

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

YSU Depression Project

Nursing Experience

O.H. 184

ANNE L. SCHEETZ

Interviewed

by

Daniel Flood

on

October 22, 1975

ANNE L. SCHEETZ

Anne L. Scheetz was born August 31, 1914 in Newton County, Indiana, the daughter of John and Katherine McGraw. She attended Goodland Public High School in Goodland, Indiana. After high school, she studied nursing at St. Joseph's Hospital Nursing School in South Bend, Indiana. Upon graduation she went to St. Mary's College, Notre Dame, Indiana graduating in 1937 with a B.S. with a major in Nursing.

In 1937 Anne came to Youngstown, Ohio to St. Elizabeth's and became employed as an instructor in nursing. She left nursing after five years for marriage. In 1961 she returned to nursing at St. Elizabeth's and after six months she joined the nursing faculty and taught there until 1968. At that time she became employed by Youngstown State University and is presently employed there.

In December 1941, Anne married Walter Scheets and they had four children. She is a member of St. Patrick's Church of Youngstown, Ohio.

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INTERVIEWEE: ANNE L. SCHEETZ

INTERVIEWER: Daniel Flood

SUBJECT: Nursing: Requirements, Duties, Pay,
Hospital Life, Typical Day, Disillusion-
ments; President Franklin Delano Roose-
velt

DATE: October 22, 1975

F: This is an interview with Anne L. Scheetz for the Youngstown State University Depression Project by Dan Flood at Mrs. Scheetz's home, 2516 Volney Road, on October 22, 1975 at 7:45 p.m.

Before we begin the actual interview, let me point out to you that Mrs. Scheetz has lead a very active life. She is a graduate of St. Mary's College of Notre Dame; St. Joseph's Hospital School of Nursing, South Bend Indiana; a registered nurse during the Depression; and holds a Master's Degree in Guidance and Counseling from Youngstown State University. She has taught at St. Elizabeth Hospital of Nursing and currently, Mrs. Scheetz is teaching at Youngstown State University in the nursing program.

By having experienced so many different facets of life would justly call for an interview on these grounds alone, but today we are asking Mrs. Scheetz to recall specific experiences she had, whether they be good or bad, as she lived during the Great Depression.

Mrs. Scheetz, why don't we begin by allowing you to give us some very specific background information on when and where you were born, the names of your family members, and the occupation that your father was in at

the time of your birth.

S: I was born in 1914 on a farm in Newton County, Indiana. I lived, until I was eighteen, going to a school in the rural community of Goodland, Indiana. I didn't go--although many people did--to what was known as a country school. There was no country school in our district, so we were bussed to the Goodland School.

F: About how far away was that?

S: It was a little over four miles. Normally in a community such as that, there would be a rural school that children would walk to. But the rural school that had been in our immediate vicinity had been closed. So, we were bussed to the town school.

F: Was this bussing done by cars?

S: The same man drive me everyday the twelve years I went to school. He ran a taxi service. And this is an interesting point how small things were. The country schools only went eight months to school. The country children in many cases had to be out to help with the crops. The eight months term was full term, while the children in the small towns had nine months school. So, the county or the township would pay for our bussing for eight months, but my father paid for our bussing for the ninth month so that we went the full term of nine months of school.

When I finished high school--I liked going to school--I was interested in math and I was interested in languages. I had taken four years of high school Latin. My sister had gone to college before me and it was Depression and I knew that it was quite a sacrifice for my family to put her in school, although she worked part-time. She, too, went to St. Mary's at Notre Dame. It was a great sacrifice. Different people that I knew, acquaintances and relatives, too, had gone into nursing school. I decided that that would be a way and a manner in which I could get my education, without my parents paying. In fact, much to my father's disappointment, I decided to go to nursing school. He said, "Stay at home a year and then I could probably afford to put you in college." But I said, "No, that I would be going to nursing school and through that I would probably get my education." That really was my motive to enter nursing.

F: What was the cost of going to nursing school at the time?

- S: It was forty dollars. That covered all the books and uniforms. During the first four months we were in a probationary period. The uniforms for that period were gray and were used over by many in-coming students. At the end of four months, having satisfactorily passed that period, you were given a cap and a white short-sleeved uniform that had an emblem on the pocket.
- F: What type of responsibilities did you have during that four month period?
- S: During those days, nursing education was called training. And that's what it mainly was. We had much class work and we were trained in procedures. We were trained more on the how to do things. The formal responsibilities were minimal in that we were under supervision and much guidance. From, I would say, maybe ten days after you arrived at that school we began working, and it was working on the hospital division.
- F: Working in the hospital?
- S: Right. And you learned much.
- F: Do you think that you got more out of working in the hospital than out of the class? Probably more practical experience?
- S: Yes. It correlated beautifully as I still see nursing today. The theory application is beautiful because it all fits together. And I felt that about it even in those days.
- F: Can you tell us a typical day, what it was like?
- S: As a student, well, we got up usually for breakfast at six-thirty. And we had to be at breakfast. We were checked in. We went to chapel after breakfast. And we were on the divisions by seven o'clock, at which time breakfast was served to the patients. We had patients to feed and the trays, of course, were carried in by the students. All the care at the hospital was done by students. Of course, they were all beginning students. Some of the students were completing their third year. After breakfast was finished, we, many times, had class at eight o'clock until eleven, at which time you usually had a half hour off. Eleven-thirty was lunch. You returned to the division to help with the lunch for patients. And we'd be on the division from twelve to one. Many times we had class

from one to four in the afternoon. At four we returned to the hospital division. We had dinner at night, maybe five-thirty, half an hour and then returned to the division until seven o'clock. Now, all days weren't quite that full, but more were than weren't. And on Saturdays and Sundays we worked an eight hour day. I was in nursing school no longer than eight months when I was on nights, and during your nighttime tour of duty, you were in charge of a whole division. There was a supervisor who was at your call, but you did have complete charge of those patients and you were to recognize when you needed help.

F: This is still in the training of the nurse?

S: Right, as far as the supervision is concerned, the time schedule--no. We went on duty at nine-thirty at night and worked until seven in the morning and worked thirty nights without a night off. At the end of the thirty days, you had a weekend off. In other words, you were on duty Friday night, and Saturday morning you were free until Monday morning. (Laughter)

F: What was the supervisor of the division itself? Was she a registered nurse?

S: She was a registered nurse.

F: Almost at all times? And that was a requirement to be a supervisor?

S: At all times, right, yes. And there would be a night supervisor that was always on call. If you needed her, she would come. And she circulated through the various divisions at the hospital.

F: Now, the hospital that you worked at was St. Mary's?

S: No, St. Joseph's.

F: At St. Joseph's, how many people were employed there as far as training nurses as opposed to the registered nurse? Can you give us any idea at all?

S: I would say, I think that there were perhaps 25 in my class. In the beginning, perhaps close to 75 student nurses. The hospital was run by the Holy Cross Nuns. And the supervisors and the head nurses were usually religious. During my nursing school days, I think there was one RN employed at St. Joseph's. And she was employed because she needed help. She had no family. And I'm sure that that was a great considera-

tion in her being given employment because she had no means to support herself. So, she was given a job. But after nurses finished their nursing school, became "graduates" and then "registered" nurses, they were not employed by hospitals, because hospitals were serviced entirely by students. And this was pretty generally true.

F: Where would a registered nurse get a job? Through the schools?

S: They did private duty, Dan. They would go on a registry and wait their turn to be called to take care of an individual patient at the patient's expense. And they would work a twelve-hour day for five dollars. And then there was what was a twenty-hour day private duty service. This would be an assignment for a patient who slept at night. A registered nurse might be acting as a private nurse for one 24-hour shift, expecting she might sleep on a cot that was in the room, sometime during the night. And also, if the patient was sufficiently well that she could be absent from one to four in the afternoon, she was free to leave for those three hours. And for that she was paid six dollars.

F: Six dollars?

S: Yes.

F: Do you remember some of the requirements she had to have in order to become a nurse at the time?

S: You had to be a graduate from high school. You had to have two years of Latin and one year of chemistry. I guess your high school requirements were just what they are today. There were no entrance requirements like the ACT [American College Test] or other college boards. But you had to have letters of recommendations and you had to have your high school transcripts sent. But as far as high school requirements, they're the same today as they were in those days.

F: Well, I don't know if this is true or if it's just gossip or something like this, but a lady had told me something about nurses and whether they are allowed to work when they were pregnant or not.

S: Oh, no, they never were.

F: They never were allowed to work?

S: No, no. As a matter of fact, even after I came to

Youngstown, Dan, at St. Elizabeth, when a woman got married, she was expected to resign. In fact, it was very much as you probably read about school teaching. Married school teachers, they didn't feel that this was a dependable place because a woman might become pregnant and not be able to complete a term. Very true in nursing--no one nursed after they were married. The hospital did not employ married women.

F: Were women always considered at that time as inferior?

S: I never thought so.

F: I mean as far like the women's lib movement and things like this? At that time it seems like, well, just the pregnancy itself--was there any protest by nurses?

S: Oh, no. This had been expected. It was known that it was that way.

F: You just didn't do anything to cause any trouble.

S: No. I recall one girl that got married and her husband was sick and she wanted to work, but they wouldn't employ her.

F: When you first began nursing, was it like you thought it would be when you went into nursing training? Were there any disillusionments? If so, what were they?

S: It was a very full schedule and it necessitated a lot of endurance. And I felt keenly the responsibility as it was placed on me, especially the responsibility to learn and be conscientious about being properly prepared. This is still very true. A conscientious nurse carries a lot of responsibility. And I remember as a young student, questioning myself, whether I wanted to accept that kind of responsibility.

F: Were there any days that you almost felt like giving up? I know, just myself--teaching; the first couple weeks you just go through . . .

S: Of course there were. My father always thought I should be a teacher, because I did like to teach. Even as a youngster I used to teach my cousins math and Latin. My father thought I should be a teacher, and he felt that nursing wasn't very good. He just felt that maybe it was too hard perhaps or he didn't, maybe, think it was too honorable. But the first time I was home, he thought all my sisters should be nurses. The stories I had to tell him proved to him that nursing was really a beautiful thing to do. But I can recall--

to tell you something about my relationship with my father, I recall being many times spurred on. I couldn't quit because I felt I would be a disappointment to my father. But it was hard.

F: Can you remember some of the more beautiful days of nursing?

S: Oh, I remember the first time I saw a baby born. I just thought that that was a tremendous thing. I couldn't get over seeing the child born and hearing the baby cry.

F: Were there any drugs at that time to--I doubt it--but probably to start the labor?

S: Oh yes, there were. Yes, sure there were. In fact, they were used probably more then than now.

F: Oh really?

S: They used to induce labor. They used to rupture membranes. I would have to say this, Dan, I have not had any experience in obstetrics since my nursing school days. It's not a real interest of mine. I have never really done too much studying of it. The only experience I had in obstetrics was as a student.

F: Can you tell us anything about the economics during the Depression; the nurses' pay in general, if there was a demand for nurses at the time? Training nurses, I imagine I should be asking for.

S: One woman who was, I think, a very intelligent person, taught us both what was called Principles and Practice of Nursing and all the sciences except chemistry and social sciences. There was a young man from Notre Dame who taught us chemistry. He was studying on his doctorate. And then we had doctors who taught us. So really, this one woman taught us a great deal. As I said before, other than this one lay woman, there was only one other nurse employed at that hospital. If you need to know the size of the hospital, about three hundred beds at that time. But it was serviced completely by student nurses. In fact, getting a job was very, very important. They were hard to come by. A friend of mine got a job as a school nurse and this was a really, wonderful job because they didn't employ that many people.

F: Okay, before you told me about the people that used to be fed by the nuns at that hospital. Can you elaborate on that?

S: Yes, well, I had, as I said, been raised on a farm. And I didn't feel the Depression, in that on the farm there was always sufficient to eat. There wasn't too much money, but everyone was in the same boat. At St. Joseph's Hospital, three times a day there were transients. I don't know, I thought they were bums. I don't really know. But at least they were hungry. And maybe 100 or 150 would collect three times a day. When the meal was over at the hospital, they would feed these people. I suppose it was leftovers. They had a tin can. I presume these were, as I remember, probably cans from which food had come. They were given coffee and whatever food was left. And they were there summer and winter. You could look out any mealtime and see them awaiting in the courtyard for something to eat. And I don't think anyone was ever turned away. I'm pretty sure there wasn't.

F: That would be more or less almost like a soup line or bread line? You could consider that charity from the hospital?

S: Well, there were people hungry and they fed them. And it was before hospitalization. And the hospital operated in the red. And most patients in the hospital were charity patients.

F: You would say that there were quite a few charity patients?

S: They might all be charity, especially in the obstetrical ward. They may have one private patient and the rest would all be charity patients. And really, no distinction was made. It was never a matter of conversation. I remember the administrator of the hospital telling us that the people who came for care were the "guests of the hospital" and we were to "make them welcome." And this was the attitude toward every admission. We were to do everything we could to make them welcome at St. Joseph's.

F: Did the hospitals have any type of finance department like they do today where they get after people for bills?

S: No, not that I knew of.

F: They just took it upon themselves to work in the red?

S: I really don't know how they operated except that services were free in many incidents. Student nurses gave their services and the cost of training them was

minimal. And of course, the religious were not paid. The religious worked seven days a week. And if there were acutely ill patients on the floor, they never left the division.

F: At that time, were you ever asked to take a cut in pay?

S: I don't think I said that before, but after four months you were given a five dollar stipend and if you broke any equipment during that month . . .

F: They'd take it out of your pay. (Laughter)

S: . . . out of your stipend. So, if you broke a thermometer, you probably only got four dollars. I left nursing school and went directly to St. Mary's, Notre Dame. So, I really wasn't employed for pay until I came here to teach at St. Elizabeth's.

F: And you came to St. Elizabeth's in what year?

S: I came to St. Elizabeth's in August of 1937.

F: Now, did you come here knowing that you had a job already secured?

S: I did, yes. The nun who was the head of the school for St. Mary's was acquainted with Sister Germaine, who was then director of the nursing school at St. Elizabeth's; and that's how I got the job.

F: When you came here, at what pay did you start?

S: I started at \$110 a month with full room and board.

F: Now, this was a registered nurse?

S: And I had my degree.

F: Right.

S: I had a Bachelor of Science degree.

F: Was there anything different in the hospitals that you notice right away or immediately?

S: No.

F: St. Elizabeth's Hospital, at the time, probably was how many beds?

S: It was a little larger than the hospital I had come from. Hospitals in that day, as well as this, have

a great deal of similarities. You see, there's differences and difference in policies, but essentially, one becomes quickly acquainted. Hospitals were small and you knew everybody by name and everybody knew you by name; whether it was the man that wheeled the laundry across the street, you spoke to him by name and he spoke to you. And it was very much a family feeling because everyone knew everyone else. You knew all the nurses and people that worked in the laboratory; you knew all the doctors. It wasn't nearly as big as it is today.

F: Do you remember any of the doctors that used to work with you at St. Elizabeth's back in 1937?

S: Oh, certainly.

F: Do you remember the names?

S: Well, Dr. Ondash was an intern when I first went to St. Elizabeth's. Let's see, who else? Dr. Pichette was not there in 1937, but he came there shortly thereafter. Dr. McNamara was the chief of staff when I came. Through the years, an interesting anecdote, I think, is when I was back teaching at St. Elizabeth's, in the meantime, Dr. McNamara had, of course, grown older, as I had too, but one day a student asked who he was, and he looked up and he said, "It's something to once have been chief of staff in the hospital and then to see the day that some nurse wouldn't know who you were."

F: Yes, you wonder.

S: That's right.

F: You mentioned another incident at the time about pneumonia in the patients.

S: We were talking about financing of the hospital care. As a student nurse, we saw many pneumonia patients. Nursing care really saved a pneumonia patient's life because there were no antibiotics. And they went through the typical picture of pneumonia which no one sees today. They had a very high fever, which broke abruptly in what was called a crisis at which time they went into shock. And if you were there with the person, you gave them a drink of warm whiskey and lemon juice fluids and saw to it that they were warm and dry. It was nursing care, I believe, saved those people, because it was being there at the proper time.

There were vaccines. There were four classes of pneumonia described at that time. And there were vaccines which were fairly dependable as a curative measure. But I found it hard to accept--and today it seems impossible because \$100 seems like so little money---but the cost of vaccine was \$100, and unless there was the money to pay for the vaccine, the patient did not get it. There was just no source where the money would come from.

F: Was there many patients that had the money or just the real rich?

S: Not all types of pneumonia were the type for which they had the vaccine. It's somewhat hazy in my mind now. I think it was Type Four Pneumonia. Once the laboratory had diagnosed it was being Type Four, they could get the vaccine. But not all pneumonias were Type Four. I think Type Two was the most common. So, it wasn't every type. But Type Four was a very severe type. And it always seemed hard for me to accept that money was a factor in the person's living or dying. But there simply were no funds. There was no way that the hospital could have handled this. It always made me feel very badly to think that that was a factor.

F: Would you think like that today now that you are teaching in the nursing program itself? Do you correlate it with, let's say, the classroom along with the hospital? Half and half almost?

S: Are you talking about time-wise?

F: Time-wise, right.

S: No. As far as credit-wise, Dan, the lecture runs the same proportion for hours as it would with any other course, but there's three hours of clinical for one hour of credit. The course I'm presently teaching is five hours of credit, for which we have three hours of class and four hours of clinical and two hours of nursing lab, which also runs the same ratio.

F: Now that we've covered your nursing days during the Depression, let's go back and recall your reactions to and recollections of certain specific events that took place during that same period. Now, if at any time you can think of anything, just add it on to the tape itself. But about the Lindbergh baby? This, I would be most interested in because I just got through reading a book about it.

S: Well, of course I remember the trial and the news story of the kidnapping.

F: Well, do you remember the actual day that it took place and where you were at the time?

S: Oh, yes.

F: Was it as great as something like . . . ?

S: Oh, it was. Let me tell you this: first of all, I remember when Lindbergh flew across the ocean in 1927. He was a bachelor and there were many jokes about him. And then he married the Morrow girl. They had lead rather private lives. And then their child was kidnapped. The nurse had just gone from the room. Circumstantial evidence convicted Bruno Hauptman and his execution was stayed repeatedly. I was in college at that time. We'd all be very tense and listening to the radio. And they were reluctant to electrocute the man because they had only circumstantial evidence to prove his guilt.

F: The baby was found dead, but they didn't know if it was due to accident or . . . ?

S: The baby, if I remember rightly, his body showed evidence of having been assaulted or injured. I don't remember that, Dan.

Something that you probably read about in history, too, was the murder of the young Jewish boy in Chicago, by Leopold and Loeb. Did you ever read about that?

F: Oh, yes. That was Clarence Darrow, wasn't it?

S: Right. He was the attorney on the case. I remember following that very closely because I lived south of Chicago and, of course, read the Chicago Tribune.

F: What year was that? Was that 1920?

S: That was in the 1920's, maybe 1925. I was just a child in grade school, but we followed that very closely. And it seems strange. I don't think children would follow a murder that closely. But there was, of course, the interest that Darrow brought to the case also.

F: Do you want to recap that story?

S: Well, this young boy was kidnapped by these two college students. They were Leopold and Loeb and they were outstanding intellectual young men in college at the time. And if I remember the detail of it right, they more or less did this as a lark. It wasn't

planned too far ahead. They hoped to get some money. And then, of course, they were caught.

F: But they actually killed the boy for a perfect crime, right?

S: They kidnapped him and then killed for a perfect crime, yes.

F: To see if they could possibly get away with it?

S: Right. And one of them died in prison.

F: A couple years ago they had a write-up in the paper about it.

S: They both were supposedly very brilliant young men.

F: I think that one was supposed to get out somewhere around 1968 or 1970.

S: I think he did and he's supposed to be working for some humanitarian cause, but he had been in prison all these years. I remember that very vividly, I suppose, because there were big headlines in the Chicago Tribune and that was the paper we took at home.

F: And Clarence Darrow was the big man of the day?

S: Right.

F: How about the Scope's Trial?

S: I don't remember that at all. What year was that? That was 1920 wasn't it? See, that was before I started school.

F: It was probably in the 1920's, yes.

S: I know that the Scope's Trial was not in the memory of my lifetime.

F: What about the repeal of prohibition?

S: Well, I remember that vividly. Of course, all during my grade school days that was prohibition days. As I told you before, I never saw an intoxicated man until I was in nursing school, because the small community I was in and my family. That seems almost unimaginable, but that's the truth. During my high school days, I remember that the boys would somehow get liquor. I suppose that that was the smart

thing to do which some young people would still think today even. In my immediate circumstances-- both my mother's and father's families came from the same community and we had a rather large family--our social life centered around mainly a few friends and many relatives; and drinking just wasn't part of our way of living.

F: Orson Welles', "The War of the Worlds"--do you remember that?

S: I remember that vividly. I surely, do. That was a Sunday night and I was here in Youngstown and we were returning from Cleveland. It came on the radio and, of course, when you're in the car, you hear the radio and then you don't. And it was so realistic. We got back to Youngstown and there were two women who lived at the nursing school--very, really tremendous people--and they had been listening to it too. And we were so convinced that it was true.

F: Now, did you listen to the radio show from the very beginning?

S: No, we came in later. But then we got back to St. Elizabeth's and Mary and Kate Laracy were house mothers there, and they had listened to it, but not from the very beginning either. And we thought it was the real thing. You weren't sure where you were going. You heard these broadcasts and not having heard the beginning, you were convinced it was true.

F: Do you remember any people getting really frightened or upset at the time?

S: Not immediately with me, but we thought it was true. Of course, we weren't sure. It seemed as you heard it, it was worse on the east coast, but was coming in.

F: Yes, right where it was possibly taking place.

S: Right, but you weren't sure how soon it would be . . .

F: Coming to Youngstown, right? (Laughter)

S: Right. It was realistic.

F: What was your impression of Franklin Delano Roosevelt?

S: Well, history probably recorded many different things, but to me he brought a way of life on the farm that farmers didn't know before. He brought rural electrification. He closed the banks, and through that, was able to establish a banking system which lent to sta-

bility. And although social security has grown and changed much since FDR's time, it certainly was a needed thing.

I saw him when the Philippines were given their independence. He came to Notre Dame and took part in a program there. And I was in the audience and, in fact, saw him very close. And previously one never saw pictures of FDR's indicating the degree of his crippling. He was always pictured waving from the window of a car or seated in a chair--before television, obviously--and you didn't see him. But at Notre Dame that day, a man stood on either side and supported him as he stood. It was awe inspiring to think that a man so badly crippled had become President of the United States. And I was very much awed by him.

F: Was there anything towards Communism at that time? Did people talk about going in with Communists?

S: Oh yes. In fact, Fulton Sheen was a monsignor at that time. He was at St. Mary's and I heard him speak. In fact, I met him personally too. He talked a great deal about the threat of communism. In fact, that was really when the threat of Communism began, about 1937, and about the danger that was coming here. People thought Communism was synonymous with atheism. And at least that was what I gathered from what I heard in those days.

F: There was Stalin, at the time, that destroyed the churches.

S: Right, right. And we felt that there wasn't freedom of worship in Russia and that was the essence of Communism as we saw it.

F: Did they--now I don't know about the poorer people and the people that really felt the Depression, they probably went along with FDR's ideas on the welfare issues?

S: Well, there was WPA [Works Progress Administration] and in fact, that's when Mill Creek Park was made the beautiful place that it is. Now, I wasn't in Youngstown at that time, but roads were built and there were CCC [Civilian Conservation Corps] camps for young men who didn't have any work to do. They were trained in these camps. In fact, the man who built his own house two doors down here, received his training in a Three C camp. That's where he learned carpentry, masonry and the trades in use in contracting. And people were happy because they hadn't had any money and men were

willing to work. And so the Works Progress Administration was a boon to many families, I'm sure.

F: You mentioned the Zeppelin Explosion. Would you want to go back to that?

S: Yes, well, I remember that on the news. We were at dinner and that was also when I was in college. There was one girl that I particularly remember, whose brother was on it. She waited all night for a call. She was from Chicago and she called her parents and they said as soon as they had word from her brother they would call. He had been in Europe and she knew that he was returning on the Zeppelin. And we had heard the news that it had exploded in midair. Some people were parachuting and being saved and some people were jumping. Actually, her brother was saved. And because of having the close contact with it, I remember that.

F: So, anything else that you could possibly remember about the Depression period that you would like to add to this interview?

S: I don't suppose my exposure to the Depression was similar to anyone's living in the city.

F: Being that you lived on the farm itself?

S: Right, because we were quite self-sufficient as far as food was concerned and also our shelter; there was no rent to pay. And farmers, I don't suppose, to this day believe too much in insurance. I mean, there weren't regular recurrence of bills that people in the city would have had because our lives were different.

F: Now, if you had to state the most important lesson that you learned by living through that Depression, what would it have been?

S: I don't know whether this is a lesson or not, but something that's influenced me greatly, I suppose, is towards conservatism and even liking to save. I still can. I've canned every year that I've kept house. Somehow or other, it seems to me I feel almost--what do I want to say--not sinful exactly, but I feel . . .

F: Obligated?

S: Well, I feel that I should can. I mean, I feel it's a way that I could . . . And I enjoy knowing that I've prepared food. And of course, I freeze now.

And I just enjoy knowing that food is ready for winter. And I think, of course, I suppose that my background too; we didn't believe in buying things on time. And I hate debts. And I guess that's the way it has affected me. (Laughter)

F: Well, I'd like to thank you very much, Mrs. Scheetz, because you certainly have given us a lot of practical information on how it was to have lived during that unforgettable period, which all of us know as the Great Depression. Thank you again.

END OF INTERVIEW