

CORNELL UNIVERSITY
OFFICIAL PUBLICATION

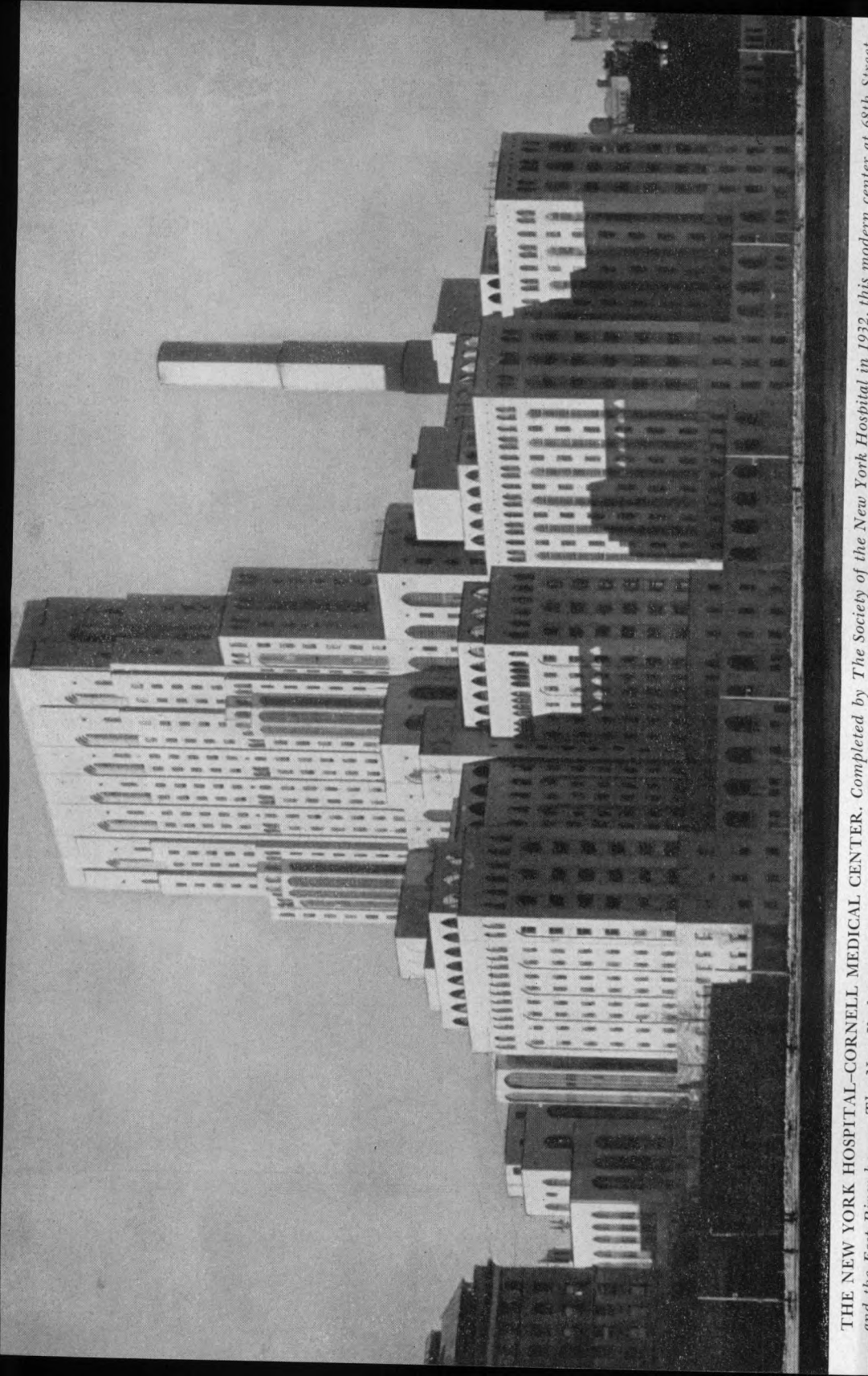
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Cornell University—New York Hospital

School of Nursing

1946-1947

525 EAST 68TH STREET, NEW YORK 21, N. Y.



THE NEW YORK HOSPITAL-CORNELL MEDICAL CENTER. Completed by *The Society of the New York Hospital* in 1932, this modern center at 68th Street and the East River is one of the most important medical centers in the world.

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CALENDAR

1946

Sept. 25	Wednesday	Commencement, September Class
Sept. 30	Monday	Registration of freshmen students
Oct. 12	Saturday	Columbus Day: holiday (except for freshmen)
Nov. 28	Thursday	Thanksgiving Day: a holiday
Dec. 24	Tuesday	Christmas recess for freshmen students begins
Dec. 25	Wednesday	Christmas Day: a holiday

1947

Jan. 1	Wednesday	New Year's Day: a holiday. Last day of Christmas recess for freshmen ends
Feb. 12	Wednesday	Lincoln's Birthday: a holiday
Feb. 22	Saturday	Washington's Birthday: a holiday
Feb. 27	Thursday	Commencement, February class
May 30	Friday	Memorial Day: a holiday
July 4	Friday	Independence Day: a holiday
Sept. 1	Monday	Labor Day: a holiday
Sept. 27	Saturday	Registration of freshmen students
Sept. 29	Monday	Commencement, September class
Oct. 13	Monday	Columbus Day: holiday (except for freshmen)
Nov. 27	Thursday	Thanksgiving Day: a holiday
Dec. 24	Wednesday	Christmas recess for freshmen students begins
Dec. 25	Thursday	Christmas Day: a holiday

1948

Jan. 1	Thursday	New Year's Day: a holiday. Last day of Christmas recess for freshmen
Feb. 12	Thursday	Lincoln's Birthday: a holiday
Feb. 22	Monday	Washington's Birthday: a holiday
Feb. 25	Wednesday	Commencement, February class
May 31	Monday	Memorial Day: a holiday
July 5	Monday	Independence Day: a holiday

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BESSIE A. R. PARKER.....*Associate Dean*
MAY KENNEDY*.....*Associate Director*
VERONICA LYONS**.....*Assistant Dean*

*Fall Term

**Appointment effective February 1, 1947. On leave in fall term

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DOROTHY JACOBUS.....*Registrar*
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BESSIE A. R. PARKER

MARY E. KLEIN

OLIVE REID

VERONICA LYONS

CAROLYNE A. SPROGELL

ALICE M. MOFFATT

HENRICUS J. STANDER

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Committee on Curriculum.....VIRGINIA M. DUNBAR, *Chairman*

Committee on Nursing Principles

and Practices.....H. ROSALIND MACLEAN, *Chairman*

Committees on Promotion

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Second year students.....JEAN REBENTISCH, *Chairman*

Third year students.....ELEANOR CORRIGAN, *Chairman*

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Committee on Records.....VERONICA LYONS, *Chairman*

Committee on Student and

Staff Health.....CAROLYNE A. SPROGELL, *Chairman*

Committee on Scholarship Aid and

Student Loan.....OLIVE REID, *Chairman*

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Committee on Graduate Courses.....VERDA F. HICKCOX, *Chairman*

Committee on Student Affairs.....CATHERINE P. GEUSS, *Chairman*

FACULTY

EDMUND EZRA DAY, Ph.D., LL.D., President of the University

EMERITUS PROFESSOR

HARRIET FROST, Professor of Public Health and Out-Patient Nursing

PROFESSORS

VIRGINIA M. DUNBAR, A.B., M.A., R.N., *Professor of Nursing, Dean of the School of Nursing, and Director of the Nursing Service.* (A.B., Mount Holyoke College, South Hadley, Massachusetts, 1919; Diploma in Nursing, Johns Hopkins Hospital School of Nursing, Baltimore, Maryland, 1923; M.A., Teachers College, Columbia University, 1930. Diploma, Bedford College and Florence Nightingale International Foundation, London, England, 1936.)

BESSIE A. R. PARKER, B.S., R.N., *Professor of Nursing, Associate Dean of the School of Nursing, and Associate Director of Nursing Service.* (Diploma in Nursing, Rhode Island Hospital Training School for Nurses, Providence, Rhode Island, 1918; B.S., Teachers College, Columbia University, 1937.)

*MAY KENNEDY, M.A., R.N., *Professor of Nursing, Associate Director of the School of Nursing.* (Diploma in Nursing, St. Joseph's Hospital, Chicago, Illinois, 1907; B.S. Teachers College, Columbia University, 1917; M.A., University of Chicago, Chicago, Illinois, 1932.)

ASSOCIATE PROFESSORS

VERDA F. HICKCOX, B.S., R.N., *Associate Professor of Obstetric and Gynecological Nursing, Head of Obstetric and Gynecological Nursing Service.* (Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago, Illinois, 1916; B.S. Teachers College, Columbia University, 1927.)

**VERONICA LYONS, B.S., R.N., *Assistant Dean and Associate Professor of Nursing.* (Diploma in Nursing, The Johns Hopkins Hospital School of Nursing, 1927; B.S., Teachers College, Columbia University, 1936.)

ELIZABETH MOSER, M.A., R.N., *Associate Professor of Nursing and Assistant Director of Nursing Service.* (A.B., Bluffton College, Bluffton, Ohio, 1921; Diploma in Nursing, The Johns Hopkins Hospital School of Nursing, Baltimore, Maryland, 1926; M.A., Teachers College, Columbia University, 1944.)

MARGERY T. OVERHOLSER, M.A., R.N., *Associate Professor of Public Health Nursing and Director of Public Health Nursing.* (Diploma in Nursing, Wesley Memorial Hospital School of Nursing, Chicago, Illinois, 1922; B.S., Teachers College, Columbia University, 1927; M.A., *ibid*, 1944.)

*Fall term

**Spring term. On leave for study in fall term.

OLIVE M. REID, A.B., R.N., *Associate Professor of Out-Patient Nursing, Head of Out-Patient Nursing Service.* (A.B., Western College for Women, Oxford, Ohio, 1916; Diploma in Nursing, Army School of Nursing, Washington, D. C., 1921.)

AGNES SCHUBERT, M.S., R.N., *Associate Professor of Pediatric Nursing, Head of the Pediatric Nursing Service.* (B.S., Northwestern University, 1917; Diploma in Nursing, Western Reserve University School of Nursing, Cleveland, Ohio, 1926; M.S., Teachers College, Columbia University, 1932.)

CAROLYNE A. SPROGELL, B.S., R.N., *Associate Professor of Psychiatric Nursing, Director, Psychiatric Nursing Service.* (Diploma in Nursing, St. Lukes Hospital School of Nursing, New York, New York, 1924; B.S., Teachers College, Columbia University, 1936.)

ASSISTANT PROFESSORS

ELEANOR M. CORRIGAN, B.S., R.N., *Assistant Professor of Psychiatric Nursing, Administrative Assistant, Psychiatric Nursing Service.* (Diploma in Nursing, St. Lukes Hospital School of Nursing, New York, New York, 1927; B.S., Teachers College, Columbia University, 1940.)

CATHERINE P. GEUSS, M.A., R.N., *Assistant Professor of Obstetric and Gynecological Nursing, Supervisor, Obstetric and Gynecological Nursing Service.* (Diploma in Nursing, Michael Reese Hospital School of Nursing, Chicago, Illinois, 1928; B.S., Teachers College, Columbia University, 1932; M.A., *ibid.*, 1942.)

MARY ELIZABETH KLEIN, B.S., R.N., *Assistant Professor of Medical and Surgical Nursing, Head of Medical and Surgical Service.* (Diploma in Nursing, Hahnemann Hospital School of Nursing, Philadelphia, Pennsylvania, 1916; B.S., Teachers College, Columbia University, 1936.)

MARY T. McDERMOTT, M.A., *Assistant Professor of Physical Education, Director, Nurses' Residence.* (Diploma, Bouve Boston School of Physical Education, Boston, Massachusetts, 1916; B.S., New York University, 1930; M.A., *ibid.*, 1932.)

ALICE MAUD MOFFATT, R.N., *Assistant Professor of Nursing, Head of Private Patients Nursing Service.* (Diploma in Nursing, The New York Hospital School of Nursing, New York, New York, 1912.)

SARAH E. MOORE, R.N., *Assistant Professor of Nursing, Administrative Assistant, Day Nursing Service.* (Diploma in Nursing, The New York Hospital School of Nursing, New York, New York, 1913.)

HENDERIKA J. RYNBERGEN, M.S., *Assistant Professor of Sciences.* (B.S., Simmons College, 1922; M.S., Cornell University Medical College, 1938.)

INSTRUCTORS

FRANCES LUCRETIA BOYLE, B.S., R.N., *Instructor in Out-Patient Nursing, Supervisor, Obstetric Out-Patient Nursing Service.* (Diploma in Nursing, Moses Taylor Hospital, Scranton, Pennsylvania, 1924, B.S., Teachers College, Columbia University, 1945.)

VIRGINIA DANIELS, B.S., R.N., *Instructor in Medical and Surgical Nursing, Supervisor, Medical and Surgical Nursing Service.* (B.S., Teachers College, Columbia University, New York, New York, 1937; Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago, Illinois, 1930.)

LOIS A. DUNN, B.A., M.N., R.N., *Instructor in Medical Nursing*. (B.A., Wellesley College, Wellesley, Massachusetts, 1932; M.N., Yale University, New Haven, Connecticut, 1943.)

HELMA FEDDER, B.S., R.N., *Instructor in Surgical Nursing, Supervisor Surgical Nursing Service*. (Diploma in Nursing, Washington University School of Nursing, St. Louis, Missouri, 1933; B.S., University of Chicago, 1942.)

*SARAH M. FERGUSON, R.N., *Instructor in Pediatric Nursing, Supervisor, Pediatric Nursing Service*. (Diploma in Nursing, Children's Hospital School of Nursing, Boston, Massachusetts, 1932.)

LILLIAN MEAD HENDERSON, B.S., R.N., *Instructor in Medical and Surgical Nursing, Supervisor Medical and Surgical Nursing Service*. (Diploma in Nursing, Syracuse University School of Nursing, Syracuse, New York, 1930; B.S., Teachers College, Columbia University, 1945.)

ELIZABETH HARMON, B.A., R.N., *Instructor in Medical and Surgical Nursing, Assistant Head of Medical and Surgical Nursing Service*. (B.A., College of Wooster, Wooster, Ohio, 1928; Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago, Illinois, 1931.)

MARTHA WOODBURN HASLUP, R.N., *Instructor in Surgical Nursing, Supervisor, General Operating Rooms*. (Diploma in Nursing, The Johns Hopkins Hospital School of Nursing, Baltimore, Maryland, 1929.)

THIRZA HILLS, B.S., R.N., *Instructor in Medical and Surgical Nursing, Supervisor, Medical and Surgical Nursing Service*. (Diploma in Nursing, Presbyterian Hospital School for Nurses, Chicago, Illinois, 1925; B.S., Teachers College, Columbia University, 1942.)

MARGARET JOINVILLE, B.S., R.N., *Instructor in Psychiatric Nursing, Supervisor, Psychiatric Nursing Service*. (Diploma in Nursing, The Army School of Nursing, Washington, D. C., 1929; B.S., Teachers College, Columbia University, 1941.)

HARRIET KEMPER, B.S., R.N., *Instructor in Medical Nursing*. (Diploma in Nursing, Washington University, St. Louis, Missouri, 1942; B.S., Western Reserve University, Cleveland, Ohio, 1946.)

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*On leave for study during fall term.

ELVIN H. SANTOS, B.S., R.N., *Instructor in Psychiatric Nursing, Supervisor, Psychiatric Nursing Service.* (Diploma in Nursing, Duke University School of Nursing, Durham, North Carolina, 1943; B.S., Catholic University of America, Washington, D. C., 1945.)

JEANETTE WALTERS, B.S., R.N., *Instructor in Obstetric and Gynecological Nursing, Supervisor, Obstetric and Gynecological Nursing Service.* (Diploma in Nursing, Temple University Hospital School of Nursing, Philadelphia, Pennsylvania, 1923; B.S., New York University, 1944.)

ASSISTANTS

BURNETTA BLATT, R.N., *Assistant in Out-Patient Nursing, Supervisor, Pediatric Out-Patient Nursing Service.* (Diploma in Nursing, The New York Hospital School of Nursing, New York, New York, 1934.)

JEAN H. BRADFORD, R.N., *Assistant in Obstetric and Gynecological Nursing.* (Diploma in Nursing, Memorial Hospital, Houston, Texas, 1939.)

RITA MALLOCH GENNER, R.N., *Assistant in Nursing, Supervisor, Nurses' Infirmary.* (Diploma in Nursing, Presbyterian Hospital School of Nursing, New York, New York, 1920.)

INEZ GNAU, R.N., *Assistant in Psychiatric Nursing, Supervisor, Psychiatric Nursing Service.* (Diploma in Nursing, Jefferson Hospital School of Nursing, Philadelphia, Pennsylvania, 1935.)

LUCY MacDONALD HICKEY, R.N., *Assistant in Surgical Nursing, Assistant Supervisor, General Operating Room.* (Diploma in Nursing, The New York Hospital School of Nursing, New York, New York, 1927.)

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MARY McNEER, R.N., *Assistant Medical and Surgical Nursing Service Supervisor.* (Diploma in Nursing, Jewish Hospital School of Nursing, Philadelphia, Pennsylvania, 1936.)

HELEN RATUSHNY, B.S., R.N., *Assistant in Psychiatric Nursing.* (Diploma in Nursing, Cornell University-New York Hospital School of Nursing, 1944; B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1944.)

MARY L. SILLCOX, R.N., *Assistant in Obstetric and Gynecological Nursing, Supervisor, Obstetric and Gynecological Nursing Service.* (Diploma in Nursing, Faxon Hospital School of Nursing, Utica, New York, 1916.)

HELEN M. SCHIRMER, B.A., M.A., *Assistant in Physical Education.* (B.A., Hunter College, New York, 1944; M.A., Teachers College, Columbia University, 1946.)

MILDRED M. STEIGERWALT, B.S., R.N., *Assistant in Pediatric Nursing, Supervisor, Pediatric Nursing Service.* (Diploma in Nursing, Cornell University-New York

Hospital School of Nursing, New York, New York, 1944; B.S. in Nursing, Cornell University, 1944.)

MARY H. SWANWICK, B.S., R.N., *Assistant in Medical and Surgical Nursing, Supervisor, Medical and Surgical Nursing Service.* (Diploma in Nursing, St. Vincent's Hospital School of Nursing, New York, New York, 1941; B.S., St. John's University, Brooklyn, New York, 1945.)

RUTH VANDENBERG THOMAS, B.S., R.N., *Assistant in Obstetric and Gynecological Nursing.* (Diploma in Nursing, Blodgett Memorial Hospital School of Nursing, Grand Rapids, Michigan, 1939; B.S., Teachers College, Columbia University, 1944.)

RUTH WOODFALL, R.N., *Assistant in Pediatric Nursing, Supervisor, Pediatric Nursing Service.* (Diploma in Nursing, The Children's Hospital School of Nursing, Boston, Massachusetts, 1932.)

MEMBERS OF THE FACULTY OF CORNELL UNIVERSITY MEDICAL COLLEGE WHO ARE ALSO MEMBERS OF THE FACULTY OF THE SCHOOL OF NURSING

JOSEPH C. HINSEY, Ph.D., *Dean and Professor of Anatomy*

DAVID P. BARR, M.D., *Professor of Medicine*

McKEEN CATTELL, M.D., *Professor of Pharmacology*

OSKAR DIETHELM, M.D., *Professor of Psychiatry*

EDWIN J. DOTY, M.D., *Assistant Professor of Psychiatry*

EUGENE F. DuBOIS, M.D., *Professor of Physiology*

VINCENT DuVIGNEAUD, Ph.D., *Professor of Biochemistry*

WARNER S. HAMMOND, Ph.D., *Assistant Professor of Anatomy*

EDWARD J. HEHRE, M.D., *Assistant Professor, Bacteriology and Immunology*

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SAMUEL Z. LEVINE, M.D., *Professor of Pediatrics*

JOHN McLEOD, Ph.D., *Instructor in Physiology*

JAMES M. NEILL, Ph.D., *Professor of Bacteriology and Immunology*

WILSON G. SMILLIE, M.D., *Professor of Public Health and Preventive Medicine*

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RALPH G. STILLMAN, M.D., *Assistant Professor of Medicine*

WILLIAM H. SUMMERSON, Ph.D., *Assistant Professor of Biochemistry*

LECTURES

DONALD A. CLARKE, B.S.

JOHANNA LEE, B.A.

Department of Biochemistry

Cornell University Medical College

W. R. REDDEN, M.D.

American Red Cross, New York Chapter

MARY T. WHITLEY, Ph.D.

Pharmacology

Chemistry

Emergency Nursing

Child Psychology

HEALTH SERVICE

FRANCES LANSDOWN, M.D.
Physician in Chief

EDWIN DOTY, M.D.
Consulting Psychiatrist

ASSOCIATED WITH THE FACULTY

NUTRITION DEPARTMENT

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AURORA COMMARTA, B.S.

MEREDITH JONES

MINNA McCARTHY, B.S.

MARY ELLIS MATTHEWS, B.S.

SUSAN PAIGE, B.S.

ELIZABETH RICHMOND, B.S.

MARJORIE SKINNER, B.S.

JEANNE TILLOTSON, B.S.

RUTH WARYE, B.S.

PAYNE WHITNEY CLINIC

ELIZABETH SPARGO, *Director, Occupational Therapy Dept.*

GRACE BRUNDLE, *Director Physical Therapy Dept.*

SOCIAL SERVICE DEPARTMENTS

THEODATE H. SOULE, M.A., *Director Main Hospital*

MRS. VIRGINIA T. KINZEL, *Director, Woman's Clinic*

MRS. MELLY SIMON, *Director, Payne Whitney Clinic*

VISITING NURSE SERVICE OF NEW YORK

MARION RANDALL, B.S., R.N., *Director*

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BESSIE A. R. PARKER, *Associate Dean of the School of Nursing, Associate Director of the Nursing Service*

ELIZABETH MOSER, *Assistant Director of the Nursing Service*

CHARLOTTE S. ARGABRITE, *Night Administrative Assistant*

SARAH E. MOORE, *Day Administrative Assistant*

VANDA SUMMERS, *Evening Administrative Assistant*

(See Faculty for Heads of Clinical Nursing Services)

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ALICE M. MOFFATT
 SARAH E. MOORE
 ELIZABETH MOSER
 OLIVE M. REID
 AGNES SCHUBERT
 CAROLYNE A. SPROGELL
 VANDA SUMMERS

SUPERVISORS

LEONE DELELYS, *Assistant Supervisor, Operating Room*
 INEZ MULLINS, *Private Patients Service*
 (Other Supervisors listed under Faculty)

HEAD NURSES

Medicine & Surgery

CHRISTINE BILTZ
 RUTH BROCKMAN
 MARY CAPUANO
 DORIS CLAUSER
 BARBARA CULLINGTON
 ELIZABETH CURTIN
 BARBARA DERR
 DORIS DIETERLE
 ROSEMARY FARMER
 MARGARET GRIMM
 RHODA HINES
 DORIS PLACE
 HAZEL POOLE
 AGNES RAFFERTY
 ROSALIE STURZ RAU
 ALVERNA SKOOG
 STELLA SMARIGA
 BEATRICE SPECTOR
 ELSA SPREITZER
 EDNA STRATTON
 DORIS SWEENEY
 CRESCENTIA TROY
 SALOME YAUNISKAS
 KATHERINE ZORN

Pediatrics

ALICE DON DERO
 MARGARET HODGES
 KATHLEEN NESTOR

Obstetrics and Gynecology

ALMA BOTT
 ELIZABETH CALDER
 ANNA COLWELL
 AGNES CONNER
 HENRIETTA EPPINK
 HARRIET ESTABROOK
 CLARA HAWTIN
 MARY GRACE HOPKINS
 VIOLET KNOX
 ESTHER LIPTON
 VERONICA MATUS
 LUCY MORGESTER
 MARGARET SKINNER
 LUCILLE WHITE
 KATHLEEN YOUNG

Payne Whitney

Clinic — Psychiatry

LUCILLE COLVIN
 ELIN FRIBERG
 ELIZABETH GARDNER
 GERTRUDE GOODMAN
 GRACE LUNDGREN
 BEATRICE McKEE
 ELIZABETH A. MELLADY
 ESTHER MORRISON
 MARY NUTTING
 MARGARET SWATSKA
 JESSIE WEAVER
 ARLENE WILSON
 FAYE WISE

Out-Patient Department

EVELYN CLARK
 ELIZABETH GEIGER
 EVELYN GOLDEN
 JEAN HASELTINE
 LUCILLE LAMBERT
 EVELYN LIDDLE
 MARJORIE LIU
 ILENE LONG
 DELLA MEACHARD
 ELEANOR MILLS
 ELSA NUSSBAUMER
 FLORENCE ORLOPP
 ELISE RIGGS
 KATHRYN ROHRBAUGH
 MARGARET ROUGHLEAU
 IRENE YURCHUKONIS

Private Patients

LOIS CANTRELL
 FAYE DUNPHY
 LYDIA HANSEN
 RUTH LEARN
 EILEEN LOUGHNEY
 ANE NIELSON
 ELIZABETH RASELY
 GENEVIEVE SWATSKI

HISTORY

CORNELL University-New York Hospital School of Nursing has the resources of two great institutions, each of which has a long history and a notable record of achievement in the fields of education and public welfare.

Cornell University received its first endowment from the Federal Government's Educational Land Grant in 1862. The appropriation under the Morrill Act was to endow a college "where the leading object shall be...to teach such branches of learning as are related to agriculture and the mechanical arts." This was the beginning of a remarkable system of higher education. It, however, received its greatest impetus through the vision and generosity of Ezra Cornell, who, under the influence of Andrew D. White, his colleague and later the first president, determined the form of the new University. In 1864 an agreement was reached with the legislature of New York State which resulted in the founding of "a University of a new type...an institution where any person can find instruction in any study." This combination of federal, state, and private interests and resources is unique. It gives strength to the organization, broadens the aims and the policies of the University, and extends the influence of its educational ideals.

One field of service after another has found preparation for its workers within this great University. In June, 1927, an association between the Cornell University Medical College and the New York Hospital was completed, cementing the relationship between the two and resulting in 1932 in their joint occupancy of the newly constructed buildings of the New York Hospital-Cornell University Medical Center on the East River between 68th and 71st Streets. Preparation for nursing was first brought under the auspices of the University in July, 1942, when, by agreement between the Trustees of the University and the Governors of the New York Hospital, the School of Nursing, long conducted by The Society of the New York Hospital, was made an autonomous school in the University.

The New York Hospital School of Nursing had been organized in 1877 as an integral part of the New York Hospital, the second oldest hospital in America maintained by private endowment. George the Third of England granted the hospital its charter of incorporation on June 13, 1771, under the title of the Society of the Hospital in the City of New York in America. This title was changed in 1810 to the present title of The Society of the New York Hospital.

The New York Hospital has the distinction of being the first institution in America devoted to the care of the sick which gave organized instruction to its nursing personnel. It was in 1799 that Dr. Valentine Seaman, a scholar and prominent physician, organized a series of lectures combined with a course of practical instruction on the wards. This cannot be considered the beginning of the school, but it is evidence of the long-standing interest of the Hospital in the preparation of nurses. Although the theoretical instruction was meager and the practice was not systematically planned, the plan focused attention on the fact that the women who had had these brief courses gave better care to patients. Each year the instruction was amplified, and finally in 1877 a training school for nurses "to consist of one teacher and twenty-four pupils" was established. The first course was eighteen months in length. Thirteen years later the course was increased to two years, and in 1896, to three years. It was fitting that on the 65th anniversary of this great school it should become a school in a great university.

OPPORTUNITIES IN THE FIELD OF NURSING

Nursing plays an important role in civic and community life and nurses as a professional group must be prepared to accept unusual and increasing public responsibilities. The young woman who enters the nursing profession today enters a field of community service in which new opportunities are being presented through the broadening of health services, increased hospital construction, and greater public awareness of health practices.

A good grasp of the principles of bedside care, health teaching, and community organization are the bases of all work in nursing. Expert bedside care for all who are in need of it plus increased prevention of illness are national as well as local goals, the attainment of which can be realized only with the help of well-prepared nurses.

The career opportunities for the well-equipped nurse are legion. Many nurses are needed for the direct care of patients in hospitals and in homes. Many are needed in teaching and administrative positions and to assist in the organization of the community for more complete health services. Participation in research studies and in the preparation of specialized materials for use in the nursing and health field are an important part of the work of nurses in a great many positions and offer career possibilities to those whose interests and abilities lie in these directions. These and similar positions are available in connection with hospitals, public health agencies, and schools of nursing.

FACILITIES FOR INSTRUCTION

Unusual instruction facilities are available to students of the nursing school in the class rooms, laboratories, libraries, clinical departments of the hospital and various community agencies of the city.

Well-equipped class rooms, laboratories, library, and instructors' offices are provided on the second floor of the Nurses Residence, which is devoted entirely to a complete teaching unit. Through the Cornell University Medical College further laboratory and library facilities are available in adjacent buildings.

The library of the school includes a wide selection of periodicals on nursing, including complete sets of important medical and nursing periodicals in bound volumes. The library is under the direction of a committee of the faculty. The facilities of the library of the Medical College are equally accessible and supplement those of the nursing school in such a way as to make available to students and faculty of the school unusual resources. A librarian is in constant attendance in both libraries. The open-shelf system prevails throughout, thereby permitting free access to all books. Additional small ward libraries are adjacent to the nursing conference rooms on the hospital floors in all departments. Through the New York Public Library, valuable supplementary sociological materials are placed at the disposal of instructors and students as needed.

The clinical facilities of the New York Hospital are unsurpassed for the care and study of patients. The Hospital was planned with the conception that it should be composed of five University clinics, largely self-contained. Each of these is provided not only with facilities adequate in every way for medical practice both for in-patients and out-patients, but also with facilities for teaching and for the conduct of research. An unusual number of specialized clinical services are therefore available which are seldom found within a single organization. The hospital has a capacity of over one thousand beds and during the past year 22,260 patients were admitted. The conduct of research in all clinical departments gives the student nurse an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in such studies depends in no small degree on the accuracy with which the nurse carries out tests and procedures, and records and observes reactions.

The medical and surgical departments include, in addition to general medicine and surgery, pavilions devoted to the specialties of

urology, communicable diseases, eye, ear, nose, and throat disorders, medical neurology, emergencies, and metabolism. The Woman's Clinic, developed from the New York Lying-In and the Manhattan Maternity Hospital, has a capacity of 190 adults and 121 newborns and provides for obstetric and gynecological patients. During the past year 3,241 deliveries took place in this clinic. The department of pediatrics, which took over the New York Nursery and Childs Hospital and the infants from the Manhattan Maternity Hospital, includes 86 beds with separate floors for the care of infants, children, and premature babies. Facilities for the recreation of convalescent children offer opportunities for the student of nursing to study the development and handling of convalescent as well as sick children. The Payne Whitney Clinic for psychiatric care has a bed capacity of 89 patients and offers participation in hydrotherapy, occupational and recreational therapy as part of the experience in the care of the mentally ill. The close connection between the psychiatric medical staff and the medical staffs of the other clinical departments on a consultation basis gives the student an opportunity to study the mental manifestations of illness throughout her experience in the hospital.

The out-patient department of the Hospital provides excellent opportunity for the study of ambulatory patients on all services. Last year 43,666 patients were cared for in this department, an average of 842 patients daily. The out-patient department gives opportunity for participation in the consultant service for expectant mothers, mothers' classes, family studies, nutrition conferences, special aspects of the treatment and follow-up on venereal diseases, and many other activities in the care of ambulatory patients.

Cooperation with the Visiting Nurse Service of New York, the Department of Educational Nursing of the Community Service Society of New York, and other community agencies, affords opportunities in community nursing programs. Although, during the period of the war, public health nursing agencies have found it necessary to limit student activity due to staff shortage and increased service demands, it is anticipated that these agencies, so essential in the preparation of the nurse, will be able to offer participation in nursing care and health-teaching of patients in their homes. Several nursery schools in the city cooperate in offering opportunity for the study and handling of well children in group activity. The Kips Bay-Yorkville Health Center, the Lenox Hill Neighborhood House, and the Guggenheim Dental Clinic, all located within two blocks of the Hospital, offer convenient opportunity for student observations of community health programs, as do many other agencies in the city.

The Social Service Department of the New York Hospital participates in the nursing course through the integration of social service in the program of study.

AIM OF THE SCHOOL

The aim of the school is to give the student a good grasp of the principles of bedside care, health teaching, and community organization for the care and prevention of illness; to develop the individual student as a responsible citizen; to qualify her for professional practice in the hospital, home, or public health agency.

REQUIREMENTS FOR ADMISSION AND GRADUATION

REQUIREMENTS FOR ADMISSION

All students enter the School of Nursing on the recommendation of the faculty Committee on Admissions which reviews all applications. Since nursing requires women of integrity, of high intelligence, and with a deep interest in public service, those candidates are selected whose credentials indicate high rank in scholarship, personal fitness for nursing, maturity, and good general health.

The minimum educational requisites for admission are satisfactory completion of at least two years of college (60 credits exclusive of physical education). The applicant may have taken her college work at Cornell University, Ithaca, New York, or at any university or senior or junior college accredited by the Association of American Universities or by one of the regional associations of colleges and secondary schools.

Because the work of the nurse requires that she have an understanding of human reactions and of social factors influencing community development, that she be able to express herself well, and participate in community planning for nursing services, it is important that she obtain a sound background in history, psychology, and other social sciences, as well as in literature, English, and foreign languages. With the exception of psychology, indicated below, specific requirements in these subjects are not laid down because a variety of satisfactory combinations can be accepted. A sound two-year liberal arts program serves as a foundation on which to build all professional advancement.

Physical sciences are important in the preparation for admission, but should not be taken at the expense of the subjects referred to above. Obviously, the young woman who can devote more than two years to her liberal arts preparation has more leeway to include several science courses in her college work as well as further general academic courses.

Unquestionably, this would be desirable in preparation for many positions in the field of nursing.

Beginning with the class entering in the fall of 1948 all applicants will be required to have completed college courses in the following physical and social sciences before admission to the school of nursing:

Chemistry (including laboratory).....	6 credit hours
Biological Science (including laboratory)...	6 credit hours
Psychology	3 credit hours

Students entering prior to that date are urged to include these subjects in their academic program.

High school students will be guided in their selection of their high school curriculum by the entrance requirements of the colleges of their choice. The high school program should be devoted to English, history, mathematics, science, and foreign languages.

APPLICATION FOR ADMISSION

A blank for formal application for admission to the School of Nursing, containing full instructions, may be obtained from the Dean of the Cornell University-New York Hospital School of Nursing, 525 East Sixty-eighth Street, New York 21, New York. As one measure of suitability for nursing, certain psychological tests are required at the time of application. The applicant is asked to meet the small charge for these tests.

Arrangements for a personal interview will be made for the applicant whose record shows promise of meeting the requirements of the school. She will meet with a member of the Committee on Admissions of the school in New York, or, if this is not practicable, with an alumna or other qualified person designated by the committee and living in the vicinity of the applicant.

Candidates for admission must make a deposit of \$25.00 upon notification of acceptance to the school. The full amount is credited toward fees payable at registration. The deposit is not refundable if the candidate withdraws her application.

It is desirable for the prospective student to make formal application by the end of her first college year if she plans to enter this school after her second college year. Before that time the school welcomes any correspondence or interviews with the prospective candidate or her parents which will assist her in planning her high school or college program. Acceptance to the school is final only after all requirements have been completed satisfactorily.

New students register at the school in New York, Monday, September 29, 1947. It is urged that application be made well in advance of this date but consideration will be given as long as vacancies exist.

REQUIREMENTS FOR PROMOTION AND GRADUATION

The established system of grading is a scale of F to A, with D as the lowest passing grade. An average of C for a given term is required for promotion without condition. A grade of C is required in the course *Nursing Arts I*, and a grade of B in the course *Pharmacology I*. A grade below C in any clinical field of nursing practice or a term average which is less than C places a student on major warning. This must be removed by the end of the next term to insure further promotion. A student on major warning is ineligible to hold office in student organizations.

A grade of I (incomplete) is assigned if the work of a course is not completed because of illness or unavoidable absence and if, in the judgment of the instructor, the student has shown evidence that she can complete the course satisfactorily in a reasonable length of time.

An F (failure) in any given subject may necessitate withdrawal from the school unless the student's scholarship is exceptional in other respects, in which case repetition of the course may be recommended by the instructor.

A cumulative average of C for three years' work is required for graduation.

The school reserves the privilege of retaining in the school only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for the nursing profession.

ADVANCED STANDING

A student who has received her baccalaureate degree before admission may apply for a reduction in total time in clinical experience, thus reducing her time in the school by two to six months. An average of B in theory and practice throughout the course is necessary for favorable consideration. Exemption must be requested during the last term of the second year.

DEGREE AND DIPLOMA

The degree of Bachelor of Science in Nursing will be granted by Cornell University and a diploma in nursing by the New York Hospital, upon recommendation of the faculty of the School of Nursing, to candidates who have completed satisfactorily the prescribed course in nursing.

Any students admitted *prior* to establishment of the entrance requirement of two years of college for all students and who did not present two years of college preparation acceptable to the University for admission to the degree program are candidates for the diploma only.

STATE REGISTRATION

Immediately upon completion graduates of the school are expected to make application to take the State Board examination for registration in New York State or in the state in which they expect to practice. In New York State citizenship or declared intention of becoming a citizen is required. If citizenship is not completed within seven years from the date of the declaration of intention, state licensure is revoked.

EXPENSES

FEES AND EXPENSES

Fees and other expenses which must be met by the student are as follows:

<i>FEES</i>	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Total</i>
Matriculation	\$11.00			\$11.00
Administration	20.00			20.00
Tuition	100.00	\$50.00	\$50.00	200.00
Laboratory	25.00			25.00
Public Health Affiliation.....	1.00	1.00	1.00	3.00
Chemistry Breakage	5.00			5.00
Library	2.00	1.50	1.50	5.00
Health Service	10.00	5.00	5.00	20.00
Graduation			20.00	20.00
Student Organization	5.25	5.25	5.25	15.75
	<u>\$179.25</u>	<u>\$62.75</u>	<u>\$82.75</u>	<u>\$324.75</u>

OTHER EXPENSES (Subject to variation)

Aprons & accessories of uniforms	\$27.80		\$3.00	\$30.80
Uniform shoes	10.00		10.00	20.00
Uniform sweater	5.00			5.00
Uniform cape (optional).....	15.00			15.00
Gymnasium suits	10.00			10.00
Books, keys, bandage scissors, and miscellaneous.....	40.00	\$5.00	5.00	50.00
Rental laboratory coat.....	1.00			1.00
Miscellaneous expenses in connec- tion with field trips, etc.....	2.00	2.00	2.00	6.00
	<u>\$110.80</u>	<u>\$7.00</u>	<u>\$20.00</u>	<u>\$137.80</u>
<i>TOTAL FEES & EXPENSES</i>	<i>\$290.05</i>	<i>\$69.75</i>	<i>\$102.75</i>	<i>\$462.55</i>

None of the articles listed should be obtained before admission to the school. A list of personal equipment will be sent to each student when accepted for admission.

Upon acceptance for admission a deposit of \$25.00 is required. This is credited towards the tuition for the first year but is not refundable if application is withdrawn. The \$100.00 for the first year is payable \$25.00 upon acceptance, \$50.00 at registration, and \$25.00 at the beginning of the second term.

Breakage fee is refundable if no breakage is incurred. Graduation fee is payable at the beginning of the third term and is refundable if student is not graduated. Student organization fee is payable to class treasurer. Estimated expenses for books include approximately \$10.00 optional.

MAINTENANCE

The student has no expense for room, board or laundry during the course. The necessary dresses and caps of the school uniform are also provided without expense. Other items of the uniform for which the student pays are listed under expenses. In case of illness limited infirmary and hospital care is provided without cost.

FINANCIAL AID

Student loan funds have been established and are available for students who need financial aid and show promise in nursing after the first term in the school.

A few scholarships of a maximum of \$200.00 are available for students entering in the fall of 1946 who are not able to meet the full payment of fees and expenses for the three years. These scholarships are granted at the end of the first year on the basis of satisfactory work as well as need. Applications may be made at the time of application to the school or at any time prior to the opening of the third term of the first year.

A student who is unable to meet the expenses of the first year and who in all other respects stands high in meeting admission requisites will also be considered on an individual basis for possible loan or scholarship aid.

HEALTH SERVICE

The school maintains a health service for its students under the general direction of a committee of the faculty with a physician appointed to the staff of the school. Upon admission to the school a physical examination by the school physician and a chest X-ray are required. Subsequently a chest X-ray is required every four months.

Vaccinations against typhoid fever and smallpox will be required of

all students *before* admission to the school. Schick and Dick tests and immunization for positive reaction to the Schick test will be required of all students after admission to the school. Mantoux tests will be given during the pre-clinical period and for those who are negative will be repeated at regular intervals.

A well-equipped infirmary with necessary staff is maintained in the nurses' residence. Gratuitous infirmary care for minor illnesses will be limited to four weeks at any one time in the case of all students. For more serious illnesses students will be cared for gratuitously in the hospital for not more than two weeks at any one time for the first-year students, and not more than four weeks at any one time for second and third year students. Expenses for special nursing care and special therapies must be borne by the student or her family.

VACATIONS AND ABSENCES

A vacation of four weeks is given in each of the first two years and two weeks in the third. Students who have an exemption of time are not granted a vacation in the third year. All vacations are arranged to conform to the requirements of the educational program.

As a result of absences the repetition of a course of study or special examinations may be required, class registration may be changed, and in necessary instances nursing practice will have to be made up.

ACTIVITIES

RESIDENCE FACILITIES

Students live in the Nurses' Residence, a sixteen-story fireproof building adjacent to the hospital. Every effort has been made in the construction and equipment of the residence to provide for the normal and healthy life of students and faculty.

Comfortable lounges, reading, reception, and dining rooms are located on the first and ground floors. Students have attractively furnished single rooms with running water and each of the eight student floors is equipped with ample baths, showers, and toilet facilities, a laundry, and a common sitting room with adjoining kitchenette for informal gatherings.

RECREATIONAL FACILITIES

Believing that the education of young women today must include activities relative to healthful social relationships, generous provision for this development in the life of the student has been made.

An excellent browsing library of fiction and biography includes both current and standard works and many magazines of general interest.

A branch of the New York Public Library is located within a few blocks of the hospital.

In addition to the ample lounges for informal and formal use, a large, well-equipped gymnasium-auditorium is located in the south wing of the first floor of the residence. Other game rooms, sun porches, and a hobby room are also available for general use. Students who have had preparation in music are urged to keep up their interest and participation. Opportunities for glee club participation are available under a trained director. Student activities arranged jointly with the Cornell University Medical College are a regular part of the recreation.

By arrangement with a nearby school, an indoor swimming pool and an additional large gymnasium are regularly available. Through the Students' Athletic Association arrangements are made for joining with other schools of nursing in special sports events. Beach equipment and an outdoor grill are available through the House Committee.

To insure the full benefit of proper use of these facilities a Residence Director and well-qualified assistants for special activities are in charge. House activities are planned by the House Committee, which is made up of representatives of those living in the Residence, of staff members living out, and of alumnae.

The cultural opportunities of New York City are almost limitless in music, art, ballet, theatre, and libraries. Through the House Committee students and graduates enjoy the benefits of such opportunities as membership in the Metropolitan Museum of Art, American Museum of Natural History, Metropolitan Opera Guild, Institute of Arts and Sciences, and the Student and Professional Ticket Service.

An annual activity fee, paid by students and graduates alike, supports the varied activities.

SCHOOL GOVERNMENT

The school has a cooperative government in which the students carry a responsible and active part. All students belong to the Student Organization which functions with the Faculty Committee on Student Affairs in all matters relating to social and professional conduct and discipline.

All students entering the school accept the privileges and obligations of self-government under the honor system, which is understood to apply to all matters of personal and professional conduct.

ALUMNAE ASSOCIATION

The Cornell University-New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of the New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses first known as the Nurses Associated Alumnae of the United States and Canada. This is now the American

Nurses Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

One of the lounges of the Residence is known as the Alumnae Room, and alumnae meetings and many alumnae functions are held in this room.

PLAN OF INSTRUCTION

The curriculum covers a period of three calendar years, the full time being spent in residence at the school with the exception of vacations, which total ten weeks. Each year is divided into three terms, two of sixteen weeks, and the summer term of twenty weeks, which includes vacation.

In each clinical service, related classes, clinical conferences and bedside instruction are given concurrently with practice. In several of the clinical services the student receives experience in evening and night duty so that she may have the complete picture of the care of the patient and his needs. An introduction to community nursing and to the various agencies assisting at the time of illness is provided through visits with the staff members of community health agencies, observation in various community organizations, conferences centered around family health, and participation in the referral of patients requiring nursing care after discharge from the hospital.

In the first year, the first term and a half are devoted primarily to class and laboratory assignments with a limited amount of nursing practice in the pavilions of the hospital. In the remainder of the first year the student is assigned to the medical and surgical departments for theory and practice in these clinical fields.

The three terms of the second year are devoted to classes and practice in pediatric, obstetric, gynecological, communicable disease, and operating room nursing. Assignments are made to the main clinical departments for sixteen-week periods during which students are rotated to the different divisions of the department. In the assignments to pediatrics and obstetrics, out-patient experience is included in this period and emphasis is placed on disease prevention and health instruction.

The third-year program includes psychiatry, the out-patient department, and advanced assignments in the care of medical and surgical patients. In this year the three terms are divided into six units. Since most students admitted prior to October 15, 1945, became Cadets in the U. S. Cadet Nurse Corps, the third year for students completing before October 1948 is so arranged that all formal classes will be completed in the first three units of the year. The last three units are devoted to supervised practice. For students entering the school after October 15, 1945, there will be some changes from the accelerated program in effect during the war period.

During the clinical terms students are scheduled for a forty-eight-hour week which includes all classes and nursing practice assignments.

FIRST YEAR

	HOURS	
	Class and Laboratory	Practice * (Approx.)
Orientation including		
Personal Hygiene — 8 hrs.,		
Personality Study — 6 hrs.....	30	
Anatomy	60	
Physiology	50	
Chemistry	55	
Microbiology	50	
Clinical Pathology	20	
Social & Economic Aspects of Health & Disease	30	
History of Nursing	24	
Professional Adjustments I	15	
Psychology	30	
Psychology of Deviate Behavior	15	
Nursing Arts I	49	104
Nursing Arts II	38	164
Nutrition & Cookery	30	
Diet Therapy	30	
Pharmacology I	15	
Pharmacology II	30	
Medicine	40	
Communicable Diseases	14	
Medical Nursing (including Communicable Diseases)	45	500
Surgery	38	
Surgical Nursing	30	500
Physical Education	—	—
<hr/> Total hours first year.....	<hr/> 738	<hr/> 1268 *

* Two or more hours a week of bedside instruction and conferences are included in hours of practice.

SECOND YEAR

	HOURS	
	Class and Laboratory	Practice * (Approx.)
Pediatrics	20	
Pediatric Nursing	50	688
Development of Behavior in Children.....	30	
Obstetrics and Gynecology.....	30	
Obstetric and Gynecological Nursing.....	30	698
Medical Nursing		192
Diet Therapy Practice		192
Operative Technique	15	359
Physical Education	—	—
	—	—
Total hours second year.....	175	2129 *

* Two or more hours a week of bedside instruction and conferences are included in practice hours.

THIRD YEAR

Psychiatry	30	
Psychiatric Nursing	30	700
Family and Community Health.....	20	
Out-Patient Nursing (Medical and Surgical).... (Including Nutrition Clinic—48 hrs.)		356
Medical Nursing	8	412
Surgical Nursing	8	412
Emergency Nursing	22	
Private Patients Nursing		192
Professional Adjustments II	15	
Elective		192
Physical Education	—	—
	—	—
Total hours third year.....	133	2264 *
Grand Totals	1046	5661 *

* Two or more hours a week of bedside instruction and conferences which approximate a total of 244 hours in the three years are included in the practice hours.

DESCRIPTION OF COURSES

BIOLOGICAL AND PHYSICAL SCIENCES

100. *ANATOMY*. This course includes both gross and microscopical anatomy. The gross anatomy is taught by lectures, demonstrations, and student dissection of the cadaver. The microscopical work is directly correlated with the gross dissection and includes a detailed study of prepared slides. Significant embryological information is included in the lectures.

60 Hours, First Year. Dr. HINSEY, Dr. HAMMOND, Dr. BERRY.

101. *PHYSIOLOGY*. The course is directed toward an understanding of the principles involved in the functioning of the human body and the integration of its various systems. It is an essential prerequisite to the study of nursing arts, nutrition, and pathology. Lectures, recitations, demonstrations, and laboratory.

50 Hours, First Year. Dr. DuBOIS, Miss RYNBERGEN.

102. *CHEMISTRY*. A course designed to acquaint students with some of the fundamental principles of physiological chemistry as these apply to nursing practice. Studies of water balance, the digestion and metabolism of food, and the composition of blood, milk, and urine are included. Lectures, recitations, demonstrations, and laboratory.

55 Hours, First Year. Dr. DuVIGNEAUD, Miss RYNBERGEN, Dr. SUMMERSON, Mrs. LEE.

103. *MICROBIOLOGY*. An introduction to the study of microorganisms, particularly the microbial agents of disease. Sources, modes of spread and prevention of infectious diseases; principles and practice of asepsis. Applications of bacteriology and immunology to the diagnosis, prevention, and treatment of infectious diseases.

50 Hours, First Year. Dr. NEILL, Dr. HEHRE.

104. *PATHOLOGY*. A brief orientation course designed to acquaint the student with some of the more common laboratory procedures and to indicate the relation of the clinical laboratories to hospital activities. It presents pathologic changes in infections and neoplasms, hematology, blood grouping and transfusions, urinalysis, and parasitology with practice in a few of the techniques. The blood group of each student is ascertained and recorded. Lectures, conferences, and laboratory.

20 Hours, First Year. Dr. STILLMAN.

SOCIAL SCIENCES

110. *PSYCHOLOGY*. An introduction to the study of human behavior and the underlying principles of mental adjustments and habit formation. An effort is made to apply this study to the student's own personality and give her a more scientific basis by which she can get a better understanding of the behavior of herself, her co-workers, and her patients. Lectures and recitations.

30 Hours, First Year. Miss KENNEDY.

111. *PSYCHOLOGY OF DEVIATE BEHAVIOR*. A study of the deviations in behavior of adults and children, due to organic and sociological factors, and of the

nursing care necessary in assisting patients in making more adequate adjustments during illness. The principles of mental hygiene are emphasized. Lectures and recitations.

15 Hours, First Year. Miss KENNEDY.

112. *SOCIAL AND HEALTH ASPECTS OF NURSING*. Study of the patient as an individual conditioned by psychological and cultural influences. Interrelationship of individual, family, and community health and the work of the nurse in prevention of disease and the promotion of health. Lectures, conferences, reports, excursions to community agencies.

30 Hours, First Year. Mrs. OVERHOLSER, Miss SOULE.

113. *FAMILY AND COMMUNITY HEALTH*. An introduction to the study of local, state, and national health services and how they may be used for family health. Consideration is given to nursing in public health and to the preparation of nurses for effective participation in its development.

20 Hours, Third Year. Dr. SMILLIE, Mrs. OVERHOLSER.

114. *COMMUNITY NURSING PRINCIPLES AND PRACTICES*. Practice in the Out-Patient Department; visits to community agencies; contact with the home through community nursing agencies; family study and related conferences with members of the social service department.

308 Hours, Third Year. Medical and Surgical Out-Patient Department. Mrs. OVERHOLSER, Miss REID, Miss POOR, Miss RYNBERGEN, Miss RICHMOND, and Miss SOULE and staff.

115. *HISTORY OF NURSING*. A survey of nursing from its early beginnings to modern times. Nursing history considered in relation to concurrent philosophical, social, and scientific developments.

24 Hours, First Year. Mrs. OVERHOLSER.

116. *PROFESSIONAL ADJUSTMENTS I*. A consideration of the philosophical and ethical foundations of conduct and their application to the profession of nursing. Problems related to group life and adjustment to patients and co-workers are presented by students for discussion and analysis.

15 Hours, First Year. Mrs. OVERHOLSER.

117. *PROFESSIONAL ADJUSTMENTS II*. Through a general survey of the nursing field, the student has an opportunity to study the trends in the profession; the need and opportunities for specialized preparation; the importance and types of legislation; the activities of professional organizations and the obligations of their members. Lectures and conferences.

15 Hours, Third Year. Miss DUNBAR, Miss PARKER, and special lecturers.

PHYSICAL EDUCATION

118. *PHYSICAL EDUCATION*. The student has an opportunity to participate in group activities, such as basketball, volleyball, softball, and soccer, as well as individual sports, such as swimming, tennis, golf, badminton, and archery, in all of which emphasis is placed on the learning of techniques and the development of skill. The program also includes body mechanics, folk, square, and modern dance for body development and good coordination.

64 Hours, Each Year. Miss McDERMOTT, Miss SCHIRMER.

NURSING AND ALLIED ARTS — GENERAL

120. *ORIENTATION*. This course is designed to give the beginning student a general conception of the field of nursing; the responsibilities and obligations of each individual in choosing the profession; the importance of general conduct in building up the right habits of living and attitudes of the nurse. It includes lectures in personal hygiene and personality study, emphasizing the importance of physical and mental health especially as it relates to the life of the nurse and is reflected in her work.

30 Hours, First Year. Miss DUNBAR, Miss KENNEDY, Mrs. OVERHOLSER, Dr. DOTY, Dr. LANSDOWN, Miss McDERMOTT.

121. *NURSING ARTS I*. (a) A Course designed to give the student an understanding of the basic principles of nursing, with emphasis upon attitude toward the patient, social relationships, physical requirements for proper care of patients, and the basic procedures used in care of the sick. Lectures and demonstrations.

49 Hours, First Year. Miss MacLEAN.

(b) Practice includes application of basic principles of nursing in the Nursing Arts laboratory and surgical supply room, and in the actual care of convalescent patients on the pavilions of the hospital.

104 Hours, First Year. Miss MacLEAN, Miss A. McCLUSKEY, Miss ZORN.

122. *NURSING ARTS II*. (a) A course designed to give the student an understanding of advanced nursing principles and procedures, and to assist in the development and perfection of skills. It is correlated with lectures on the medical and surgical aspects of disease, and with instruction in nursing care pertinent to these conditions. Lectures and demonstrations.

38 Hours, First Year. Miss MacLEAN.

(b) Practice includes application of advanced nursing principles and procedures in the Nursing Arts laboratory, and in the actual care of ill patients on the pavilions of the hospital.

164 Hours, First Year. Miss MacLEAN, Miss A. McCLUSKEY.

123. *EMERGENCY NURSING*. This course deals with the application of nursing principles to emergency situations in the home and community. Lectures and demonstrations. First Aid certificate granted by American Red Cross.

22 Hours, Third Year. Dr. REDDEN.

124. *PHARMACOLOGY I*. Designed to familiarize the student with the systems used in weighing and measuring drugs; methods of making solutions; calculating dosages; and stressing the nurse's responsibility in the administration of medicines.

15 Hours, First Year. Miss KEMPER.

125. *PHARMACOLOGY II*. A course planned to help the student acquire knowledge of the facts and principles of drug therapy and of the responsibilities of the nurse in the administration of medicines. It includes a study of the important and commonly used drugs, their physiological and therapeutic actions, dosage, administration, idiosyncrasies, and toxic symptoms. Emphasis is given to the accurate administration of drugs and the careful observation of their effects.

30 Hours, First Year. Dr. CATTELL, Miss KEMPER.

NUTRITION

130. *NUTRITION AND COOKING*. A basic course in normal adult nutrition and in food preparation. (The nutrition requirements in childhood and in pregnancy are discussed during the student's practice on pediatric and obstetric services in the second year.)

30 Hours, First Year. Miss RYNBERGEN, Miss IBA.

131. *DIET THERAPY*. A course designed to present the underlying principles in the treatment of disease by means of special dietaries; given concurrently with the lectures in Medical and Surgical Diseases. This course is supplemented by conference work during the student's practice on medical and surgical services. Lectures, recitations, and laboratory.

30 Hours, First Year. Miss RYNBERGEN, Miss IBA.

132. *PRACTICE OF DIET THERAPY*. The application of the principles of diet therapy to the care of patients in supervised practice on the pavilions of the hospital and in the out-patient clinic.

192 Hours, Second Year; 48 Hours, Third Year. Miss STEPHENSON, Miss RYNBERGEN, Miss IBA, Miss SKINNER, Miss TILLOTSON, Miss BABCOCK, Miss RICHMOND.

MEDICAL NURSING

140. *MEDICINE*. Medical aspects of diseases are considered in these lectures and clinics. Material presented will supplement, emphasize, and interpret required reading covering etiology, sources of infection, symptomatology, usual course pathology, complications, treatment, prognosis, and prevention.

40 Hours, First Year. Dr. BARR and staff.

141. *COMMUNICABLE DISEASES*. A study of communicable diseases, including tuberculosis. Special emphasis is placed upon etiology, modes of transmission, and prevention. Lectures and clinics.

14 Hours, First Year. Dr. BARR and staff.

142. *PRINCIPLES OF MEDICAL NURSING INCLUDING COMMUNICABLE DISEASE NURSING*. A study by lectures and demonstrations of the principles and methods of nursing which are specific to this division of nursing practice. In the third year emphasis is placed upon managerial and teaching problems and current developments requiring new methods of treatment.

45 Hours, First Year; 8 Hours, Third Year. Miss KLEIN, Miss KEMPER, Miss DUNN.

143. *PRACTICE OF MEDICAL NURSING INCLUDING COMMUNICABLE DISEASE NURSING*. Supervised practice and study of the application of medical nursing principles and methods to the care of patients on the medical pavilions of the hospital. In addition, students study and practice medical aseptic nursing as related to the care of patients suffering from communicable diseases including tuberculosis. Practice includes care of patients and managerial experience during day, evening, and night. Demonstrations and conferences.

1104 Hours, First, Second, and Third Years (includes 384 hours of communicable disease nursing.) Miss KLEIN, Miss KEMPER, Miss HENDERSON, Miss HILLS, Miss DUNN, Miss McNEER, and staff.

144. *PRACTICE IN CARE OF PRIVATE PATIENTS*. Application of principles of medical and surgical nursing to the care of private patients.

192 Hours, Third Year. Miss MOFFATT, Mrs. MILLER, and staff.

SURGICAL NURSING

150. *SURGERY*. Surgical aspects of diseases are presented in these lectures and clinics. Factors determining the need for surgical interference are discussed and the major steps in the operation outlined. Special emphasis is placed upon signs, symptoms, and observations which should be made both preceding and following operation. 38 Hours, First Year. Dr. HEUER and staff.

151. *PRINCIPLES OF SURGICAL NURSING*. Through lectures and demonstrations students are taught the principles and methods of surgical asepsis and the nursing of surgical patients. In the third year emphasis is placed upon managerial and teaching problems, and current developments requiring new methods of treatment. 30 Hours, First Year; 8 Hours, Third Year. Miss KLEIN, Miss FEDDER, Miss HARMON, Miss C. McCLUSKEY, Miss SWANWICK.

152. *PRACTICE OF SURGICAL NURSING*. Supervised practice and study of the application of nursing principles to the care of patients on surgical pavilions of the hospital. Practice includes care of patients and managerial experience during the day, evening, and night. Demonstrations and conferences.

912 Hours, First and Third Years. Miss KLEIN, Miss FEDDER, Miss HARMON, Miss HENDERSON, Miss HILLS, Miss C. McCLUSKEY, Miss SWANWICK, Miss McNEER, and staff.

153. *OPERATIVE TECHNIQUE*. This course is designed to give the student a thorough understanding of surgical aseptic technique. She is given an opportunity to observe and assist with operative procedures and to gain an appreciation of the qualities and abilities essential to effective nursing in this field.

15 Hours, lectures, demonstrations, and conferences. 359 Hours, practice Second Year. Miss KLEIN, Miss HASLUP, and staff.

OBSTETRIC AND GYNECOLOGICAL NURSING

160. *OBSTETRICS AND GYNECOLOGY*. This course deals with the physiology of pregnancy, labor, and the puerperium; the care, development, and adjustment of the newborn infant; the principles of nutrition for mother and child; prevention of complications; endocrine influences; treatment of obstetric-gynecologic pathology; relation of obstetrics to the abnormalities of the generative organs; sociologic aspects of procreation.

30 Hours, Second Year. Dr. STANDER and staff, Miss RYNBERGEN, Miss IBA.

161. *PRINCIPLES OF OBSTETRICS AND GYNECOLOGICAL NURSING*. This course emphasizes the importance of prenatal instruction, observation, and care; infant, obstetric, and gynecologic nursing procedures with particular attention to preventing infection; current types of therapy.

30 Hours, Second Year. Miss HICKCOX and staff.

162. *PRACTICE OF OBSTETRIC AND GYNECOLOGICAL NURSING*. Under supervised practice in the pavilions, nurseries, operating rooms, labor and delivery rooms, and out-patient department, students have the opportunity to observe and care for infants and obstetric and gynecological patients. Nursing practice, nursing care studies, conferences, and also field trips under the supervision of the Visiting Nurse Service of New York.

698 Hours, Second Year. Miss HICKCOX and staff.

PEDIATRIC NURSING

170. *PEDIATRICS*. This course presents a study of the representative diseases of infancy and childhood and of the many factors which contribute to health and diseases.

20 Hours, Second Year. Dr. LEVINE and staff.

171. *DEVELOPMENT OF BEHAVIOR IN CHILDREN*. A study of the normal child and his behavior. The susceptibility of the child's behavior responses to the various details of family life and of school will be emphasized. Lectures and recitations.

30 Hours, Second Year. Miss WHITLEY.

172. *PRINCIPLES OF PEDIATRIC NURSING*. The basic principles in the care of sick infants and children are taught in conjunction with the social, educational, and nutritional aspects of their treatment and behavior as normal children.

50 Hours, Second Year. Miss SCHUBERT, Mrs. BLATT, Miss FERGUSON, Miss REBENTISCH, Miss WOODFALL and staff, Miss RYNBERGEN, Miss IBA.

173. *PRACTICE OF PEDIATRIC NURSING*. This consists of supervised experience in aseptic nursing methods in the care of infants and children in the pavilion, formula laboratory, premature nursery, and out-patient department. Case studies and conferences.

688 Hours, Second Year. Miss SCHUBERT, Miss FERGUSON, Miss REBENTISCH, Miss STEIGERWALT, Miss WOODFALL and staff, Mrs. BLATT, Miss CRAVER, Miss JOHNSON.

PSYCHIATRIC NURSING

180. *PSYCHIATRY*. A course of study designed to acquaint students with psychopathic conditions, their etiology, pathology, and treatment. Included in this course is an historical survey of psychiatry and the mental hygiene movement; a discussion of the problems most frequently found in the different periods of human development: nursery school age, pre-puberty, adolescent, climactic, and senile. An introduction to the techniques and social agencies available in helping people meet their problems.

30 Hours, Third Year. Dr. DIETHELM and staff.

181. *PRINCIPLES OF PSYCHIATRIC NURSING*. This course is organized to give students an understanding of the basic principles in the nursing care of personality disorders and the nursing procedures used in their treatment. Emphasis is placed also upon the relation of emotional disturbances to physical illness and of early development to future adult life. Lectures, demonstrations, and clinics.

30 Hours, Third Year. Miss SPROGELL, Miss CORRIGAN, Miss JOINVILLE, Miss RATUSHNY, Miss SANTOS and staff, Miss PAIGE.

182. *PRACTICE OF PSYCHIATRIC NURSING*. The application of the principles of psychiatric nursing through supervised practice in and conferences on the care of adults both in the in-patient and out-patient departments. Behavior studies and case studies. Two eight-week periods.

650 Hours, Third Year. Miss SPROGELL, Miss CORRIGAN, Miss GNAU, Miss JOINVILLE, Miss RATUSHNY, Miss SANTOS, Mrs. WHITAKER and staff.

183. *SPECIAL THERAPEUTICS IN PSYCHIATRIC NURSING*. An opportunity is given the student for observation and practice in hydrotherapy, occupational, and recreational therapies, with special emphasis on needs of the individual patient. Conferences and supervised practice.

50 Hours, Third Year. Miss SPARGO, Miss BRINDLE.

FORM OF BEQUEST

Gifts or bequests to the School of Nursing may be made either to the University or the Hospital with a request that they be used for the School of Nursing, as follows:

"I give and bequeath to Cornell University (or
"I give and bequeath to the Society of the New
York Hospital") the sum of \$.....
for use in connection with the Cornell Uni-
versity-New York Hospital School of Nursing."

If it is desired that a gift shall be used in whole or in part for any specific purpose in the program of the School of Nursing such use may be specified.

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