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SUBJECT: RENA E. BOYLE, PH.D.
DATE: JULY 6, 1979
INTERVIEWER: BERNICE M. HETZNER, EMERITUS PROFESSOR OF LIBRARY SCIENCE

HETZNER: This is an interview with Rena E. Boyle, Dean, University of Nebraska College of Nursing. This interview is taking place on July 6, 1979. I am Bernice M. Hetzner, Emeritus Professor of Library Science.

Dr. Boyle, is there any truth to the story that Dr. Wittson went to New York to talk to someone in the National League for Nursing, about the program at Nebraska and that during the course of his visit to this office he met Dr. Rena Boyle and before the interview was over, he had invited her to become an Associate Dean for Nursing at the University of Nebraska? Is that the way it happened?

BOYLE: Well, part of it is very true. But the first time, he barely talked to me. It was over breakfast at the Waldorff, several weeks later that I agreed, yes, that I would like to come out and visit the program of the University of Nebraska.

HETZNER: What was his approach?

BOYLE: You know Dr. Wittson as well as I do (laughter). And he did the most interesting thing. Even in talking with my staff, he had brought with him the drawings of phase I, phase II, etc., of the new building. And I thought to myself, well I wonder if he will ever get beyond those pictures.

Well, when he saw me at the hotel later he showed me how far it'd already moved. So I thought, well the man does more than just talk. I was looking at other positions just then and on my way out here I had stopped at the University of Indiana where I was being considered for chairman of the graduate program. I was all ready to call and say, "No, I think I know exactly what I want to do," and then I thought, no, I promised him I would so I came on out. That was probably one of the best orientations of a person to a university I've ever seen.

I had meetings with faculty, with students, with medical chairmen and then a trip down to Lincoln. One part of that trip was going down to meet President Hardin. When we were sitting in his office talking, they both pushed me, but President Hardin more than Dr. Wittson on what would "The

League" say if we developed this or that type of program. Finally, I got a little annoyed and said, "Well, what does it matter what the League says, I wouldn't be planning for the League, I would be planning for Nebraska." Well, they both started to laugh; then the President apologized and said, "Well, I will tell you we had two visitors from the League come to visit at one time and I vowed and declared I would never again talk to anyone from that National League for Nursing (laughter)."

HETZNER: I think I know what he meant because I was here when that accreditation team came and I felt the same way about them.

BOYLE: So I guess it was quite hard for him to think that Dr. Wittson had gone to the League for a Dean. I was ready to leave the League. I had been there six years and we worked with about 300 college and university programs.

I liked the consultation and I liked the accreditation. I didn't like the Counsel of Member Agencies when all the deans were there. I often said that as a group they were perfect witches; as individuals I liked them all. I was ready to get back to school and to get back to where there were faculty. That was why I was ready to leave at that time.

HETZNER: Was your ultimate goal, then, to be a dean or work with a school program rather than administration?

BOYLE: Perhaps I ought to go way back. I always thought that I would never be a dean, that I didn't like administration. I loved to teach. I had worked with beginning students, with student teachers at Minnesota. And even as a consultant in Haiti and Guatemala and Panama, I always did a great deal of teaching. But, once I had been at the League and saw some of the messes that the deans got themselves into, I realized that if you wanted to change some things in nursing, you almost had to be in an administrative position. You couldn't just be a faculty member. It was at that time that I began looking for positions for deans.

HETZNER: Well, wasn't this about the time when schools of nursing were in kind of a transition period because they had gone from where nursing students were set apart; about this time they had become liberated, shall we say, like other students. We sure went through it here.

BOYLE: They went through it here much later than the rest of the country, but this was beginning to happen in the mid fifties

and sixties. The associate programs were flourishing and of course, as you know, Nebraska was the next-to-the-last state in the union to have an associate program, only Alaska came later (laughter). So, it was a transition period from more cloistered schools to college campuses.

What did I like about Nebraska? First of all, it was the midwest and home for me is the midwest. It had a small program, it was accredited, and it was only one program. I wanted no part of these huge programs (laughter). Both faculty and students, actually, made me feel very, very comfortable even on my first visit. That has continued always.

HETZNER: Well, just for the record, at this time, as you say, it was one program and that program was a degree program.

BOYLE: There were eighty students at the time, I think. It sounds a little different from the 720 last fall, but it wasn't just growing like topsy, it was a very planned growth. Dr. Wittson had said to me when I came, "Now when do you plan to have a masters program?" And I assured him that I wouldn't even think of it for the first year until I knew that the faculty was ready. That was the first program that was planned and we admitted the first students to it in 1969. There were some interesting things when I came.

Faculty were all over the old building and I mean that. In order to get to one faculty office you had to go through the ladies toilet (laughter) and into a room with three desks. Three other faculty had their desks in what was the nursing arts practice lab and there were typewriters all over the place. But, there was only one full time secretary and a half time secretary. So, even as we first talked, we talked about the need for equipment, the need for secretarial help, and that we would need to remodel and get the faculty out of the areas they were occupying.

There again, Dr. Wittson was such a fun person to work with. It was always a matter of tell me what you need; now I won't promise that you will get it, but let me know, and not limit it to a certain amount, but just tell me and we'll do what we can. And what he could do always went far beyond what I expected.

I think of one of the funny things, though, and it might well represent the change in the way nursing was thought

about and the way its reacted to now: I put in my first monthly requisition, a requisition for an electric pencil sharpener and I got back this same requisition with quite a note on it, "Only Public Relations can have an electric pencil sharpener (laughter)."

HETZNER: This came from the purchasing office, was it? One of those edicts from Schripsema.

BOYLE: Knudsen.

HETZNER: Oh, Knudsen. He took his orders from Schripsema.

BOYLE: Well, I put in the same requisition and got it back again, "Didn't you understand that only PR can have a pencil sharpener?" Well, it wasn't long after that, on a Saturday morning I was sitting in Mr. Schripsema's office and there was the most beautiful Friden calculator you have ever seen. I commented on it and said, "I like the Friden." And he said, "Well, what do you have?" I said, "I'm not really sure whether it was the Spanish American War or World War I." He thought I'd better decide what I wanted and order it. Then he started to laugh and he said, "I hear you have been having some problems about a pencil sharpener." He added, "I've wanted one too ever since you started that. Supposing I order two?"

HETZNER: Knudsen couldn't turn him down.

BOYLE: There was one more episode that we had to live through and that was when I ordered an executive-type chair for a rather large faculty member. I got a note back that only chairmen and deans could have executive-type chairs (laughter).

HETZNER: I know exactly what you went through.

BOYLE: So, with that in mind I wrote a note and said that in the future I would be glad to send them the length, width and girth of all faculty and that when they approved I would let them decide whether or not I could have that particular person on the faculty. Well, the chair appeared the next day and we didn't have more hassle regarding equipment (laughter).

I must admit it is a far cry from the time of the old ditto with its purple ink to the xeroxes and the equipment that we now have.

HETZNER: There was one time when we all had to justify the xerox machine. We were told we had to take it down to the service building to get it xeroxed.

BOYLE: I must comment about the equipment we have now; I'm just very grateful we have it. If it hadn't been for Reba Benschoter, I might still be searching audio visual magazines. I remember I called her when I first got here and asked if she would come over and help me plan what we needed for audio visual. We had just one 16mm projector and one carousel projector and that was the equipment. Well, she was as enthusiastic about helping me plan to add to those two pieces of equipment as she was later to plan for two way television and how we would manage videotapes throughout the state. But that was the kind of help that I did get. It was really tremendous and made me feel that it was a worthwhile place to be.

The students here, though, were also unusual. I had worked, of course, in Minnesota and knew that group, and in many ways they were much like those students. But they were so different from the students on either coast who expected to go through high school and college a government expense but didn't expect to work for it. These were so much better students as far as academic ability that it was really a privilege to work with them.

I remember too, the first class that fall. Then we were wondering if we would ever get the fifty students that we needed. It wasn't too many years later that we began to have 600 or more applications and were turning away too many who could have been good nurses.

HETZNER: I remember once at a faculty meeting that, I can't remember whether it was Hardin or Varner, I believe it was Varner, and the subject came up about a program in Lincoln, and if I remember correctly, you weren't very enthusiastic about establishing a program in Lincoln. Am I mistaken?

BOYLE: You're not mistaken at all. In fact, after we established the masters program, almost the same year, the Legislature Appropriations Committee asked me what we were going to do now that some of the hospital schools were closing. I said that we would probably open an associate program, that it would not be the first two years of the baccalaureate, that it would be technical, terminal, and serve a different group. That was the only time they ever asked me what money I would need and amazingly enough it was forthcoming without question.

HETZNER: This was from the Legislature?

- BOYLE: The Appropriations Committee of the Legislature. And I told them that we would both need funds and facilities. We had a week to plan the budget and a year to plan program. So in 1960 we took in our first group of associate students. Well, we were doing all right with that, but to be faced with, "Would you extend programs to Lincoln," seemed a little too much. They wanted the same programs; the associate, and the new baccalaureate we were then planning. And this was really Dr. Koefoot's insistence that not only was it something that would be good, but that it was a must. We had indicated in the feasibility study that we would probably have problems in recruiting faculty, that it would be costly and that the facilities would probably not be adequate since they had three diploma schools.
- HETZNER: In Lincoln.
- BOYLE: In Lincoln. One was phasing out, the other one said it would if we started a program and the third was going to close later. But we weren't anxious to extend the programs and it's been a problem all through the years. The students want to go to Lincoln; there's no problem there about that, but the faculty want to be in Omaha. The clinical facilities are limited even though Lincoln General and St. Elizabeth's closed. Bryan still has a school and it has much of the acute care that we much needed for baccalaureate students.
- HETZNER: So the clinical facilities are limited in Lincoln even now?
- BOYLE: You see, Union College also uses it, much more than at the time when we first began talking about it. Previously they had had most of their experience in Denver, but now more of it is in Lincoln.
- HETZNER: It seems to me that it's always difficult to administer a program in two different places.
- BOYLE: I don't think we could do it without the two way television. This last year hasn't been quite as bad, but the preceeding year we taught several of the elective courses for the UNL division in the baccalaureate program by television and the upper division sciences are also taught from here by television. In the spring we ran about twenty-two hours a week of two way television.
- HETZNER: Do you feel that television is as effective as the personal presentation?
- BOYLE: Well, we know the students learn the content just as well.

HETZNER: That's right, because they passed their exams with flying colors.

BOYLE: They take the same achievement exams on both campuses and we know, too, that if the teaching is good television is good. If it's poor, they hate television. It really is an exacerbation of poor teaching by television and some of the faculty are not as good teachers as we wish they were.

HETZNER: I think this probably is true with all audio visual type teaching. If the program is poor, it's very poor.

BOYLE: On the other hand, we've seen one of the courses on nursing trends that doubled its enrollment the second year by television. When the teaching is good and is interesting, the media by which you teach it doesn't matter. On Monday mornings we have administrative conferences by television. The camera is here in the room and during the winter that works just fine. In the summer when TV takes over, then we go back to the telephone conferences.

HETZNER: Yes, I imagine it would be. Well, all during this time wasn't there a concerted effort to upgrade the faculty?

BOYLE: That again has been very nice to observe. At the beginning over half of the faculty who were teaching in the baccalaureate program had only their own baccalaureate degrees. Now, of course, all of them have their masters. I was the only one with a doctorate at the time, no, Dr. Hook had hers. Now there are ten and that, too, is a good number of nurse faculty for this period in nursing.

The associate program is about where the baccalaureate was earlier with half with masters, half with baccalaureate degrees. Still another change is that the faculty in the graduate program are carrying on their own research or working with students in research and that was just not being done at all.

One of the things that came up very early was the fact that the University of Omaha had a program for registered nurses. It led to a baccalaureate degree in nursing, but it had no nursing. It had a course in administration and in supervision, but nothing in clinical nursing. At the time in the University President Hardin had said there would be just one nursing program and that it would be accredited.

That was quite an experience, too. How do you phase out a program? The person who headed the program couldn't have been more helpful. We had a committee with more than

half from UNO, from engineering, from counseling, from liberal arts - you name it. I remember Dr. Hodgson from here was on it and two of us from nursing. We were able to plan so that the students in UNO's program could either finish it within the twelve month period or else come into the program here. Much to my delight, it only hit the newspapers twice and in very small articles and even those comments were not too negative. But it was a very large program; they had over 150 in it.

HETZNER: It must have gone out quietly because I don't remember any great fuss about it.

BOYLE: There really wasn't and UNO has always been very supportive of the nursing program. I mentioned when we started the associate program that I had told the legislators that it would be technical, it would be terminal, it would not be the first two years of the baccalaureate. I was reminded of those words many times.

HETZNER: Yes, I questioned when you said that. I wondered because that isn't the way it is.

BOYLE: No, that isn't the way it is. The first year we got exactly the students we anticipated, older women, some Licensed Practical Nurses, students from the middle half of the high school class. Two years later we couldn't tell the student group from the group that was applying for the baccalaureate. They were coming from the upper ¼ of high school or they were coming with B or better averages in college. And they were saying to us, "Why will it take us three years to get our degree; why can't we get it in two more years?"

Well, it was a little hard to answer, because we liked the associate curriculum and we thought that perhaps by just adding chemistry to it, it could make a good base for the upper division. That was probably one of the fastest moving decisions I have ever seen.

We first talked about it with the faculty, then within a weeks time I talked to the Executive Committee of the College of Medicine, with nursing service and with students. We said that what we hoped to do was to build on the associate program and make the baccalaureate the least two years. It would be a very different program for the four year program. We would admit only registered nurses to the last two years.

It was easy to explain that within two years students could finish their first nursing, take their state board exams, and become registered nurses. Then the last two years we could plan only for the registered nurse. Yes, it would be different from anything in the whole country, and it is.

- HETZNER: And it ended up with the baccalaureate degree.
- BOYLE: For most it ended with the baccalaureate degree, but they can go on to the masters.
- HETZNER: In other words, this is the first step on the ladder.
- BOYLE: The first big step is from the A.D. to the baccalaureate, the next to the masters. We're still the only program in the country that has those three levels. Some of the others start with the P.N. and A.D. and the baccalaureate. But this was a fun part of it, too. Nursing was known all through the years as being very rigid. The curriculum was prescribed. It still is in the associate program. But in the baccalaureate, we can build on the sciences (we have three sciences: Patho-physiology, Immunology and Pharmacodynamics). Then we have four core courses in nursing that everyone takes, the first being the Community, the High Risk or Health Restoration, Management, and then Quality Assurance.

(End of Side A, part of tape lost)

Then for all students there is opportunity for electives in areas of their own interest, whether it is the care of the handicapped child, the patient with cancer, or the juvenile psychiatric, or you name it. Then they can feed in the liberal arts electives that will strengthen these interests. If it is in community health, the student may want more in community planning. If it is psychiatry, more anthropology, etc.

Then, at the point they finish, they not only have their baccalaureate degrees, but they have a particular area where they have greater competence than you would expect from the baccalaureate graduate. It sells well to employers; it's much easier to tell a registered nurse, "Wouldn't you like to come into this program, choose your area of interest, and see what you'd like," than it used to be where you'd say, "Yes, you can come in but you'll be in with beginning students and taking the same courses." They didn't like that; there were differences in the courses, but it was much harder to explain the differences.

- HETZNER: Do any of these graduates go into teaching?
- BOYLE: From the baccalaureate, no. Some may from the masters. We discourage them at the baccalaureate level, although some do go into teaching in some of the hospital schools. We hope that they're going to practice as nurses.
- Even in the masters, the emphasis is clinical nursing but they can choose administration or teaching, or being a clinical nurse specialist. At that level we feel we are better able to prepare people for teaching and administration.

We've always had something, though, that I've been proud of. About two years after I came a group of the faculty began to plan for an elective in rural community nursing and our first sites for that were out in Ogallala and Broken Bow. Now in the new program we have the elective in rural community but we also have administration of nursing service in the small hospital or nursing home. Quite a few of the students elect that.

HETZNER: Do you get students in this program that come from other states?

BOYLE: In the baccalaureate and masters, yes. In the associate we try not to admit out of state students.

HETZNER: Well, the need is here, I just thought that with such a unique program they would come from other places.

BOYLE: We get many applications we have to refuse and many requests for consultation. I don't think there's ever a week but what I answer letters about our program. In the more recent years we have received requests regarding the off campus program for the registered nurse.

HETZNER: Do you mean continuing education type programs?

BOYLE: No, the off campus program is not continuing education. It is the degree program for the nurse out in Scottsbluff who is a registered nurse who wants a baccalaureate degree or in Chadron or in Norfolk or in Grand Island. When I was first here I'd go out in response to the Nurses Association. I'd talk to them about continuing education programs and they said, "When are you going to offer courses for credit?"

But I saw no way to do it; to offer the courses we offered for beginning students didn't make sense. But the minute we got the career ladder type program and had the junior and senior years designed for registered nurses, then all you had to answer was how do you do it.

HETZNER: You could plug that right in once you had the courses, but how did you get from there?

BOYLE: Of course, Miss Carney was the one that literally picked up the ball and ran with that. We had many meetings with local people for instance, out in Scottsbluff. We met with the president of Nebraska Western Community College, a representative from Chadron State College, the administrators of hospitals, the director of the hospital school, talked with them about it and said that if the colleges would teach the non-nursing, we would teach the nursing

and sciences. But see, they only had the first two years, so we had to plan with Chadron and they were already teaching in Scottsbluff and yes, they would teach the upper division in nursing, so it was a three way triangle.

When we met with the nurses first, we'd have groups of anywhere from 75 to 100 who would come who were interested. What we finally ended up doing was video taping the lectures; we preferred to tape them in the studio, but some of the science men wouldn't. Dr. Ruegamer had done a beautiful job of putting his course on tapes and most of the nurse faculty will go over and tape it in the studio. Otherwise, it's taped live.

From the video tapes we distribute to about twelve different locations in the state and the students can go in and view them whenever they want to during the week. Then there is a two hour telephone conference each week with the faculty member who is teaching the course on campus. They take the same exams, but instead of the clinical experience right along with the course, in the summer the faculty go out for a six week period. This summer they were in Norfolk, Hastings, Grand Island, and Scottsbluff. They select the clinical experiences in the community, in the hospitals, and in nursing homes. Then the students, who are mainly working and married, can complete the two years in a four year period without ever coming on campus and can earn the degree of Bachelor of Science in Nursing.

HETZNER: And they can keep right on with their careers.

BOYLE: And they make just a good grades as the students on campus. We have the Kellogg Grant for that and that certainly has helped.

HETZNER: There is a great need for it, too.

BOYLE: It has made all the difference in the world. I think, you know, that Regent Simmons many times tends to have problems with Omaha yet I don't think there is anyone who is a better friend of the College of Nursing. He even came to the first day of planning and sat there all day. Now he says, "If nursing can do it, why can't some of the rest of you do it?"

HETZNER: Well, maybe he has a point there.

BOYLE: But, it has made a world of difference in the feeling that yes, the University does go to out-state. And the colleges have been terrific. Scottsbluff offers rooms at the dormitory for our faculty in the summer. Kearny State has taught

classes in Broken Bow that you would never expect them to. The hospital schools have the video recorders in them and our students go in there to view the tapes. It's the entire community that gets wrapped up in this.

HETZNER: Well, I think that's great and probably, since it is connected to health care, and that's everybody's concern, it probably sells the University that if the engineers went out and did something.

BOYLE: In many ways, yes. For example, when the students carried on their projects last year, some in the community health demonstrated foot care at one of the nursing homes. The nursing home could hardly wait until the students went back this year and wanted to know if they were going to do the same thing this year.

Well, that's an odd one, but nonetheless, they've done some of the most original projects with pre-school children and with the handicapped that you could imagine.

There is carry over from the off campus to the campus as well. The VNA here in Omaha is having to cut back staff this year because of financial squabbling with the health board. We were wondering where we would get enough experience for our students. But a group of faculty said, "Well, if you'd have asked us a few years ago, we'd have said it couldn't be done, but since we've been off campus and been out in the other communities and seen the many agencies that we can use, we can do it. We don't have to have it all in the VNA." So it is a two way street and faculty from the various programs learn.

HETZNER: Well, it certainly sounds to me like this faculty is alert and dedicated and inventive and I'm sure comes from your leadership.

BOYLE: Well, let's just say the faculty were ready and it's been so nice to see some of the changes as they've done these things. It was they who had to plan the curriculum, it was they who had to implement it, and I'm sure there are some days that they would rather just go back to the old program than to go on with the new (laughter).

The things that we've always been very proud of have been the relationships with the other hospitals in the communities. We use four in Lincoln: St. E's, Lincoln General, Bryan and the Regional Center. We used six here in the Omaha area, and there again, that takes a great deal of faculty work to make students acceptable in the agencies.

When I mentioned that we had good students, it's not only that we think so. When it comes to the standardized tests, the achievement tests, and later to the state board, they always rank above the national average for associate students, and usually at the top or one of the top schools in Nebraska. And when you think of their program being two years and the others, many of them three and four years, you see why we think they're great.

There are other things, though, on this campus that students can't appreciate as they should. I wish they had seen the library, Mrs. Hetzner, when I came and saw the work you did in planning this very beautiful and very useful library. It's just tremendous.

HETZNER: I, of course, view it with some kind of biased feeling. When I see somebody come in barefooted or put his boots up on the upholstery, I shudder. But then I've got to accept that, I guess. But every once in a while I run into someone who went to school before 1970 and used the old library and they tell me it was terrible, so it's rewarding.

BOYLE: I don't know. Sometimes the reason a place grows is because of the times. Nursing has had tremendous support, Dr. Wittson, Dr. Sparks, Chancellor Vanselow. If it hadn't have been for Dr. Wittson, we wouldn't have this building.

HETZNER: Well, I don't think we would have had the library either if it hadn't have been for Dr. Wittson.

BOYLE: He made the nursing building his top priority for one particular year. I wrote the proposal; it was much easier to get the federal funding of over 2½ million than it was to get the other million from the state because of its many limitations. It's been interesting to see a building grow from the planning state and to have architects who were very good in translating the written plan into the building. Then I wanted to see it in operation.

It has been the facility we wanted; I misjudged in one area, however. I had no idea that within a year after the time we were here, that we would be teaching physical exam skills to students. I thought that one nursing practice room with its nine beds and work areas would be more than adequate for all levels of students. But, last year we had to take one of the other classrooms and curtain one side. We still can seat forty people in it and still have another six areas for health assessment.

One of the other changes includes the teaching of other students. For about four years we've been teaching the medical students many of the hospital procedures they'll use; we get them very early and they rate our teaching very high. In their practice, they're very careful with their techniques with everything from hand washing to hypodermics and irrigations. Then for the last two years we have been teaching the allied health students and that's been another great group which is very receptive. We teach that group in the summer when our own students aren't here.

HETZNER: What about the nurse practitioner?

BOYLE: We're moving into the future now, (laughter), and that will be slower. But I would say that some of the things that the new dean will be discussing with faculty and will be wondering about, might lead to the decision of a nurse practitioner. We said no initially and they still aren't licensed in Nebraska. That's one of the reasons. The other one was that with the physician's assistants, we did not want rival groups on campus.

Still another direction might well be whether or not, or at what point there would be a doctoral program. The new dean might also wonder if the career ladder could lead from the A.D. through the masters and not have to be the six years span. Or could you start with the A.D. as always, but plan the baccalaureate and masters within a three year span.

There's all sorts of challenges in the future; I think they'll have an excellent dean in Dr. Yeaworth. I've never seen anyone better received than she was when she was on campus.

HETZNER: I didn't meet her but I heard that everyone was enthusiastic about her.

BOYLE: I was down at Lincoln at one of the times when she was having a two way television conference with the faculty and students here and there. I sat in the back of the room and it was just delightful to seem them nodding heads and hearing them speak from both ends. It was really a very nice reception.

HETZNER: Well, then, it makes you feel a little better about leaving your program in someone else's hands.

BOYLE: It had reached the point where I hoped it would. All three programs, the new programs, being accredited, the off campus program firmly established, the building complete and well used, and it's time for someone else.

- HETZNER: Well, we're certainly all going to miss you. You've been not only a great professional and academic person, but a charming personality for us to have here.
- BOYLE: That's an odd way to put it because I think I have never been more suprised than hearing at some of the farewells that I was tough (laughter).
- HETZNER: Well there are a lot of us that admire toughness. But, through it all you've been so pleasant with all of us.
- BOYLE: There's a lot of working together, I will say that. Good years.
- HETZNER: Well, it's been some real fine years. I'm sad I couldn't stay with you until now. But, it was one of those things. I think it's so great that when you're so busy getting things put together here at the end of the year and preparing to move on that you give us time to talk about these things and to give the library archives the benefit of your experience here.
- BOYLE: Well, I thank you for coming over here. This is an opportunity you wouldn't always have. And it surely is important on the campus.
- HETZNER: This school is very important on the campus and I hope that this record will be available to scholars in the future so they can see where we've been.
- BOYLE: We didn't mention that transition in 1968-1969 from school to college, but Dr. Wittson had asked me several times when I thought it was time to have a college. I said not until we had both the graduate and the undergraduate programs firmly established. Then, just before he left, we wrote the materials, presented them to the Regents, and of course, they had to go to the Legislature. Again Nebraska was supportive of nursing and the college and was voted unanimously by both groups.
- HETZNER: Yes, there was no question about it. It just went right through. It was the logical development and...
- BOYLE: It was good timing for it.
- HETZNER: Here, again, we go back to our friend, Dr. Wittson. He was the master of timing, it seemed to me.
- BOYLE: Yes, indeed.

HETZNER: Master of timing and he knew where to get the support necessary. He really did; he was a great friend.

Well, I thank you very much and we'll try and get this transcribed.

BOYLE: If you need anything else, if you need it redone or anything, I'm in a habit of doing things again and again (laughter).

HETZNER: Well, we will transcribe this and I will go through it helping our typist and then send it to you for your looking at.

BOYLE: That's a hard job.