

**Important Note about Old Words:** In the past, both Black and white people used the word “Negro” to talk about Black individuals. Back then, many Black people thought of “Negro” as a polite word. It was different from the n-word, which is a really offensive word that white people used to hurt Black people. In the 1960s, people fighting for civil rights pushed for a change from “Negro” to “Black.” Nowadays, it's not okay for people who aren't Black to say “Negro.”

### Source #1: Mabel Staupers

“I have read your **autobiographical**<sup>1</sup> sketch with some interest, and regret to tell you that we have no Negro students in the School nor Negro nurses on the staff.”

- *Letter from Effie J. Taylor, dean of the Yale University School of Nursing, to Harriet M. Towns, March 27, 1941.*

“It is not possible for us to accept your application because at the present time our own **clinical facilities**<sup>2</sup> do not make it possible for us to accept Negro applicants for the basic programs...”

- *Letter from Cornelia Erf, chair of the Western Reserve Nursing School admissions committee, to Harriet M. Towns, March 15, 1941.*

*Mabel K. Staupers, executive director of the NACGN from 1934-1946, described the NACGN's response to these events in her book No time for prejudice: a story of the integration of Negroes in nursing in the United States, published in 1961:*

“Despite the fact that Yale University and Western Reserve University had for many years **admitted**<sup>3</sup> **qualified**<sup>4</sup> Negroes to [other] graduate and professional schools, both of these great American universities in the spring of 1941 **denied**<sup>5</sup>

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<sup>1</sup> **Autobiographical:** A story or writing about a person's own life, written by themselves.

<sup>2</sup> **Clinical facility:** a hospital, clinic, or office where the practical aspect of medicine is done, like treating patients

<sup>3</sup> **Admitted, Admission:** accepted or allowed to enter

<sup>4</sup> **Qualified:** Meeting the necessary requirements.

<sup>5</sup> **Deny:** to refuse, to say no

**admission** to the schools of nursing to a Negro senior student from Spelman College, Atlanta...

[T]he applicant's family requested the National Association of Colored Graduate Nurses to find out if the **exclusion**<sup>6</sup> was on the basis of race...Neither university told the applicant that she did not meet university standards for admission. They both **referred**<sup>7</sup> her to [all-Black] schools in the South...It was suggested that she would be happier in such a school. This was an old cliché, often used while **denying** opportunity to Negroes.

An **investigation**<sup>8</sup> was begun immediately by the NACGN...After much correspondence with the deans of nursing at both schools...[it] appeared that the nonacceptance of Negro students by the affiliating hospitals and the nonemployment of Negro **graduate nurses**<sup>9</sup> were factors which prompted these deans to deny admission to the Spelman College applicant.

The Board of Directors of the NACGN...**deemed**<sup>10</sup> it important that the investigation be continued until university officials...defined a clear statement regarding the **admission** of Negro students to the school of nursing. Graduates of both Yale University and Western Reserve University, on learning of the **exclusion** of this young woman, wrote to the NACGN expressing their concern and offering their services in helping to resolve the problem. They also wrote to the university officials, forwarding copies of the **correspondence**<sup>11</sup> with the NACGN office...

The first Negro student to graduate from the Yale School of Nursing was Miss Eloise Collier of Rahway, New Jersey in 1946...The **adjustment**<sup>12</sup> of the former **inequity**<sup>13</sup> at this great American university had a tremendous effect on the future **admission** policies of many hospitals and university schools of nursing."<sup>14</sup>

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<sup>6</sup> **Exclusion:** When someone is not allowed to be a part of something or is kept out.

<sup>7</sup> **Refer:** suggest or recommend an option

<sup>8</sup> **Investigation:** When people look into something to find out more or to solve a problem.

<sup>9</sup> **Graduate nurse:** a nurse who has finished their education and is working

<sup>10</sup> **Deem:** judge something in a certain way

<sup>11</sup> **Correspondence:** Letters or messages exchanged between people.

<sup>12</sup> **Adjustment:** change

<sup>13</sup> **Inequity:** When things are not fair or equal for everyone

<sup>14</sup> Mabel K. Staupers, *No time for prejudice; a story of the integration of Negroes in nursing in the United States* (New York: Macmillan, 1961), 59-61.

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**Source #1: Mabel Staupers (Modified for 6th Grade Reading Level)**

“I have read your **autobiographical**<sup>15</sup> **sketch** with some interest, and regret to tell you that we have no Negro students in the School nor Negro nurses on the staff.”

- *Letter from Effie J. Taylor, dean of the Yale University School of Nursing, to Harriet M. Towns, March 27, 1941.*

“It is not possible for us to accept your application because at the present time our own **clinical facilities**<sup>16</sup> do not make it possible for us to accept Negro applicants for the basic programs...”

- *Letter from Cornelia Erf, chair of the Western Reserve Nursing School admissions committee, to Harriet M. Towns, March 15, 1941.*

*Mabel K. Staupers, executive director of the NACGN from 1934-1946, described the NACGN’s response to these events in her book, published in 1961:*

“Even though Yale University and Western Reserve University had let qualified Black students into other advanced schools for years, in 1941, they refused **admission**<sup>17</sup> to the nursing schools for a Black student from Spelman College in Atlanta.

The student’s family asked the National Association of Colored Graduate Nurses (NACGN) to figure out if this was because of her race. The nursing school deans didn’t say she didn’t meet the standards; they just told her to try all-Black schools in the South and said she would be happier there. This was a common thing people said to Black people when they didn’t want to give them opportunities.

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<sup>16</sup> **Clinical facility:** a hospital, clinic, or office where the practical aspect of medicine is done, like treating patients

<sup>17</sup> **Admitted, Admission:** accepted or allowed to enter

The NACGN looked into it and demanded that the universities explain their rules about admitting Black students. Graduates from Yale and Western Reserve were worried about what happened and offered to help fix the problem. They wrote to the NACGN and the universities.

The first Negro student to graduate from the Yale School of Nursing was Miss Eloise Collier of Rahway, New Jersey in 1946... The fixing of the **inequity**<sup>18</sup> at this great American university had a big effect on the future **admission** rules of many hospital and university schools of nursing.”<sup>19</sup>

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<sup>18</sup> **Inequity**: When things are not fair or equal for everyone

<sup>19</sup> Mabel K. Staupers, *No time for prejudice; a story of the integration of Negroes in nursing in the United States* (New York: Macmillan, 1961), 59-61.

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## **Source #2: Estelle Osborne**

*Estelle M. Osborne (president of the NACGN from 1934-1939), published an article in 1949 describing the state of Black nurses in America. Osborne spoke of the practical needs of the country, having suffered great loss during World War II, to expand the number of nurses in the country who could serve military and the public. Osborne remarked that “Negro” (Black) nurses had to fight for inclusion because they faced oppression due to their race and their gender. Osborne argued that this immediate need for more nurses served as the main reason for the admission of Black students into institutions to become nurses, despite racial prejudices that had before kept Black nurses out of the professions:*

“Professional relations in nursing are so **interwoven**<sup>20</sup> with race relations that it has been **imperative**<sup>21</sup> for Negro nurses to move on both fronts **simultaneously**<sup>22</sup> to achieve their goals.

[Black nurses are] only two per cent (8,000) of the total nursing population (approximately 280,500), [and so] the needs and goals of the Negro group would have been **submerged**<sup>23</sup> had it not been for the successful teamwork on the part of Negro nurses throughout the country and the cooperation and support of democratic white nurses...

**Pressures**<sup>24</sup> upon the overall nursing supply helped to reduce racial **barriers**<sup>25</sup> within the employment and educational areas of nursing. Hospitals and public health agencies which lost large numbers of their nurses to the Army and Navy Nurse Corps found it **expedient**<sup>26</sup> to meet their needs with Negro nurses, although

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<sup>20</sup> **Interwoven:** intertwined or closely connected.

<sup>21</sup> **Imperative:** Absolutely necessary or essential.

<sup>22</sup> **Simultaneously:** at the same time

<sup>23</sup> **Submerged:** Covered or hidden beneath something.

<sup>24</sup> **Pressures:** forces or influences that push or squeeze on something

<sup>25</sup> **Barriers:** things that get in the way and stop you from doing something

<sup>26</sup> **Expedient:** Handy or helpful, even if not completely right.

many of them had not previously employed this group. Schools of nursing under the **pressure of filling the demands**<sup>27</sup> of the Cadet Nurse Corps, likewise extended broader opportunities to qualified Negro applicants.

In 1941 only 29 schools, other than those **exclusively**<sup>28</sup> for Negroes, were open to Negro students. By 1949, the number of schools which **enunciated**<sup>29</sup> a **non-discriminatory**<sup>30</sup> policy in the **admission**<sup>31</sup> of students increased to 354, with 92 of these schools actually having Negro students enrolled.

While some of the expansion was motivated by a genuine desire on the part of officials to make the democracy, for which we were fighting **abroad**<sup>32</sup>, a reality at home, it must be said that in many instances the **acute**<sup>33</sup> need for nurses was the real motivation. At the **outset**<sup>34</sup> of the war the Army Nurse Corps set a **quota**<sup>35</sup> of 56 Negro nurses and the Navy Nurse Corps refused to admit the Negro nurse. Through **sentiment**<sup>36</sup> and action, **initiated**<sup>37</sup> by the National Association of Colored Graduate Nurses and the National Nursing Council for War Service, the increase to 512 by 1945 was so gradual that by far the majority of Negro nurses **constituted**<sup>38</sup> a civilian reserve which increased in importance to civilian employers of nurses.

In 1943 the National Nursing Council made a cursory survey of institutions which had recently included Negro nurses. The reports indicated that the majority of the employers were pleased with their services and indicated their willingness to have them remain within the organizations and institutions after the war.”<sup>39</sup>

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<sup>27</sup> **Filling the demand:** providing enough of something to meet the needs

<sup>28</sup> **Exclusively:** only

<sup>29</sup> **Enunciated:** Clearly said or stated.

<sup>30</sup> **Non-discriminatory:** Treating everyone fair and equally.

<sup>31</sup> **Admission:** accepted or allowed to enter

<sup>32</sup> **Abroad:** outside of the country

<sup>33</sup> **Acute:** Really severe or intense, needing quick attention

<sup>34</sup> **Outset:** beginning

<sup>35</sup> **Quota:** A limited number of something.

<sup>36</sup> **Sentiment:** feeling

<sup>37</sup> **Initiated:** started

<sup>38</sup> **Constituted:** formed or made up of

<sup>39</sup> Osborne, Estelle Massey. “Status and Contribution of the Negro Nurse.” *The Journal of Negro Education*, vol. 18, no. 3, 1949, pp. 364–69, <https://doi.org/10.2307/2966143>, 364-365.

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**Source #2: Estelle Osborne (Modified for 6th Grade Reading Level):**

*In 1949, Estelle M. Osborne, who led the NACGN from 1934 to 1939, wrote about Black nurses in America. She talked about how the country needed more nurses during the war because so many nurses were needed to take care of soldiers. Osborne said Black nurses faced challenges because of their race and gender. But because there was a big need for nurses, more Black students were able to become nurses, even though racism had kept them out before.:*

“Professional **relations**<sup>40</sup> in nursing are so tied with race **relations** that it has been very important for Negro nurses to work on both fronts at the same time to reach their goals.

[Black nurses make up] only two per cent (8,000) of all nurses (around 280,500), [so] the needs and goals of the Negro group could have been overlooked if it wasn't for the successful teamwork of Negro nurses across the country and the help and support of fair-minded white nurses...

**Pressures**<sup>41</sup> on the overall number of nurses helped to bring down racial **barriers**<sup>42</sup> in nursing jobs and education. Hospitals and public health agencies that lost a lot of their nurses to the Army and Navy Nurse Corps found it useful to hire Black nurses, even if they hadn't before. Nursing schools, under pressure to fill the needs of the Cadet Nurse Corps, also gave more chances to **qualified**<sup>43</sup> Negro applicants. In 1941, only 29 schools (not including schools for just Negro students), took in Negro students. By 1949, 354 schools had fair **admission**<sup>44</sup> policies, with 92 having Negro students.

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<sup>40</sup> **Relations:** the way in which people interact with or connect to each other

<sup>41</sup> **Pressures:** forces or influences that push or squeeze on something

<sup>42</sup> **Barriers:** things that get in the way and stop you from doing something

<sup>43</sup> **Qualified:** having the necessary skills to do something well

<sup>44</sup> **Admission:** accepted or allowed to enter

Some of the growth was because officials really wanted to create more racial equality at home, because the U.S. was fighting for equality **overseas**.<sup>45</sup> But it has to be said that in many cases the **urgent**<sup>46</sup> need for nurses was the main reason. At the start of the war, the Army Nurse Corps only let in 56 Black nurses and the Navy Nurse Corps wouldn't take any. Thanks to feelings and actions started by the National Association of Colored Graduate Nurses and the National Nursing Council for War Service, the number grew to 512 by 1945. Most Negro nurses were a backup force for **civilian**<sup>47</sup> employers of nurses.

In 1943, the National Nursing Council looked into places that had recently hired Negro nurses. The reports showed that most employers were happy with their work and said they'd like to keep them after the war."<sup>48</sup>

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<sup>45</sup> **Overseas:** in other countries

<sup>46</sup> **Urgent:** something that requires immediate action or attention because it's important and time-sensitive

<sup>47</sup> **Civilian:** not military

<sup>48</sup> Osborne, Estelle Massey. "Status and Contribution of the Negro Nurse." *The Journal of Negro Education*, vol. 18, no. 3, 1949, pp. 364–69, <https://doi.org/10.2307/2966143>, 364-365.



### **Source #3: The Cadet Nurse Corps**

Frances Payne Bolton, a white **congresswoman** and supporter of the NACGN, introduced the Bolton Act of 1943, which created the U.S. Cadet Nurse Corps. This law was intended to train nurses as quickly as possible to meet wartime needs. According to the Act, if nursing students agreed to work in certain **essential**<sup>49</sup> fields, the federal government would pay for their tuition and other **expenses**.<sup>50</sup>

NACGN activists **rallied**<sup>51</sup> Black nurses across the country to pressure their representatives to sign a special **anti-discrimination**<sup>52</sup> **clause**<sup>53</sup> of the bill, which denied Bolton Act funding for any schools that discriminated against students based on gender, marital status, ethnicity, or race.

Funding from the act allowed Black nursing schools to significantly increase their **enrollment**<sup>54</sup> and encouraged all-white schools to begin accepting Black students, thus beginning the slow process of the integration of nurse training programs. Additionally, many Black students who otherwise could not have afforded nursing school were able to enroll due to the funding from the Cadet Nursing program.<sup>55</sup>

Below see a photo of cadet nurses who graduated from Provident Nursing School, an all-Black nursing school in Chicago.

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<sup>49</sup> **Essential:** Extremely important or necessary.

<sup>50</sup> **Expenses:** the money you spend on things you need

<sup>51</sup> **Rallied:** come together or gather around a cause or idea

<sup>52</sup> **Anti-Discrimination:** Not allowing unfair treatment of people based on some part of their identity like race, gender, ethnicity, or where they come from

<sup>53</sup> **Clause:** A part of a law or legal document that talks about a specific topic.

<sup>54</sup> **Enrollment:** Signing up or joining

<sup>55</sup> Excerpted from [Mapping Care page](#) about integration of military nursing during WWII.



## TWENTY CADET NURSES ARE CAPPED IN IMPRESSIVE CEREMONIES

The picture doesn't do justice to this fine group of future nurses, comprising the first class of U. S. Cadet Nurses to be capped by Provident School of Nursing. They are, *left to right*: HENRIETTA DIXON, ARTIE HECTOR, ARKANSAS SANDERS, NETTIE BROUSSARD, MARGARET HOLLY, MARILYN SANDERS, DORIS EDWARDS, MARY TAYLOR, LOLA HICKS, SELMA SMITH, DOROTHY DUREN, ESTELLE NELSON, LUCILLE YOUNG, THELMA HARRIS,

BERTIE ETTER, CHARLIE JONES, RUBY JACKSON, HORTENSE ANTHONY, HARRIET WATKINS, and EDWYNNA FRYE.

On the platform are, *left to right* — Miss BELVA L. OVERTON, Director of the School of Nursing, MRS. FRANCES GAINES, Miss DOROTHY WAGNER, and REV. SHEPPHERD, who took part in the capping program. (Story on page 7.)

*[Photo of cadet nurses](#) in capping ceremony at Provident Training School, 1945, from the school newsletter, the Provident Phalanx.*

Below the photo: "This picture doesn't do justice to this fine group of future nurses...the first group of U.S. Cadet Nurses to be capped by Provident School of Nursing...At this time twenty cadet student nurses, having successfully completed the **prescribed**<sup>56</sup> **preclinical**<sup>57</sup> course of instruction, received the cap of their school."<sup>58</sup>

<sup>56</sup> **Prescribed:** mandatory, required

<sup>57</sup> **Preclinical:** required classes students before the practical classes about nursing

<sup>58</sup> Photo of cadet nurses in capping ceremony at Provident Training School, 1945, the Provident Phalanx, January-February-March 1945 issue, University of Chicago Special Collections, Harold Swift Papers, Box 131, Folders 1-2.

### Source #3 (Modified for 6th Grade Reading Level):

Frances Payne Bolton, a white congresswoman and supporter of the NACGN, made the Bolton Act of 1943, which formed the U.S. Cadet Nurse Corps. It aimed to train nurses quickly for wartime needs. According to the Act, if nursing students agreed to work in certain important areas, the government would pay for their schooling and other expenses.

NACGN activists got Black nurses nationwide to push their lawmakers to sign the anti-discrimination part of the bill. This part said the government would not give money to schools that treated students unfairly based on gender, marital status, ethnicity, or race.

Money from the act helped Black nursing schools get more students. It also made white schools start accepting Black students. This began the slow process of integrating nurse training programs. Plus, many Black students who couldn't afford nursing school could join because of the Cadet Nursing program's funding.<sup>59</sup>

Below see a photo of cadet nurses who graduated from Provident Nursing School, an all-Black nursing school in Chicago.

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<sup>59</sup> Excerpted from [Mapping Care page](#) about integration of military nursing during WWII.



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*[Photo of cadet nurses](#) in capping ceremony at Provident Training School, 1945, the Provident Phalanx, January-February-March 1945 issue, University of Chicago Special Collections, Harold Swift Papers, Box 131, Folders 1-2.*

Underneath the photo: "This photo doesn't fully show how great these future nurses are... They're the first bunch of U.S. Cadet Nurses to get their caps from Provident School of Nursing... At this moment, twenty student nurses, after finishing their preclinical training, got their school caps."

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**Source #4:** *Chicago Defender* article

*The Chicago Defender* is a Chicago-based African-American newspaper. It was founded in 1905 and was at one point one of the most important Black newspapers in the country.

[Full article in its original form accessible here.](#)

“Where They Thawed Out The ‘Frozen Woman’: Chicago’s Michael Reese Hospital Is An Interracial Medical Center,” The Chicago Defender, May 19, 1951

“The history-making case of Dorothy Mae Stevens, the “frozen woman” brought attention to Michael Reese hospital...from people all over the world...The story held special interest, however, for Negro America.

Here is a **privately endowed**<sup>60</sup> hospital which has spent many thousands of dollars in medical care ...on a woman whose **economic status**<sup>61</sup> could never have saved her life, had her life been calculated in terms of dollars by Michael Reese hospital.

To the population of Chicago, however, Michael Reese’s **consideration**<sup>62</sup> of human worth above race is not a new story. Located on the South Side in the heart of...the “Black Belt,” the hospital **annually**<sup>63</sup> serves more than 25,000 Negro patients...

Michael Reese has **exhibited**<sup>64</sup> over a period of years, both in its **personnel**<sup>65</sup> patient care and professional staff policies, its democratic desire to **utilize**<sup>66</sup> the talent and abilities available to its own community, the Central South Side.

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<sup>60</sup> **Privately Endowed:** not public, not funded by the government

<sup>61</sup> **Economic status:** how much money someone has

<sup>62</sup> **Consideration:** thinking about something carefully

<sup>63</sup> **Annually:** every year

<sup>64</sup> **Exhibited:** showed, demonstrated

<sup>65</sup> **Personnel:** Employees or staff.

<sup>66</sup> **Utilize:** make use of, to use

The fact that the population of the area is almost wholly Negro, and that there remains an unwritten policy of discrimination and segregation in the nation, has only strengthened the hospital's position of fairness...

The clinic serves approximately 10,000 Negro patients a year.

The Negro doctors, Harvey Whitfield and William Cunningham, are on the clinic staff...Dr. Francis, a graduate of the Yale university medical school, is a Jamaican...The first Negro student nurse, Clara Rice, was graduated from the hospital's school of nursing recently. **Numerous**<sup>67</sup> other Negro girls are studying at the school at the present time...Mrs. Geraldine Maris, medical social worker, is a supervisor of the hospital's nationally famous **coordinated**<sup>68</sup> program for handicapped children. Mrs. Mardis is the first Negro medical social worker to be **appointed**<sup>69</sup> in a private hospital in Chicago, other than Provident.”



Michael Reese  
School of  
Nursing Class of  
1951, second  
from left Clara  
Rice (first Black  
student)<sup>70</sup>

[See photo on  
Mapping Care.](#)

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<sup>67</sup> **Numerous:** Many; a large number of.

<sup>68</sup> **Coordinated:** Organized or arranged carefully

<sup>69</sup> **Appointed:** Chosen for a position or role.

<sup>70</sup> Source: Chicago History Museum, ICHI-182760, Michael Reese Nurses Alumnae Association

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“Where They Thawed Out The ‘Frozen Woman’: Chicago’s Michael Reese Hospital Is An Interracial Medical Center,” The Chicago Defender, May 19, 1951

“The story of Dorothy Mae Stevens, known as the ‘frozen woman,’ drew attention to Michael Reese Hospital from people worldwide. This story was especially important for Black Americans.

This hospital, which is funded privately, spent a lot of money on medical care for Dorothy, even though she couldn’t afford it. Michael Reese Hospital has a history of valuing people’s lives over their race. It’s in Chicago’s South Side, where many Black people live, and it treats over 25,000 Black patients every year.

For years, Michael Reese Hospital has shown its commitment to fairness in its staff, patient care, and policies. Despite national discrimination and segregation, the hospital has made sure to include and support the talents of its Southside community.

The hospital’s clinic helps about 10,000 Black patients each year. They have Black doctors like Harvey Whitfield and William Cunningham, as well as Dr. Francis, who is from Jamaica. Recently, Clara Rice became the first Black student nurse to graduate from the hospital’s nursing school. Many other Black girls are currently studying there.

Mrs. Geraldine Maris, a Black woman, is a supervisor in the hospital's program for children with disabilities. She's the first Black medical social worker appointed to a private hospital in Chicago, aside from Provident Hospital."<sup>71</sup>



Michael Reese School of Nursing Class of 1951, second from left Clara Rice (first Black student)<sup>72</sup>

[See photo on Mapping Care.](#)

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<sup>71</sup> "Where They Thawed Out The 'Frozen Woman': Chicago's Michael Reese Hospital Is An Interracial Medical Center," *The Chicago Defender*, May 19, 1951.

<sup>72</sup> Source: Chicago History Museum, ICHI-182760, Michael Reese Nurses Alumnae Association



## Source #5: Historian's analysis

Darlene Clark Hine was a history professor at Michigan State University and later Northwestern University. She has written many books and articles about Black American history and won the National Humanities Medal in 2014. In 1989 she published the book [\*Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950\*](#).

In the conclusion she writes:

“As **formidable**<sup>73</sup> a task as overcoming racism proved, black nurses by the middle of the twentieth century had **garnered**<sup>74</sup> **sufficient resources**<sup>75</sup> to make them more than equal to the challenge. Several factors contributed to their **empowerment**,<sup>76</sup> not the least of which was...the training students received and the connections **graduate nurses**<sup>77</sup> forged with the diverse communities they served.

The **constructive**<sup>78</sup> relations black nurses enjoyed with their communities had a significant impact on their professional identities and on their self-esteem. Regardless of how they were **perceived**<sup>79</sup> or **portrayed**<sup>80</sup> by whites, black nurses found **confirmation of their worth**<sup>81</sup> from their people. Thus they could never imagine themselves as so many victims, powerless to combat racism.

One of the most **distinguishing**<sup>82</sup> characteristics of black nursing was the extent to which individual [nurses] were expected to become **intimately**<sup>83</sup> involved in the life of the communities in which they worked. They joined and participated in the women's clubs, lectured in the community's schools, attended local churches, and visited the homes of the poor and the middle class with equal grace.

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<sup>73</sup> **Formidable:** something that is very impressive, strong, or difficult to deal with

<sup>74</sup> **Garnered:** gathered or collected something

<sup>75</sup> **Sufficient resources:** enough of what they needed to accomplish something

<sup>76</sup> **Empowerment:** having the power to do something or to take control of your own life or situation

<sup>77</sup> **Graduate nurses:** nurses who finished their education and are working

<sup>78</sup> **Constructive:** helpful, positive, or contributing to a good outcome or purpose

<sup>79</sup> **Perceived:** how something is seen

<sup>80</sup> **Portrayed:** how something or someone is shown or represented

<sup>81</sup> **Confirmation of their worth:** a feeling of high self-esteem, importance, confidence

<sup>82</sup> **Distinguishing:** different or special

<sup>83</sup> **Intimately:** very close or familiar

Out of this bonding emerged a social contract of **reciprocal obligations and expectations**.<sup>84</sup> The community trusted its nurses to be patient and race advocates, constantly seeking improved health care.

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<sup>84</sup> **Reciprocal obligations and expectations:** a relationship where each side has hopes and responsibilities for the other side. Each side promises to do something for the other.

### **Source #5: Historian's analysis (modified for an 8th grade reading level)**

Darlene Clark Hine was a history professor at Michigan State University and later Northwestern University. She has written many books and articles about Black American history and won the National Humanities Medal in 2014. In 1989 she published the book [\*Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950\*](#).

In the conclusion she writes:

“Overcoming racism was a tough challenge, but by the middle of the twentieth century, black nurses had built up enough resources to face it head-on. Many things helped them become stronger, especially the quality of their training and the relationships they built with the communities they served.

The strong connections black nurses had with their communities made a big difference in how they saw themselves and how others saw them. Even if white people didn't always recognize their value, black nurses felt valued and supported by their own community. This gave them the confidence to stand up against racism instead of feeling powerless.

Black nurses were known for getting deeply involved in their communities. They didn't just work in hospitals; they joined women's clubs, taught in schools, went to church, and visited people's homes, treating everyone with respect.

This close relationship led to a mutual agreement between the nurses and the community. People trusted the nurses to care for them and to fight for better healthcare for everyone.”<sup>85</sup>

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<sup>85</sup> Darlene Clark Hine, *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890–1950*, (Bloomington & Indianapolis: Indiana University Press, 1989).