)

"We went on picnics, took food from the Hospital. We went roller skating, ice skating. Nobody had any money. By the time you bought toothpaste and stockings, you didn't have anything left. We had to pay for the uniforms too . . . There was a 9 p.m. curfew, 11 p.m. for late leaves . . .

"We lived close to each other. People would borrow your clothes. They would appear later, all dirty. Your shoes would be worn . . .

"My aunt made me a blackberry pie one time and I guess I tilted it the wrong way as I was walking and a great big juice blob fell on the main (terrazo) floor in the nurses' residence. It went all the way up the stairs, three flights and down to the end of the hall. One of the girls came in, saw it and said 'That's human blood, I know it's human blood. Someone's hemorrhaging!' Sister Mary Gregory thought it was blood, one of the nuns sleeping up there was not very well. So she trailed it with a couple of other nuns and senior nurses. There we were. I had cut the pie and spread towels around and we were eating this lovely pie. In walked Gregory and did she give us hell. She told me I had to get those stains off or I would go . . .

"Sister Mary Gregory was a friend of my mother's later and she used to say she was so relieved it wasn't anybody bleeding. She didn't tell me that . . .

"The food was starchy, everybody gained weight. We had a play every Christmas. The choir would go through the Hospital on Christmas Day, that was really nice." (Margaret Grant, graduated in 1933).

"On our half day off we went home and ate. The food was good for institution food but it was the sweet things I missed. We always brought something back from our day off — cakes or cookies or something . . .

"We had dances among ourselves, no men, on Halloween and Christmas. There wasn't the contact with the Alumnae that there is now, not as much organization for the nurses. We got off at 7 p.m. and had to be in at 9 p.m., 9:30 p.m. in the summer and we had one late leave a month."

(Hilda Corbett [Andrews], graduated in 1933.)

"Happy? I think we made our own happiness, we had our own fun in the nurses' residence. We didn't go out very much, we were too tired. We had half day off a week, two weeks in the summer.

"We had a late leave once a month until 11 p.m. We feel badly now that the Capital theatre (on Yates Street) has been torn down because we used to rush there for a movie and then tear back to be on time. We would run along the street. It seems like a silly thing but it was really something for us.

"We didn't get up to much mischief. Our class was kind of quiet."

(Barbara Whately [Scott], graduated in 1938.)

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Student Lounge furnished by former Lieutenant Governor Randolph Bruce in 1929.



Lounge at St. Joseph's School of Nursing Residence, 1981.



Addition to Residence, 1946.



Residence, 1958.

"It (residence life) brought people closer together. The students had a habit of pulling together. To help one another survive, I suppose. But from that came some very close friends and you valued their friendship. Living in residence was good because you had to learn to share. Particularly for people like me, it was important. I was an only child, used to having my own room and things like that. I learned to give in a little bit and put up with peoples'



Jean Flynn (Fontana), 1932, on the left, and Margaret Grant, 1933.

idiosyncrasies. I can't say I always enjoyed it, but it was good. Tolerance. I think that's what I learned, although the doctors around here today probably don't believe that.

"As far as extracurricular activities, we were too damned tired. We made our own fun. We used to run down to Dallas Road and go for a swim. How did we do that? We didn't think anything of it

in those days. Our time off was limited and I was really too tired to think about anything. All I wanted to do was get off my feet and sleep. We had one full day off a week and were supposed to get another half day but if you were working on the wards during the morning it was often hard to get off on time. There was always something to do.

"Curfew was at 10, 11 for late leave or 11:15. I was too tired to take late leave. You had to ask for it and they were not always freely given. You would lose late leave for being out of your room at check time (10 p.m.), for example, and you could also have curfew moved ahead to 9. The same was true if you slept in or missed classes. There were hundreds of reasons . . . There was no fraternizing with the interns, male or female. There were some female interns who stayed in residence, but their rooms were off limits. Also, when working nights, you had to stay in bed until four in the afternoon. If you were caught (out) you could lose a late leave. Despite all that there was a good atmosphere in the place. It was possibly stricter than a family situation but then there were a lot of girls to be responsible for and I guess the nuns felt that responsibility. Possibly at that time it didn't appear to be too strict . . .

"The training prepares you for anything. You came in meek and mild but when you came out you really had a lot of self-confidence and you felt you knew what nursing was all about."

(Laura Foster, graduated in 1948. When interviewed she was Coordinator O.R./P.A.R. at Victoria General Hospital.)

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School Auditorium.

"To me they were absolutely wonderful days, days of sharing clothes and sharing boyfriends. The girls that lived in the area, shared their homes. There was an exchange of ideas, sharing of information, a great amount of caring for each other. There was a good support system . . .

"When I was in training we had good Christmas plays. The students always put on a great show. They were held in the Auditorium and usually had a religious theme. We had a Glee Club. We did some carolling at Christmas but



Carolling at Christmas, 1977. Left to right: Celeste Hogman, Carol Ecklin, Inger Backhaus, Debbie Freeman, Merry Eyford, Deanna Kingsley.



(Left to right) Helen Bower, Allison Kellam, Linda Antonelli relax in the student's residence, 1979.

it was mostly singing for nurses or families, not public things . . .

"The retreats then were very religious but you could go if you were non-Catholic. They were an occasion for meditation and a time to be alone, time to collect your thoughts. Some of them were held at the School, others at Glenairley. Sometimes they lasted three days or up to a week . . .

"The Strawberry Tea was held here (on Hospital grounds) or over at the (St. Ann's) Academy. The students waited on the tables. We had strawberries with real thick cream and china tea cups and silver tea pots. It was a very elegant affair. People came all dressed up and the students wore their best uniforms . . .



Study corner of sitting room, Osborne Court, 1918.

"We had school dances. The first school dance I went to, I knew quite a few fellows, and I got 19 blind dates. Of course, the nurses and nuns were wondering what kind of a girl I really was. How come I knew all these guys. I told them they were friends and I had kept in contact. I had no trouble phoning them and asking if they wanted to take one of my classmates. Many of those people I introduced, later got married . . .

"In the summer, we used to go out to Langford Lake, the home of Robin Ray and have corn feeds. They had a big home on the lake and her mother opened her house to all the classes. We had beautiful swimming parties, hamburger parties and corn roasts. Lovely times. We used to do a lot of swimming out at Thetis Lake. Very few of the girls had cars but a few of the boyfriends would loan their cars and we would go on our days off. If we were working afternoons, we would go in the morning. We worked seven in the morning to seven at night and we were off from one to three in the afternoon. When you got into your senior years, you worked seven in the morning until 3:30 in the afternoon or 3:30 until 11:30 at night . . .

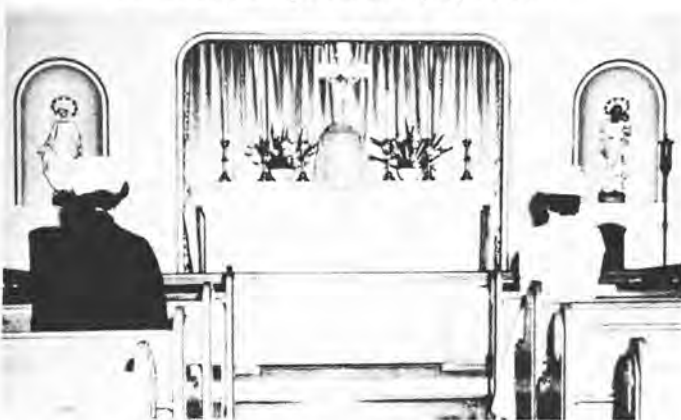
"Things were very controlled. You were led by fear. The understanding was 'here are the rules, don't break them.' But the sisters had a soft side to them . . . I think it was wonderful discipline and it really prepared you well to go out and work anywhere. In those days, St. Joe's graduates were really highly respected.

(Elsa Stephens, graduated in 1953. When interviewed she was Associate Director of Nursing, Research and Development, at Victoria General Hospital.)

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Christmas Nativity Scene at St. Joseph's, 1956.



Morning Prayer in the Residence Chapel, 1960.

"One thing I do remember is the capping ceremony after six months. I felt a real sense of accomplishment. It was sort of like an initiation rite. I've reached one stage of my nursing education. It was done in the Auditorium and only parents were invited. It gave you a sense of cohesiveness, a sort of group feeling, identification with your class, identification with nursing . . .

"We all had to live in residence at that time. You had a limited number of late leaves, which meant you could stay out until midnight. But we could lose those late leaves for minor things like coming in late. I saw them then as minor and I still see them as minor. Discipline was rigid. I felt it was rigid because I certainly didn't have that kind of restriction put on me at home so naturally I viewed it as being strict. My parents felt I should be able to determine what was a sensible time to come in. However, the atmosphere was good, the camaraderie . . .

"As for extracurricular activities, we had to make our own arrangements. We only did things in small groups actually. We were working split shifts, working weekends so if there was anything going on it was only with your individual friends."

(Vivian Mar, graduated in 1955.)

"We had a choir and it was compulsory for us to belong. We used to go once a week, I think, and then we sang at



Doug Ashmore, (Class of '78), entertains as Robin Ellis looks on at a Glenairley retreat in 1976.

our capping. The woman who taught us (Mrs. Barrie Goult) was quite a character. She put her whole body and soul into it.

"We had a lot of fun in the residence. There were times when we thought this wasn't the answer but on the whole it was good. It was very strict. We had to be in by 10 o'clock at night. The housemoms made rounds then and checked that you were in your room. You had to sign in and sign out. You got late passes, so many a month, and then if your room was clean you got an extra one . . .

"We had a weigh-in every month. Mine was always too low but it worked out to my advantage because they put me on high-protein drinks, like milk shakes, ice cream and milk, so I actually benefitted. Then they put me on Maltevol, an iron additive. I couldn't figure out why I liked it so much until I found out it's in the base of red wine. They put me on iron pills for a while but that didn't work. I went really crazy. I was jumping out of closets and running down the hall. But the Maltevol was very pleasant. I don't know the reason (for the weighing), maybe they felt we were getting run down. I always felt it was to make sure you weren't getting run down but we also had another theory, that they wanted to make darn good and sure none of us were getting pregnant . . .

"We had parties but the whole residence was involved. We had them in the auditorium. There was always a probie party."

(Marg Jacobson [Henze], graduated in 1963.)

"We had a lot of little parties in each others' rooms. We shared concerns about each other. I remember kids coming in late and the whole class being worried about whether they would get into trouble or not. There's something very unique about it when you work and eat and sleep with the same people. I don't think in any other area you would have that closeness... Hallowe'en parties were always big . . . For graduation we had a dance at the Crystal, father-daughter breakfast, mother-daughter tea . . .

"I don't think anybody really complained (about the discipline). I think we all tried to get away with staying out late on occasions. I know I did. For me it really wasn't that hard to accept. We were allowed out until 10:30 (at night)

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Nellie G. Martin (1930) assists with capping, 1963.

and on weekends, if we were on block (classes) we could go home . . . We got little late leave slips when we weighed ourselves. We had to weigh ourselves every month . . .

"I remember the class ahead of us was full of beans and one night they had a dummy and they hung it from the ceiling of the fourth floor in the new wing and dimmed the lights. The housemother was checking at that time and she was scared out of her mind with this dummy hanging from the ceiling (in the hall)."

(Arden Irving [McAlpine], graduated in 1963.)

"If you were upset on the ward and had a run-in with the instructor, you could come and cry on anybody's shoulder. Everybody had the experience. You didn't have to go to another instructor or get involved with the housemother or anything. It was a neat experience . . .

"As for the discipline, it wasn't hard for me because I had stricter discipline at home."

(Kathy de Bruin [Hourigan], graduated in 1963.)

"One of the first things I did as Director (of the School), and where I ran afoul of some folks, was that I put ashtrays in all the students' rooms because there had been a potentially serious incident when somebody flipped their ashes in a waste can and the drapes caught fire. I knew they were smoking but I think in '69 the thing about smoking wasn't quite as strong as it is now. Sure, you knew it wasn't all that good for you, but there wasn't the campaign. I knew they were smoking, so I put ashtrays in all the rooms and

just put a notice in the elevator saying: 'Please use the ashtrays in your rooms! . . .

"The students, when they went to meals, had to dress, they had to wear skirts in the cafeteria. They couldn't come down to the first floor (of the School) unless they were properly dressed and properly dressed meant skirts or dresses and long stockings. I changed that. They could come to class as long as they were tidy. We didn't particularly like curlers in their hair or bedroom slippers. But if they were well-groomed they could come in more casual clothes . . .

"One of the things I found difficult was that in the early days in the school, if a girl became pregnant she was out and that was it. Marriage wasn't allowed until, I think, the last six months they could get married. If they became pregnant it was curtains and we got that changed. If it was a student who was doing okay, if she could make arrangements for her babe, she came back in. I think that was before I became Director that we got that straightened up. I really didn't like that because I felt you were being punished for being caught . . .

"We got the Auditorium opened up for dances. There had been a bad fire in some Catholic school related to a dance and the edict was, no dances in the Auditorium. We had that lifted as long as there were chaperones. They had live bands once or twice. Well, then they got complaints from the Hospital about the noise so they tried canned music . . . We usually had married faculty. One of them and her husband would come and they worked it out so it wasn't too oppressive.

"They (the students) had sing-songs in the lounge and we were invited. They seemed to want us to come. It started to die out before I left but for a long time it was 'Well, you will come, won't you?' I had fireside chats. We'd have them when things were starting to bubble up a little bit. We'd put a fire on, sit around and have cocoa and cookies or something. They seemed to enjoy that. They would talk about anything from their annoyance at having to get dressed to go to class, to the food or something about the residence, something they'd like changed. They would ask for a fireside chat.

"The retreats, in the beginning, were for the Roman Catholics and the Protestants carried on, on duty. Then they were changed, becoming ecumenical, and were held in this building (the School) . . . Then it became apparent that it would be good to get away from here. There would be less of a religious focus but still be a time of personal renewal and freshening. We went to Queenswood (House of Studies) for a while."

(Lilian Knighton, first lay Director of the School, 1968-73.)

"I enjoyed the association both with the students and the faculty. I found the whole atmosphere very good. Delightful atmosphere to work in. I found it very rewarding work . . .

"We had retreats at Glenairley which is another resi-



Name Game contest at Glenairley retreat, 1976. Left to right: Leesa Merrett, Anita Fenske, Inger Backhaus, Carolyn Lane.

A photograph of four nursing graduates standing on the stone steps of the entrance to St. Joseph's School of Nursing. The building is made of light-colored brick. The graduates are wearing different styles of white nursing uniforms and caps, representing different eras from 1900 to 1980. The woman at the top of the steps wears a long, high-collared white dress and a white cap. The woman next to her wears a similar long white dress and a white cap. The woman on the left wears a long white dress and a white cap. The woman at the bottom of the steps wears a short-sleeved white dress and a white cap. The entrance to the school is visible in the background, with a sign that reads "ST. JOSEPH'S SCHOOL OF NURSING".

ST. JOSEPH'S SCHOOL OF NURSING

Uniforms Through the Years

(also shown on front fly leaf)

Class of '81 graduates modeling different uniforms. Top to bottom: Julie Puerzer, uniform of 1900; Angie Chow, 1904; Patricia Fulton, 1913-50, and Catherine Smith, wearing the one used from 1980 until the time the school closed.

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Dr. Roy Harding, Class of '65, with Heather Taylor, Class of '78, at party welcoming new interns in 1978.



Kathy de Bruin (Hourigan, 1963) with Arden Irvin (McAlpine, 1963).

dence of the sisters at East Sooke. We took the first year students there every year around the end of October, or the beginning of November, for an overnight. It was a retreat in the sense that we were away from study, a time to be together and look at who we are and where we're going. Sometimes, second and third years would have retreats also. They either went there (Glenairley) or Thetis Island."

(Sister Lalonde, began teaching at the School in 1969, a first-year course in psychology.)

"Everyone lived in residence. When I first came ('69) we used to go in groups. In those days, they used to let us in free to the Old Forge because we were student nurses. So we would go in groups to the Old Forge, dancing and having a great time. But after a while, girls met different



Martin Wong, (class of '78), at retreat — Glenairley, 1976.

fellows so we didn't often go out as a group. Residence life itself was a lot of fun. We used to have water fights in our first year. We were on the fourth floor and we'd fill buckets of water and douse each other. Somebody nearly hit a housemother one day. She missed her, but barely. Housemothers put up with a lot.

"We used to dismantle each other's rooms, put them in the elevator and take them up on the roof. The beds would come apart, so we'd do that, put the mattresses in the



Skit at an Intern's Party: Standing, left to right: Dr. K. Hargrove, Dr. J. Beveridge, Dr. J. Nugent, Dr. J. Vanderkooy, Dr. L. Yong, Dr. J. Noble. Seated: Dr. L. Doogan, Dr. K. Hajnik, Dr. M. Bassett.

elevator and take them up on the roof. We would honey the toilet seats, all those stupid things, string toilet paper all over peoples' rooms, dump their drawers out, hang their underwear outside, all the usual student shenanigans.

"We used to have class parties and we'd put on skits. People would dress up and do various looney things. At Christmas, it used to be super if you belonged to the choir. We used to go through the Hospital singing carols and we used to do the same thing up at Mount St. Mary's. We used to do a lot of sitting around in groups at night. Couple of the girls had guitars and we used to sing . . .

"When we came into training, we weren't allowed to wear slacks to the cafeteria. By the time we left, we could wear slacks, but we couldn't wear jeans. We had to wear dresses to class.

"Another thing we used to do is get burnt to a crisp (sunbathing) on the roof during the summer. Because it was a black tar roof we used to get absolutely burnt to a crisp. I'm sure all of us are going to be old and wrinkled because of that roof."

(Cindy Hughes [Rymgaillo], graduated in 1972.)

"One month after we came we had a One-Thirty-Sixth-Of-The-Way-Through Party because it was always a big thing to celebrate milestones. We would go out to restaurants. After six months, we had a One-Sixth-Of-The-Way-Through Dinner and went out after one year and then at the beginning of the second year and the third year. It was a tradition that the first-year class hosted the Halloween Party. There was always a Christmas Party, with one of the interns coming over and acting as Santa Claus. We had a Christmas formal and a spring formal each year and everybody would go to those.

"When we came into training ('73), every morning at six, six-thirty and seven, the fire alarm would go off. That was to wake you up. If you were working evenings and wanted to sleep in or had come off nights and had just gotten to bed you were shattered out of your sleep. In the first week, we almost all went crazy with the noise. My class pleaded confusion and said we couldn't tell whether it was a fire alarm or time to wake up. So they stopped doing that . . .

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Sister Rita Downey, a School Instructor, is given her tea at a gathering in 1978. Serving were Heather Taylor (left) and Joanne Davidson.



Joy Zwicker (Foster, '79) makes a presentation in 1978 to Evelyn Owen who was retiring after 26 years as a residence Housemother.



Residence Party, 1978.
Left to right: Debbie Freeman, Evelyn Durrant, Teri Howarth, Christine Tulloch.



Hallowe'en Party, 1960.



Half-way Party at Spare Rib House, Class '78. Left to right: Heather Taylor, Teri Howarth, Carin Collis.



Doug Ashmore and Lorna Brown, Class of '78, dancing at the 1976 Christmas Party. The two later married.

"Men weren't allowed in (residence) until probably the end of my first year. Your date had to come and in the room we called "The Little Boys Room" and they would buzz your room for you to come down. Then, on a trial basis at the end of the year from two to four in the afternoon on Sundays, your boyfriend could come up to your room. Then it became Sunday, two to 10 and everyone had to be careful getting ready for bed in case the boyfriends were still around."

(Terry Ogilvie [Murray], graduated in 1976. Taught at the School from January, 1980 until it closed.)

"Three weeks after I got here, I met a girl who is now my wife. She was in training in the same year. That really produced some conflict for a lot of the kids. A lot of them were upset because I could come into residence at any time because I had to do papers and things like that. Theoretically, I could have stayed in the School because they gave us a room. I could come in and visit my wife, my girlfriend then, we did a lot of homework together. This really bothered a lot of girls because they couldn't bring their boyfriends in. I could stay the night, if I wanted to, and that really bothered a lot of them. There were a lot of rumors, a lot of scuttlebutt . . .

"I remember going up on the sundeck to get a suntan and there were girls there in the buff. A lot of the girls in my year were not too happy about me going out on the roof and a lot of them were really ticked off. Those in subsequent years didn't seem to mind."

(Doug Ashmore, graduated in 1978.)

"It has been a terrific experience dealing with the students in residence. I have learned more from the students than I've ever taught in the 15 years I've been here. They challenge you so much. Every problem they bring to you is a new one, not one that you prepared yourself to meet. Personal problems as well as learning problems, problems of dealing with life and death. They're all individuals, they trust you, they bring them to you and you learn by them . . . The wisdom of these kids is beautiful. Their broad-mindedness . . . they have kept me much broader minded than I would otherwise be."

(Linda McDonald, taught a third-year Critical Care course beginning in 1973 until the School closed.)

"We had dances, a lot of fund-raising things that bring people together — car washes, bake sales, particularly in third year because that's when you have a very definite goal. We also had Tupperware parties, Mary Kay cosmetic parties. We did some hiking and biking. We'd holiday together, go swimming, partying. In the beginning of the year we would have reunion parties. We'd go from room to room. At the end of the third year we had an outrageous party on the fifth floor . . .

"We had two retreats in the first year and one each of the last two years. They were held at Glenairley and were terrific. Really fun. We'd eat a horrendous amount of food, sing songs. The idea was to get away from it all."

(Katie MacConnachie, graduated in 1981.)

Uniforms and Pins

In the early years of the School's history, there was no specific kind of uniform required for nursing students, nor did they receive any kind of pin or medal when they completed the education course. Agnes Johnston, one of the first two members of the School's formal education program says in correspondence that when she entered in January, 1900, the other student, Eleanor Allison, was wearing a striped dress so she had a uniform made out of the same material. It was heavy, bluish-grey, striped cotton, over which was worn a long white apron with a square bib. Some of the nurses wore black ties, although Agnes Johnston, later to be Mrs. Frank Ellis, says she made herself an Eaton collar. Black stockings and black laced boots completed the outfit.

Graduation pins — a gold Maltese Cross with a wreath of palm leaves, engraved with the name of the hospital — were awarded beginning in 1908. Graduation pictures of the Class of 1909 show white uniform dresses with prominent shoulder fullness and "leg of mutton" sleeves, a small, stand-up collar and starched cuffs. They wore a small pleated cap after completing their three-month probationary period and, after graduation, their gold medal.

The Class entering in 1913 claimed they were "the first class to receive the real uniform." They wore white pique dresses with a full bib and apron made plain with a two-inch hem. A stiffly-starched collar was

held in place by a silver bar bearing the name St. Joseph's Hospital. The cap was the same as the one worn by the Class of '81 but folded stiffly to the front corners and placed forward on the head about two inches from the hair line. The length of the uniform was carefully monitored to cover the ankles.

Black boots continued to be worn until 1925, when white boots were allowed on Sundays. Three years later, students petitioned Sister Mary Gregory, Director of Nursing, and she allowed them to wear white oxfords at graduation. After that time, white shoes and stockings became part of the uniform.

A cape was added to the uniform in the early '30s. It was about 20 inches long and made of navy flannel with a red flannel lining. It fitted under the white starched collar, fastening with a single invisible hook. It was worn on special occasions, such as when the students formed a guard of honor, and at night to guard against the cold.

Sister Mary Gregory and Sister Mary Beatrice introduced a major change in the uniform in 1935, a year after they had returned from post-graduate study in Rochester, Minn. They decided to try a more modern, one-piece uniform. The result was a white cotton dress almost like a "hoover gown" with a stiff, white, detachable collar and left side fastening, buttoned down to three small pleats. It was a princess line with a half belt at the back, long sleeves and stiff cuffs for Sundays. The September class had a modified version of this with a "sun-burst" group of tiny tucks radiating out from the neckline and waist. Both uniforms were worn 10 inches from the floor, a regulation



Angeline Chow



Patti Fulton



Catherine Smith

Caps and uniforms worn by students at St. Joseph's School of Nursing: 1904-12 modelled by Angeline Chow, 1913-64 modelled by Patti Fulton, 1965-81 modelled by Catherine Smith. The models are graduates, Class of 1981.

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carefully monitored by Sister Mary Gregory as the students left the dining room.

However, the feeling was neither of these uniforms appeared professional enough and classes in subsequent years reverted to the old bib and apron.

From 1955 and on through the 1960s, after a one-piece uniform had been adopted, students insisted on buying the bibs and aprons for graduation, although they rarely, if ever, used them afterwards.

The cape became a three-quarter length made of navy blue serge material lined with red satin in 1941. Later the neckline of the cape changed to allow for a mandarin collar embroidered with the letters S.J.S.N. and it became full-length.

The first short-sleeved uniforms were worn in 1955, although long sleeves have always been chosen for graduation.

The bar was removed from the graduation pin in 1965. This was a safety measure — children often tried to grasp the dangling medal — as well as an economic move.

The one-piece uniform of wash and wear material was adopted in 1955. It was a princess style with short sleeves and flared cuffs and a belt at the waist. The school badge replaced the hospital pin and a name tag was added. Minor changes in the style of the uniform have been made such as the plain short sleeve, the set-in belt and the princess-line dress with no belt.

Red chevrons were added to the undergraduate cap in the early 1970s to indicate the student's seniority. Students began wearing pant suits in 1976. Each student received three pant suits and one dress uniform. Either uniform was acceptable on the wards. Male students have worn similar uniforms, white, open-neck jackets with the school crest on the left pocket and plain white trousers. Later, a mandarin neck line was built into

the jacket.

The graduation uniform has been a one-piece, long-sleeved dress since 1970. The style is chosen by the class and is usually the first uniform worn by the new graduate in her new role.

Here are some brief comments on uniforms and pins by those who wore them:

"We had to make our own uniforms and they had to be right down to our toes. You didn't dare show a thing. There were pleats in the dress and fluffs, all the aprons were fluffed. Mother made mine. We got our first cap (from the sisters) and then we made the others. They (the sisters) did our laundry."

(Margaret Sangster, graduated in 1915.)

"We had white dress and apron, and a cap. We wore laced up black boots when we went in (1924) and then they changed to white shoes in 1928. We had to supply our own uniforms, \$50 they were in those days. We paid the \$50 when we came in and then we got the uniform. There was a woman there to make them."

(Annie Welch (Powell), graduated in 1927.)

"We were the first class to change uniforms but we had a very ugly, straight uniform which we thought was very unbecoming. We used the bibs and aprons for big occasions, graduation and like that. . . . We had white shoes and stockings. Royal Jubilee Hospital students had black shoes and stockings, we thought that was awful. Competition was great between the two hospitals."

(Barbara Whately (Scott), graduated in 1938.)

"The uniform changed somewhat when we went in (1960). Before our class, they had this standard (uniform) with no collar at all. Then they pinned this very hard, heavily-starched collar on. Well, our class was very fortunate, our's had the collar attached so we didn't get that raw neck. We wore the bib and apron."

(Arden Irving (McAlpine), graduated in 1963.)



Graduation Pins, St. Joseph's School of Nursing.
Left: 1965-1981. Center: 1912-1964. Right: First pin dated 1901, awarded to Anthony Williams.



The Alumnae Association Gavels

"I think everyone has a feeling of sadness in seeing an old familiar building being torn down. So it was with me when I saw workmen demolishing the office entrance of St. Joseph's Hospital in the fall of 1949.

"I wanted a memento of my days of training from 1927 to 1930. With permission from Sister Mary Gregory, I went over to the Hospital and picked up a few pieces of mahogany and oak wood which had been ripped from the lovely staircase to 3B.

"I gave the precious pieces of wood to my father, John L. Parkinson, who was a professional pattern and cabinet maker, and asked him to fashion a gavel for our Alumnae. He surprised me by making two gavels, one for our Alumnae here in Victoria and one for the Vancouver branch.

"I presented these gavels to the Alumnae Association at the June, 1950, Reunion. Later, the nurses had the gavels suitably engraved."

(Mary Kersey (Parkinson) graduated in 1930.)



School pins over the years.



On right upper: St. Joseph's Alumnae Pin Below: St. Joseph's Medallion On left: The Past President's Pin In center: The coffee spoon usually presented to a retiring president

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The Alumnae Association

The Daily Colonist reported in its May 21, 1920, edition that "the greatest enthusiasm" was shown by 50 graduates who attended the inaugural meeting of the Alumnae Association of St. Joseph's Hospital Training School for Nurses. The meeting the previous evening was called because of an interest by Sister Mary Anna, Director of Nursing at the time, in keeping in touch with the graduates after they left the School.



Sister Mary Anna, Director of the School of Nursing, 1915-1924.

That early enthusiasm remained and spread down through the years as an ever increasing number of Alumnae members worked to achieve the following Association objectives spelled out at that first meeting:

- to aid the spiritual life of the members and promote a high ethical standard of conduct;
- to deepen and broaden professional knowledge;
- to unite in interest and affection the graduates of the School and to bind them to the sisters and to the Hospital;
- to assist in the development of the Hospital.

Ethel Saunders was chosen as the first Association president and she was to be followed by 34 others before the School closed who were entrusted with the responsibility for keeping the Alumnae a robust, helpful and effective organization. When the School closed, association membership was estimated at more than 2,300. Two bran-



Corner of the students' Library furnished by the School Alumnae Association.



Mary Cooper (Thomson, 1931), died in 1948. That same year the Mary Thomson Memorial Fund was established to provide financial assistance for needy graduates.

ches of the main group had been formed in the later part of the School's history, one in Vancouver was set up in 1950 and another in Nanaimo in 1960.

The motto chosen by the Association was "Lest We Forget" and a review of the Alumnae contributions to the School, nursing students, graduates and the Hospital drives home to what extent the sentiment expressed in those three words was carried out in practice.

There were the bursaries provided, the Graduation parties, the Welcoming Teas, the Hallowe'en and Valen-

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tine's Day dances. Then there is a long list of equipment and supplies provided like the anesthetic machine purchased in 1922 for \$356; the microscope for the students' laboratory for \$130 in 1937; films for \$78 in 1948 and \$200 for a stove in the students' tea room in 1956. The Alumnae also picked up the bill for delivery of the Times and Colonist, the city's two daily newspapers for much of the School's history. In 1929, Room 357 in the Rupert St. wing of the Hospital was furnished in memory of Sister Mary Gertrude and Sister Mary Anna. And the list goes on.

By the time the School closed, the Alumnae had made available more than \$30,000 to graduating students in the form of bursaries. A worthwhile project with an interesting history was the Mary Thomson Memorial Fund. Mary Thomson was a graduate of the School, Class of '31. Later she married and had three children. In 1948, she became very ill but couldn't afford the expensive drugs or special nursing care that she needed. School graduates came to the rescue and took turns specializing her. Penicillin, a relatively new drug at that time, was ordered from Toronto at a cost of \$2,000. Unfortunately it arrived too late to help Mary Thomson who died of her illness. At the June meeting of the Alumnae that year, Association member Hilda Corbett (graduated, 1933), suggested a special fund be set up to help graduates who find themselves in personal or financial trouble. From that time until the School closed, a total of \$7,000 was given out for this purpose.

Following the closing of the School, monies available in the Sister Mary Anna Bursary Fund, established in 1964, and the Mary Thomson Fund were turned over to the Registered Nurses Association of B.C. with the interest to be used for bursaries. The agreement with RNABC reads as follows:

"The award (of a bursary or bursaries) is to be made to a



Margaret Rapatz (Williams, 1955) President of the Alumnae Association from 1979 until the closing of the School.



Helen Buckingham (Dzus, 1954) visiting the residence in 1980. She was the first recipient of a Sister Mary Anna Bursary, which she used for continued studies at McGill University.



A special tea was held June 2, 1981, at the home of Emma Wastell (McCoskie, 1920) for older members unable to cope with the reunion "noise". Pictured, left to right, are: Sitting: May Gray (Stocks, 1920), Thelma Little (Steele, 1920), Sterling Beek, Lillian Beek (Graham, 1921). Standing: Olive Miles (Scaplin, 1920), Emma Wastell (McCoskie, 1920), Guest W. Dawson Thomas, Olive Gordon (Kilpatrick, 1920).

graduate from St. Joseph's School of Nursing (Victoria, B.C.) who is pursuing a clinical program, refresher course, or post graduate studies related to nursing at the baccalaureate, masters, or doctoral degree level.

"If the bursary is not awarded for two consecutive years to a St. Joseph's School of Nursing graduate, the award on the second year may be made to any graduate or RN applicant pursuing studies in nursing and requiring financial assistance.

"If in five consecutive years no St. Joseph's School of Nursing graduates apply, the criteria may be changed to read 'to be awarded to any graduate or RN pursuing studies in a clinical program, refresher course, or post graduate studies in nursing at the baccalaureate, masters, or doctoral level, and requiring financial aid, with preference given to any St. Joseph's School of Nursing applicant.'"

It was expected that with the School being closed the structure and activities of the Alumnae would change. The Association would remain as a social group and efforts would continue to maintain contact between graduates.

The Alumnae's statement on the closing of the School comes from then president Marg Rapatz (Williams), who graduated in 1955:

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Lilian Knighton, first lay Director of the School, 1968-73.

"The final class of students has graduated from St. Joseph's School of Nursing. We welcome them into our Alumnae. With the closing of the School, those of us in the Association pause to remember our own training days and graduation. To each of us it was a special time in our lives. The friends we made in training shared our trials and our triumphs. Over the years, our lives and interests change but the special bonds of 'training days' remain.

"St. Joseph's School of Nursing values and goals will always be part of its graduates, no matter what their chosen careers.

"We, as alumnae, must work to continually nourish those friendships we've developed and, no matter where the future takes us, endeavor to maintain contact with our fellow graduates."



Alumnae Executive and 1981 Reunion Committee. Seated in front row, left to right: Rosanne Burck (Parker, 1950), Florence Johnstone (Spencer, 1946), Verna Lloyd (Gelling, 1953), Margaret Rapatz (Williams, 1955), Sister McGarrigle (Mary Lucita, 1944), Sandy Tyson (Bishop, 1963), Phil Driver (1938). Standing: Mary Kersey (Parkinson, 1930), Kathy de Bruin (Hourigan, 1963), Hilda Corbett (Andrews, 1933), Edith Pontious (Hill-Tout, 1935), Maureen Pugh (Boylan, 1958), Marion Ross (Jones, 1954), Phyllis Boak (Jesse, 1938), Olive Jones (Manarin, 1949), Gertrude Webb (Smith, 1938), Vera Rose (Salmon, 1927), Beverly Cook (Erickson, 1960). Absent: Sister Mary Grace (1927), Molly Hughes (Orton, 1942), Marg Levasseur (Smith, 1971), Diane McLaren (Richardson, 1954), Arden Irving (McAlpine, 1963), Lois Brend (Brown, 1955), Bev Faulks (Luff, 1954), Phyllis Fatt (Rogers, 1955).



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A highly successful reunion of St. Joseph's School of Nursing Alumnae was held July 2, 3, 4, 5, 1981, when over 500 Alumnae members from near and distant points of Canada and the U.S.A. gathered to renew old friendships and reminisce.

Registration took place Thursday in the Residence auditorium. It had been a long time since so many graduates had gathered in this venerable building.

The Annual Alumnae Meeting was held Thursday evening at the Racquet Club of Victoria. It was moved to combine the Sister Mary Anna Bursary and Mary Thomson Memorial Fund and form a bursary to be made available through R.N.A.B.C. to graduates of St. Joseph's School of Nursing. The bursary was named The St. Joseph's School of Nursing Alumnae Bursary in honour of the Sisters of St. Ann. It was also moved that the Alumnae Gavels and Board (made from the old B Wing staircase) and graduation pins donated to the Alumnae be loaned to Victoria General Hospital for display in the present hospital. The meeting was followed by a wine and cheese party.

The University of Victoria Commons Block was the site of the Reunion Dinner Friday night. After a delicious dinner, a trip was taken down "Memory Lane". An inter-

esting combination of speakers, slides and music was thoroughly enjoyed by all.

Saturday afternoon was for many the highlight of the Reunion. A tea in the Crystal Ballroom of the Empress Hotel was held in honour of the Sisters of St. Ann. This was an opportunity to say "thank you" to those Sisters who gave so much of themselves to St. Joseph's School of Nursing.

The last Graduation Dinner and Dance was held Saturday night at the University of Victoria Commons Block. Many Alumnae members joined with the graduating class, family and friends for a most enjoyable evening.

Sunday afternoon marked the final Graduation Exercises of St. Joseph's School of Nursing held in the University of Victoria Auditorium. Memories of past graduations were brought back by this colorful and touching ceremony. A reception was held afterwards on the lawn of the Nurse's Residence.

Many tearful farewells were said Sunday evening as old friends parted once again. Memories of Reunion '81 and continuing hope for future reunions will always be a part of each of us.

President – Margaret Rapatz, 1955
Treasurer – Sandra Tyson, 1963



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2.



4.



6.



8.



3.



5.



7.

Sisters honoured at Tea in Empress Hotel.

1. Front Row: Left, Sister Sheila Griffin, Sister Mary Malachy, Sister Mary Patrick, Sister Mary Justinian, Sister Mary Luca, Sister Miriam Theresa.

Standing: Sister Mary Dositheus, Sister Mary Doris, Sister Mary Armella, Sister Mary Beatrice, Sister Rita Marie (Theresa Brusseau), Sister Ann Deas, Sister Kathleen Cyr.

Back Row: Sister Mary Laurena, Sister Marie Barnes, Sister Mary Grace, Sister Miriam Jude, Sister Marguerite Lalonde, Sister Mary Lucita, Sister Mary Ronald McGavuran, Sister Mary Faustina (Grace Down).

Old O.R. gang.

2. Left standing: Doreen Brunson (Davidson 49), Elizabeth Chalmers (Day 51), Carol Kentop (Pomeroy 54), Pat Hynd (56), Verna Lloyd (Gelling 53).

Sitting: Olive Jones (Manarin 49), Sr. M. Faustina, Laura Foster (48).

3. Foreground: Patti Stokes (Bigmore 38)

4. Left to right: Sister Mary Armella, Sister Mary Beatrice, Kathy de Bruin (Hourigan 63), Sister Mary Patrick, Irene Laing (Harris 64), Diane McLaren (Richardson 54), Sister Mary Lucita, Sister Margaret Doris, Sister Theresa Brusseau, Sister Mary Ronald McGavuran.

5. Ethel Ponsford (26), Gwen Miller (Hooper 26), Annie Welch (Powell 27).

6. Sisters' Tea

7. Back Row: Judy Hackwell (Walters 60), Helen Nex (English 60), Margaret Magdanz (Kreller 60), Ellen Barnes (Roper 60), Grace Gladeau (Bodnar 60), Sonia Rees (Molofy 60), Shirley Hughes (Waugh 60).

Sitting: Sister Miriam Jude (60), Sister Mary Justinian, Sister Mary Ronald McGavuran.

8. Beatrice Griffiths (Gridley 45), Peggy Hancock (Dean 44), Rena Maggs (Meiorin 45).

THE YEARS REVISITED



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9. Laverne Knapik (McKinnon '51) looking on at the welcoming embraces.

10. Dorothy Jordan (Recchi 55)

11. Left: Marjorie Pollard (Freemantle 34), Barbara Francis (Harlock 55), Loretta Taylor (Lineham 48).

12. Sister Ann Deas, Laura Foster (48)

13. Marjorie Pollard (Freemantle 34)

14. Lois Brend (Brown 55), Marion Donaldson (Stokes 55).

15. Wine and Cheese

THE YEARS REVISITED



16.



18.



19.



21.



20.



22.

Class 1977-78

16. Left: Heather Taylor (78), Carolyn Lane (78), Margaret Yanda (Hedman 77), Martin Wong (78), Donna Royston (Bandurka 77), Corinne Coyston (77), Carolyn Stiff (Fish 77), Celeste Hogman (77), Deborah Griffin (77), Jane Harris (77), Eleanor Shambrook (77).

17. Left: Marjorie McKay (Doll 47), Betty Sing (Yee 47), Eva Wong (Chung 47), Kay Atkins (Spicer 47), Patricia Joyce (Webber 47), Edith McGill (Benson, 47), Pauline Adams (Downey 47), Sister Mary Grace in foreground.

18. Left: Gertrude Stead (Cain 54), Diane McLaren (Richardson 54), Margaret Coad (Richardson 54), Mary Simpson (Kuntz 54), Margaret Hardy (Britton 54).

19. Back Row: Margaret Magdanz (Kreller 60), Pat Jenks (Lee 60), Shirley Hughes (Waugh 60), Helen Nex (English 60), Arlene Richards (Evanoff 60), Beverly Cook (Erickson 60).

Sitting: Pat Brooks (Pedneault 60), Ellen Barnes (Roper 60), Jeannette McNamara (Beaubien 60), Annette Crisfield (Lord 60), Grace Aldequer (Richardson 60).

20. Registration: Left: Marion Ross (Jones 54), Ardin Irving (McAlpine 63), Annette Crisfield (Lord 60), Helen Nex (English 60).

21. Left to right: Janet McNtrye (Apponen '53), Verna Lloyd (Gelling '53), Ivy Hadley ('53), Pauline Prince (Pellerin '53), Amy Chivojka (Myers '53).

22. 1961: Left: Katherine Forbes (Homer), Faye Wile (Ericksen), Dorothy Durham (Hogan), Judy Poilievrel (Solmie), Sally Yates (Ricketts), Linda Halbert (Squance), Gurbachon Mahon (Sangha), Ann Parsons (Logan).

THE YEARS REVISITED



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23. Sister McGarrigle (Mary Lucita) addresses the alumae at the reunion dinner.

24. Left: Phyllis Karr (Humphreys '51), Aiko Wadden (Jinnouchi '51), Margaret Oakman (Meagher '51), Rosan (Dirom), Betty Kelly (Mudge '51), Jessie Macdonald (MacKenzie, '51), Yvonne Mills (Horrex '51), Norill Storey (Wills '51), Mary Lourdes Kennedy (Richard '51), Germaine Katchaluba (Foisy '51), Julie Saunders (O'Connor '51), Irene Lees (Welters '51), Fleurange Wilson (Villeneuve '51).

25. Left to right around table (facing): Gerry Kachaluba (Foisey '51), Marg Beaubien (Hynes '54), Pat Humer (Sullivan '54). Foreground: Elizabeth Chalmers (Day '51), Donaldal Halifax (Petrie '54). Background: Ivy (Hadley '53), Marg (Perry '53), Fran Bardon (King '53), Maisie Eng (Soong '53), Gloria MacLeod (Preetzman '53), Elsa Stephens (Neilson '53).

26. Left: Debbie Griffin ('77), Corinne Coyston ('77), Donna Royston (Bandurka '77), Margaret Yanda (Hedman '77).

27. Denise Beaudry (1977) describing the school today.

28. Annie Welch (Powell '27), Sister Mary Dositheus (1929), Vera Rose (Salmon '27)

29. Barbara Burke, Assistant Executive Director, Nursing, Victoria General Hospital.

30. Left to right: Audrey Farnden (Rice - X-ray '54), Amy Campbell (Bandrevick - X-ray '55), Barbara Hourston (Foster - X-ray '54), Yvonne Bridge (Rose - X-ray '51), Janet Johnston (Bishop - X-ray '55), Kay Ewart (X-ray '52).

31. Left: Della Connor (Scharbach '64), Carol Anne Faulkner (Locatelli '63), Kathy de Bruin (Hourigan '63). Sitting: Unidentified grad, Marilyn Fraser (Tate '63), Wendy Chamberlin (Harris '63).

THE YEARS REVISITED



34.



35.



36.

32. Class of '63 - January. Left to right: Sandy Falconer (Heise), Sandy Tyson (Bishop), Linda Williams (James), Jackie Bogorus (Skillings), Margie Jacobson (Henze), Arden Irving (McAlpine), Helen Hopkins (Mitchell), Sandy Campbell.

33. Reunion dinner.



37.



38.

34. Hilda Corbett (Andrews, 1931) reminiscing about 'the grand years.'

35. Sister Mary Justinian with Alice Beattie ('32).

36. Foreground: Pamela Patterson (Waterstreet '56)

37. Left: Bev Cook (Erickson '60), Debbie Griffin ('77), Corinne Coyston ('77), Donna Royston (Bandurka '77), Margaret Magdanz (Kreller '60), Etta Searle (Cowan '37), Mary McLuhan (Patterson '37).



39.



40.

38. Left: Phoebe Jensen (Leong '55), Shirley Milke (Elliott '55), Barbara Francis (Harlock '55).

39. Left: Lois Berry ('54), Pat Archambault (Whan '54), Floria Brownlee (Bet '54), Merrill Hibbert (Smith '54), Dorothy Youlden (Hawthornthwaite '54).

40. Doris Frost (Eisenhut '54), Lenora Brynjolfson (Foster '53).

41. Kathleen Sealy (Townsend '27), Annie Welch (Powell '27).

42. Left: Ada McKenzie (Groves '29), Helen Mottishaw (Gibbs '29), Alice Pye ('31).



41.



42.

43. Reunion.

44. All Lab Techs. Left: Doris Frost (Eisenhut '54), Bernadette Smith (Lineham '52), Valerie Gervais (Gould '58), Lenora Brynjolfson (Foster '53).



43.



44.

THE YEARS REVISITED



45.



46.



47.

45. Laura Foster (1948) Wraps it up.

46. Irene Laing (Harris '64).

47. Pat Archambault (Whan '54), Merrill Hibbert (Smith '54).

48. Margaret Sangster (1915) honoured at Alumnae Reunion Dinner 1981.



48.



49.

49. Left: Kay Ewart (X-Ray '52) Lucy Hadley ('53), Maisie Eng (Soong '53), Jeannette MacIntyre (Apponen '53).

50. Left foreground: Dorothy Brace (Vawden '53), Elsa Stephens (Neilson '53), Fran Bardon (King '53), Bernadine Smith (Jarhouse '52), Gloria MacLeod (Preetzman '53), Irene Marzocco (Morley, '52).



50.



51.

51. Sister Margaret Doris.

52. Left: Sister Ann Deas, Doreen Brunsdon (Davidson '49), Betty Parker-Jervis (Rutherford '49), Bernice McAlister (Lewis '49), Muriel McFadden (Burke '49), Helen Rousseau (Villeneuve '49), Olive Jones (Manarin '49).



52.



53.

Class of '80

53. Left: Heather Taylor, Carol Ecklin, Martin Wong, Betty Albrecht.

54. Evelyn Trainer (Riesterer '56).

55. Left: Thelma Little (Steele '20), Marjorie Collett (Williams '29), Ethel Ponsford ('26).



54.



55.

THE YEARS REVISITED



Edna Kent (Dorrell, 1920)



Barbara Hockwood (Kent, 1946).



Julia Puerzer



Violet Russell (Hele, 1943)



Jennifer Russell (1981)



Cecilia Puerzer (Balcaen, 1940)



Jean Canova (Kerrone, 1955)



Barbara Canova (1981)

Mother-Daughter Graduates

There are a number of mother-daughter combinations on the graduation roll of St. Joseph's School of Nursing. One such pair were Mrs. F.G. Kent (Edna Dorrell, 1920) and her daughter Barbara Hockwood (Kent, 1946).

In 1981, three families continued the tradition.

Violet Russell (Hele, 1943) and daughter Jennifer.

Jean Canova (Kerrone, 1955) and daughter Barbara.
Cecilia Puerzer (Balcaen, 1940) and daughter Julia.

THE CHANGING TIMES



Picture of Progress

A walk through the School of Nursing's past, guided by those who were there, has afforded a scenic, close-to-home look at how nursing and nursing education have changed. The transformation over the past 80 years paralleled major advancements in science and medical technology as well as developments in educational psychology and pedagogy. Sweeping changes in society have played their part — the communication explosion, increased social and geographic mobility, population increase, longer life expectancy and the expansion of health care services and facilities. Nursing, very much a part of the social system, has reflected those changes in the social mosaic and continues to do so. As a brief example, a current nursing shortage affecting some B.C. hospitals is blamed, in part, on the fact that women now have more alternatives when choosing a career than they did, say, 10 or 20 years ago. Not too many years back, the major options were teaching, nursing or some form of clerical work. That's just one example and one that is not directly related to nursing practice which has undergone much more significant changes, as we saw in the section on Patient Care, because of developments in technology, improvements in drugs and attitudinal changes on the part of nurses on the job. The nursing role has blossomed with the advent of sophisticated monitoring devices and more technical intravenous equipment, to give just two examples. Nurses now do defibrillations, obtain blood for the measurement of blood gases and have a basic understanding of the importance of fluid and electrolyte balance.

As far as nursing education is concerned, change can be measured in such small ways as the terminology used — "education" instead of "training"; "director" in place of "superintendent"; and "school of nursing" instead of "training school." The lives of nursing students have changed from the days when they spent all their time on the ward, learning the theory behind the practice in a very informal way from the doctors and staff nurses, to the present when they spend just as much or more time in the classroom than actually dealing with patients. But then there is much more to learn now and the task at hand has changed from so-called "comfort nursing," where procedure-oriented skills were required, to one where the care plan demands a high degree of scientific and technical knowledge.

What we've seen from the anecdotal look at the school's past are glimpses of events, schedules, experiences and procedures as they were performed at various stages. What's needed now is to put everything together and paint with a broad brush a picture of how nursing at this particular Hospital and nursing education at St. Joseph's School have been transformed over the years.

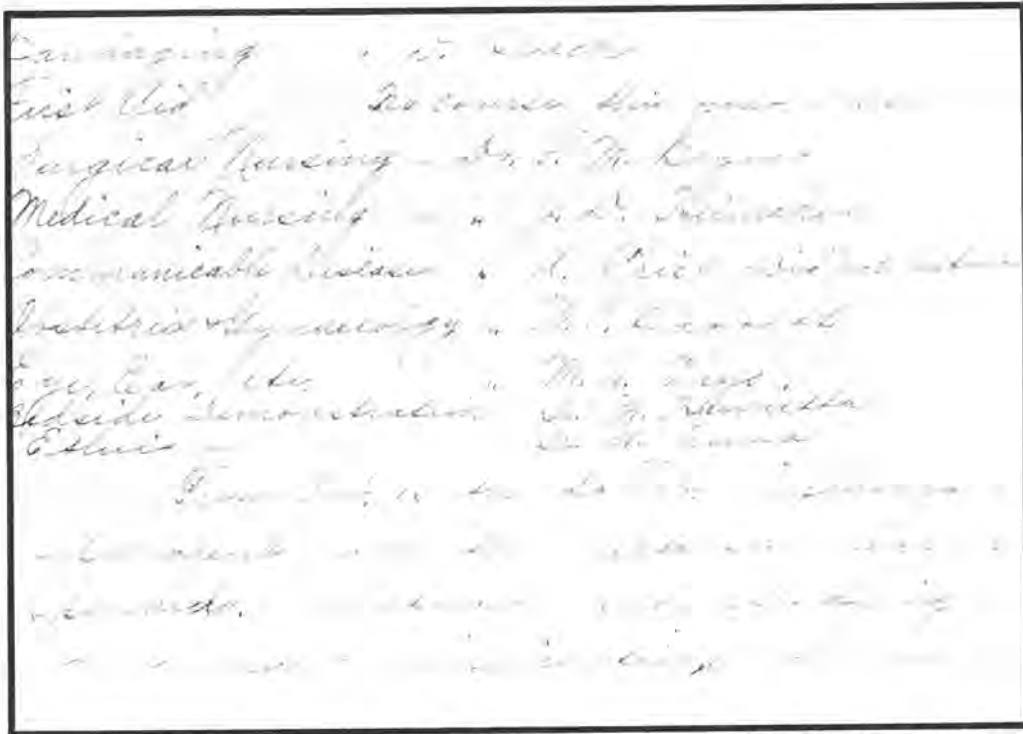
When Sister Mary Gertrude began "training" people to be nurses in 1900, that's really what it was. The would-be nurses were shown what tasks to perform on the wards

and how to perform them. Any theory or background information was given only in the most informal manner while the actual nursing care was being administered. Given that situation and the limits of medical knowledge at that time, there wasn't the depth of understanding behind the students' actions that there is today. It was an apprenticeship method of preparation and one which, because of the involvement of the Sisters of St. Ann, was based on religious motives and ideals of charity and service. A look again at Sister Gertrude's first lecture to the nursing students shows how intertwined was her religion and her concept of the nurse's role in the community.

"An artist who wishes to paint a beautiful picture places before himself a model. Let us imitate the artist and choose the model which we shall constantly keep before our mind's eye: 'Our Divine Saviour.' He is a model for everyone and in every state of life, but he is our model par excellence. . .

"Therefore, let us, in conclusion, often call to mind the beautiful words of Florence Nightingale who was one of the first professional nurses: 'Nursing is an art, and if it is to be made an art it requires an exclusive devotion, as hard a preparation as any painter's or sculptor's work, for what is having to do with dead canvas or cold marble compared with having to do with the living body — the temple of God's spirit? It is one of the fine arts; I had almost said the finest of fine arts.'"

As a result of that religious orientation, there was a kind of dedication to patient care, a selfless giving of time and energy which gave the nursing profession quite a different aura than it enjoys today. There were the 12-hour duties, which often worked out to much longer than that and included little time off; the feeling of devotion to patients which meant staying with them consistently until they got well. Many of the graduates from those early years who were interviewed said they were disheartened at the trend in nursing today. They used terms like "nursing was different then" or "they've taken the nurse out of nursing" or again, "nursing was more patient-oriented in those days" to express their opinion that "progress" had dealt the profession a serious blow. But at the same time, many acknowledged that the different eras of nursing can't really be compared. Too many things have changed including social conditions, medical knowledge and nurses' attitudes. It's true now, in the 1980s, that nursing students, during their clinical practice rotation, work a 37.5-hour week, the same as the full-time graduate nurses. But if it were possible to weigh such things, it would be interesting to balance the pressure and workload of nurses in the earlier stages of the school's history against the strain and responsibilities facing today's nurses considering the amount of technical knowledge and skills they must have. The professional organization of nurses and the demands made on them by life's every-day concerns have brought about sweeping changes in work schedules, salaries and time off from work. These developments have



Lecture Schedule, 1918-19, showing the effects of the influenza epidemic on student education at the School.

given the appearance of a clock-punching approach to a profession which has as its heritage a religious devotion to helping others. But spokesmen for the nursing profession caution that this doesn't mean there is no longer a sense of dedication, a willingness to serve on the part of today's nurse. Nursing has changed because society has changed, they say, but the basic components of nursing are still there as is the nurses' desire to serve, to give, to devote themselves to patient care.

The apprenticeship or "earn-as-you-learn" system meant that those nursing students at St. Joseph's in the early 1900s were given a \$5-a-month stipend for putting in anywhere from 67 to 80 hours a week on the wards. Using students to staff the hospital while they learned nursing practice was often born of economic necessity and was a system which was being questioned even in the early 1900s. There was the feeling that in the struggle between the two masters — the care of the sick in the hospital and the education of the nurse — the latter, at times, lost out. In times of need, the nursing students were thrown into the breach and provided patient care, while their education was neglected. Balancing the two, the service and academic side of nursing education, has proved to be a tough nut to crack down through the years. On the one hand, there was the need for practical experience and what better way to get it than to actually fill in as a staff member. But then there was the feeling that if the students spent too much time with patients, they would miss the needed educational ingredient which would help them

understand patient needs and how to meet them as well as keep up with developments in medical technology. Gradually, less and less emphasis was placed on the service component. In some cases schools were separated completely from hospitals or special nursing courses were provided in a university and later in the community college setting.

The role of the nurse in those early days, and well up into the late 40s or 50s, was a subservient one. It was a male-dominated society and the status of the physician was superior. Retired nurses tell stories of times when they had to stand at attention in the presence of a doctor and, needless to say, there was never any questioning of his orders. If a nurse was asked for an explanation of the patient's condition she would have to say, "Ask your doctor." But by and large, because of social changes and the presence of graduate nurses with much more knowledge and ability the stereotype of a mother-figure nurse and a father-figure doctor has been put to rest.

As early as the 1920s, those in the nursing field were aware of the weaknesses in nursing education programs. In 1929, George Weir, then head of the Department of Education at the University of B.C., was commissioned to conduct a study of the situation from coast to coast. His 534-page survey was completed in 1931 and provided a thorough assessment of some of the problems, many of which persisted even up until recent years.

In a chapter on instructors of nursing students, for example, Professor Weir makes the following observation:

"The time has surely arrived in Canada when the student nurses should be really educated, as are students in other institutions, and not subjected to a sort of regimen sometimes more suggestive of medieval serfdom than of so-called democratic enlightenment. There is no more sound reason why student nurses should be exploited in the name of nursing education than that student teachers should be similarly exploited in the name of public education. The student nurse should be no more expected to finance the hospital than the student teacher should be expected to finance the normal (teaching) school.

"And yet the Survey knows of too many instances in which counterfeit education, in a pedagogic sense, is offered student nurses in return for their services. In fact, a number of training schools are either too niggardly or misinformed to supply adequate instruction to their student personnel. And these are generally the institutions that scoff at 'theory' and exalt 'practice' as the one and only indispensable ingredient in nursing education."²

Professor Weir emphasized the need to focus on health education, preventive medicine. The public health nurse should be called "the public health teacher." "Nursing should be regarded as a profession, however immature in the attainment of professional standards, rather than as a potential member of a trades union."³

In a section on methods of teaching and learning, Professor Weir favored the case-study or problem-solving method, which has been used for nearly 20 years at St. Joseph's.

"The case study method is chiefly inductive. The aim is to cultivate the inquiring attitude of mind, to develop habits of close and accurate observation, of analysis, of the why even more than of the what — followed by a synthesis of the cardinal points involved in nursing the patient as a whole... Symptoms and facts are learned primarily from observation and study of the living patient and are supplemented by the text books or lecture rather than in the traditional manner of reversing the process. The textbook and lecture thereby become a source of living knowledge. The motivation becomes dynamic. There is a challenge to the student, a felt need, a problem to be solved, and she is ready to obtain information from any reliable source that will throw light upon the field of operations."⁴

Professor Weir didn't have much respect for the opinions of those instructors who felt much of the theory behind nursing was worthless.

"According to their view, the competent nurse is a sort of animated automaton, obedient and self-effacing, and the possessor of sufficient mechanical skills to effect that glorious triumph — making a patient comfortable! This very desirable result, it is assumed, can be achieved without the exercise of much nursing brains — but rather by the use of medical brains and nursing skills! The great majority of medical instructors and other doctors, however, prefer intelligent nurses who possess a reasonable degree of culture and education."⁵



Dr. D. R. Carlow, Medical Director, Victoria General Hospital

Professor Weir's comments are recorded here to highlight some of the problems nursing and nursing education have had to wrestle with down through the years, the "growing pains" that had to be endured on the way to becoming the mature, respected professions they are today. Nursing has blossomed from the days when all that was required were basic bedside skills to the present when a great deal of scientific knowledge and sophisticated technical training are needed for the nurse to function in her role as a member of the health care team. Dr. Don Carlow, the hospital's Assistant Executive Director, Medical, at the time the School closed, said the development of that team approach in providing health and hospital care brought about the greatest change in medical practice and consequent transformation of the role of the nurse.

Prior to that development, he pointed out, the physician was the sole provider of medical care. He did the diagnosis, provided the "hands on" treatment and filled the role of father confessor if necessary. But as medicine began to grow with increased medical knowledge, improved techniques and therapies, the physician found increasing difficulty providing everything himself. "What began to happen was that whereas at one point you had the physician who was in fact providing everything from counselling to surgery, the profession itself, at one stage, had to begin to look at how medical practice was organized."⁶ The upshot of that review was the development of specialties, mainly in the 1920s and 30s. "In the early stages of this development, the relationship between the physician and nurse did not change very much. Now the specialist became the total provider; the surgeon did the diagnosis, the surgery and the post-operative care. The nurse had a fairly limited role in terms of providing assistance to the doctor for diagnosis or the



Corinne Porter (Reece '54), in 1981, Head Nurse, Coronary Care Unit examines an electrocardiograph "strip".

carrying out of technical tasks. She was more of a handmaiden of the doctor, the provider of some continuity and comfort, the more basic tasks in relation to patient care."

Throughout the 30s and 40s there was more "fine-tuning" of medical practice, advances in physiology, pathology, treatment drugs, monitoring procedures, technical surgical procedures. As medicine became more complex, certain functions which had belonged to the physician were taken over by allied health professionals, like the nurses. This transfer of functions has had its acrimonious moments but it has also led to nurses adopting higher standards of care, improving education programs and becoming better organized as a professional group. There have been, of course, parallel social developments, Dr. Carlow agreed, which have encouraged nurses to take a more significant health care role. The heightened concern about the status of women in society, their eagerness to play a more important role and have the opportunity to make an equal contribution all, no doubt, provided an added spark to ignite the nurses' cause. But Dr. Carlow added that the new-found respect the majority of physicians began to have for nurses had a basis in medical science as well. "Allied health professionals are now in a better position to participate. Their training is better, their understanding of health and disease is better. No longer do you have the basic, undifferentiated nurse. You have a specialized nurse. She has been looking after burns exclusively, or spends most of her time in Intensive Care. As a result she becomes quite sophisticated and knows what's happening."

Dr. Carlow said the so-called comfort nursing existed partly because of the poor understanding at the time of the mechanisms of healing. As the healing mechanisms were better understood — the importance of patient mobilization, for example — the nurse's role began to change.

Nursing care in those days wasn't really nursing care in the strict sense, he said. The feeding, washing, bed pan routine "that's something that anyone can provide with a little training, but I don't think that is nursing care... My view is that nursing care is better now than it ever was. Patient care, generally, is better now than it ever was simply because of a better understanding of health and disease and the healing process." He cited changes in the field of obstetrics. After delivery, the new mothers would be kept in the hospital for 10 to 12 days, compared to three to five days now. At one stage the mother was not allowed to see her baby for 24 to 48 hours, a practice which led to a myriad of psycho-pathological problems. The lengthy bed rests resulted in phlebitis or "milk-leg."

"I suppose present nursing practice coupled with advances in medicine encourages patient progress and patient independence whereas the old practices fostered a very dependent kind of relationship that was related to the traditionalism of the time. Patient and family became very dependent on the doctor and hung on every word he said... they became very dependent and nurses and physicians were very patronizing. What has happened is that patients have become very sophisticated about health care, they now make decisions about the care they're going to receive. They must consent to surgery and must be advised about what is proposed and that's influenced health care too."

Nurses have become more informed on technical matters, more involved in complicated treatments, improved drugs and therapies as well as the monitoring of the patients. For example, they now do such sophisticated procedures as determining the status of a patient's circulation with the use of a Central Venous



Fran Martin, in 1981, Head Nurse 4C Case Room, tends to mother-to-be Dulcie McCallum in Victoria General's homey Labour-Delivery Room. The LDR, as it is called, was opened in June, 1980 and designed to provide an alternative to traditional, obstetrical care.

THE CHANGING TIMES

Catheter, one that is put into a major vein carrying blood back to the heart. Dr. Carlow said nurses, both students and graduates, in the early years of the School's history carried out the tasks which matched the status of medical/nursing practice at that particular time. But as things developed and the practice became more complicated, nurses had to further define their role and leave to others the non-nursing functions such as carrying food trays and dealing with bed pans.

Barbara Burke, the Hospital's Assistant Executive Director, Nursing, when the school closed, said nursing has become more technique-oriented. Nurses have to have a much broader understanding of Anatomy, Physiology, Pharmacology, Chemistry. They have to have a very strong scientific background. "It's a different kind of nursing. I'm not sure we should ever try and compare them. Just like we shouldn't compare two-year grads with three-year grads, hospital grads with college grads. They're totally different beings and not comparable. Nobody's better or worse, they are just different kinds of people. It's nice to be sentimental about the good old days, but I lived in the good old days, I worked in the good old days and they weren't the good old days. Looking at them in terms of what we know today, they were dangerous... Nurses are much better at their business these days, much more knowledgeable people. Patients who, in the past, we couldn't do much for, other than make them comfortable, we now do a lot for. At one time, if you couldn't eat or have intravenous, that was it. Now we have Total Parenteral Nutrition programs. There are many kinds of things we



Gordon Shiptway ('68) checks an I.V.



Barbara Burke, Assistant Executive Director, Nursing Victoria General Hospital, 1972.



Sylvia Brough, Director, School of Nursing, 1976-81.

can do to keep a person alive so it's totally different nursing."

Sylvia Brough, the last Director of the School, graduated in 1948 after taking a three-year, hospital-based nursing course at the Mack Training School in St. Catharines, Ont., which opened in 1874 and was the first English-speaking nursing school in Canada. Miss Brough remembered when she started nursing "you were seen and not heard."⁸ One didn't go through the door in front of anyone in a more senior position, not even a senior nursing student! The structure and policies were almost military in nature. "We weren't allowed to think too much. We were told how to do different procedures in certain ways and we did them. We didn't question them. Through the years, public education has changed. Students don't come to us prepared to sit and listen to what we say without question. We're now using problem solving as a nursing process, hoping that with this technique the students will be able to adjust to the rapid changes that are occurring in nursing. One couldn't educate a nurse now the way they did then. Using the process of problem solving, one is better able to adjust to whatever situation may arise. This has led to a whole different approach to nursing.

"We used to learn about diseases and we were lectured at by doctors...but they didn't know nursing. We learned diseases and memorized signs and symptoms. We got a good course in physiology but I certainly memorized it. We are more sophisticated in our knowledge of educational psychology, the psychology of learning. We progress from the simple to the complex, try to organize content around principles or concepts. We've learned from educational psychology that the more one is able to apply the new knowledge, the more likely one will remember it."

As an example, she said that in the past if the students were learning about congestive heart failure, they should, theoretically, have gone to units of the hospital where there were patients with that complaint in order to gain experience of relating theory to practice. However, with as many as 40 or 50 in one class, it wasn't feasible to have them all descend on one or two wards at the same time. In addition, the likelihood of having 50 patients with that particular ailment was remote. Now, the courses have been restructured and centre around patient needs. Therefore, the students don't focus on congestive heart failure alone but on the broader concept of the patient's needs, in this case, the need for oxygen. This allows the students to learn the practical application of the theory from a number of patients who have problems because of oxygen insufficiency.

The curriculum has been broadened to provide more communication skills, Miss Brough said, to help students talk to the patients and thereby meet certain psychological, social needs. She said although when she was a student she was taught to be part of a health team, she rarely made suggestions to a doctor about a patient's care. "But now,



Elsa Stephens, Associate Director of Nursing, Research and Development, 1975-1981; Director, Central Registry, 1981.



Laura Foster (1948), in 1981, Co-ordinator of O.R./P.A.R. Victoria General Hospital.

students are encouraged to indicate whether a patient needs a counsellor or social worker. Their opinion is valued."

The Journey Continues

Elsa Stephens, graduated 1953, in 1981, Director, Central Registry:

"People miss a lot not having in-house (nursing education) but it wouldn't suit the lifestyle of today. There is such freedom and such a right to freedom that to put students in a dormitory and say you can't go out or, you can, but only on one night... I don't think that's today's way... I think both in-house and the other system have their pros and cons. In the two-year system, the theory is really good. The application is slower but once they get that practice, six months or a year down the road, you've got an excellent nurse. The end result will be better. There's more theory and I think that's what we need now. Technology is moving so fast and new things are coming. The only consistent thing I see in hospitals today is change. It's constantly changing."

Laura Foster, graduated 1948, in 1981, she was Co-ordinator, O.R./P.A.R.:

"There are more benefits to the three-year program. You really get to know patients and get the opportunity to treat patients. Practice is a big part of nursing. Now they are shortening the program and there is more to learn. That doesn't really add up at all."

Doug Ashmore, graduated 1978, in 1981 staff nurse at V.G.H.:

"I'm sorry to see it (three-year, residence program) go."

David Grimm, graduated 1979, in 1981, staff nurse at V.G.H.:

"I agree with the two-year program."

The school has closed and the curtain has come down on that part of the Hospital's history which included the presence of student nurses taking part in a three-

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year, in-house education program. Now the Hospital will be co-operating with other health care facilities in the area in providing the practical experience for those students who are involved in a two-year program at Camosun College. As is evident from the opinions quoted at the beginning of this section, the reviews on the new system are mixed. Some come down strongly in favor of one or the other. Others say although the merits of the three-year program are proven, it's too early to judge the college-based system. That was Nursing Director Barbara Burke's position. She said it will be a few years before a worthwhile assessment can be made. In the meantime, she adds, the hospital is working on special programs to offset the fact that the college program doesn't allow for enough practical experience. Summer jobs will be provided at the hospital to give the students a realistic picture of what the day-to-day life of a nurse is like. Special orientation programs will be established for graduates of the college program to ease the new nurses into the hospital setting.

Miss Burke said although the college program provides clinical experience, the students "are in and out of it (the hospital). They don't have a sense of continuity in what they've done... It's like anybody else going to work. It's great going to school and learning whatever trade you've picked and everything is wonderful. But your first day on the job, you find you have a cramped workplace, for example, or you go to the cafeteria and the whole world is there. The work is repetitive. Work is not repetitive for the Camosun student. She's learning something new every time she comes..."

"There's a whole new kind of worker coming in and we have to treat them quite differently. They have a great deal of knowledge but they have very little practical experience, real life experience. They may never have looked after a dying patient before. They may never have had any kind of leadership course which would include on-the-job responsibility often in critical situations. For example, they may never have been responsible for a patient who is hemorrhaging and not be able to do anything about it. That may be devastating to them."

Sylvia Brough, the school's last Director, said she has mixed feelings about the college program. "I can see... both programs have their advantages. I can't really say that one particular program is any better than the other." They are, in fact, different and only time will tell whether one is better than the other." She said she sees an advantage in having the students not live in residence. Nursing students in residence can become very cloistered, wrapped up completely in the world of nursing, not involved at all with the "real world" and community activities outside the school. That, she said, can be narrowing for those students who allow it to happen. Miss Brough had been involved in both programs at various stages in her career and one major difference she saw was that those in the two-year program often had difficulty when they



David Grimm (Class 1979)



Katie MacConnachie (Class 1981)

began working as staff nurses in organizing larger patient assignments. As students, their patient assignments were controlled so that they never got more than four or so. In the real world, they might get six or eight. "I don't think you can generalize and say all two-year graduates are this and all three-year ones are like that. A lot depends on the individual. But it would stand to reason that if you have more clinical practice in a program then you should be able to organize better."

Katie MacConnachie, a member of the last graduating class, said the school's closing was not a happy event.

"I think a lot of people are really disappointed. I know I certainly am. I think what it is, is that most students are here because they chose a hospital program over a university or college-based program even though they are available to us. This is particularly true of girls who have come from further away. I don't know a lot of two-year grads but I've heard from a lot of nurses that the two-year program doesn't give them the same. A lot of times they have good book knowledge but... to learn something out of a book then write it down is good but it is different from really learning the ins and outs of actually doing it and dealing with the patients."

She said the Camosun students she talked to felt they were missing something. "They don't have the closeness. People here are buddy-buddy. It's really great and we will always have these memories. Those close friendships are really there. You learn to live with people and get along better."

Problems associated with the change in nursing education are just some of the modern-day irritants pestering the nursing profession. There's the conundrum of a short-

age of nurses in the province at a time when improved education and a higher profile role in health care should be making nursing one of the more popular careers. There are the hours and working conditions which, some argue, take the satisfaction out of nursing. There's a dissatisfaction, shared by many nurses because they feel there's no real future in nursing. The opportunities for promotion, growth and advancement are limited.

Miss Burke said the hospital was making changes to counter some of these difficulties. She cited the design of the new hospital at Helmcken Road which, coupled with adoption of the primary care system of nursing, should inject more satisfaction into the nurse's role. As far as the shortage of nurses is concerned, she said. "I think the problem is that young women have all kinds of choices and they can go wherever they want. When I graduated from high school, I had about three or four choices... All we heard was teaching, nursing, secretaries or whatever. So young people are taking a different approach to things. I don't think nursing is suffering any more than teaching or anything else... Nursing has to compete with the career world, there's no doubt about it. So it has to offer those kinds of career opportunities that people are looking for. It's not just money and it's not just working conditions. It's job satisfaction, all kinds of things."

Miss Burke said the burgeoning role of the computer in the delivery of health care is going to change nursing from what it is now. Some of the non-nursing activities, like the paper work, will be taken away giving them more time to spend at the patient's bedside. "So she's going to have to be competent at talking with patients, caring for them." What will happen is that nurses will have more time for comfort nursing but unlike their counterparts in the early 1900s, their care will be backed up with better understanding of what they are doing and sophisticated technical equipment to help them carry out the task.

"I think the most important change that has to happen in nursing is that nurses have to be able to take in new material and use it. They have to continue to learn. There's no way in a two-year program or a five-year program that they can do anything but get the basics of understanding and then as new kinds of techniques and knowledge come they can apply them. So they need a good science background, they have to understand chemistry, they have to understand physiology. So when something is discovered, a new treatment looked at, they understand what is happening..."

"You can no longer just learn the trade and do it. It is going to change. You must understand the basis of your trade. Then when your trade changes you will be able to change with it."

End of an Era

Just as someone's accent exposes a nationality, so St. Joseph's School of Nursing reveals in its name and motto — *Non Nobis Solum* — the deep religious roots from

which it grew. For most of its 81 years, it was part of a health care institution owned and operated by the Sisters of St. Ann, whose devotion and dedication were an inspiration to students and hospital staff alike and whose contribution to the community was immeasurable. Many of those interviewed for this historical look at the school mentioned how much they were affected in a positive sense by the example of selfless dedication displayed by "the nuns." Some talked of a change of atmosphere in the hospital and the school when the sisters turned things over to the provincial government in February, 1972. The names of sisters who played a more prominent role flash on the mental screen but to mention a few would be a disservice to those left unnamed. All played a part. The School and the high esteem in which it was held by other health care institutions, was a tribute to the resourcefulness, hard work and religious zeal of ALL those sisters who somehow touched the lives of the students. Although there were criticisms levelled at the school for policies or directions taken at one stage or another, there was unqualified praise for the work of the sisters and those who followed them, who bore up under sometimes trying circumstances to ensure that the School progressed at a rate consistent with social, educational and medical developments.

Times are changing and the closing of the School was an inevitable consequence. But although the doors are closed, its tradition and spirit, distilled in the motto "*Non Nobis Solum, Not For Ourselves Alone*," will be passed on, torch-like, by those fortunate enough to have been part of its history. Institutions can be closed and buildings torn down but the professional attitudes and personal qualities of those who walked the halls and sat in the classrooms will rub off on others and ripple through the nursing profession and the community at large.

Non Nobis Solum.

Structures and procedures vary, educational trends come and go but the basic elements of nursing persist.

Non Nobis Solum.

Nursing is basically a helping profession whose members extend a knowledgeable, technically-skilled, caring hand to those in need.

Non Nobis Solum.

As Sister Mary Gertrude said in her first lecture to student nurses in 1900: "Yes, once you have chosen the avocation of nursing, you are called upon to be all to all and to share as it were, by your sympathy, kindness, tenderness and devotedness, the sorrows of all who come under your care."

Non Nobis Solum.

We grieve the closing of the School as the passing of a friend. But the valuable things — the caring, the friendships, the attitude toward the profession — these continue on.

St. Joseph's School of Nursing passes into history but a nursing heritage endures.

ROLL CALL/SISTERS

Sisters associated with St. Joseph's School of Nursing:

Mother Mary Providence
Sister Mary Gertrude
Sister Mary Bridget
Sister Mary Margaret
Mother Mary Mark
Sister Mary Peter
Sister Mary Modeste
Sister Mary Henrietta
Sister Mary Barbara
Sister Mary Alfreda
Sister Mary Yolande
Sister Mary Josephine
Sister Mary Armenia
Sister Mary Leo
Sister Mary Patrick
Sister Mary Gregory
Sister Mary Kathleen
Sister Mary Bertholde
Sister Mary Noemi
Sister Mary Ann of Sion
Sister Mary Ambrose
Sister Mary Claire
Sister Miriam Theresa
Sister Mary Dositheus
Sister Mary Fintan
Sister Mary Priscilla
Sister Mary Ethelreda
Sister Mary Grace
Sister Mary Beatrice
Sister Mary Ann Gabriel
Sister Mary Justinian
Sister Mary Albert
Sister Mary Ignatia

Sister Mary Faustina
Sister Mary Rose Antoinette
Sister Mary Audrey
Sister Celine Marie
Sister Mary Laurena
Sister Mary Angelus
Sister Mary Marcella
Sister Mary Joseph
Sister Mary Alena
Sister Mary Lucita (McGarrigle)
Sister Miriam Claire
Sister Mary Loretta
Sister Mary Clarita
Sister Mary Ann Celesta
Sister Mary RONALDA
Sister Mary Perpetua
Sister Mary Ann Cecelia
Sister Rita Marie
Sister Mary Benedicta
Sister Mary Catherine
Sister Mary Agnes Claire
Sister Mary Bernadette
Sister Mary Doris (Margaret Doris)
Sister Miriam Jude (Teresa Doogan)
Sister Miriam Rita (Downey)
Sister Miriam Ann
Sister Mary Gabriella
Sister Mary Dalon
Sister Mary Columbia
Sister Mary Winifred
Sister Mary Janita
Sister Marguerite Lalonde (Damien Marie)

ROLL CALL/NURSES

Graduation Roll of St. Joseph's School of Nursing Victoria, B.C.

1901
Anthony Williams

1902
Eleanor Allison
Agnes Johnson

1903
Bella Kuhlman
Bella Downey
Emilia Thompson

1905
Sister Mary Peter
Florence Sennett
Mary I. Madigan
Frances L. Blackmore
F.S. Haugh

1906
Ethel G. Saunders
Anna Martin
Monica Green

1908
Rose Hagan
Lottie Dodd
Ada Tingley
Dora Cooper
Matilda Mellon
Anne McLean

1909
Oonagh Packenham
Nettie Locke
Helen Currie
Sister Mary Modeste

1910
Louise Thompson
Mary J. Kennedy
May Davidson
Anna Gillis
Edith Whitney

1911
Catherine Hubie
Pauline Feker
Alice Silversides
Thora Bloomquist
Ella Conlin
Martha McBride
Catherine O'Keefe
Lillian Silversides
Emma Spinks
Sister Mary Alfreda
Sister Mary Barbara
Sister Mary Henrietta

1912
Catherine Sinclair
Rose Lenhard
Rosabel Graves
Elizabeth Thomas
E. Schoonover
Catherine Sangster
Effie Johnson

1913
Florence Brown
May Kirk
Julia Locker
Nancy Nash
Stella Stratton
Jennie Morris
Jessie McKenzie
Eva Spinks
Mina Craighead
Boldina Korinek
Hazel McDonald
Margaret McKenzie
Beulah Andrews
Alma Oakes
Fanny Pugh
Emily Hall
Blanche Gridley
Edna Ptolamy
Lillian Garrad
Jean Patterson

1914
Rachael Ferguson
Mary Wyllie
Christina Budge

1915
Edith F. Anderson
Evelyn Butler
Dollie Maas
Christina Blackadder
Kathleen Leahy
Winnifred Howard
Agnes Duffy
Pearl Ross
Jessie Forshaw
Dorothy Keene
Joanne Middleton
Margaret McCullough
Margaret Sangster
Sister Mary Yolande
Sister Mary Josephine

1916
Gertrude Gordon
Madeleine Arent
Beatrice Morrison
Edna Gray
Ethel Campbell
Rita Milloy
Phyllis Morris
Agnes Brown
Lillian Feker
Gwendolyn Hutchinson

1917
Dorothy Winter
May McKenzie
Violet Walker
Myrtle Starrett
Dorothy Weymouth
Sister Mary Armenia
Sister Mary Leo
Sister Mary Patrick

1918
Grace Oliver
Isla Adams
Marjorie Fleming

Beryl Gamble
Flossie Kennedy
Ermenilda Green
Carrie Hagan
Margaret Kinney
Katie Dallas
Eunice McDonald
Mabel Feker
Eva Roberts
Ruth Murphy
Florence Sehl
Eugenie de Pfyffer
Grace McQuat
Bena Seon
Nora Mesher
Sister Mary Gregory

1919
Carrie Smith
Elizabeth Middleton
Maud Roberts
Helen Wallace
Mary Medd
Winnifred Wilcock
Norah Knox
Gladys Croft
Rita Marwood
Janet McEwan
Alice Decker
Mabelle Edgar

1920
Nellie Gannon
Jessie Dunbar
Edna Dorrell
Thelma Steele
Georgie Smith
Lillian Robson
Elizabeth Hunter
Margaret Lewis
Jean McEwan
Helen Flabbi
May Tripp
Olive Kilpatrick
Emma McCoskrie
Gertrude Rich
Olive Scaplen
Margaret McKenzie
Eileen White
May Stocks
Helen Cameron
Sister Mary Kathleen

1921
Lillian Manifold
Elizabeth Swanson
Grace Curtis
Frances McCaffrey
Grace Ledingham
Margaret Mason
Maude Byrd
Eleanor Stuart
Doris Taylor
Lillian Graham
Sister Mary Bertholde
Sister Mary Noemi

1922
Jessie Chetham
Beryl Thompson

Alice Barry
Mary Barry
Kathleen Ryves
Dorothy Clippingdale
Hattie McCrimmon
Amelia Dunn
Mrs. Myrtle Wilson
Alice Auchterlonie
Marion Jones
Mrs. Jean Lang
Bessie Graham
Mrs. Evelyn Stibbard

1923
Elizabeth M. Collins
Margaret McNeill
Jeanne F.V. Robbins
Phyllis A. Carter
Nina E.A. Turner
Illa Gardner
Cecilia M.C. Roy
Mary L.S. Walsh
Margaret H. Muir
Agnes M. Lee
Dorothea E. Riddell
Kathleen C.H. Fraser
Birdie M. Service
Dorothea McBride
Frances M. Whillans
Helen Elliott
Mae I. Cashen
Mrs. Mary A. McKenzie
Dorinda A.G. Floyd
May Nelson
Sister Mary Anne de Sion
Sister Mary Ambrose

1924
Irene Smart
L. Mabel Hartley
Margaret Redford
Phyllis H. Wightman
Gladys Fairclough
Bertha E. Brown
Elizabeth G. Reid
Constance B. McGill
Gertrude Balatti
Florence Rumming
Eileen Haslem
Minota McGibbon
Mae E. Quinn
Aline L. Lawrence
Constance Cowdell
Mary B. Faulkner
Ursula Whithead
Doris A. Lambert
Winifred M. Nicholson

1925
Iris Mardell
Wilhelmina Blankervoort
Margaret Spurr
Catherine Devereau
Helen McKenzie
Thelma Burgess
Lillian Charlebois
Marion Bateson
Minnie Landry
Clare Rose
May Fairhurst

ROLL CALL/NURSES

Florence Landry
Dora Pearson
Helen Douglas
Isabella Roberts
Gwendolyn Pontifex
Evelyn Hartley
Sister Mary Claire

1926

Pearl D. Tevine
Alice Strouger
Doris J. Grubb
Kate F. Hills
Edna May Wheatley
Mable Ringshaw
Hazel Harris
Marjorie Rowlands
Gwenith Hooper
Catherine Barton
C. Eleanor Whitehead
Esther A. O'Reilly
Johanna Schumacher
Ellspeth A. Homfray
Ethel M. Ponsford
Mable Hardiman
Mona Neff
Edith Olsen
Bertha Hare

1927

Ellen K. Meagher
Dorothy K. Jones
Dorothy M.A. Ford
Winifred G. Calvert
Kathleen A. Townsend
Annie Powell
Alice Maude Sangster
Constance M. Wyles
Mabel V. Hardy
Bertha Johnston
Margaret Ladell
Margaret Service
Mary C. Dell
Gwendoline M. Blizard
Frances Browne
Vera E. Salmon
Irene Wheldon
Doreen Whittington
Phyllis J. Dalziel
Mary Agnes Reid
Bernice W. Bittancourt
Sister Mary Dositheus

1928

Olive E. Morrison
Elsie Fairhurst
Caroline Deacon
Janette Down
Verna G. Smith
M.A. Helen Cruickshank
Madge Ashley
Charlotte L. Flick
Alice M. Cumberland
Geneva M. Spurr
Janet G. Wilson
Mabel E. Anderson
Ida M. Reece
Marion A. Bellis
Dorothy E. Rowland
Irene E. Dynes
Isabelle L. Stoddart
Ellen W. Cameron
Kathleen Gann

Gwendolyn M. Carey
Sister Mary Fintan

1929

Winifred Abbott
Marjorie A. Williams
Claire J. Macauley
Muriel Pitts
Elizabeth C. Herchmer
Helene K. Gibbs
Ada Louise Groves
Elizabeth C. Bell
Edith May Bryce
Gabrielle Colliard
Winifred Doris Humphries
Mabel Joyce Scammell
Edith O'Brien
Elizabeth Newbold
Mary M.P. Bevan
Sister Mary Priscilla
Sister Mary Ethelreda
Sister Mary Grace
Sister Mary Beatrice

1930

Agnes Nan Smith
Rose Moran
Violet I. Hemer
Dorothy L. Clayton
Mary B. Parkinson
Margaret Frith
Nellie G. Martin
Dorothy M. Giles
Evelyn V. Hardwick
Margaret M. Stone
Mary M. O'Hagan
Margaret Rupe
Esther Bird
Margaret C. Armstrong
Eileen Dwyer
Jean T. Purves
E. Dora Ponsford
Isabel McMillan

1931

Alice K. Pye
Evelyn D. Rice
Eva Fontana
Olive V. Tahner
Edna Hollis
E. Rey Holland
Doris Gray
Yvonne R. Kelway
Finola Collins
Dorothy Dixon
Catherine O'Brien
Kathleen Ringshaw
Grace Gray
Muriel A. Moore
Marguerita M. Lacey
Mary M. Thomson
A. Isobel Frost
Marjorie Liddle
Mabel O. McLean
Edna E. Custison
Violet Fletcher
Marguerite J. Dumont
Gertrude M. Boseley
Jessie McDonald
Sister Mary Justinian
Sister Mary Albert

1932

Amy Isabel Forneri
Aileen Osborne-Smith
Jessie Alice Beattie
Zeta Winnifred Service
Alice Helena Kraft
Lillian Thelma Fagan
Hilda Gladys Barrow
Joyce Winnifred Smith
Bessie Baillie
E. Frances Crampton
Margaret Irene Hoggan
Mary Josephine Berdick
Eileen Collins
Thelma Isabell Kearns
Muriel Agnes Burnes
Louie Isabel Buckmaster
Ann Watkins
Lorna Mae Hughes
Emily Sarah Lemm
Margaret Pearl Munro
Mable I. Maddaford
Marguerite Armand
Marjorie May Fletcher
Sophia Labedovick
Iris Cecilia Pike
Jean Eugenia Fontana
Doreen Soul
Amy Olsen
Sister Mary Ignatia
Sister Mary Faustina

1933

Beatrice M. Locke
Bernice H. Colman
Kathleen M. Bambrick
Evelyn C. Duffield
Victoria I. Waram
Margaret Grant
Adele Sylvester
Catherine E. Cornell
Mary K. Duncan
Janetta E. Snedden
Hilda G. Andrews
Lily J. MacDonald
Winnifred M. Robillard
Jean Gray
Jean Arnold-Wallinger
Joan A. Speed
Augusta M. McKay
Freda S. Hilton
Margaret M. Akerman
Muriel E. Fisher
Barbara Boyd-Wallis
Gladys Saunders
Kathleen M. Clark
Marie B. Danes
Phyllis B. Butler
Marjorie Graham
Esther M. Riley
Marjorie R. Gwyer
Myrtle Ferguson
Irene Francis
Helen A. Teto
Gladys L. Reynolds

1934

Mary A. Morrison
Mary M. Chubra
Margaret Fishwick
Catherine Boyce
Dorothy I. Hunt
Jessie F. Frost

Jessie A. McNab
Janette C. Seggie
Aimee E. MacDougall
Kathleen A. Murray
Kathleen V. Jackson
Susan S. Urquart
Marie H. Murphy
Winnifred A. Ion
Gwendolyn A. Owen
Alice Fry
Eugenie T. Clappier
Mary A. McCaffrey
Harriett A. Tuttle
Muriel E. Ahier
Dorothy Mann
Elizabeth K. Blank
Ella G. Hall
Marjorie P. Freemantle
Eleanor Field
Aline Beamish
Mary A. Carbonneau
Betty Broley
Frances Salmon
Janet L. Murray
Grace Lowe
Evelyn Hull
Margaret M. Caldwell
Dorothy Solly
Elsie Antoinette Felker
Marie Baines
Sister Mary Laurena

1935

Helen Phillips
Louise Brehaut
Norma Kinsman
Margaret Parkes
Mary Thompson
Edith M. Hill-Tout
Josephine Hodgson
Isabella Francis
Marion Clemens
Margaret F. Constable
Joyce Bricker
Ruth Wilson
Mavis H. Thompson
Elizabeth Smedley
Elizabeth Mutrie
Doris A. White
Mary E. Lawson
Frances E. Dopson
Marjorie Elliott

1936

Doris Olive Elsey
Josephine Engelhart
Margaret I. Fraser
Nora C. Fraser
Lola May Hull
Dorothy I. Johns
A. Verity MacKenzie
Ruth Lysie McTavish
Marion L. Moore
Jean M. Phillips
Lillian Powell
Dorothy M.J. Rawson
Eileen Robinson
Ina Adelaide Scott
Betty M. Slater
Constance Margaret Smedley
Ellen T. Tevine
Kathleen M. Green
Alice Murphy
Sister Mary Joseph
Sister Mary Alena

ROLL CALL/NURSES

1937

Florence E. Akins
Etta M. Cowan
Shiela K. Hoops
Joanne M. Daem
Beatrice I. Wall
Eleanor G. Elliott
Edna M. Moore
Velma E. Bastedo
Grace V. Ockenden
Beryl M. Shead
Helen J. Mitchell
Doris G. Bischlager
Audrey E. Cogswell
Marguerite Dugal
Louie Allen Duggan
Hazel Francis
Margaret L. Munro
Jean Grant
Aileen Wright
Ruth M. Witter
Valechia C. Gouthro
Ruth E. McCaig
Diana K. Stewart
Timilda M. Tassin
L. Joan Gould
Helen M. Thomson
Mildred Minette
Vilda J. Weppeler
Mary I. Paterson

1938

Catherine D.M. Aitken
Irene R. Ashton
Margaret J. Beeber
Patty C. Bigmore
Olga M. Cronk
Phyllis E. Driver
Geraldine Gowans
Phyllis R. Jesse
Amy C. MacDonald
Jessie K. Macklin
Bernice A. McKinnon
Elizabeth C. McLeod
Helen Pollock
Georgina M. Popovich
Mildred E. Prior
Ina L. Purves
Margaret K. Read
Barbara E. Scott
Anita M. Small
Gertrude C. Smith
Aida C. Southwell
Frances Van Varseveld
Lucile C. Weppeler

1939

Linda M. Ainsworth
Agnes M. Bailey
Urith A. Campbell
Mary W. Clark
Jean Cooney
Helen Donaldson
Dorothy Donaldson
A.M. Ojetta Irvine
Walna M. Joyce
Norah K. Leahy
Dorothy I. Mapleton
Mary McLean
Marjorie M. Olsgard
June M. McMillan
Isabel Neilson
Alice H. Phillips
Kathleen E. Riley

Mary L. Savage
Anita H. Smith

1940

Cecilia Rose Balcaen
Ellen M. Bennetts
Margaret H. Beveridge
Nathalie F. Blackwood
Doris H. Bowen
Jean C. Cairns
Catherine M. Colli
Kathleen Collins
Eva Di Pasquale
Vera J. Dillman
Margaret A. Drummond
Adele Mildred Du Mont
Margaret J. Emmerson
Ada Fritsch
Jonna Flynn
M. Joyce Greenwood
Eileen M. Jeffery
E. Elena Jones
Joan A. Lownds
Georgina V. Maloney
Crystal Mason
Sylvia Mayor
Dorothy V. Moore
Eva M. Morris
Elvira M. MacAdam
Una M. McCarthy
Hazel M. McLennan
Eleanor M. Peatt
Ida L. Peressini
Dorothy L. Perry
Helen J. Perry
Margaret R. Pick
Gertrude Pietela
Phyllis A. Sarsons
Virginia B. Severse
Florence E. Smith
Vivian Stobbart
Mary Rita Tevine
Jean A. Thomas
Jane E. Tyner
Joan M. Wheatley
Beatrice Williams

1941

Irene Annie Bamford
Helen C. Anderson
Sylvia M. Becker
Karen M. Beyer
Paula M. Benesch
Betty Blanchard
Esther Black
Margaret E. Brautigan
Isabel Brown
Alfreda M. Carruthers
Joan A. Dengler
Mary I. Drabiniasty
Emily Durkin
Hilda L. Ford
Orpha P. Gabel
Viola E. Green
Mary A. Gutenberg
Jean A. Johnson
Eileen E. Johnston
Etta L. Jones
Laureen B. Kennedy
Leah W. Kergin
Monica A. Laturnus
Nettie Lesuik
Sheila M. McCarthy
Violet McKay

Kerstin J. Nelson
Audrey W. Nixon
Louisa Owen
Leona A. Perron
Lydia I. Petenuzzo
Murial Raper
Jean Strome
Genevieve A.M. Wahl
Mabel Weberg
Ethel Marie Rogers
Edith Hope Webster
Wilma G. Wheatcroft
Mina C. Wood

1942

Laura L. Anderson
Ruth J. Baillie
Margaret E. Bodaly
Margaret A. Campbell
Jean Ciceri
Cecilia M. Clappier
Kathleen M. Collyer
Kathleen N. Comerford
Eileen M. Curell
Mary E. Dean
Dorothy E. Egger
Agnes Forsberg
Kathleen M. Fortune
Kathleen F. Gahan
Janet R. Grieve
Goldie R. Hannah
Clare O. Harrington
Mildred M. Higgins
Mona V. Kelpin
Agnes H. Leahy
Edith M. Mason
Isabel C. McIntyre
Mary Michael
Florence O. Milne
Kathleen L. Murray
Rebecca M. Orton
Edna I. Poole
Mary E. Prat
Lavonne B. Purves
Gertrude Rigby
Kathleen Sedgley
Gertrude A. Smith
Leverne E. Steele
Mary T. Tassin
Mary E. Thompson
Joyce E. Tofer
Marion Weber

1943

Winnifred M.M. Adams
Ruth Alexander
Kathleen M. Berryman
Sheila M. Baker
Donalda M. Clark
Audrey J. Farquharson
Laureen M. Frelone
Dorothy Gordon
Valerie M. Gyves
Olive M. Hambrook
Violet A. Hele
Marjorie C. Johnson
Anastasia Lesuik
Rebecca C. Leung
Valerie E. Lowther
Marjorie E. Macbean
Doreen MacDowell
Jean S. MacDonald
Muriel Maxwell
Maurine McCallum

Hazel A. McEwen
Marion B. McMullen
Muriel A. Mennie
Frances E. Morris
Margaret F. Prescott
Eileen K. Randall
Helen G. Robertson
Edna M. Rochon
Marguerite M. Rooney
Margaret E. Sammet
Pauline Schinkovits
Olive C. Sellars
Lorna B. Stevens
Elizabeth Mary Walther
Olive A. Watchorn
Grace C. Watson

1944

Audrey Aberly
Berolyn Atkinson
Lucille Banks
Virginia Beck
Gwendolyn Blenkinsopp
Kate Brand
Anne Bricker
Doris Brown
Gertrude Crawford
Joyce Cummins
Margaret Dean
Joan Fish
Charlotte Foxcroft
Anne Fraser
Mary Fuoco
Jessie Gare
Doreen Henderson
Doreen Hannam
Mary Hopkins
Elizabeth Kirkpatrick
Georgina Laban
Veronica Maralia
Frances Matterson
Rena Meiorin
Edna Merrett
Elizabeth Merry
Julia McClurg
Dorothy Pain
Isabel Sim
Gladys Owen
Frances Smith
Dorothy Thom
Jean Thompson
Vonda Thompson
Myrtle Wong
Sister Mary Lucita
Sister Miriam Claire

1945

Felicity Aldersey
Eleanor J. Bennetts
Muriel Cameron
Cynthia A. Fairweather
Mary Di Pasquale
Edmee Gagnon
Rhoda H. Gledhill
Beatrice Gridley
Constance J. Hancock
Hazel Hrooskin
Natalie A. Jameski
Helena M.C. Knight
Winifred H. Logan
Margaret C. Lonergan
Jane B. Loughery
Gertrude M. Martin
Cecelia V. Morrissey

ROLL CALL/NURSES

Barbara C. Munro
Margaret W. Munro
Frances I. McKechnie
Peggy J. McLeod
Ruth M. Oldfield
Frances M. Park
Marie McDonnell
Georgina M. Roy
Gladys Sember
Joyce E. Shaw
Joan E. Sweatman
Myrtle E. Vahle
Jeanette E. Wrubleski
Sister Mary Loretto

1946
Barbara M. Ayliffe
Phyllis M. Berry
Frances V. Butteris
Beverley E. Churchill
Gladys D. Craig
Joan E. Danes
Dorothy E. Douglas
Mary M. Green
Margaret R. Gregson
Barbara Kent
Jacqueline L. Major
Jadwiga Malicki
Mary C. McEachern
Ethell M. McLure
Monica M. Ogborn
Rose L. Oriold
Pauline C. Pearson
Patricia R. Prescott
Gloria M. Sanders
Yvonne E. Shellinck
Grace M. Solly
Florence M. Spencer
H.W. Dorothy Stanhope
Julia N. Stolarchuk
Margaret E. Stonhouse
Dorothy Wilcox
Jean Vandendriessche
Joan I. Vandendriessche
Mary Vingo
Alva Wilkinson

1947
Barbara Margaret Arac
Barbara Bernadette Balkovec
Edith Earlean Benson
Rosaline Beverley Crucil
Eva Chung
Marjorie Hazel Doll
Pauline Evis Downey
Phyllis Irene Fitzpatrick
Shirley Gwenneth Iverson
Irene Gladys Jennings
Hilda Cecilia Kuffler
Josephine McKeever
Lillian Mary McKenna
Juanita Sampson
Joyce I. Smyth
Kathleen Ellen Spicer
Cecilia A. Patrick Weber
Elizabeth Yee
Sister Mary Columba
Sister Mary Winnifred

1948
Joan Beecher
Margaret Burns
Myrtle Dunbar
Margaret Dunn

Lorraine Ineze Field
Laura D. Foster
Margaret Fudger
Jane Graham
Martha Hoffart
Doris Holshoe
Nora Kane
Mary Keough
Audrey Keyt
Alice Kinaham
Ines Frances Lazzarotto
Marguerite Ledoux
Loretta Lineham
Elsie McKilligan
Evelyn M. Neal
Yvonne Pettit
Mary Phillips
Marguerite Rivett
Kathryn Rounding
Jean Sommers
Alfreda Somerville
Ellen Somerville
Eunice Sutton
Patricia Taylor
Helen Wahl
Mary Walker
Yvonne Willsie
Violet Wrubleski
Sister Mary Clarita

1949
Ellen Aitken
Shirley Andros
Rhoda Bird
Gwendolyn Brown
Muriel Burke
Beverley Carlyle
Joyce Carpenter
Florence Catalano
Eileen M. Ceausescu
Doris Clarke
Doreen Davidson
Eleanor Davis
Ann Deas
Violet Demmon
Mae Duquette
Anna Duryba
Dorothy Frenette
Frances Gratz
(Sister Mary Baptista)
Esther Hendy
Constance Joyce
Marie Kehler
Edith Kelley
Barbara Kellock
Shirley Leigh
Bernice A. Levis
Olive Manarin
Audrey May
Gloria Myles
Audrey Nicholson
Jennie Palmer
Ellen Pederson
Joan Perry
Maria Popowich
Frances Prestley
Betty Rutherford
Gloria Skinner
Olgo Stratholt
Eugenia Vatamaniuk
Helen Marie Villeneuve
Sabina Volk
Margaret Woodhouse
Sister Mary Bernadette

1950
Catherine Batchelor
Alice Chycoski
Georgina Collins
Anne Craven
Aime Portier
Anne Geddes
Anne Heath
Nancy Humphries
Joyce Hutchinson
Veronica Jackson
Shirley Johnson
Hilda Killick
Lavinia Lavigne
Mary Logan
Ruth Mattson
Pearl Mullen
Joan McDowell
Norma McMillan
Jill McColl
Catherine McInnes
(Sister Catherine Teresa)
Noreen O'Keefe
Inez Parisotto
Rose A. Parker
Marguerite Soucey
Audrey Thorp
Bertha Joyce Tubb
June Vahle
June Ward
Louisa H. Williams

1951
Beatrice Bissonette
Sheila Colbert
Betty Cross
Elizabeth Day
Rosa Dirom
Germaine Foisey
Yvonne Horrex
Lona Hoy
Phyllis Humphries
Edna Hunt
Aiko Jinnouchi
Charmaine Johnston
Barbara Jones
Lucia Lee
Betty Lence
Jessie McKenzie
Audrey Mackie
Audrey Manson
Ilene Marsh
Irene Mattson
Margaret Meagher
Elizabeth Mudge
Laverne McKinnon
Teresa Neirinck
Julia O'Connor
Madeline Parker
Viola Patience
Shirley Pollock
Georgina Rawlings
Elaine Reece
Mary Richard
Joan Rumsby
Loretta Salloum
Maureen Smith
Anna St. Denis
Janet Thompson
June Tuson
Fleurange Villeneuve
Margery Villers
Irene Welters
Norine Wills

Joyce Wong
Sister Mary RONALDA

1952
Eyleen Baird
Barbara Biggs
Doris Carpenter
Marion Clare
Olive Cook
Norma Corkle
Patricia Ewing
Kathleen Falke
Nanette Grant
Alma Hay
Gloria Jamieson
Mooney Hoy
Bernadine Jarhouse
Izolda Kovacs
Juliana Laturnus
Marilyn Leigh
Rita Marini
Irene Morley
Yvonne Motion
Margaret O'Neil
Phyllis Pollock
Wilma Read
Maureen Rogers
Lola Somerville
Simone Sonet
Pearl Tippet
Letty Watson
Margaret Woodcock
Mary Yole
Mary McNab
Lois McNaughton
Elizabeth Harding
Bernadette Lang

1953
Jeannette Apponen
Wilma Atkinson
Darlene Baird
Dorothy Brown
Sharon Campbell
Joan Carstens
Doreen Cooper
Bernice Davidson
Violet Dedick
Teresa Dowling
Bernice Emery
Verna Gelling
Emily Gutfriend
Ivy Hadley
Kathleen Hartman
Ruth Hermann
Donalda Hooker
Loretta Hromek
Eva Keast
Mary Keller
Frances King
Una Lowe
Veda Myles
Elizabeth Mohoruk
Amy Myers
Ann McDowell
Phyllis McMillan
Dorothy McMurdo
Neda Nichyporuk
Elsa Nielson
Verna Pattullo
Pauline Pellerin
Marguerite Perry
Marianne Petzinger
Gloria Preetzman

ROLL CALL/NURSES

Marion Quarmby
Robin Ray
Theresa Rhyner
Joyce Riecken
Mary Roberts
Anne Louise Rock
Marilyn Roe
Dorothy Rudman
Ann Smith
Maisie Soong
Maria Torresan
Patricia Tucker
Dorothy Vawden
Miriam Walmsley
Helen Wizinsky

1954
Patricia Barker
Lois Berry
Ilaria Bett
Margaret Britton
Gertrude Cain
Isable Campbell
Rita Cantarutti
Amelia Cherniawsky
May Cottle
Lois Davis
Peggy Diment
Lovern Endreny
Evelyn Galeazzi
Dorothy Hawthornthwaite
Theresa Heitzmann
Margaret Hynes
Grace Isherwood
Betty-Anne Johnsen
Glenys Jones
Marion Jones
Betty Kinney
Mary Kuntz
Beverley Lake
Beverley Luff
Joanna Lum
Josephine Marmina
June Nomland
Katherine Pagnan
Donalda Petrie
Marion Potoma
Corrine Reece
Barbara Rennie
Diane Richardson
Evelyn Sauer
Marie Schleppe
Jocelyn Simpson
Elizabeth Sim
Merrill Smith
Joan Steele
Patricia Sullivan
Jacqueline Sunnus
Mildred Demque
Patricia Whan
Mara Zilli
Patricia Goddard
Margaret Richardson

1955
Arlene Agar
Madeleine Agnew
Mary Allen
Ellen Anderson
June Bayley
Angela Bertuzzi
Barbara Bo
Regina Bonokoski
Sheila Bradley

Fay Brown
Lois Brown
Patricia Burke
Carol Chivers
Helen Coleman
Carol Collins
Agnes Dennis
Marion Dods
Doris Earle
Shirley Elliott
Marie Engleman
Phyllis Rogers
Mary Fletcher
Elsina Gilpin
Pauline Grant
Joan Gray
Marjorie Hallet
Barbara Harlock
Maude Hayes-O'Sullivan
Barbara Holgate
Dorothy James
Elizabeth Kerrone
Jean Kerrone
Olive Lacy
Ada Ladell
June Lavoie
Beverley Leech
Phoebe Leong
Joan Letcher
Fae Lobban
Daphne Luchinsky
Vivian Mar
Sadie Melenka
Rose McLaughlin
Jean O'Neil
Ruth Payne
Carol Pomeroy
Celeste Quaglia
Doreen Recchi
Dorothy Recchi
Colleen Reid
Ardith Riecken
Jacqueline Riecken
Jeannette Roscoe
Marion Stokes
Rose Terry
Genevieve Thomas
Elizabeth Ukos
Joyce Watson
Ann Webster
Margaret Williams
Sister Mary Perpetua

1956
Harbax Kaur Aujla
Imelda Beetz
Maria Brett
Suzanne Brown
Rita Carey
Josephine Choquette
Rita Dorey
Bernice Drennan
Marlene Erickson
Phyllis French
Sylvia A. Fuoco
Noreen Gordon
Patricia Hynes
Mary Kirby
Jessie Maxwell
Lillian McKenzie
Shirley McKenzie
Carolyn Ogilvie
Evelyn Riesterer
Dorothy Schmidt

Joyce Stewart
Anita Wahl
Beverley Wells
Pamela Waterstreet
Patricia Waterstreet
Joyce Zarelli
Josephine Zboyovsky
Sister Mary Anne Cecilia
Sister Mary Doris
Sister Rita Marie

1957
Mary S. Bagley
Ruby Carson
Sonja A. Coueffin
Veronica Cuff
Pauline Day
Dorothy Dunne
Helen Dzus
Marilyn Eaton
Lavinia Froese
Sheila Goodmanson
Rosalie Gill
Marion Handcock
Joan Jarbeau
Joanna Jenkinson
Dolores Labiberte
Elizabeth Laturus
Patricia McDowell
Mary Radcliff
Margaret Ring
Elsie Samuelson
Laureen Scavara
Muriel Sedgwick
Barbara Whitely
Mona Williams

1958
Patricia Balotti
Mary Barbulack
Elizabeth Bennett
Ilva Bernava
Maureen Boylan
Connie Brown
Sherry Burton
Anita Chouinard
Donna Crooks
Frances Crucil
Maureen Deacon
Mari de Rosa
Charmaine Elgood
Beverley Fisher
Marlene Forbes
Holly Francis
Donna Good
Reta Hehn
Lillian Houston
Joan Kelter
Nancy Kendall
Ruth King
Patsy Letcher
Patricia McGuire
Ann McNeill
Patricia Marquis
Melinda Matteucci
Ann Moore
Beverley Morrison
Mrs. Patricia Murphy
Louise Mussio
Claire McGoran
Arlene McLaren
Theresa Nivin
Frances O'Brien
Margaret O'Donnell

Lois Ogden
Maureen O'Hare
Susan Ondzik
Elaine Patterson
Nita Pearse
Loreen Roach
Heather Rumsby
Robin Sadler
Catherine Smith
Marilyn Smith
Rose Valli
Joan Zanichelli
Vilma Zilli
Sister Mary Benedicta

1959
Joy Apperson
Sheila Boylan
Kathleen Caldwell
Patricia Chu
Denise Courville
Jackoreen Daynes
Dorothy Doore
Audrie Dowie
Alexandra Drabinasty
Patricia Erskine
Gertrude Gallvitz
Eileen Grant
Elizabeth Greggior
Lois Harbicht
Margaret Ingham
Carol Anne Jerome
Elizabeth Johansson
Maureen Leggett
Alyce Lennon
Joyce Letcher
Mabel Lum
Frances Magee
Lorna Mansberg
Irene Mearns
Beverley Meredith
Moir McColl
Barbara McClure
Valerie Newell
Helen Noonan
Josephine Peace
Gladys Rajala
Joy Schmid
Betty Thompson
Phyllis Timpany
Miriam Tripp
Doreen Valley
Margaret Vann
Doreen Volpatti
Madeline Young
Sister Miriam Rita
Marilyn Zarelli

1960
Patricia Maria Aldeguer
Rochelle Mary Anne Arnot
Jeannette Lucinda Beaubien
Evelyn Loretta Binnie
Grace-Marie Bodnar
Aline M.L. Bourdages
Mary Elizabeth Ann Boys
Doris E. Cail
Beverley Irene Dalziel
Verona Anne Dawson
Arlene Elizabeth Parnell Edward
Helen Patricia English
Beverley Maxine Erickson
Arlene Evanoff
Barbara May Astley Evans
Catherine E. Firth

ROLL CALL/NURSES

Janet Hewlett
Gail Delores Hovecar
Margaret Louise Huttemann
Elaine Evelyn Eleanor Jennings
Gail Catherine Ann Jerome
Margaret Pemblear Kreller
Patricia Elizabeth Lee
Anita Gail Lepage
Annette Marie Lord
Judith H. Lum
Mairi Joyce Macdonald
Norma Veronica Moller
Sonia Josephine Natalie Molofy
Patricia Annette Pedneault
Jo Anne Rawlings
Grace Arlene Reynolds
Grace Mattie Richardson
Ellen Ann Roper
Kathleen June Rumsby
Judith Denise Selwood
Eleanor Ruth Sparling
Naomi Patricia Tanaka
Judith Walters
Shirley Cecile Waugh
Joan M. Whitwell
Sandra Irene Zanichelli
Sister Miriam Jude

1961

Patricia Janet Aitken
Elizabeth Ann Therese Aldeguer
Brenda Ann Baker
Margaret Elisabeth Bazley
Lucy Eleanor Louise Caunt
Elizabeth Marie Cawker
Carolyn Rose Desharnais
Dianne Duncan
Rose Mary Duncan
Marjorie Faye Erickson
Rita Maria Haffey
Elizabeth May Harding
Margaret Mary Hayes-O'Sullivan
Dawn Georgina Hickman
Dorothy Hogan
Katherine Elizabeth Homer
Lois Marie Huston
Sonja H. Jensen
Sharron Ann Liebscher
Anne M. Logan
Doris Gerda Luescher
Christine Ann Mackenzie
Sheila Milner
Lynne Rose MacKay
Anita McKenzie
Jean Isabel McLeod
Lillian Margaret Edith Nelson
Margaret Carol O'Neill
Elena Elizabeth Paine
Gail Consuelo Paterson
Karlie Pavey
Margaret Gail Redpath
Margaret Joanne Rice
Sally Agnes Daphne Ricketts
Valerie Ann Riecken
Anita Gay Roach
Jean Marie Salon
Gurbachan Sangha
Arlyne Gertrude Slater
Judy M. Solmie
Janette Agnes Spark
Lynda J. Squance
Barbara Judith Westfield

1962

Mary Louise Ambeault
Lorraine Violet Bell
Carol-Anne Bigrigg
Frances Louise Boden
Norma Mary Ellen Bowers
Lavon Gail Bridger
Andrea Brown
Therese Margaret Browne
Joan Helen Budda
Mary Patricia Collings
Catherine Ann Craig
Lynne Davis
Eleanor Dianne Duncan
Elizabeth Ebbs-Canavan
Carol Anne Engelson
doreen Diana Finlay
Patricia Marie Fletcher
Donna Jean Fraser
Mary Ann Frketch
Marilyn Ilene Green
Donna Marie Griswold
Susan Hidber
Patricia Mary Horne
Ellen Hosokawa
Shirley Ann Jacobs
Florence Kelly
Marilyn Joanne Knoblauch
Joan Carole Lucas
Geraldene Margret Magham
Margaret R. Maynes
Diane Marie Miller
Lili M. McCue
Jocelyn Eugenie McIver
Raeburn Ann McKinnon
Doris Violet Nikolaisen
Violet Lorraine Nowik
Catherine Blanche Ogden
Marilyn Joy Paterson
Patricia May Hamilton Patterson
Ethel Janet Pepper
Gwynneth Ann Powell
Ada Marie Ray
Nancy L. Robinson
Florence Lois Sutherland
Barbara Anne Thompson
Aileen Marie Trainor
Merilyn Jean Ure
Kathleen Ann Walloe
Marilyn E. Ward
Jeannette L. Watkins

1963

Ellen Lee Aitchison
Diana Bardessono
Sandra Dawn Bishop
Janice Bowker
Sandra Jean Campbell
Kathleen Ann Cheetham
Jocelyn Ann Cooper
Keatha Jean Davis
Sheila Marilyn Dewar
Sharon Anne Effa
Ruth Alice Foster
Bernice Patricia George
Sharon Helen Girou
Wendy Elizabeth Harris
Sandra Jean Heise
Mary Margaret Henze
Joan Darlene Hope
Kathleen Mavourneen Hourigan
Linda Isabelle James
Jean M. Kitagawa
Ruth M. Lewis

Carol Anne Locatelli
Julie Ann Lockett
Sharon Elizabeth Lubbers
Charney Manhas
Lynne P. Marsh
Helen Maria Mitchell
Elizabeth Myrvold
Arden Patricia McAlpine
Seraphine Ned
Patricia Noonan
Hannah Okland
Karen Louise Robinson
Jacklyne Skilling
Daphne June Sluggett
Margaret Ruth Solmie
Mary Elizabeth Sparling
Marilyn Elizabeth Tate
Judith-Anne Veitch
Kathleen M. Walls
Sharon Maud Watkins
Rosemary Anne Worthing
Sandra A. Young.

1964

Betty Anderson
Victoria Patricia Arduini
Lorraine Ann Benty
Sharon Maureen Beswick
Deanne Roberta Boyd
Patricia M. Caldwell
Barbara B. Calwell
Elizabeth Ann Cartwright
Lois Maria Chala
Jo Ann Marie Clift
Margaret Rose Comer
Della Ann Mary Connor
Frances E. Davis
Leslie Jeanne de Grace
Evelyn Angela Del Bianco
Frances Victoria Drew
Pamela M. Dundas
Rosemary Helen Felchle
Joan Fendt (nee Todd)
Irene Elizabeth Fesenmaier
Margaret Veronica Flett
Joanne Beryl Grist
Linda Laurel Haines
Irene Suzanne Harris
Mary Dorothy Harry
Sharon Colleen Henry
Clare Margaret Hill
Diana Hong
Jennie Elizabeth Jacobson
Judith Ann James
Beatrice Anne Jones
Roberta Z. Lang
Teresa Lee Leggett
Carolyn Anne Lewis
Bonnie Jean Lynch
Gail Olivia Macgregor
Linda Katherine Marks
Lynn Patricia Meredith
Jill Diana Mitchell
Ingrid E. Mueller
June Elizabeth Murphy
Deirdre Ann McClinton
Pamela M. McMillan
Margaret McShane
Isabella Sligo Nicholl
Linda Muriel Nicol
Mary Irene O'Neill
Frances A. Ostafew
Patricia Ovenden
Alice Helen Park

Valerie Jeanne Prendergast
Joan Provenzano
Emily M. Rabiey
Beverly Ann Runolfsson
Edith E. Russell
Germaine Janet St. Claire
Fern Colleen Sammon
Marion Eileen Service
Betty Lou Gertrude Shreenan
Adele D. Skaalrud (nee Miller)
Heather Elizabeth Stewart
Carolyn Isabel Sutton
Irene Mary Vandean
Linda Anne Venus
Sharon Beverly Wale
Donna M. White
Sharon Carol Wiley

1965

Brenda Jean Abell
Janet E. Anders
Carol Auger
Joyce Elaine Banks
Patricia Anne Beach
Mary Marguerite Beley
Louise E. Bell
Diana Margaret Bertram
Helen Gail Best
Cherie Margaret Rose Bettison
Glenda Carole Brazzell
Roberta Campbell
Jane Elizabeth Churchill
Constance Theresa Cownden
Linda Cue
Catherine M. Cullinane
Sheila Irene Davison
Patricia M. Doherty
Barbara D. Evitt
Christine Forslund
Lynne Frances Gardner
Carol Gibbeson
Bonnie Lee Halvorsen
Ruth Evelyn Hamill
Roy Harding
Jacqueline M. Hearsey
Sandra M. Heinzman
Betty Hildebrandt
Beverly Hill
Mary Joanne Jarrett
Maureen B. Johnston
Elaine M. Kershaw
Linda Joan Knox
Willemina Kruisselbrink
Betty Ann Lindner
Donna Lindsey
Carolyn Frances Logan
Barbara Elizabeth Michell
Clare Frances Moss
Yvette Josephine Mould
Nancy Murton
Donna R. McLean
Jack Nazaroff
Katherine I. Niven
Marilyn Ann O'Neill
Bridget E. Parkes
Colleen Patty
Jo-Ann Perry
Patricia L. Russell
Frances Sahli
Barbara Searle
Linda Grace Smith
Vicki Rose Sparkes
Martha M. Stamme
Marilyn Ann Stansby

ROLL CALL/NURSES

Carol L. Tarling
Geraldine Elaine Thompson
Judith Phyllis Umpleby
Delia Ann Wehle
Sherrilee Isabelle Walters
Lois M. Weismiller

1966

Joyce Carol Allegretto
Margaret Geraldine Almond
Caroline Wilma Beck
Janet Elizabeth Chapman
Harold Kenneth Corbin
Nadia Draychuk
Margaret Isabelle Duncan
Jan Eaton
Valerie Anne Edwards
Lorraine Edna Elliott
Joanne M. Fiedler
Joan Fontanie
Paulette Girou
Margaret Elizabeth Guthrie
Dorothy Louise Harris
Margaret Jean Hazlette
Barbara Anne Hebden
Irene W. Hilliard
Elsie Huber
Deirdre Humphries
Elizabeth Judd
Lesley Alice Kay
Sharon Rose Klizs
Joan Marilyn Little
Joan Lucas
Sandra Anne Lutack
Marion Marson
Patricia Ann Martin
Sheila Margaret Mead-Miller
John Murphy
Donna Louise McKay
Ivory Jean McKenna
Margaret Neudorf
Judith Ann Norman
Judith Evangeline Picard
Pamela Natalie Robert
Helen Shuffita
Sharon-Ann Sonnenberg
Sandra Lynne Spowart
Carol A. Streeton
Clara Taylor
Barbara Lynn Thornton
Dianne Ida Volpatti
Marie Lillian Webb
Mary Wong
Sheila Mary Yip

1967

Lois E. Annis
Violet Anutooshkin
Heather Dawn Ashby
Louise Catherine Bell
Jean Calderwood
Noreen Ann Dirks
Darleen Lynda Doersam
Rosalind Ann Farrell
Janet Elizabeth Flett
Denise Fontaine
Vicki Marilyn Francottie
Bonnie Galla
Marilyn Garrison
Antoinette Godefroy
Elizabeth-Louise Phyllis Greenwood
Peggy Joan Grigoruk
Joanne Dorothy Halko
Shirley Harrison

Dale Chizuko Henry
Evelyn Hurin
Susan Johnson
Jennifer Jones
Margaret Ann Lewis
Diane Elaine Lindstrom
Melody Faye Lindstrom
Leslie Ann Meredith
Mary Lucy Moreau
Roberta Jean Morris
Dianne E. McMaster
Marilyn Mellowine Niddery
Ruth Noble
Bernice Megumi Okada
Joan Kathleen Oswald
Sandra Perry
Amelia Louise Riome
Angela Soles
Elva Bernice Starr
Joan A. Suter
Lucille Margaret Taylor
Sharon Toole
Nadia Tracanelli
Gwendolyn Lili Walker
Jill C. Wolton

1968

Lillian E. Barton (nee Gardiner)
Angela E. Bertoia
Eileen Edith Braten
Verna H. Cook
Corinne Margaret Cowan
Nicola Cunliffe (nee Soutar)
Virginia Davis
Janet E. Dillon-Davis
Margaret Duncan (nee MacGregor)
Marjorie Joanne English
Sharon Marlene Freeman
(nee Hildebrand)
Gurbax K.S. Gill
Ruth Goertz
Margaret Lynne Gordon
Priscilla F. Gregory
Kathleen Margaret Haughan
Janice Dean Hayes (nee Dixon)
Mary Elizabeth Heatherington
(nee Duncan)
Rosemarie Hefti
Grace Henze
Joan L. Huffman
Joan Theresa Langtry
Beulah Mae Melmoth
Marie Meredith (nee Bruch)
Beverly Maclean
Susan Mary McCooey
Lorraine Jean Nelson
Vivien Palmer
Lynda Panter (nee Prior)
Evelyn C. Pelletier
Barbara Perry
Beth Ridley
Beverly Ann Rycroft
Kathleen Linda Schwabe
Christina Elizabeth Scott
Diane Denise Sexton
(nee Levesque)
Janice Marie Shaw (nee Regan)
Gordon Shipway
Gerry Silver
Sister Frances Leugner
Jean E. Stearn (nee Powell)
Dianne Christine Stevenson
(nee Soderberg)
Barbara Ann Teller

Elizabeth Rose Thompson
Paula Tol
Margaret Vooyo
Susan M. Whitson
Elaine M. Zyri

1969

Constance Kathleen Barker
Sandra M.B. Boam
Sharon Brown
Patricia Dianne Buckley
Andrea Janet Burbank
Roberta Jane Cameron
Linda Lou Churchill
Marilynn Joan Clark
Jacqueline Coupal
Irene Marcia Ferguson
Laura Joan Fieldhouse
Dawn Fitzgerald (nee Cameron)
Linnet J. Flett
Angelina Graydon (nee Dalla Lana)
Cheryl Larayne Harris
Antonina M. Lundgren
Yvonne Anne Moreau
Phyllis L. Muir (nee Warner)
April Irene MacKenzie (nee Moore)
Marjorie E. Newman
Christina Roelofsen
Wendy Elizabeth Sale
Grace Anne Seinen
Dolores Smith
Frances Margaret Sweeney
Diane Lynn Talavs (nee Slater)
Donna Torgeson
Donna Lynn Trueit
Mary Elizabeth Wright
(nee Moilliet)
S. Marilyn Wright

1970

Wendy Lynne Barker
(nee Eden)
Joanne Elizabeth Beischer
Noreen Gwendolyn Bridges
Wendy Campbell (nee Smith)
Anne L. Chalke
Maureen Kathleen Conroy
Darshan Dale
Darlane Currie Davis (nee Ellis)
Sharon Anne Marie Diamond
Maureen J. Doersam
Susan Lynn Exton
Lille Margo Ferguson
Percy Ann French
Diana Gail Glover
Maureen Patricia Griffin
Carol Ann Harvie
Theresa Marjorie Hicks
Isabelle Dianne House
(nee McAlonan)
Donna Jackson
(nee Dangerfield)
Lynda Ann Jordens
Barbara M. Kast
Nancy E. Lane (nee Howland)
Lois M. Leslie
Judy Dale Loomis
Louise Lupieri
Linda Joyce Maas (nee Palmer)
Bette Muriel Molander
Alexandra McKay
Gail Mackenzie (nee Miller)
Theresa McMahon (nee Hunter)
Heather A. MacMillan

Helen Neilon
Bonnie Maureen Owen
Lauretta Pagurut
Frances Marie Pettitt
(nee Wasylewick)
Dale Plensky
Olga Popoff
Sharon Barbara Power
Kathleen Marie Ritz
Gail Roper
Frances Louise Sansbury
Marian Louise Schellinck
Nancee Charlotte Schoen
Delyth Joy Sheard
Margaret-Anne T. Solly
Anne Margaret Stavrum
Catherine W. Stokes
Mary Belle Stubbings
(nee Patterson)
Gerdina Tolen
Linda Lea May Wilson

1971

Linda Anderson
Marjorie Gwendolynne Andrews
Mary T. Babuin
Theresa Denise Bacchus
Susan Anne Brown
Arla Mary Budynski (nee Foster)
Irene Marie Cardinal
Donna Creelman
Lorraine Dixon
Roberta I. Duff
Virginia M. Ellis (nee McKee)
Kathleen Louise Everett
Noreen Jill Forslund
Lynne J. Harrison
Judi Hedlin
Dagmar Hughes (nee Krakau)
Diane Maureen Hutchison
(nee Wilson)
Susan Lucretia Jones
Janet Kleisinger
Dianna Lynn Lawrence
Karen Beverly Lesy
Rosemary Martin (nee Froehlich)
Louise Michaud
Norma Gail Minter (nee Wong)
Lois M. Murdoch
Jo Anne McGillivray
Wanda Sharon MacLean
Pennie June North
Marie Alene Oakes
Victoria Lenore Richardson
Jean Christina Ross
Cynthia Jean Scott
Margaret Anne Smith
Katherine Elizabeth Stangland
Mary Francine Teng (nee Rey)
Colleen Anne Tesluk
(nee Campbell)
Florence Mary Tyson
Barbara Jean Walton
Ruth Holly Webb
Tanis Jean Wishlow

1972

Roberta Lynn Archibald
Barbara Joan Louise Biliske
Jeannette Aristie Boulet
Barbara Gail Currie
Margaret Terez Czifrusz
Anita E. Dunlop
Donna Marie Elliott

ROLL CALL/NURSES

Betty Ann Ferster
Donna Raye Fleck
(nee Glassford)
Heather Anne Foord
Carolyn Joyce Hammond
Maureen Frances Hogan
Barbara Lynne Mahovic
Susan Madeleine Violet Milligan
(nee Paradis)
Jeannine T. Moreau
Lynne Anne Murray
Catherine L. McConkey
Rosemary Ann MacDonald
Phyllis Marie McKinnon
Linda J. Pendray (nee Randall)
Juta Marka Pikner
Maria Diana Poniedzielnik
Charlotte Wanda Rymgaillo
Jeanne Eileen Smith
Virginia Frances Sponaugle
Wendy Sutton
Linda E. Taylor
Sharon J. Truscott
Cecilia Maria Van Winkel
Dawn Louise Weaver
Shirley V.E. Wellbourn
Laureen Wilson

1973

Trudy Ann Arnaud (nee Carll)
Patricia Ann Bass
Barbara Jane Beck
Diane Marie Theresa Bourdon
(nee Seriani)
Doris Chiu
Moirra L. Collison
Wendy Diane Davis
Valerie Anne Dodds
Bonnie-Ann Gail Dove
Dale Victoria Evans (nee Brown)
Sally Anne Fritz
Kathleen Elizabeth Fulton
Catherine Mary Louise Gordon
Christine Griffin
Dianne Elaine Guldie
(nee Gustavson)
Joyce Kirke (nee Nicholson)
Dorothy Kirkelund
Janice Marie Matthews
Valerie Jean Morrison
Maureen Anne Murphy
Nancy A. McKay
Joanne Alberta McMurdo
Katrin Silvia Newman
(nee Laansoo)
Jeanne Irene Oliver
Lorna Jean Patterson
Barbara Mary Ann Poilievre
Donna Kathleen Robinson
Darlene Shaw (nee Martin)
Donna Jean Shields
Sheila M. Smith
Mary Frances Sutton
Kathy Szadkowski
Margaret Tattam
Irene Lynn Thomson
Anitta Elisabet Wemyss
(nee Jarvinen)

1974

Marcia Allyn Begin
I. Marie Bernard
Doreen Bojczuk
Barbara Boniface
Lucia Buratto

Lynda Arlene Calnan
Kathryn Creamer
Julie deGoutiere
Patricia Margaret Doheny
Dale Ann Dunae
Johanna M. Dunderdale
(nee Broekhuizen)
Dianne L. Fredericks
Ellen Gisle
Karen Elizabeth Grasser
Erica Joy Svea Gripenberg
Mary Hoffmann
Ellen Kinakin (nee Soukoroff)
Susan Phyllis King (nee Robinson)
Donna Kinney
Rita Jane Kraushar (nee Michieli)
Judy A. Kuhn
Brenda Jeanne Lauzon (nee Wendel)
Sandra Louise Leckie
Narda M. Leeming (nee Oelrich)
Susanne Helen Loven
Gail Patricia Marrs
Nancy Merrick
Penelope Anne Monts (nee Zyri)
Edith G. Moser
Brenda Murphy
Janice Lynda McAra (nee Bramhill)
Maureen Heather Reynen
June Arlene Rodgers
Leokadia Rozycki
Marilyn Jayne Sam
Judith Lynn Saunderson
(nee Paterson)
Anica Lila Vranjes
Christine Hope Wilkinson

1975

Francine Alexander (nee Blanchette)
Linda Kashmiro Basran
Lori Ann Betker
Susan Kathleen Buck
Linda M. Carpenter
Donna Chiu
Frances M.V. Clarke
Janet Heather Cole
Muriel R. Dickson
Laurel Doersam
Lynn Marie Ecklin
Marion Joanna Eisenhuth
Sharon Anne Fitzpatrick
Patricia Mary Grexton (nee Holding)
Mary Joanne Heath
Victoria Hobbs
Barbara Ann Krotz
Cheryl L. Lavorato
Joanne Letkeman
Linda Mackie
Jacqueline Murphy (nee Reynolds)
Patricia Florence MacDonald
Ellen McNeill
Patricia Hazel Nicol
Emmy Nieuweboer
Shellie North
Pat O'Connell (nee Buzikievich)
Renza Maria Passarini
Cindy Lee Pope (nee Austin)
Brenda Joanne Reed
Gail Susan Riel
Gay L. Sache
Cecilia Mary Saxon
Mary Frances Faye Smulders
Constance R. Spittle
Joan Lillian Stewart
Janet Lynn Veitch

Madeleine Joy Waldern
Donna Arlene Walsh
Sheilagh Watts
Beatrice Weitzmann
Judy Beth West
Denise Elaine Weston
Beverly White

1976

Patricia M. Ashton
Rjinder Atwal
Bonnie Boyd
Mary-Anne Bridgeman (Mrs.)
(nee Regan)
Patricia Gail Callin
Diane Lynn DeGusseme
Janice Lee DeLaurier (Mrs.)
(nee Hawthorne)
Katy Wilhemina Den Braber
Lesley Drage
Kathie Edwards
Maria A. Fitterer
Helen L. Fletcher (Mrs.)
(nee Walters)
Deborah Ann Galloway
Beverly Goodman
Karen Marie Gorsline
Barbara G. Hallman
Ann M. Henderson
Carmen Helen Jadick
Debbie Johnston
Helen Beatrice Jones
Elise C. Kern
Linda Rose Kloppenburg
Gloria J. Knapp
Heather Jane Love
Theresa Ann Murray
Lesley Gail McMullen
Lia Maria Nieuweboer
Daren Patricia Pashley
Robyn T. Pirie
Kathy Anne Shaw
Glenda Victoria Simms
Vicki Lynn Skertchly
Linda Marie Smith
Laurie A. Waddell
Debra Lee Whittaker

1977

Darlene Addison
Sherry Diane Anderson
Debbie J. Andres
Donna Marie Bandurka
Denise C. Beaudry
Wendy Bottomley
Maureen Anne Bullen
Sheree Bulmer
Lynda Cook (Mrs.) (nee Mitchell)
Virginia Roxanne Corbett (Mrs.)
(nee Heyd)
Corinne Coyston
Amanda Elizabeth Craig
Diane Craigie
Marguerite Feniak (Mrs.)
(nee Eccles)
Carolyn Marie Fish
Gina Maria Galozo
Aileen Belle Godfrey
Norma Jean Gray
Elaine Gray
Debra Joy Griffin
Louisa Jane Harris
Celeste Ann Hogman

Meredith Lee Hohnstein (Mrs.)
(nee Pedersen)
Coleen Ann Mary Isbister (Mrs.)
(nee Griffin)
Lucille Jeanne Christine Jadick
Pam Jaques
Evelyn M. Kennedy (Mrs.)
(nee McDonald)
Donalda A. Lamothe
Debra Larsen (Mrs.) (nee Glenn)
Margaret Jane Marrs
Joye Lenore Morris (Mrs.)
(nee Scott)
Charlene Marie McInroy
Holly Nelson (Mrs.)
(nee Maximuk)
Sandy Peterson
Angela Mary Proulx
Karen Pugh
Carol Dorothy Rawluk
Darlene A. Reay
Carolyn R. Rushcall
Elizabeth Patricia Sample
Susan Dianne Sanders
Carol M. Savage
Corinne R. Savitsky
Wendy Sehn
Eleanor Shambrook (Mrs.)
(nee Ruffle)
Sandra Slade (Mrs.)
(nee Suriloff)
Katharine Anne Speight
Donna Lea Stevenson
Joanne D. Thomson (Mrs.)
(nee Thomson)
Susan Torrance
Thelma Versteegh
Gina Walther
Janice L. Winfield (Mrs.)
(nee Moore)
Gail Ann Patricia Wright
Margaret Yanda (Mrs.)
(nee Hedman)

1978

Douglas Allan Ashmore
Inger Backhaus
Lorna Jean Brown
Mary Elizabeth Burck
Patricia C. Charron
Carin Elaine Collis
Joanne Jean Davidson (Mrs.)
(nee Drummond)
Carol Anne Ecklin
Susan Ellis
Merry Carolyn Eyford
Anita M. Fenske
Catherine Helen Gillies
Lynne Marie Golightly (Mrs.)
(nee Dresser)
Darlene C. Hallman
Cindy Hawthornthwaite
Marlene Hoover
Cynthia Anna Hostyn
Teresa M. Howarth
Anne L. Howie
Tina Elizabeth Hunter
Denise V. Johnston
Deanna Dawn Kingsley
Carolyn Jean Lane
Nancy Lovett
Patricia Lusk
Leesa Merrett
Susan MacCaig
Gail Marie McKay

ROLL CALL/NURSES

Dawn McKenzie
Lori Anne Nasser
Donna Lee Pollitt (Mrs.) (nee Ness)
Brenda G. Robertson
Christa A. Schulz (Mrs.)
(nee Steinmeier)
Susan Severny
Nancy A. Smardon
Heather Evelyn Ruth Taylor
Martin W. Wong

1979

Linda Jean Antonelli
Linda Louise Armstrong
Candi Bill
Anita DeBenedictis
Tevis DeLarge
Evelyn Cecelia Durrant
Robin Ellis
Debra F. Freeman
Diane Fulton (Mrs.) (nee Renaud)
Cheryl Anne Greenaway
(legal - Campbell)
David Grimm
Deborah Hale (Mrs.) (nee Nielsen)
Joyce Arlene Hebert
Helga Hoffmann
Diane Andrea Johnson
Susan Patricia Johnson (Mrs.)
(nee Bursey)
Allison Kellam
Laurie Knipstrom

Karen Kot (Mrs.) (nee Larsen)
Peggy Jean Lahoski
Peggy Leahy
Robin Leslie MacGregor
Susan Jane McKillop
Betty Manson
Joan E. Mason
Susan Danae Merkley
Susan Mikitka
Kathleen Mary Murphy
Carol Neil
Joanne Neuman (Mrs.) (nee Wigan)
Susan Pollen (nee Peters)
Kathy Popoff
Morley S. Postuk
Cheryl Lynn Rathbone
Carol Anne Ritchie
Donna Jean Senger
Lynne Marie Springford
Brenda Marie Tamke
Christine Dawn Tulloch
Ruth Wannop
Charlotte Wiebe
Caroline Joy Foster Zwicker (Mrs.)
(nee Foster)
Carla M. Zwinkels

1980

Betty Albrecht
Marianne Backhaus
Elizabeth June Bertoia
Jane Bradburne

Dilys Combet (nee McGibbon)
Cathy Crowle
Chris Fitzpatrick
Anna Maria Fornari
Susan Goddard
Irma Veronica Green
Judy Marguerite Ham
Adrienne L. Johnston
Vicky Kucher
Christine Lind
Patricia MacCarthy
Debbie McComber
Valerie McConnell
Lori McCreight
Lori McDonald
Jane M. MacDonell
Laverne Maloff
Patti Nicks (Mrs.) (nee Watson)
Lee Nixon
Elizabeth Jane O'Halloran
Rick Jason F. Pascual
Janice Marie Richardson
Carol A. Scobie (Mrs.) (nee Lewis)
Maureen Anne Smith
Katherine Stimpson
Patricia Ann Williams

1981

Colleen Adrian
Sandra Armstrong
Siobhan Teresa Barron
Maureen Ruth Biggs

Barbara L. Canova
Carolyn Cass
Angie Chow
Kelly Comfort
Barbara L. Dawes
Connie Dawson (Mrs.)
Deborah L. Dotto
Patricia Fulton
Joanna J. Galley
Diane Holmes
Melba J. King
Julie A. Krayenhoff
Lori Locherty
Cynthia Lochmanetz
Cindy M. Lundy
Lela R. Lyon
Karen M. Mason
Katie MacConnachie
Greta McConill
Andrea McCreight
Susan McCulloch
Tracey Lynne O'Hara
Julia Puerzer
Kim Elaine Rushcall
Jennifer Rosalind Russell
Christine Elizabeth Fuller Searle
Margaret Sheard
Catherine Smith
Karen Ann Stevens (Mrs.)
Elizabeth M. Tudor
Susan M. Whattam

Graduates in Medical Technology

1923
Sister Mary Bertholde, RN

1925
Dorothy Holt

1926
Helga Cody-Johnson

1928
Alyce Baines, B.A.
Sister M. Anne de S.

1929
Sister M. Claire de C.
Fannie Wright

1930
S.A. Cruikshanks
Dorothy Rycroft

1931
E. Carbonneau, RN
Jessie McNab, RN

1932
Joanne Paitson
Janet Baines

1933
Sophia Labedovick, RN

1934
Minnie Landry, RN

1935
Lily MacDonald, RN
Sister M. Albert, RN

1936
Eleanor Field, RN

1937
Joyce Greenwood, RN
Mary Smythe

1938
Hilda Ford, RN
Florence Sarjeant
Ruth Waddington

1939
Sister M. Catherine, B.Sc.
Diana Stewart
Margaret McDonald
Margaret Vise

1940
Mary Good

1941
Jacqueline Tweed
Eira Charles
Mary Neukum

1942
Leona Argue

1943
Mary Flanagan

1944
Joan Dowding
Pamela Jones

1945
Lorraine Achermann, B.Sc.

1946
Alice Tourtilotte

1947
Bonnie J. Beezer, B.Sc.
Mary E. Mitts, B.Sc.
Ruth Collyer

1948
Monica Laturnus, RN
Helen Dorman, B.Sc.
Sophia Langas

1949
Megan Scott
Elizabeth Turner
Annetta Casilio

1950
Anna Attfield, B.Sc.
C. Elizabeth Tonks

1951
Marjorie Lownds, RN
Aileen M. Smythe
Sister M. Agnes-Claire, B.Sc.

1952
Mary Cassidy
Patricia Frejd
Bernadette Lineham
Nora Wolfe

1953
I. W. Leonora Foster

1954
Ellen M. Bertelson
Esther Bertelson
Alice Delaye
Doris Eisenhut
Violet B. Nichols
Barbara J. Shepherd
Iona A. Stewart

1955
Mabel Kadeschuk

1956
Lorna Jones
Theresa Goodwin
Evelyn Rapanos
Dorothy Sullivan

1957
Beverley-Jean Bell
Winnifred Maxine Cole
Katie Falcos
Eleanor McLaren
Elizabeth Sharp
Margaret Simmons

1958
Marie Edwards
Valerie Gould
Marlene Henderson
Deanna Jamieson
Marguerite Leong
Marion Watson

1959
Joan Anderson
Jagdees Bakhtour
Diane Gavrilik
Merilyn MacDonald
M. Elizabeth McHaffie
Mutsuko Ujimoto

1960
Maureen Adele Frances McCormick

1961
Laurel Marie Heath
Joan Marjorie Johnson
Donna Jeannette Lambie
Diane Patricia Phillips
Valri Rowe
Jean Stewart-Smith

1962
Rosslyn Jean Howard
Marilee Ross
Pamela Joan Whitley
Barbara Eleanor Woodland

1963
James Robert Holley
Virginia R. Ko
Louise C. Monkman
Margaret Isabell McEwen
Joan Parsons

1964
Diane Margaret Eggersman
Arlene Frater
Karen Audery Gamble
Brenda Hortie

1965
Therese Helena Bond
Sherrylyn Joan Brown
Catherine Ann Gagnon (nee Freethy)
Pauline Harding
Esther P. Lott
Penny Lou Wiseman (nee Shaw)

1966
Barbara Bennett
Joan Fraser
Alison M. Willoughby

1967
Marlene Godkin
S.J. Kempster
F.A. Rice
Sheila Tully

1968
Susan Lynne Cary
Joan Eleanor Chapman
Louise Marie Foucher
Hazel M. Harrison
Lynda L. Houston

1969
Tom Hines
Theresa R. Nowotniak
Patricia O'Brien (nee Ellison)
Christina I. Schuler

Graduates of St. Joseph's School of Radiography

1922
Sister Mary Gregory, RN
Margaret Paterson
Cecelia Roy, RN

1924
Lilyan Charlebois, RN

1925
Mrs. Mary Allen

1926
Doris Lambert, RN
Marjorie Rowlands, RN

1928
Olive Morrison, RN
Gabiella Boyer
Catherine Bennett

1929
Sister M. Beatrice, RN
Sister M. Bertholde, RN
Wilda Sandgathe

1930
Amy Foneri, RN

1931
Catherine O'Brien
Catherine Reid

1933
Bernice Coltman, RN
Beatrice Locke, RN
Kathleen Bambrick, RN

1934
Aimee MacDougall, RN
Marjorie Fletcher, RN

1935
Norma Kinsman, RN
Betty Broley, RN

1936
Jean Phillips, RN
Isabel Roberts, RN

1937
Leonore Fletcher
Isabel Shadforth

1939
E. Phillipon

1940
Margaret Stewart

1941
Dorothy Perry, RN
Helen Perry, RN
M. Haggerty

1942
Irene Whittaker
E. Gigot

1943
Eileen Richards
Ruth Gabel, RN

1944
Kathleen Leyland
Edith B. Cameron

1945
Dorothy Hall
Sister Celine Marie, RN
Lillian Harrison
Norine Moore

1946
E. Chambers

1947
E. Dawson
E. O'Keefe

1948
S. Cameron
M. Cavin
Mary Turner

1950
Joan Ashwin
Dorothy Bayne
Mary L. Golightly
Eileen Montague

1951
Maureen Burnett
Hazel Milley
Carol Pomeroy, RN
Yvonne Rose

1952
Velma Brown
Agnes Eisenhut
Kathleen Ewart
Jean Ungaro

1953
Sylvia Dalen
Florence Findrény
B. Houston
L. Mobley
Irene Smith
Beverley Willis

1954
Barbara Foster
Edna Kirkland
Bernice Liddiard
Anna Mottram
Audrey Rice
Barbara Rose
Ronald Thacker

1955
Bernice Anders
Amy Bandrevick
Jant Bishop
Trells Frame
Sara Landry
Ann Norman
Catherine Windeyer

1956
Maureen Carter
Mary Casanave
Sybil Frank
Mary Hayes-O'Sullivan
Barbara Hofner
Bernice Osborne
Helen Usher

1957
Pamela Birley
Lois Bonar
Grace Chew
Yvonne Corbin
Sheila Kaila
Sylvia McLoughlin

1958
Helen Barker
Ivo Cargnelli
Doreen Rogers
Marion Roome
Sharon Stevens
Byron Waterhouse

1959
Margaret Bates
Adele Hafer
Maureen Menzies
Karine Rogers
Margery Watson

1960
Alexandra Mary Catherine Ball
Leonora Phyllis Chan
Evelyn Marie Anne Jaeger
Catherine Mary Geib
Catherine Maureen Mackintosh
Mary-Anne Monica Wood

1961
Helen Vivian Bafia
Rosanne Mary Cameron
Nina Relkoff
Eric Barrie Rundquist
Catherine Mary Sweeney

1962
Donald Goodman
Judith Lynne Greggor
Jean M. Herriot
Cecelia Kerridge
John M. Piper
Meredith Pugh

1963
Evonne Fisher
Victor Gabas
Joan Hodgson
Lois Wiegand

1964
Judith Rossiland Davidson
Mary Lois Krahenbil
Kathleen June Moxam
Florence Elizabeth Sinclair
Patricia Dorothy Wellburn

1965
Dorothy Bing
Marie Ann Boden
Maureen Elizabeth Butler
Gale Sharon Magnusson
Joan Leah Midlane

1966
Janet Hamilton
Jean Hamilton
William J. Mason
Dorothy McQuaker
Carla Oakes
Patricia Gail Wheeler

1967
Dianne Bowman
D. Marie Boomhower
Beverly J. Deneault
Mary Harris
Abdulhossein B. Hosseini
Mary (Golobic) Remizoff

1968
Peter K. Castley
Patricia F. Houlden
Viola J. Kite
Linda Ann Maasanen
Cynthia Miriam Ryall
Marion J. Yaniv

1969
Jacquie R. Day
Judith G. Johnsen
Katherine Letchford
Bonnie A. Macmurchie
Daryth J. Patten
Mary-Jane Sucloy

FOOTNOTES

BEGINNINGS

1. *Journal from Sister Mary Angele to her family*, Nov. 1, 1858 (on file at St. Ann's Archives).
2. *Ibid.*
3. *Daily British Colonist*, Aug. 22, 1875.
4. *Chronicles of the Sisters of St. Ann*, p. 44.
5. *Reminiscences of Mother Mary Bridget*, told to Sister Mary Gabriella and Sister Mary Beatrice and quoted in Sister Beatrice's unpublished thesis on the School's history.
6. *Daily British Colonist*, Aug. 22, 1875.
7. Personal letter to Sister Beatrice from Mrs. Frank Ellis, Sept. 17, 1959.
8. Sister Mary Gertrude, "A Bone of Contention" (St. Joseph's School of Nursing Archives). (Typewritten, 1900-1904.)

THE CHANGING TIMES

1. Sister Mary Gertrude, S.S.A., "Course of Lectures for Junior Nurses" (unpublished book, 1900), pp. 2-4.
2. *Survey of Nursing Education in Canada*, G.M. Weir, University of Toronto Press, 1932, p. 269.
3. *Ibid.*, p. 65
3. *Ibid.*, p. 331
4. *Ibid.*, p. 275.
6. Interview with Dr. Don Carlow, Assistant Executive Director, Medical, for Victoria General Hospital.
7. Interview with Barbara Burke, Assistant Executive Director, Nursing, for Victoria General Hospital.
8. Interview with Sylvia Brough, Associate Director of Nursing, Education, for Victoria General Hospital.
9. Interview with Katie MacConnachie, member of 1981 graduating class.

BACK FLYLEAF: Osborne Court, used as a student residence from 1918 to 1929. Areas pictured, clockwise from upper left: student bedroom, lounge, hallway and dining room.

