

Cornell University

ANNOUNCEMENTS

Cornell University-New York Hospital

School of Nursing



1965-66



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1320 York Avenue
New York, New York 10021

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CORNELL UNIVERSITY ANNOUNCEMENTS

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Calendar

1965

Sept. 11	Saturday	Registration, Class of 1968. 9 a.m.-12:30 p.m.
Sept. 13	Monday	Orientation, Class of 1968
Sept. 13	Monday	Instruction begins for Classes of 1966, 1967
Sept. 20	Monday	Instruction begins for Class of 1968
Nov. 24	Wednesday	Thanksgiving recess: Instruction suspended, 5 p.m.
Nov. 29	Monday	Instruction resumed
Dec. 17	Friday	Christmas recess: Instruction suspended, 5 p.m.

1966

Jan. 3	Monday	Instruction resumed
Jan. 21	Friday	Midyear recess begins 5 p.m., Classes of 1966, 1968
Jan. 28	Friday	Midyear recess begins, 5 p.m., Class of 1967
Jan. 31	Monday	Instruction resumed, Classes of 1966, 1968
Feb. 7	Monday	Instruction resumed, Class of 1967
April 1	Friday	Spring recess begins 5 p.m., Class of 1966
April 8	Friday	Spring recess begins 5 p.m., Classes of 1967, 1968
April 11	Monday	Instruction resumed, Class of 1966
April 18	Monday	Instruction resumed, Classes of 1967, 1968
May 30	Monday	Holiday: Memorial Day
May 31	Tuesday	Interession begins for Class of 1968
June 3	Friday	Instruction ends 5 p.m., Class of 1966
June 8	Wednesday	Convocation and Commencement
June 17	Friday	Instruction suspended, 5 p.m., Class of 1967
June 24	Friday	Instruction suspended, 5 p.m., Class of 1968

Students are expected to remain in School until the last scheduled class or laboratory experience is completed prior to any vacation period. At the close of the vacation period, each student is expected to return to the School in time to participate in the first scheduled class or laboratory experience.

The dates shown in the calendar above are tentative.



The New York Hospital-Cornell Medical Center, at 68th Street and the East River, covers three city blocks (68th to 71st Streets), and includes The New York Hospital, the Cornell Medical College, and the Cornell University-New York Hospital School of Nursing.

Cornell University-New York Hospital

School of Nursing

THE PREPARATION OF TODAY'S PROFESSIONAL NURSE

Nursing represents one of the vital forces for health in today's society. The nursing needs of people range from the simplest to the most complex. Persons with widely varying preparation may help to meet these needs, but the professional nurse is the key person in the total picture of nursing service. Nursing service includes promotion of health, prevention of disease, and treatment of sickness; it should reach individuals in the hospital, the home, the school, and on the job.

The professional nurse who is to function in the pivotal position in this total service must have a preparation which is different from that offered by the majority of nursing schools. The rapid increase in scientific knowledge and the broadened scope of therapy alone would make this essential. Added to this are the special problems growing out of the wider spectrum of ages to be cared for, since modern medicine provides greater health opportunities for the newborn and the aged. The present concept of rehabilitation, which accepts as an aim optimum recovery for each person, demands from the nurse factual knowledge based on the various sciences, trained insight to recognize possibilities, and skill in interpreting this information to her patient.

Continuing research in the behavioral sciences (for example, sociology, cultural anthropology, and social psychology) points the way to another field in which the nurse must be prepared. These sciences offer resources essential in helping her work effectively not only with patients but with professional practitioners in related fields, and with less well-prepared assistants whom she must guide in nursing care. This responsibility of teaching and directing auxiliary personnel is inherent in the work of every professional nurse today.

The purpose of the program in this School is to give each graduate educational preparation for a happy and effective life, personally and professionally. Immediately upon graduation she is prepared to practice, under guidance, in any beginning position in professional nursing, and with increased experience can help to meet one of today's greatest health

problems, that of finding new and better ways of providing nursing care for a rapidly expanding population. For those students with superior academic potential the curriculum assures a basis for further study leading to advanced degrees, which are essential for wider responsibilities in such fields as teaching, administration, and nursing research.

HISTORY OF THE SCHOOL

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of The New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various adjoining buildings of The New York Hospital extending from 68th to 71st Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University with its campus in Ithaca, New York, received its charter in 1865.

Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted a great deal of thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the State of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–1865 a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well.

The Medical College and the School of Nursing are the two divisions of the University which are located in New York City.

The Hospital had been operating for over 100 years before a school for the training of nurses was opened. There had been early steps taken, however, to improve the care given to patients; even in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures combined with a course of practical instruction in the wards which was given to the women who were engaged by the Hospital at that time as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When in 1873 the first training school in this country on the Nightingale pattern was opened at Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the present Medical Center was opened in 1932.

Early in the Hospital's history it pioneered in such steps as introducing temperature charts and anesthetics, in the use of vaccination for smallpox, and in humane methods in the care of the mentally ill. Today the Center continues to pioneer in the improvement of patient care. In today's pioneering, a significant factor is the quality of the nursing which must keep abreast with developments in the biological, physical, and social sciences. New methods (such as open heart surgery, and use of the artificial kidney) and new approaches (such as family-centered maternity care and helping the mother of a hospitalized child to play a greater part in the child's care) are examples of changes which require new methods in nursing as well.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today the work of the professional nurse requires a great deal more self-direction and leadership ability than in the past and in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

THE 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, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

ACCREDITATION

The School is approved for accreditation by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree, and preparing for beginning public health nursing responsibilities. The accreditation is an important factor in the employment status of graduates of the School not only for positions which are specifically in public health but for others as well, since accreditation is on the basis of the total program.

ADMISSION

GENERAL STATEMENT OF REQUIREMENTS

Nursing requires individuals of integrity and intelligence with a deep interest in public service. Candidates are selected whose credentials indicate high rank in health, scholarship, maturity, and ability to work with people, and who give evidence of personal fitness for nursing. A minimum of two years of college (60 semester hours *) is required for admission. To meet that requirement, a wide choice of colleges is available. The required curriculum for the two years is general liberal arts, and it may be taken in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools. Applicants may therefore take the first two years at any one of a great many colleges throughout the country or in one of the colleges of Cornell University in Ithaca, New York. The work of the first two years required for admission to this School contains no nursing or "pre-nursing" courses, and, therefore, selection of a college in which to take the first two years is *not* dependent upon its offering a pre-nursing program.

Help in the selection of a college may be obtained by referring to the list, "Students in the School," which appears at the back of this Announcement. That list indicates the colleges from which students now in the School of Nursing have transferred. It is, however, not a complete list of the colleges from which students may transfer.

In selecting a college and registering for the courses of the first two years, the following section, "Educational Requirements for Admission," should be read carefully.

EDUCATIONAL REQUIREMENTS FOR ADMISSION

Since two years of liberal arts college are required for admission to the School it is important to plan the high school course to meet the general college admission requirements. The prospective applicant should write or come to the School as early as possible to plan a college course from which she will gain the best possible educational background preparatory to entering the School of Nursing.

Within the two-year liberal arts college program taken prior to admission the following courses are *required*:

<i>Courses</i>	<i>Semester Hours Credit</i>
Chemistry (including laboratory)	6-10 (2 semesters)
Biology or Zoology (including laboratory)	6-10 (2 semesters)
Psychology (general or introductory)	3 (1 semester)

Applicants entering with only 60 credits are urged NOT to take additional courses in the natural sciences, and the following courses are

* See the section "Educational Requirements for Admission."

10 ADMISSION REQUIREMENTS

NOT acceptable as fulfilling the 6-hour credit requirements in the biological sciences: Human Anatomy, Physiology and Bacteriology.

Subjects for which there is no specific credit requirement but which are especially helpful to the nursing student are *recommended* in the following order of preference:

SOCIOLOGY or CULTURAL ANTHROPOLOGY (urged)

ENGLISH, LITERATURE, HISTORY (urged)

Subjects in the general area of human behavior and relations

LANGUAGES (may be of particular usefulness in working with patients and also because of the many opportunities in international work and in advanced study)

ECONOMICS, PHYSICS

ART and MUSIC (theory, appreciation, or history)

Additional courses in the natural sciences (for students taking more than 60 credits prior to admission)

The following subjects *cannot be counted* toward the 60 semester hours of credit required *for admission*:

HEALTH and HYGIENE

MUSIC (instrumental or voice)

NURSING courses (any description) and NUTRITION

Generally, the principle applies that courses which cover essentially the same content as those presented in the School of Nursing cannot be credited toward meeting admission requirements because there is no allowance within the School of Nursing program for electives which can be substituted for courses already taken.

PHYSICAL EDUCATION and

ONE-CREDIT courses are not accepted unless they are taken for two consecutive semesters totaling 2 credits.

The program in the School of Nursing requires the student to have a good background in English composition, communication skills, and use of the library. Should a student prove markedly deficient in communication skills she may be required to strengthen her background by taking courses at a near-by university.

Students on the Cornell University campus in Ithaca should confer early with their advisers in the colleges where they are registered, or with the University Placement Service staff, who will be glad to assist in planning a desirable program. Cornell students, as well as students in other colleges and universities, should, however, communicate with the School of Nursing as indicated in the section "Application for Admission." Each time the student registers for courses during her first two years, she should review this section of this Announcement with her adviser. Applicants who do not meet in full the specific subject requirements for admission, but who have a good record of two or more years of college, are encouraged to communicate with the School of Nursing for review of their credits and for possible assistance in arranging for courses which can be taken in summer sessions.

AGE AND HEALTH REQUIREMENTS

As each applicant is considered in the light of her total qualifications, there are no definite age limits. In general, however, it has proved desirable for applicants to be between the ages of 18 and 35 years. The results of a complete physical examination must be submitted at the time of application. A dental examination is required prior to admission. A form for this report is sent to applicants after acceptance and should be returned within the six months prior to admission. Vaccination against poliomyelitis before admission is strongly urged. Inoculation against tetanus and typhoid fever, and vaccination against smallpox, are *required* of all students within the nine months prior to admission. In addition the applicant must have a Schick Test, and, if the reaction is positive, must be immunized against diphtheria before admission.

APPLICATION FOR ADMISSION

A blank for formal application for admission to the School of Nursing, containing full instructions, may be obtained by returning the form at the back of this Announcement to the Registrar of the Cornell University-New York Hospital School of Nursing, 1320 York Avenue, New York, N. Y. 10021.

A personal interview is considered an important part of the application procedure. Effort is made to have the applicant meet with a member of the Committee on Admissions at the School in New York. If this is not practicable, a conference can often be arranged with an alumna or other qualified person living near the applicant's home or college.

Applications will be accepted as long as there are vacancies in the entering class. To be assured consideration, however, formal application should be made after the first term of the first college year if the applicant plans to enter after her second college year. When all application forms are received, including the report of the psychometric test and a transcript covering the first year of college work, and if these appear to be satisfactory, *the applicant will be accepted and a place in the class held for her pending completion of the remaining requirements with satisfactory standing.*

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 each term is required for promotion without condition. A grade below C in theory or practice in any clinical field of nursing or a term average which is less than C places a student on condition. This must be removed by the end of the next term to ensure further promotion.

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 within a reasonable period of time.

An F (Failure) in *any* subject may necessitate withdrawal from the School unless the student's ability is exceptional in other respects, in which case repetition of the course may be recommended by the instructor, if the course is available. With faculty approval a similar course may be taken at another university in the city, if not available at this School.

No more than one re-examination will be permitted in the case of failure in the midterm and/or final examination in a course, and only upon the recommendation of the instructor and approval by the Dean. In case a re-examination is permitted, it is the responsibility of the student to arrange with the instructor for a plan of study preparatory to it. A charge of \$2 will be made for each re-examination. (No more than six re-examinations are permitted during the program.)

At the end of each term the student's progress is considered by a Promotion Committee. Her accomplishment in theory and practice, relationships with patients and others, and her general development are factors considered.

Those students demonstrating outstanding ability are elected to the Dean's List each term. Notation of this honor also appears on the student's final record. A student is eligible for honorable dismissal at any time she may elect to withdraw if her academic and personal record meet the standards of the school, and if she has no financial indebtedness to the school.

A student who is not maintaining an acceptable level in her work, or who does not demonstrate that she has or is developing the qualifications which are important for a good nurse, may be put on condition, suspended, or asked to withdraw. The School reserves the privilege of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing.

Parents or guardians of students are advised when students are placed on condition or asked to leave the School. However, in general, the School reports only to students. Each student is kept informed of her progress through frequent examinations, reports, and conferences, and every effort is made to provide assistance and guidance which will help her to succeed. When it seems advisable, a student may be asked to withdraw from the program without having first been on condition.

DEGREE

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must maintain a cumulative average of C for the total program, and must have completed satisfactorily all of the theory and clinical laboratory outlined in this Announcement or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with Distinction, the only honorary designation granted by

Cornell University. To qualify for this honor the student, in the judgment of the faculty, must have maintained her work at an exceptionally high level and must possess personal characteristics consistent with effective professional practice.

At the time of graduation one senior student is chosen by her classmates and, with the approval of the faculty, receives the award of "Excellence in Nursing." A small silver dish which accompanies this award is given by the Alumnae Association of the School of Nursing.

STATE REGISTRATION FOR GRADUATES

Graduates are eligible for admission to the examination for licensure administered by the Regents of the State of New York and are expected to take the first examination given after completion of the nursing course. Satisfactory completion of this examination classifies the graduate of the School as a Registered Nurse (R.N.) in the State of New York.

Graduates are urged to take State Board examinations in New York State. It is not possible for the School to provide the data required by the other states as expeditiously as may be necessary for early licensing. Those wishing to practice elsewhere may then apply for registration by reciprocity.

THE BASIC NURSING PROGRAM OBJECTIVES

In keeping with the philosophy underlying the program, the admission requirements and the curriculum have been planned to help each student attain the following objectives:

To be informed of resources through which she may seek information and keep abreast of new knowledge, particularly as it pertains to her professional practice; to develop beginning skill in using such resources.

To develop a concept of nursing as encompassing not only the care of the sick but the prevention of illness and the promotion of health for the individual and the community.

To become professionally competent and technically skilled, capable of drawing upon the humanities and the natural and social sciences to make reasoned judgments in the practice of her profession.

To gain appreciation of the place of nursing in today's society and to develop the ability to interpret it to others; to see her personal responsibilities as a member of the nursing profession.

To develop as a person who is sensitive to the needs of others and who can establish effective relationships and gain satisfaction and happiness from daily activities.

To grow toward becoming a mature individual as evidenced by self-motivation, self-direction, willingness to assume responsibility for her own actions, and the development of a set of values worthy of a professional person and a good citizen.

THE PROFESSIONAL CURRICULUM

(Three Academic Years)

Courses in the first year are primarily devoted to foundation materials from the natural and social sciences, and to the development of knowledge and basic skill related to the administration of general nursing care to hospitalized patients of all ages. The student gains a beginning understanding of the community organization and of resources and agencies which are commonly available to protect the health and well being of citizens. She gives nursing care for short periods each week under the guidance of a faculty member. In the spring of the year there is a four-week Intersession during which there is a concentrated period of daily practice in patient care on selected floors of The New York Hospital. Throughout the year there are observations in a variety of agencies and institutions in and near the city. Visiting lecturers present content from special fields, and assigned projects provide a focus for the detailed study of health problems.

The clinical portion of the program begins intensively in the second year, and most courses are made up of two related parts—one theory and the other practice. The practice, referred to as "clinical laboratory," usually occupies 20 hours a week. As graduates of the program are prepared to provide nursing care in a variety of situations other than the hospital, there is emphasis throughout on disease prevention, health instruction, and rehabilitation. The student participates in conferences with practitioners from other professions, centering on the broad aspects of health care. She assists in the referral of patients who require nursing care after discharge from the hospital, and she has frequent contact with community agencies which are prepared to help provide such service.

During one term the student is particularly concerned with maternal-child health, including the care of new-born babies and their mothers, and consideration of family relationships and problems. In this term there is also an opportunity to observe well children in their normal activities and to give care to sick children who are receiving therapy in the out-patient clinics or on the floors of the hospital. Course content is presented by medical and nursing faculties in the Departments of Obstetrics and Pediatrics.

During the other term of the second year, the nursing needs of patients on medical and surgical services are explored. This course is presented through the combined efforts of the medical and nursing faculties in the Departments of Medicine and Surgery. Students care for selected patients both in the units of the hospital and in the operating room, and they observe the progress of certain patients when they return for continuing care to the Out-Patient Department.

In the senior year a course is presented in psychiatric nursing by the faculty of the Payne Whitney Psychiatric Clinic. Through this course the student has an opportunity to gain an understanding of the causes of mental illness and to develop a beginning ability to meet the nursing

needs of the mentally ill. She is introduced to the theories underlying prevention of such illness and becomes cognizant of the newer methods of treatment. There are visits to other types of agencies in the community, such as a state mental hospital.

Other courses in the third year include public health nursing, out-patient nursing, and nursing in long-term illness. Practice takes place in the Out-Patient Department of The New York Hospital, in a public health agency, and in centers which offer special rehabilitation programs for the chronically ill or handicapped.

Through the course "Professional Leadership in Nursing Care," senior students have an opportunity to learn some of the special skills of group leadership, to consider the ways of improving patient care through application of sound administrative and supervisory techniques and to get experience in directing the work of other nursing personnel. A few students who meet certain criteria may elect to participate in the "Seminar on Techniques of Scientific Investigation" under the guidance of a social scientist.

Absences During Program

Interruptions in attendance, or inability to complete one or more courses at the time scheduled, present a considerably greater problem in a program of this kind than in the usual academic course of study.

Because many courses involve clinical laboratory, a leave of absence usually necessitates an absence for one semester. As a result of absence, a student may be required to re-register for all or part of a course of study or she may be transferred to a later class.

PROGRAM

Each student entering the school is expected to complete the entire program. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing health needs of society or the best interests of the students and the school.

Courses are presented only once each year—in the semester indicated unless starred (*). Starred courses are presented each semester.

FIRST YEAR

Fall Semester			Spring Semester		
<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs. Cr.</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs. Cr.</i>
	Orientation	0	105.(I)	Social Science and Health ¹	1.0
101.	Human Development and Behavior	2.0	125.	Nutrition and Diet Therapy	2.0
130.	Anatomy-Histology	4.0	132.	Microbiology	3.0
131.	Physiology	4.0	140.	Body Changes in Disease	3.0
151.(I)	Fundamentals of Nursing	7.0	152.(II)	Fundamentals of Nursing	6.0
	TOTAL	17.0		TOTAL	15.0

¹ Social Science and Health is divided into two units with course credit given at the end of the second unit in the second year.

INTERSESSION

<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs. Cr.</i>
153.(III)	Fundamentals of Nursing	3.0

SECOND YEAR

Fall Semester			Spring Semester		
<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs. Cr.</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs. Cr.</i>
105.(II)	Social Science and Health ¹	1.0	115.(II)	History and Trends in Professional Nursing	1.0
115.(I)	History and Trends in Professional Nursing	1.0	145.	Principles of Epidemiology	2.0
253.	*Medical-Surgical Nursing	15.0	251.	*Maternity Nursing	7.0
			252.	*Pediatric Nursing	8.0
TOTAL		17.0	TOTAL		18.0

THIRD YEAR

Fall Semester			Spring Semester		
<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs. Cr.</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs. Cr.</i>
360.	*Psychiatric Nursing	7.0	351.	*Nursing Care of the Outpatient	3.0
365.	*Professional Leadership in Nursing Care	6.0	352.	*Nursing in Chronic Disease and Rehabilitation	3.0
TOTAL		13.0	353.	*Public Health Nursing	6.0
305.	Seminar in Techniques of Scientific Investigation (For Selected Students)		TOTAL		12.0
			305.	(Continued)	6.0

PROFESSIONAL PROGRAM=95 Semester Hours Credit (Excluding Course 305)



DESCRIPTION OF COURSES

NATURAL SCIENCES AND RELATED COURSES

125. NUTRITION AND DIET THERAPY

Normal adult nutrition. A study of the function and sources of the major food groups and their availability in the world. The needs of the individual and the many factors that influence nutrition are considered. Common diet modifications and their relationship to various diseases are studied. (Nutritional requirements in childhood and pregnancy are presented during the courses in pediatric and maternity nursing.)

Miss Erlander and Miss Whittaker.

Credit: 2 hours (30 hours class).

130. ANATOMY-HISTOLOGY

A laboratory course in gross and histological anatomy, using human cadavers, a variety of tissue sections, and selected animal viscera. The regional approach is used.

Miss Wright and Science Faculty.

Credit: 4.0 hours (60 hours combined class and laboratory).

131. PHYSIOLOGY

A study of the physiological systems, their interrelationships in maintaining the homeostatic adjustment of the body to environmental changes. Fundamental biochemical principles of metabolism, electrolytes, acid-base balance, blood and urine constituents are integrated.

Miss Miller and Science Faculty.

Credit: 4.0 hours (50 hours lecture and 25 hours laboratory).

132. MICROBIOLOGY

General and pathogenic bacteriology and selected topics in parasitology and immunology form the basis.

Miss Wright and Science Faculty.

Credit: 3.0 hours (42 hours class; 18 hours laboratory).

140. BODY CHANGES IN DISEASE

Structural and functional changes that occur in diseases, including their manifestations.

Miss Miller and Science Faculty.

Credit: 3.0 hours (45 hours lecture and demonstrations).

145. PRINCIPLES OF EPIDEMIOLOGY

A study of the principles of epidemiology and the application of the scientific method to the investigation of health problems in the community. Biostatistical principles and their application and use are included. Emphasis is placed on the role of the nurse in the epidemiologic investigation.

Faculty in Public Health Nursing; Guest Lecturers.

Credit: 2.0 hours (30 hours class).

SOCIAL SCIENCES AND RELATED COURSES

101. HUMAN DEVELOPMENT AND BEHAVIOR

A survey of the life span of man designed to show, through fact and theory, the interdependence of the physical, emotional, and social behavior of man from conception to old age. It will present in general terms the characteristics and progress of the human being through successive age periods. It is intended to serve as a frame of reference for more intensive, specific learnings and experiences in the clinical areas. The theme is the developing personality of biological man through the socialization process.

Miss Frany, Faculty Associates, and Guest Lecturers.
Credit: 2.0 hours (30 hours class).

105. (I-II) SOCIAL SCIENCE AND HEALTH

Presented in two units, this course deals with the social, psychological, and cultural approach to problems of health and illness. Attention is focused upon concepts and methods of the social sciences that have particular relevance for total patient care.

Mrs. Macgregor and Guest Lecturers.
Credit: 2.0 hours (30 hours class).

115. (I-II) HISTORY AND TRENDS IN PROFESSIONAL NURSING

This course is presented in two units. The first will explore the historical backgrounds of nursing and parallel developments in religion, science, medicine, hospitals, and public health which have influenced nursing. The second unit will survey the development of, and modern trends in, American nursing as well as current problems of interest to the professional practitioner. Readings in primary and secondary sources.

Miss Schwartz and Guest Lecturers.
Credit: 2.0 hours (30 hours class).

305. SEMINAR IN TECHNIQUES OF SCIENTIFIC INVESTIGATION

For selected senior students. To develop a research attitude and creative imagination.

Mrs. Macgregor.
Credit: 6.0 hours.

NURSING COURSES (GENERAL AND CLINICAL)

ORIENTATION

Students are introduced to the plan by which the program of the School will be presented. Among the topics are the facilities of the Medical Center and the relationships which exist between the various schools; the educational programs and services offered; the plan of dormitory living; and the student health maintenance program.

Faculty Members and Staff of the Medical Center.
Credit: 0 (15 hours class, approximately).

151-152-153. (I-II-III) FUNDAMENTALS OF NURSING

Extending throughout the first year, the course provides a foundation for all clinical nursing courses. In the first semester the student considers the basic needs of people in health and learns how these needs are met during illness. She gains a beginning understanding of the principles underlying diagnostic and therapeutic measures and develops beginning skill in basic nursing activities. In the second semester, opportunity is provided for developing deeper understanding and skill in the components of professional nursing; included is study of the community structure as it pertains to health and the relationship of this structure to nursing care. Throughout the first two terms there are increasing periods of laboratory care. Throughout the first two terms there are increasing periods of laboratory care. Throughout the first two terms there are increasing periods of laboratory care. During the four-week Intersession in June, a concentrated laboratory experience is offered under faculty guidance on selected patient units in The New York Hospital.

Miss Berg and the Faculty of Fundamentals of Nursing.

Credit: 151. (1st semester) 7.0 hours (75 hours class; 60 hours laboratory).

152. (2nd semester) 6.0 hours (60 hours class; 150 hours laboratory).

153. (Intersession) 3.0 hours (12 hours conference; 124 hours laboratory).

MATERNAL-CHILD NURSING

During one semester the student focuses her attention on the family unit and considers the impact brought about by pregnancy or the illness of a child.

251. MATERNITY NURSING

Consideration of the reproductive process as it affects personal and family life, and the characteristics of the newborn infant. The biologic and social sciences are drawn upon in developing principles basic to nursing care of mother and infant and to understanding the emotional aspects of the whole maternity cycle. Comprehensive care of mothers and infants with related experiences in the out-patient clinic, labor and delivery unit, the postpartal unit including rooming-in and the nursery.

Nursing and Medical Faculties of the Department of Obstetrics-Gynecology and Nutrition Faculty.

Credit: 7.0 hours (67 hours class; 180 hours clinical laboratory).

252. PEDIATRIC NURSING

Presentation of the principles and practice of nursing care of children, based on developmental patterns from birth through adolescence; biological, psychological, and cultural factors are considered as they influence child-parent-nurse relationships in nursing care and in treatment. Guided experiences in nursery school and on in-patient and out-patient units.

Nursing and Medical Faculties of the Pediatric Department and Nutrition Faculty.

Credit: 8.0 hours (72 hours of class; 180 hours clinical laboratory).

253. MEDICAL-SURGICAL NURSING

The student is guided in relating knowledge of disease processes to the mode of therapy and in developing ability to provide care in terms of individual needs. The various dimensions of the nursing role in the recognition, preven-

tion, and treatment of disease, health teaching, supportive care, and preparation for rehabilitation are considered. The student gains experience in the nursing care of patients with common medical and surgical diseases.

Nursing Faculties of the Departments of Medicine and Surgery and Nutrition Faculty.

Credit: 15.0 hours (144 hours class; 360 hours clinical laboratory).

351. NURSING CARE OF THE OUT-PATIENT

Focus is upon the comprehensive care and supervision of the outpatient in a hospital setting. Emphasis is placed on the responsibility of the nurse, as a member of the health team, for helping the patient and family to adjust to problems of illness and health maintenance through direct care, teaching, counseling, and the effective use of hospital and community resources.

Nursing Faculty in the Out-patient Department.

Credit: 3.0 hours (25 hours class; 80 hours clinical laboratory).

352. CHRONIC DISEASE AND REHABILITATION NURSING

Emphasis is on prevention, care, and rehabilitation in chronic illness; assessment of abilities and disabilities as they influence the definition of realistic goals for each patient. Consideration is given to the total effort of the rehabilitation team highlighting the contribution that nurses can make. Experience and observations in agencies and institutions offering services to the chronically ill and aged.

Mrs. Helfferich.

Credit: 3.0 hours (25 hours class and 80 hours clinical laboratory and observations).

353. PUBLIC HEALTH NURSING

The study of the basic principles which underlie public health activities and their application to public health nursing. Included in the lectures are principles of public health organization and administration, health education, environmental health, and statistics. Guidance throughout the eight-week experience is provided by faculty who function in the clinical setting. Seminar discussions center on the student's experiences during each week, on current public health problems, and on programs and practices as they relate to the role of the public health nurse.

Faculty of the Department of Public Health Nursing, Guest Lecturers, Staff Members of the Public Health Agencies.

Credit: 6.0 hours (46 hours class; 180 hours clinical laboratory).

360. PSYCHIATRIC NURSING

Study of behavior, emotional disorders and the psychotherapeutic role of the nurse. Designed to help the student develop an objective attitude toward psychiatric illness and an appreciation of its incidence in the community. The student participates in the care and treatment of individuals and groups of patients.

Nursing Faculty of the Payne Whitney Psychiatric Clinic.

Credit: 7.0 hours (60 hours class; 160 hours clinical laboratory).

365. PROFESSIONAL LEADERSHIP IN NURSING CARE

The senior student considers responsibilities of the professional nurse in various types of practice. She is guided in considering the improvement of



The professional nursing student is prepared to care for and teach patients in the community as well as in the hospital.

patient care through the application of administrative and supervisory techniques; she analyses potential changes in her role and function in disaster situations. Opportunity is provided for utilizing selected principles in working with professional and auxiliary personnel.

Miss Tritt and Faculty from Clinical Departments.

Credit: 6.0 hours (30 hours class; 256 hours clinical laboratory and related seminars).

FACILITIES FOR INSTRUCTION

The New York Hospital-Cornell Medical Center provides a setting in which there are opportunities of great value to students in the health fields. It includes laboratories and libraries with extensive holdings and offers an environment which promotes a spirit of inquiry. It encompasses services to patients reflecting modern concepts of care and newer knowledge of health and disease. Learning experiences in the Center are augmented by observations and practice in other community agencies.

LIBRARIES

In a newly completed building the Library of the School of Nursing shares facilities with the Medical College Library and provides resources for students and faculty of both schools and for the staff of The New York Hospital. The Library contains a wide selection of literature pertinent to all health fields and includes important nursing periodicals, both in current issues and in reference sets of bound volumes. There are additional small collections in each department near the nursing conference rooms on the Hospital floors. The Library is under the direction of a committee of the faculty and in the charge of professional librarians. In addition, the broad resources of the New York Public Library, the National Health Library, and many other special libraries in the city may be called upon whenever needed.

CLINICAL SERVICES

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital is comprised of five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both in-patients and out-patients, but also with facilities for teaching and for the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,119 beds and 90 clinics. Annually approximately 33,000 patients are hospitalized and 58,000 treated as out-patients. The conduct of research in all clinical departments gives the student 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 many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures, observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism, urology, ear, nose, and throat disorders, plastic and neurosurgery, ophthalmology, and a fracture service. The Lying-In Hospital has a capacity of 199 adults and 113 newborns and provides for obstetric and gynecologic patients. Each year nearly 5,000 babies are born in this Hospital. Since this Center was founded in 1932 over 100,000 babies have been born here.

The Department of Pediatrics includes 120 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the nursing student to study the development and guidance of convalescent as well as sick children. All students have Nursery School experience. Here the student works with and observes the development of the well child and is thus better able to evaluate deviations in behavior which may accompany illness.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 109 patients, admitted from all socio-economic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of a variety of psychiatric illnesses of all degrees.

The Out-patient Department with its 90 clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 220,000 patient visits are made to this Department. Students assist in diagnostic tests, in treatments, and in teaching patients self-care. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

The clinical experience in Chronic Disease and Rehabilitation Nursing is offered at Goldwater Memorial Hospital, Department of Hospitals, City of New York. Public Health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, the Westchester County Department of Health through the New York State Department of Health, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

GENERAL INFORMATION

RESIDENCE

Cornell University-New York Hospital is considered a resident school and unless otherwise arranged with the School, all students are expected to live in the Student Residence. Students who wish to live elsewhere should proceed as follows whether before or after admission:

1. In the case of marriage, no permission is necessary for living outside the Residence as there are no facilities for married couples to live in the Residence. However, before admission, the student is to submit the name of her husband, her anticipated address and telephone number, as part of the application procedure. This same information should be submitted to the Registrar if marriage takes place after admission.

2. If a student wishes to live with her family within the New York City community, she should make this request as part of her admission procedure *or* submit written request at any time after admission.

3. If a student wishes to live outside of the Residence under circumstances other than the above either at the time of admission or after admission, she must make this request in writing. Her request must be accompanied by a letter from a parent or guardian indicating: (a) knowledge and approval of the plan to live outside, (b) approval of the apartment or room to be occupied, and (c) approval of the living companion (if any).

4. All students who live out are responsible for keeping the Registrar informed of their current address and telephone number. (It is required that they make provision to be reached by phone readily.)

5. A postoffice box is assigned to students who live out and they are responsible for checking this at least once daily as this will be used by the school as a means of communication.

6. If there are rooms available in the Residence, a student living outside may also retain a room by paying the full room fee for one term at a time.

RECREATIONAL FACILITIES

Believing that the education of young women today must include healthful social relationships, provisions have been made for this development in the life of the student.

The Social Committee of Student Organization is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Through the Student Athletic Association, plans are made for joining other schools of nursing in special sports events. Other activities in which students may participate are the school paper, the yearbook, and a singing group known as the "Trebles."

There are two religious clubs with voluntary memberships for both medical and nursing students. They are the Nurses' Christian Fellowship and the Newman Club. Guest speakers and planned forums provide an opportunity for exchange of thought on many subjects.

To ensure the full benefit and proper use of the Nurses' Residence facilities, a Director is in charge. Guest rooms are often available for friends and relatives at a reasonable charge.

A large auditorium is located on the first floor of the Residence. Sun roofs, beach equipment, pianos, television sets, and record players are available for the use of the students.



Each student is responsible for checking her mailbox at least once each day.

The cultural opportunities of New York City are almost limitless in music, art, ballet, theatre, and museums. Students enjoy the benefits of such opportunities as membership in the Metropolitan Opera Guild. Theatre tickets are often available through the Residence facilities.

HEALTH SERVICES

Good health is of the utmost importance, and students have readily available a well-organized health service maintained in cooperation with the health service of the Center. Provision is also made for room care and for hospitalization.

Upon admission a physical examination by the School physician, a tuberculin test, and a chest X-ray are required. Subsequently, the student has either a chest X-ray or tuberculin test every six months, and a physical examination annually. Students receive dental health service consisting of a series of full-mouth X-rays, examination by a dentist, a written diagnosis with suggestions for treatment, and follow-up supervision. For dental repair, students are referred to their own dentists.

In the event of short-term, minor illnesses, students who are ambulatory may receive meals in their rooms in the Student Residence. Medical supervision is provided through the health service. If more seriously ill, students are cared for on the floors of The New York Hospital within the limits of the Hospital's policy on admissions and bed usage, and hospitalization up to the amount of eight weeks for any one admission is provided. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be arranged during vacations. Expenses for private nurses, transfusions, and personal items are borne by the student. The School reserves the right to collect all benefits from hospitalization insurance carried by the student as partial payment for care.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for her to remain in the School, she may be required to withdraw, either temporarily or permanently, at any time.

COUNSELING SERVICES

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her work in the School or in connection with special personal problems.

The Counselor of Students assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

The objective of the counseling program is to make it possible for any student to obtain such guidance as she may require in any phase of her life while in the School of Nursing.

SCHOOL GOVERNMENT

One rule governs the conduct of students in the School of Nursing: "A student is expected to show both within and without the School, unflinching respect for order, morality, personal honor, and the rights of others." Through the Student Organization, students take responsibility for living according to this rule, which is construed as applicable at all times, in all places, to all students. The Student Organization sets up its own Executive Council, Judicial Council, and standing committees. A Faculty Committee on Student Affairs acts in an advisory capacity to the Student Organization, sponsors student-faculty meetings which provide for informal discussions of school activities and problems.

UNIFORMS

The blue plaid chambray uniform of the School is worn by the student for all clinical assignments related to the educational program. A laboratory coat is worn over street clothes if the student returns to any floor of the Hospital for study outside her regular practice assignment. For the public health nursing assignment, each student is required to rent the complete uniform worn for this experience and provides herself with black or navy low-heel walking shoes, preferably oxfords. The rental fees for the public health uniform as well as the cost of uniforms for the hospital experiences are included in the statement on "Tuition, Fees, and Expenses." If employed in the Department of Nursing Service the student wears a white uniform designed especially for that activity.

DRIVER'S LICENSE

The student may be required to drive a car and to possess a driver's license by the time she reaches the period of public health field experience. It is suggested that this requirement be met before admission or no later than the vacation period of the first year in the program.

MARRIAGE

It is important that students planning marriage read and understand fully the section on absences, page 15 and residence, pages 25-26.

TUITION, FEES, AND EXPENSES

The table on the facing page shows a general outline of the cost of the educational program of the School of Nursing.

LIVING EXPENSES

Students are responsible for meeting the cost of board and room throughout the program. Laundering of uniforms is available without charge, and automatic washers are provided for personal laundry. Billing for rooms is on a term basis. It is estimated that the weekly cost of meals is \$20 if purchased in one of the cafeterias of the Center and these are paid for as purchased. There are small kitchenettes on each floor of the Residence where breakfasts and light lunches may be prepared. Possessions must be removed during the summer vacation unless the student is working in the Center for at least a four-week period. In the latter instance there is a charge of \$10 per week while the room is in use. (Limited storage space is available for personal possessions for those not working in the Center.)

OPPORTUNITIES FOR EMPLOYMENT

Students should be prepared to meet all expenses for the first term of the first year as the opportunities and the time for earning are limited. However, after the first term there are a number of work opportunities open to students who may wish to earn a portion of their expenses. Several types of jobs are available, but most are as assistants in the Department of Nursing Service. Applications for that type of employment should be submitted four weeks before the beginning of each term and four weeks before each vacation period if employment during vacation is desired.

It is estimated that approximately half of the cost of room and board can be met after the first term through such employment for approximately eight hours per week.

Summer employment in the Center provides an opportunity to earn toward meeting the expenses of the program and also offers certain valuable work experience. A student who chooses to work full time for eight weeks can earn a gross income of \$500-\$600 exclusive of living expenses, each summer. In all instances the health and academic standing of the student are considered when assisting her to plan her earning activities.

FINANCIAL ASSISTANCE ADMINISTERED BY THE SCHOOL

Scholarships, grants, and loans administered by the School are available to students in need of financial assistance and are open both to students entering the School of Nursing and those already in the School. Factors taken into consideration, in addition to financial need, are the student's

TUITION, FEES, AND EXPENSES

(Subject to change. Dates of billing are approximate.)

Application Fee, \$10 Acceptance and Graduation Fee, \$25 *	First Year			Second Year		Third Year		Grand Total
	Registration Day September	Feb. 1	June 1	Registration Day September	Feb. 1	Registration Day September	Feb. 1	
Tuition and Educational Fees	\$191.00	\$176.00	\$30.00	\$167.00	\$162.00	\$162.00	\$162.00	\$1050.00
Dental, Health, and Blue Cross Fees	37.05	37.05	0	37.05	37.05	37.05	37.05	222.30
Room Fee †	200.00	200.00	40.00	200.00	200.00	200.00	200.00	1240.00
Expenses (incl. School Uniform) ‡	164.25	61.00	40.00	30.00	25.00	54.00	51.30	425.55
TOTAL	\$592.30	\$474.05	\$110.00	\$434.05	\$424.05	\$453.05	\$450.35	\$2937.85

* The deposit of \$25.00 made at the time the student accepts an appointment to the incoming class is credited as the Graduation Fee, applicable in the last term of the program. This fee is not refundable if the student withdraws before admission or does not complete the program.

Refunds: In the case of withdrawal, refund will be based on a deduction of 10% per week on all charges, as of the first day of each term. No refund will be made after the mid-point of each term.

† Effective in the fall of 1966.

‡ Those students who wish to be employed in the Center in an auxiliary capacity will be required to buy several uniforms for that purpose. These are suitable for wear after graduation.

Special Fees: For late registration or late payment of fees, each \$5.00; for change of schedule due to re-admission or reinstatement, \$10.00; special or repeated examination, \$2.00; specially scheduled class or tutoring by a faculty member, \$4.00 per hour. In exceptional circumstances a special fee may be waived by the Dean.

(See the sections "Living Expenses" and "Opportunities for Employment.")

all-around record as indicated by academic work, participation in school and community activities, and qualities indicating promise of growth and potential contribution to nursing.

Students taking their first two years of academic work at Cornell in Ithaca may obtain additional information on scholarships by writing to Office of Scholarships and Financial Aid, Cornell University, Ithaca, New York.

Applications for financial assistance through the School of Nursing are made at the time of application for admission to the School, and awards are made known in April before admission. For students already in School, application is made at least six weeks before the beginning of each term.

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. Established and maintained by a committee of women interested in the School of Nursing, to assist girls who otherwise would not be able to prepare for nursing. The greatest number of awards are made possible by this Fund.

JULIETTE E. BLOHME SCHOLARSHIP FUND. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the Class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

VIVIAN B. ALLEN SCHOLARSHIP FUND. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

NORTH COUNTRY COMMUNITY ASSOCIATION SCHOLARSHIP. Given by the North Country Community Association, Glen Head, New York, for an entering student residing in Nassau, Suffolk, or Queens County, New York. Amount, \$600.

CHARLES PUKLY SCHOLARSHIP. An initial gift was made to the School in the Spring of 1965 to be used toward maintaining a scholarship.

EMMAJEAN STEEL FULLER FUND. This Fund, begun by the Class of 1952 in memory of Emmajeane Steel Fuller, a former member of the Class, is available for an occasional scholarship.

SAMUEL J. MORITZ SCHOLARSHIP FUND. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

THE CHRISTIAN C. YEGEN SCHOLARSHIP FUND. Established in the Spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

CORNELL WOMEN'S CLUB OF NEW YORK. Effective for the fall of 1965, a scholarship amounting to \$300 will be made available to the School for the ensuing year.

THE SWITZER FOUNDATION. Effective in the fall of 1962, the amount of \$1,000 was made available to the School annually. This gift is intended to assist any student who is an American citizen living within 50 miles of New York City and who has financial need.

ALLSTATE FOUNDATION GRANT. Beginning in the fall of 1962 a grant totaling \$750 per year was made to the School of Nursing to assist a student throughout the program.

DAVISON/FOREMAN FOUNDATION GRANT. Effective in the Spring term of 1965 an initial grant of \$4,000 was made to the School to be used in assisting women students.

LOANS. Loans are available from a fund established jointly by the School and the Federal Government under the terms of Part B of Public Law 88-581, Nurse Training Act of 1964. This is the only Loan Fund administered by the School. Information will be sent upon request.

FINANCIAL ASSISTANCE ADMINISTERED BY OUTSIDE SOURCES

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through her high school principal while she is still a student in high school.

For more information on any of these, write to the State Education Department, University of the State of New York, Albany, New York, requesting the leaflet "Opening the Door to College Study through the New York State Regents Scholarship Examination."

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING. Amount, \$200-\$500 a year depending upon financial need, for a maximum of three years. Applicable only to period in the School of Nursing.

REGENTS COLLEGE SCHOLARSHIPS. Amount, \$250-\$700 a year depending upon financial need for a maximum of four years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS IN CORNELL. A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS. Amount, \$450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

NEW YORK HIGHER EDUCATION ASSISTANCE CORPORATION sponsors a program through which students may obtain loans from local savings banks.

SCHOLAR INCENTIVE PROGRAM. Grants of \$100-\$300 yearly, depending on need and tuition paid, with minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

Armed Services

ARMY AND NAVY NURSE CORPS STUDENT PROGRAMS. Students in the Basic Nursing Program may apply for appointments in the Army Student Nurse Program at the beginning of the junior year, or the Navy Nurse Corps Candidate Program at the beginning of the senior year. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for 24 months. If two years of support has been given, the student serves 36 months.

PUBLIC HEALTH NURSING, NEW YORK STATE DEPARTMENT OF HEALTH SCHOLARSHIP PROGRAM FOR SENIOR STUDENTS IN BACCALAUREATE BASIC PROGRAMS OF NURSING. The scholarship will be in the form of a tax-free stipend paid directly to the student bi-weekly during full-time study in the senior year of the program in nursing. The candidate, if approved, must sign an agreement to work full-time in an upstate New York (exclusive of New York City) official public health unit for at least one year, beginning within one month following graduation. Applications are available at the School of Nursing.

ADMINISTRATION

THE NEW YORK HOSPITAL-CORNELL MEDICAL CENTER

Director

Joseph C. Hinsey

Joint Administrative Board

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Stanton Griffis
James A. Perkins

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FACULTY AND STAFF

CORNELL UNIVERSITY-NEW YORK HOSPITAL SCHOOL OF NURSING

Officers of Administration

James A. Perkins, A.B., Ph.D., President of the University
Muriel R. Carbery, M.S., R.N., Dean
Mrs. Veronica Lyons Roehner, M.A., R.N., Associate Dean
Louise S. Hazeltine, M.A., R.N., Assistant to the Dean
Florence Tritt, M.A., R.N., Assistant to the Dean
Kathleen F. Dwyer, M.A., R.N., Director of Admissions Relations
Carolyn Diehl, M.D., School Physician
Mrs. Ena Stevens-Fisher, R.N., Supervisor, Nurses Health Service
Tracy Dwyer, Registrar
Mrs. Mary Elizabeth Riddick, Registrar for Admissions
Meimi Joki, Executive Secretary for the School

Professors

Muriel R. Carbery, M.S., R.N., Professor of Nursing; Dean, School of Nursing; Director, Nursing Service. (A.B., Hunter College, 1933; Diploma in Nursing, New York Hospital School of Nursing, 1937; M.S., Catholic University of America, 1951.)

Frances C. Macgregor, M.A., Professor of Social Science. (A.B., University of California, 1927; M.A., University of Missouri, 1947.)

Veronica Lyons Roelmer, M.A., R.N., Professor of Nursing; Associate Dean, School of Nursing. (Diploma in Nursing, the Johns Hopkins Hospital School of Nursing, 1927; B.S., Columbia University, 1937; M.A., 1947.)

Associate Professors

Trude R. Aufhauser, M.P.H., R.N., Associate Professor of Pediatric Nursing; Department Head, Pediatric Nursing Service. (Diploma in Nursing, the Johns Hopkins Hospital School of Nursing, 1945; B.S., Columbia University, 1947; M.P.H., Yale University, 1951.)

Helen M. Berg, M.A., R.N., Associate Professor of Nursing. (B.S., Bucknell University, 1948; B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1951; M.A., Columbia University, 1958.)

Elizabeth G. Brooks, M.A., R.N., Associate Professor of Medical Nursing; Department Head, Medical Nursing Service. (Diploma in Nursing, Washington University School of Nursing, 1939; B.S., Washington University, 1946; M.A., Columbia University, 1949.)

Dorothy Ellison, M.A., R.N., Associate Professor of Surgical Nursing; Department Head, Operating Room Nursing Service. (Diploma in Nursing, Colorado Training School for Nurses, 1946; B.A., University of Toronto, 1948; M.A., Columbia University, 1957.)

Marjorie A. Miller, M.S., R.N., Associate Professor of Science. (Diploma in Nursing, Lutheran Hospital School of Nursing, 1948; B.S., Bryan College, 1949; M.S., Columbia University, 1954.)

Doris Schwartz, M.A., R.N., Associate Professor of Public Health Nursing. (Diploma in Nursing, Methodist Hospital School of Nursing, 1942; B.S., New York University, 1953; M.A., 1958.)

Laura I. Simms, Ed.D., R.N., Associate Professor of Surgical Nursing; Department Head, Surgical Nursing Service. (A.B., Texas Women's University, 1940; Diploma in Nursing, Parkland Hospital School of Nursing, 1945; M.Ed., Southern Methodist University, 1950; Ed.D., Columbia University, 1963.)

Margie Warren, M.A., R.N., Associate Professor of Out-Patient Nursing; Department Head, Out-Patient Nursing Service. (Diploma in Nursing, Protestant Deaconess Hospital School of Nursing, 1942; B.S., Indiana University, 1950; M.A., Columbia University, 1957.)

Lucille Wright, M.S., R.N., Associate Professor of Science. (Diploma in Nursing, the Johns Hopkins Hospital School of Nursing, 1945; A.B., University of Colorado, 1950; M.S., Cornell University Graduate School of Medical Sciences, 1955; N.S.F. Science Faculty Fellow, Yale University, 1960.)

Assistant Professors

Florence S. Anderson, M.A., R.N., Assistant Professor of Pediatric Nursing. (Diploma in Nursing, St. Luke's Hospital School of Nursing, 1941; B.S., Columbia University, 1945; M.A., 1948.)

Mary T. Bielski, M.A., R.N., Assistant Professor of Medical Nursing. (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1949; M.A., Columbia University, 1958.)

I. Darlene Erlander, M.A., Assistant Professor of Nutrition. (A.B., St. Olaf College, 1952; A.D.A., 1953; M.A., Columbia University, 1962.)

Helma Fedder, M.N., R.N., Assistant Professor of Surgical Nursing; Supervisor, Surgical Nursing Service. (Diploma in Nursing, Washington University School of Nursing, 1933; B.S., University of Chicago, 1942; M.N., University of Washington, 1954.)

Eleanor Frany, M.A., R.N., Assistant Professor of Nursing (Mental Health). (Diploma in Nursing, Hackensack Hospital School of Nursing, 1939; B.S., Columbia University, 1948; M.A., 1951.)

Carol C. Fripp, M.A., R.N., Assistant Professor of Pediatric Nursing; Supervisor, Pediatric Nursing Service. (A.B., Bennett College, 1944; Diploma in Nursing, Meharry Medical College School of Nursing, 1948; M.A., New York University, 1959.)

Marilyn T. Hansen, M.S., R.N., Assistant Professor of Public Health Nursing. (B.S.N., College of St. Rose, 1952; M.S. in Education, Siena College, 1960.)

Ruth Ernest Helfferich, M.A., R.N., Assistant Professor of Nursing (Long Term Illness and Rehabilitation). (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1951; M.A., Columbia University, 1957.)

Lilian Henderson, M.A., R.N., Assistant Professor of Surgical Nursing; Supervisor, Surgical Nursing. (Diploma in Nursing, Syracuse University School of Nursing, 1930; B.S., Columbia University, 1945; M.A., 1951.)

Alice A. Hugo, M.A., R.N., Assistant Professor of Medical Surgical Out-Patient Nursing; Supervisor, Medical and Surgical Out-Patient Nursing Service. (Diploma in Nursing, the Roosevelt Hospital School of Nursing, 1946; B.S., New York University, 1954; M.A., 1957.)

Jo Ann Keith, M.A., R.N., Assistant Professor of Psychiatric Nursing. (B.S., Ohio State University, 1951; M.A., New York University, 1963.)

Anne T. Lally, M.S.N., R.N., Assistant Professor of Obstetric and Gynecologic Nursing. (B.S. in Nursing, Incarnate Word College, 1950; M.S.N., Catholic University of America, 1956.)

Marjorie T. Nebesky, M.A., R.N., Assistant Professor of Psychiatric Nursing. (B.S.N., Wayne University, 1951; M.A., Columbia University, 1961.)

Anna Ondovchik, M.S., R.N., Assistant Professor of Surgical Nursing; Supervisor, Operating Room Nursing Service. (Diploma in Nursing, St. John's Hospital School of Nursing, 1944; B.S., Duquesne University, 1946; M.S., St. John's University, 1957.)

M. Eva Paton, M.A., R.N., Assistant Professor of Medical and Surgical Nursing; Department Head, Private Patient Nursing Service. (A.B., Tufts College, 1930; Diploma in Nursing, New York Hospital School of Nursing, 1939; M.A., New York University, 1950.)

Margaret H. Terry, M.A., R.N., Assistant Professor of Medical and Surgical Out-Patient Nursing; Supervisor, Medical and Surgical Out-Patient Nursing Service. (Diploma in Nursing, Notre Dame de Lourdes Hospital School of Nursing, 1935; B.S., Boston University, 1948; M.A., Columbia University, 1957.)

Ethel M. Tschida, LL.D. (Hon.), M.A., R.N., Assistant Professor of Pediatric Out-Patient Nursing; Supervisor, Pediatric Out-Patient Nursing Service. (Diploma in Nursing, Mercy Hospital School of Nursing, 1938; B.S., St. Mary's College, 1944; Diploma in Public Health Nursing, University of Minnesota, 1948; M.A., Columbia University, 1958; LL.D. (Hon.), St. Mary's College, 1958.)

Instructors

Nina T. Argondizzo, M.A., R.N., Instructor in Medical Nursing. (Diploma in Nursing, St. Elizabeth Hospital School of Nursing, 1944; B.S.N., St. John's University, 1954; M.A., Columbia University, 1958.)

Miriam K. Bergen, M.A., R.N., C.N.M., Instructor in Obstetric Nursing; Supervisor, Obstetric Nursing Service. (Diploma in Nursing, Jersey City Medical Center, 1945; B.S., Columbia University, 1951; M.A., 1957; C.N.M., Maternity Center Association, 1963.)

Laura J. Boe, M.S., R.N., Instructor in Surgical Nursing; Supervisor, Surgical Nursing Service. (Diploma in Nursing, Mt. Sinai Hospital School of Nursing, 1950; B.S., Columbia University, 1955; M.S., Hunter College, 1960.)

Frances L. Boyle, B.S., R.N., Instructor in Obstetric and Gynecologic Out-Patient Nursing; Supervisor, Obstetric and Gynecologic Out-Patient Nursing Service. (Diploma in Nursing, Moses Taylor Hospital, 1924; B.S., Columbia University, 1945.)

Margaret Cotterell, M.A., R.N., Instructor in Surgical Nursing; Supervisor, Surgical Nursing Service. (Diploma in Nursing, Nuttall Memorial Hospital School of Nursing, Jamaica, B.W.I., 1950; B.S., Hunter College, 1958; M.A., Columbia University, 1961.)

Julia M. Denchey, M.A., R.N., Instructor in Nursing; Department Head, Obstetric and Gynecologic Nursing Service. (Diploma in Nursing, Cochran School of Nursing, St. John's Riverside Hospital, 1943; B.S., Columbia University, 1951; M.A., 1956.)

Constance Derrell, M.A., R.N., C.N.M., Instructor in Obstetric Nursing; Supervisor, Obstetric Nursing Service. (Diploma in Nursing, Lincoln Hospital, 1938; B.S., New York University, 1945; C.N.M., Tuskegee Institute, 1946; M.A., Columbia University, 1948.)

Elizabeth A. Dunn, M.A., R.N., Instructor in Medical Nursing. (Diploma in Nursing, Our Lady of Victory School of Nursing, 1943; B.S., St. John's University, 1950; M.A., Columbia University, 1961.)

Carol Eichert Franck, M.S., R.N., Instructor in Nursing (Out-Patient Nursing). (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1960; M.S., University of California, San Francisco Medical Center, 1962.)

Carol Fray, M.A., R.N., Instructor in Fundamentals of Nursing. (A.B., Hunter College, 1956; B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1960; M.A., Columbia University, 1964.)

Jane K. Geoghan, M.S., R.N., Instructor in Gynecologic Nursing; Supervisor, Gynecologic Nursing Service. (Diploma in Nursing, St. Catherine's Hospital, 1948; B.S., St. John's University, 1954; M.S., 1957.)

Geraldine K. Glass, M.A., R.N., Instructor in Pediatric Nursing. (B.S., Florida State University, 1960; M.A., Columbia University, 1961.)

Elenora Haas, M.S., R.N., C.N.M., Instructor in Obstetric Out-Patient Nursing; Supervisor, Obstetric Out-Patient Nursing Service. (Diploma in Nursing, Bishop De Goebsriand School of Nursing, 1944; B.S., Hunter College, 1958; M.S. Columbia University, 1961; C.N.M., Maternity Center Association, 1961.)

Glady's T. Jones, M.A., R.N., Instructor in Surgical Nursing; Supervisor, Recovery Room Nursing Service. (Diploma in Nursing, Cornell University-New York Hospital School of Nursing, 1944; B.S., Columbia University, 1950; M.A., 1962.)

Dorothy L. Metzger, M.A., R.N., Instructor in Obstetric Nursing; Supervisor, Obstetric Nursing Service. (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1947; M.A., Columbia University, 1952.)

Marion R. Peters, M.P.H., R.N., Instructor in Public Health Nursing. (Diploma in Nursing, Lincoln School for Nurses, 1947; B.S., St. John's University, 1962; M.P.H., School of Hygiene and Public Health, Johns Hopkins University, 1963.)

*Madeline Petrillo, B.S., R.N., Instructor in Pediatric Nursing; Supervisor, Pediatric Nursing Service. (Diploma in Nursing, Park Avenue Hospital School of Nursing [Rochester], 1947; B.S., University of Rochester, 1951.)

Virginia E. Sanders, M.A., R.N., Instructor, Surgical Nursing; Supervisor, Surgical Nursing Service. (A.B., Ohio Wesleyan University, 1953; M.N., Western Reserve University, 1956; M.A., Columbia University, 1960.)

Dorsey Ivey Smith, M.A., R.N., Instructor in Obstetric Nursing. (B.S. in Nursing, Duke University, 1960; M.A., Columbia University, 1963.)

Vera Stolar, M.S., R.N., Instructor in Science. (Diploma in Nursing, Mount Sinai Hospital School of Nursing, 1947; B.S., Hunter College, 1961; M.S., 1963.)

Roberta Sloan Volante, M.A., R.N., Instructor in Public Health Nursing. (B.S., Simmons College, 1956; M.A., Columbia University, 1961.)

Ann F. Willens, M.A., R.N., Instructor in Fundamentals of Nursing. (B.S., Boston University School of Nursing, 1960; M.A., Columbia University, 1962.)

Administrative Faculty

Kathleen F. Dwyer, M.A., R.N., Director of Admissions Relations. (Diploma in Nursing, Rhode Island Hospital School of Nursing, 1948; B.S.N., University of Rhode Island, 1951; M.A., Columbia University, 1958.)

* Leave of Absence, 1965-1966.

Louise S. Hazeltine, M.A., R.N., Assistant to the Dean, School of Nursing. (A.B., Bucknell University, 1946; B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1949; M.A., New York University, 1959.)

Florence Tritt, M.A., R.N., Assistant to the Dean, School of Nursing. (Diploma in Nursing, Winnipeg General Hospital School of Nursing, 1940; B.N., McGill University, 1949; M.A., Columbia University, 1953.)

Emeritus Professors

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus

Verda F. Hickox, M.A., R.N., Professor Emeritus of Obstetrics and Gynecologic Nursing

Mary Klein, M.A., R.N., Professor Emeritus of Surgical Nursing

Margery T. Overholser, M.A., R.N., Professor Emeritus of Public Health Nursing

Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing

Henderika J. Rynbergen, M.S., Professor Emeritus of Science

Agnes Schubert, M.S., R.N., Professor Emeritus of Pediatric Nursing

ASSOCIATED WITH THE FACULTY

Assistants in Instruction

Marjorie H. Agnew, M.A., R.N., Assistant in Medical and Surgical Nursing; Supervisor, Private Patient Nursing Service. (Diploma in Nursing, New York Hospital School of Nursing, 1940; B.S., New York University, 1947; M.A., Columbia University, 1952.)

Judith Aguais, B.S., R.N., Assistant in Pediatric Nursing; Supervisor, Pediatric Nursing Service. (B.S., St. Joseph's College, 1959.)

Elaine Dehan Burger, M.S., R.N., Assistant in Fundamentals of Nursing. (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1956; M.S., St. John's University, 1964.)

*Yohanna Casalini, B.S., R.N., Assistant in Nursing. (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1957.)

Margaret Crowley, M.S., R.N., Assistant in Fundamentals of Nursing. (B.S. in Nursing, Georgetown University, 1955; M.S., Boston College Graduate School, 1962.)

Kathleen Kelly, M.S.S.A., Research Assistant in Social Science. (B.S. in Education, State Teachers College of Bridgewater, Massachusetts, 1938; M.S.S.A., University of Pittsburgh, 1942.)

Helen King, B.S., R.N., Assistant in Out-Patient Nursing. (B.S., University of Georgia School of Nursing, 1951.)

* Leave of Absence, 1965-1966.

Claire Meyerowitz, M.A., R.N., Assistant in Medical and Surgical Nursing; Supervisor, Private Patient Nursing Service. (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1945; M.A., New York University, 1957.)

Juliet Movizzo, B.S., R.N., Assistant in Surgical Nursing; Supervisor, Operating Room Nursing Service. (Diploma in Nursing, Brooklyn Hospital School of Nursing, 1951; B.S., St. John's University, 1957.)

Margaret Perry, M.S.N., R.N., Assistant in Psychiatric Nursing. (B.S. in Nursing, University of Missouri, 1958; M.S.N., Washington University, 1961.)

Evelyn Tychsen, B.S., R.N., Assistant in Fundamentals of Nursing. (A.B., Wheaton College, 1955; B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1958.)

Mary Whittaker, B.S., Assistant in Instruction (Nutrition). (B.S., University of Manitoba, 1958; A.D.A., 1959.)

From the Faculty of Cornell Medical College

John E. Deitrick, M.D., Dean

Vincent Du Vigneaud, Ph.D., Professor of Biochemistry

Fritz Fuchs, M.D., Professor of Obstetrics and Gynecology

Frank Glenn, M.D., Professor of Surgery

John G. Kidd, M.D., Professor of Pathology

William T. Lhamon, M.D., Professor of Psychiatry

E. Hugh Luckey, M.D., Professor of Medicine

Wallace W. McCrory, M.D., Professor of Pediatrics

Walsh McDermott, M.D., Professor of Public Health and Preventive Medicine

Robert F. Pitts, M.D., Professor of Physiology

Walter F. Riker, M.D., Professor of Pharmacology

William F. Scherer, M.D., Professor of Bacteriology and Immunology

Roy C. Swan, M.C., Professor of Anatomy

Lecturers

Faculty of All Clinical Departments: Clinical Lecturers, Cornell University Medical College

STAFF OF THE NEW YORK HOSPITAL

Henry N. Pratt, M.D., Director

ADMINISTRATIVE AND SUPERVISORY PERSONNEL (NURSING)

Edna E. Tuffley, M.A., R.N., Associate Director, Nursing Service

Mary Joanna Foster, M.A., R.N., Assistant Director, Nursing Service

Helen V. Miller, R.N., Day Administrative Assistant

Eleanor Young, R.N., Evening Administrative Assistant

Elizabeth Simmons, M.A., R.N., Night Administrative Assistant

- Dju Ing, M.S., Relief Administrative Assistant
 Marjorie Evans, B.S., R.N., Assistant in Staff Education
 Beatrice Panico, M.A., R.N., Assistant in Staff Education
 Martha Weller, M.A., R.N., Assistant in Staff Education
 Jane D. Curtis, B.S., R.N., Administrative Assistant, Medical Nursing Service
 Rosemary Branagan, M.A., R.N., Supervisor, Medical Nursing Service
 Eugenia Piszczatowska, M.A., R.N., Supervisor, Medical Nursing Service
 Katherine Blizzard, R.N., Evening Supervisor, Medical Nursing Service
 M. Lucille Murphy, M.A., R.N., Evening Supervisor, Medical Nursing Service
 Ruth M. Brockman, R.N., Night Supervisor, Medical Nursing Service
 Susan Myerson, M.A., R.N., Night Supervisor, Medical Nursing Service
 Theresa Caron, M.A., R.N., Administrative Assistant, Surgical Nursing Service
 Patricia Baldridge, M.A., R.N., Supervisor, Surgical Nursing Service
 Tillie Cheroniak, R.N., Supervisor, Surgical Nursing Service
 Mary Pozniak, M.S., R.N., Supervisor, Surgical Nursing Service
 Loretta Kilfoyle, M.A., R.N., Evening Supervisor, Surgical Nursing Service
 Olga Romanelli, M.A., R.N., Evening Supervisor, Surgical Nursing Service
 Gladys Dykstra, M.A., R.N., Night Supervisor, Surgical Nursing Service
 Ludvina Kroemer, B.S., R.N., Night Supervisor, Surgical Nursing Service
 Alice DonDero, M.A., R.N., Administrative Assistant, Pediatric Nursing Service
 Mary Ferrante, B.S., R.N., Supervisor, Pediatric Nursing Service
 Phyllis Allen, B.S., R.N., Evening Supervisor, Pediatric Nursing Service
 Isabel Cameron, B.S., R.N., Evening Supervisor, Pediatric Nursing Service
 Mary Ann Richardson, R.N., Night Supervisor, Pediatric Nursing Service
 Eleanor Taggart, B.S., R.N., Administrative Assistant, Obstetric and Gynecologic Nursing Service
 Marion Carrier, R.N., Supervisor, Obstetric and Gynecologic Nursing Service
 Eleanor M. Mayberry, B.S., R.N., Night Supervisor, Obstetric and Gynecologic Nursing Service
 Celerina Miguel, M.A., R.N., Evening Supervisor, Obstetric and Gynecologic Nursing Service
 Martha Jackson, R.N., C.N.M., Night Supervisor, Obstetric and Gynecologic Nursing Service
 Rosemarie Krosch, B.S., R.N., Supervisor, Psychiatric Nursing
 Mercy Mandelbaum, R.N., Supervisor, Psychiatric Nursing
 Beatrice McKee, R.N., Supervisor, Psychiatric Nursing
 Effie Nelson, R.N., Supervisor, Psychiatric Nursing
 Eddie Thompson, B.S., R.N., Supervisor, Psychiatric Nursing
 Jessie Weaver, R.N., Supervisor, Psychiatric Nursing
 Mary E. Whitaker, R.N., Supervisor, Psychiatric Nursing
 Carrie Davis, R.N., Evening Supervisor, Psychiatric Nursing
 Eunice Turner, B.S., R.N., Evening Supervisor, Psychiatric Nursing
 Marcus DeFlorimonte, R.N., Night Supervisor, Psychiatric Nursing
 Grace Lundgren, R.N., Night Supervisor, Psychiatric Nursing
 Carolyn Wagner, M.A., R.N., Administrative Assistant, Out-Patient Nursing Service
 Alice Foley, R.N., Administrative Assistant, Out-Patient Nursing Service
 Marie Frohman, R.N., Supervisor, Out-Patient Nursing Service
 Ena D. Fisher, R.N., Supervisor, Personnel Health Service
 Antoinette Bosco, M.A., R.N., Administrative Assistant, Operating Room Nursing Service
 Wanda Burley, M.A., R.N., Supervisor, General Operating Room Nursing Service

- Eloise Cooke, R.N., Supervisor, Gynecologic Operating Room Nursing Service
 Salome Husted, R.N., Administrative Assistant, General Operating Room
 Nursing Service
 Lois Cantrell, B.Ed., R.N., Supervisor, Private Patients Nursing Service
 Maureen McCutcheon, B.S., R.N., Assistant Instructor, Private Patients Nurs-
 ing Service
 Mary Schmidt, B.S., R.N., Assistant Instructor, Private Patients Nursing
 Service
 Agnes Morgan, M.A., R.N., Supervisor, Private Patients Nursing Service
 Evelyn Schroeder, M.A., R.N., Evening Supervisor, Private Patients Nursing
 Service
 Ursula MacDonald, R.N., Night Supervisor, Private Patients Nursing Service
 Lefa Rose, R.N., Supervisor, Private Patients Nursing Service
 Kathleen M. Young, B.S., R.N., Supervisor, Private Patients Nursing Service
 Madelyn Brungart, M.A., R.N., Night Supervisor, Private Patients Nursing
 Service
 Lydia H. Hansen, R.N., Instructor of Auxiliary Staff
 Frank Sheedy, B.S., R.N., Assistant Instructor of Auxiliary Staff
 Phyllis Truscott, R.N., Assistant Instructor of Auxiliary Staff

ADMINISTRATIVE AND SUPERVISORY STAFF (PATIENT SERVICES)

Nursery School

Eleanor Blumgart, M.A., Director, Pediatric Recreation Department

Nutrition Department

Louise Stephenson, M.S., Director
 Esther Mackereth, B.S., Assistant Director, Pavilion Patient Service

Occupational and Recreational Therapy

Catherine Bingaman, O.T.R., Director, Occupational Therapy, Main Hospital
 Margaret Steward, O.T.R., Director, Occupational Therapy, Psychiatry
 Grace Newberg, B.A., Director, Recreational Therapy, Psychiatry

Social Service Departments

Marjorie A. Jonas, M.S., Director, Main Hospital
 Helen A. Siegrist, B.A., Payne Whitney Clinic

ADMINISTRATIVE PERSONNEL OF AFFILIATING AGENCIES

PUBLIC HEALTH NURSING AGENCIES

Eva M. Reese, M.A., R.N. (and staff), Executive Director, Visiting Nurse
 Service of New York

44 ADMINISTRATION, FACULTY, AND STAFF

Eleanor W. Mole, B.S., R.N. (and staff), Executive Director, Visiting Nurse
Association of Brooklyn
Ester Schisa, M.A., R.N. (and staff), Director, Division of Public Health
Nursing Westchester County Department of Health
Grace M. McFadden (and staff), Director, Bureau of Public Health Nursing,
New York City Health Department

GOLDWATER MEMORIAL HOSPITAL, DEPARTMENT OF HOSPITALS, CITY OF NEW YORK

Dolly M. Craven, R.N. (and staff), Director of Nursing

COOPERATING GROUPS

Advisory Committee on Pre-Nursing Students on the Ithaca Campus

THE PLACEMENT SERVICE

Mrs. Ann Rogers, Assistant Director, Placement Service (Women's Placement)

COLLEGE OF HOME ECONOMICS

Jean Failing, Professor of Home Economics, Chairman of Counseling Service

COLLEGE OF ARTS AND SCIENCES

John M. Anderson, Professor of Zoology
F. Dana Payne, Associate Dean, College of Arts and Sciences

COLLEGE OF AGRICULTURE

Howard S. Tyler, Professor in Personnel Administration (Vocational Guidance
and Placement)

OFFICE OF ADMISSIONS

Robert Storandt, Director of Admissions Procedures

UNIVERSITY HEALTH SERVICE

Frances McCormick, Assistant Professor (Counseling)

Alumnae Association

Mary Bielski '49, President

Committee for Scholarships

Mrs. Nathan Andrews, President

STUDENTS IN THE SCHOOL

CLASS OF 1966

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Andorn, Bonnie Ellen	Delmar, N.Y.	Denison University
Backenstose, Mary Elizabeth	Hummelstown, Penn.	Hershey Junior College
Barrus, Laura Ann	Lithia, Mass.	American International College
Bender, Anne Warfel	Chambersburg, Penn.	Cornell University
Berguson, Lynne Marcella	Elmira, N.Y.	Keuka College
Blain, Linda Ann	Manasquan, N.J.	Drew University
Brairton, Sandra Katherine	Rochester, N.Y.	Syracuse University
Burley, Christine Lynn	Ardmore, Penn.	Chatham College
Cairns, Sandra Jean	Towson, Md.	Eastern Baptist College
Caplan, Janice Joyce	Murrysville, Penn.	Cornell University
Cheek, Emily Lowndes	Cincinnati, Ohio	Ohio Wesleyan University
Cladel, Nancy Louise	Ithaca, N.Y.	Cornell University
Conly, Carolyn Elizabeth	Wilmington, Del.	Lebanon Valley College
Creamer, Joyce Ida	Baltimore, Md.	Western Maryland College
Cutbirth, Sandra Jeanne	Dover, N.H.	University of New Hampshire
Daze, Patricia Ann	Norwalk, Conn.	American International College
De Cesare, Barbara Louise	Fairfield, Conn.	Albertus Magnus College
Delling, Judith Marie	Jordan, N.Y.	Cornell University
De Ritter, Alice Jean	Glen Rock, N.J.	Ohio Wesleyan University
De Weese, Mary Andrea	Rockville Centre, N.Y.	Molloy Catholic College
Duda, Joanne Frances	Lawrence, Mass.	Carnegie Institute of Technology
Dunst, Carol Ann	Huntington Station, N.Y.	University of Buffalo
Easterbrooks, Frances Ellen	Pelham Manor, N.Y.	Grove City College
Eilers, Martha Shiere	Westwood, Mass.	Albion College
Fallon, Janet Louise Anne	Clifton, N.J.	College of New Rochelle
Fisher, Nancy Daryl	Towson, Md.	University of Maryland
Gates, Lynn Alice	Lake Jackson, Texas	Western State College
Giannettino, Mary Louise	Plainville, Conn.	College of New Rochelle
Gibbons, Mary Catherine	Hazelton, Penn.	Marywood College
Glick, Doris Marion	New York, N.Y.	Hunter College
Gustafson, Nancy Carol	Wethersfield, Conn.	North Park College
Hadden, Sarah Frances	Jericho, N.Y.	Bradford Junior College
Haines, Pamela Jean	North Attelboro, Mass.	Butler University
Heil, Susanne Theresa	Dunmore, Penn.	Marywood College

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Heinen, Jane Frances	Oak Lawn, Ill.	Knox College
Heiser, Carolyn Flora	Hillsdale, N.Y.	University of Vermont
Herbert, Gail Isabel	Livingston, N.J.	Drew University
Hunter, Judith Anne	Westwood, Mass.	University of Maine
Hunter, Nancy Kathleen	Manhasset, N.Y.	American University
Iqbal, Patricia Burns	Mt. Clemens, Mich.	Stephens College
Johnson, Dale Sigrid	Norwood, Mass.	Upsala College
Kelley, Grace Helen	East Kingston, N.H.	University of New Hampshire
Kiszekiel, Carol Ann	South Ozone Park, N.Y.	St. John's University
Klein, Mary-Ann Claudia	Wayne, N.J.	Green Mountain Junior College
Lappin, Deane Zbar	Jersey City, N.J.	New York University
Lawrence, Mary Collins	Flushing, N.Y.	Molloy Catholic College
Leventhal, Ellen Marcia	New York, N.Y.	Cornell University
Levy, Susan Ruth	Bayside, N.Y.	Queens College
Marchese, Margo Marie	Fairfield, Conn.	College of New Rochelle
Markoski, Patricia Louise	Stockholm, N.J.	Western Maryland College
McCabe, Kathleen Anne	Harrison, N.Y.	Elmira College
McCracken, Leslie Sanford	Calgary, Alberta, Can.	Western Reserve University
McLean, Mary Margaret	Pelham Manor, N.Y.	Green Mountain Junior College
McLeod, Wanda Cail	Fair Lawn, N.J.	Woman's College, Univer- sity of North Carolina
Mullings, Leith Patricia	Flushing, N.Y.	Queens College
Nickens, Carolyn Annette	Washington, D.C.	Mather College, Western Reserve University
Novison, Nancy Jo	Nashau, N.H.	Cornell University
Nolan, Patricia Helen	Wechawken, N.J.	Marywood College
Patterson, Patricia Kay	Zillah, Wash.	Whitman College
Rambo, Kathleen Hope	Bellmore, N.Y.	Juniata College
Revukas, Alda Ona	Cranford, N.J.	College of St. Elizabeth
Robey, Roberta Gay	Washington, D.C.	West Virginia Wesleyan College
Sagona, Jayne Maria	Brooklyn, N.Y.	S. Joseph's College for Women
Scalingi, Elvira Antoinette	Green Brook, N.J.	Douglass College
Sharon, Patricia Lynn	Williamsport, Penn.	Penn State University
Sheetz, Anne Harris	Millersburg, Penn.	Muhlenberg College
Smith, Kathy Frances	Dundee, N.Y.	Gettysburg College
Spies, Patricia Anne	Baltimore, Md.	Longwood College
Stead, Linda Irene	Oradel, N.J.	University of Rhode Island
Steppe, Judith Elizabeth	West Babylon, N.Y.	Hofstra College
Stevens, Andrea Mary	Waterbury, Conn.	Bradford Junior College
Stryker, Barbara Jean	Baltimore, Md.	Maryville College
Tannenbaum, Edith	Philadelphia, Penn.	Temple University
Teig, Kari Eve	Pelham, N.Y.	Wheaton College

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Tesoriero, Luanne Marie	Brooklyn, N.Y.	College of New Rochelle
Thomas, Nancy Elizabeth	Annapolis, Md.	Western Maryland College
Thorsen, Karin Synnove	Brooklyn, N.Y.	Houghton College
Townsend, Jo-Ann	Piedmont, Calif.	Pomona College
Woods, Mary Frances	New York, N.Y.	College of New Rochelle
York, Katherine McCobb	Camden, Maine	Eastern Baptist College
Ziegler, Audrey Perry	Ramsey, N.J.	Green Mountain Junior College

CLASS OF 1967

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Archambault, Christine	New York, N.Y.	Brooklyn College
Arlen, Joan Barbara	Springfield, Mass.	Whittier College
Avery, Dorothy Mary	Princeton, N.J.	College of New Rochelle
Barnes, Jennifer Larrison	Auburn, N.Y.	Marietta College
Behling, Ella Wilhelmine	Yonkers, N.Y.	Concordia Junior College
Bissinger, Elizabeth Julia	Bronxville, N.Y.	Briarcliff College
Blank, Kathy Amelia	Brooklyn, N.Y.	Brooklyn College
Blumenthal, Carol Gene	Jericho, N.Y.	Hofstra University
Borst, Pamela Louise	Sherburne, N.Y.	Colby College
Bowman, Valerie Jane	Bradford, Conn.	Albertus Magnus College
Bright, Sallie Ann	Reading, Penn.	Cedar Crest College
Bush, Mary Virginia	Norwich, Conn.	Heidelberg College
Buzalski, Janet Ruth	Cranford, N.J.	Hartwick College
Chervenak, Selina Rondean	Highland Park, N.J.	Elizabethtown College
Clogher, Joanne Marie	Levittown, N.Y.	Hofstra University
Conger, Susan Garvin	Pleasantville, N.Y.	University of Michigan
Connell, Sister Mary Richard	Ossining, N.Y.	Mary Rogers College
Corey, Frances Rose	Westfield, Maine	Eastern Baptist College
Covell, Judith Sterling	Belfast, N.Y.	State University College at Genesee
Daly, Joan Frances	Silver Spring, Md.	Montgomery Junior College
Dean, Dinah Ross	Pemberton, N.J.	Gettysburg College
Diemer, Nancy Jean	New Paltz, N.Y.	Moravian College
Druckemiller, Susan Dee	Fairview, Penn.	University of Pittsburgh
Edwards, Arminda Clara	Fayetteville, N.Y.	Houghton College
Elwell, Nancy Lyon	Pelham Manor, N.Y.	Northwestern University
Englerth, Mary Elizabeth	Magnolia, N.J.	Eastern Baptist College
English, Carol	Mountain Lakes, N.J.	De Pauw University
Eten, Catherine Ann	Westwood, N.J.	Western College for Women
Fisher, Julie Ann	Ontario, N.Y.	Wittenberg University

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Friedmann, Elaine Elizabeth	Brewster, N.Y.	Cornell University
Gaffney, Ann Cecilia	Brooklyn, N.Y.	St. Joseph's College for Women
Gilbert, Dorothy Ann	West Hempstead, N.Y.	Jackson College
Goodman, Vivian Dianne	Hicksville, N.Y.	Hofstra University
Greco, Rosalee Grace	Woodhaven, N.Y.	Queens College
Green, Suzanne Elizabeth	Bainbridge, N.Y.	Russell Sage College
Gregory, JoAnn Lucille	Morris Plains, N.J.	College of St. Elizabeth
Hall, Alison Shiverick	Chestnut Hill, Mass.	Bradford Junior College
Herriott, Pamela Rupp	Hershey, Penn.	Hershey Junior College
Hoffman, Dorothy Martha	Hoosick Falls, N.Y.	Cornell University
Holahan, Linda	Dumont, N.J.	Douglass College
Hultman, Karen Elizabeth	Camp Hill, Penn.	Beaver College
Jackson, Marilyn Elaine	Cranford, N.J.	Douglass College
Johansen, Karen Bergliot	Springfield Gardens, N.Y.	St. Olaf College
Kavazanjian, Arlene Barbara	Hasbrouck Heights, N.J.	Douglass College
Kinsella, Rosanne Elizabeth	Staten Island, N.Y.	St. Joseph's College for Women
Kreitler, Leslie Ann	Roseland, N.J.	Colby Junior College
Kupres, Catherine Marie	New York, N.Y.	Marymount Manhattan College
Lawrence, Sally Appleton	Longmeadow, Mass.	Pine Manor Junior College
Lerman, Madeline Susan	Brooklyn, N.Y.	University of Buffalo
Lyder, Roberta Ann	Yonkers, N.Y.	College of Mount St. Vincent
Marston, Martha Katherine	Briarcliff Manor, N.Y.	Louisiana State University
McArdle, Regina I.	West Roxbury, Mass.	Barnard College
McGuire, Julie Ellenfried	Rye, N.Y.	Russell Sage College
McLellan, Bonnie Scott	Pelham, N.Y.	University of Rochester
McMillen, Mena Rose	Kew Gardens, N.Y.	Sweet Briar College
Meilicke, Diane Elaine	Bethlehem, Penn.	Centenary Junior College
Meyer, Marsha Andria	Nutley, N.J.	Wittenberg University
Morrow, Roberta	Lynn, Mass.	Colby Junior College
Murch, Cynthia Ann	Media, Penn.	Ursinus College
Murphy, Sister Mary Ruth	Cincinnati, Ohio	Our Lady of Cincinnati College
Nice, Terrill Annette	Annville, Penn.	Douglass College
Oberdorf, Mary Ann	Alden, Penn.	Allegheny College
Ortenzi, Rosemarie Ann	Hershey, Penn.	Hershey Junior College
Perkins, Melinda Louise	Bronxville, N.Y.	Mount Union College
Rein, Sister Mary Karen	Ossining, N.Y.	Mary Rogers College

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Ripley, Anne Appleton	Stockbridge, Mass.	Western College for Women
Rohr, Maxine Elsie	Syosset, N.Y.	Cornell University
Rothwell, Emily Sue	Scarsdale, N.Y.	Westchester Community College
Ryan, Mary Anne	Brooklyn, N.Y.	St. Joseph's College for Women
Sabatini, Roberta Marie	New York, N.Y.	College of Mount St. Vincent
Sayer, Susan Elizabeth	Villanova, Penn.	Cedar Crest College
Schappert, Jane Carole	New York, N.Y.	Bronx Community College
Schifter, Susan Margaret	Wayne, Penn.	Cornell University
Schoer, Jacqueline	Plainview, N.Y.	Syracuse University
Scholand, Jane Elizabeth	Rochester, N.Y.	Catherine McAuley College
Shork, Janet Margaret	New York, N.Y.	St. John's University
Seifert, Sylvia Haszare	Scarsdale, N.Y.	Bradford Junior College
Shaner, Katherine Hawthorne	Milwaukee, Wisc.	Bradford Junior College
Shephard, Deborah Burns	Baltimore, Md.	Bradford Junior College
Small, Suzanne Rae	Santa Maria, Calif.	Allan Hancock College
Stein, Linda Joan	New York, N.Y.	City College
Strowger, Margaret Ann	Rochester, N.Y.	College of St. Rose
Sweet, Marilyn Ruth	Kenmore, N.Y.	Houghton College
Sweeton, Ruth Ann	Newington, Conn.	Hood College
Takach, Jean Elizabeth	Staten Island, N.Y.	William Smith College
Toto, Maria	Nutley, N.J.	Roanoke College
Valentine, Suzanne Marie	Brooklyn, N.Y.	Concordia Junior College
Villecco, Diane Mary	Branford, Conn.	Albertus Magnus College
Wylie, E. Janice	Hempstead, N.Y.	Houghton College
Young, Beverly Jane	Rochester, N.Y.	Wittenberg University
Zimny, Carole Ann	North Andover, Mass.	Wheaton College



REQUEST FOR INFORMATION OR APPLICATION

It is desirable that prospective applicants enroll with the School as early as possible so that they may receive assistance in planning their programs in high school and college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the following:

Miss Muriel R. Carbery, Dean
Cornell University-New York Hospital School of Nursing
1320 York Avenue, New York, New York 10021

Please place my name on your mailing list so that I may receive information which will help me in planning my high school and college preparation for nursing school entrance.

Name Date

Address

Date of Birth

High School: name and location

Date diploma received or expected

College: name and location

Date on which I expect to have completed at least two years of college ...

.....19....

(If you are in college) Please send me an application blank

FORM OF BEQUEST

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

"I give and bequeath to The Society of the New York Hospital (or I give and bequeath to Cornell University) the sum of \$..... for the Cornell University-New York Hospital School of Nursing."

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



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The Graduate School, Graduate School of Business and Public Administration, Law School, Medical College, Cornell University-New York Hospital School of Nursing, Graduate School of Nutrition, New York State Veterinary College.

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