



Cornell
University

ANNOUNCEMENTS

Cornell University-New York Hospital

School of Nursing

1969-70

CORNELL UNIVERSITY ANNOUNCEMENTS

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1320 York Avenue
New York, New York 10021

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The courses and curricula described in this *Announcement*, and the teaching personnel listed therein, are subject to change at any time by official action of Cornell University.

Academic Calendar

1969-70

Faculty Reception

Parents and Students, entering class, 2:00-4:00 P.M.	S, Sept. 7
Orientation, entering class, 9:00 A.M.-12:00 M	M, Sept. 8
Registration, all classes, 1:00-4:00 P.M.	M, Sept. 8
Fall term instruction begins, all classes, 9:00 A.M.	T, Sept. 9
Opening Convocation, 5:00 P.M. (tentative)	T, Sept. 16
Midsemester grades due, 5:00 P.M.	M, Nov. 3
Instruction suspended, 1:10 P.M.	W, Nov. 26
Thanksgiving recess	
Instruction resumed, 7:30 A.M.	M, Dec. 1
Fall term instruction ends, 1:10 P.M.	T, Dec. 23
Christmas recess	
Makeup period begins	M, Jan. 5
Makeup period ends	F, Jan. 9
Final examinations and evaluation period begins	M, Jan. 12
Final examinations and evaluation period ends, 12:00 M	F, Jan. 16
Registration, all classes, 1:00-4:00 P.M.	F, Jan. 16
Midyear recess	S, Jan. 17
Spring term instruction begins, all classes, 9:00 A.M.	M, Jan. 26
Midsemester grades due	F, Mar. 20
Spring recess	S, Mar. 21
Instruction resumed, 7:30 A.M.	M, Mar. 30
Spring term instruction ends, 5:00 P.M.	F, May 15
Final examinations and evaluation begins	M, May 18
Final examinations and evaluation end	F, May 22
Makeup period begins	M, May 25
Makeup period ends	F, May 29
Convocation and Commencement	T, June 2



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 School of Nursing.

Cornell University—New York Hospital School of Nursing

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 buildings of The New York Hospital extending from Sixty-eighth to Seventy-first 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 much 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 1864-65, 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, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; 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, for the women whom the Hospital had engaged 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 in 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 Medical Center was opened in 1932.

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 much 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 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.

PHILOSOPHY AND OBJECTIVES

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the learner and the teacher. The school provides the environment in which the learner can test his abilities and evaluate his progress.

The liberal arts courses provide the foundation for the professional courses of the nursing major. The integration of these areas of content by the student enables him to understand himself, his social and physical environment, and the role of the professional nurse in society.

The professional nurse recognizes the right of the individual to attain and maintain his optimum state of health. He actively participates with individuals and families to establish and evaluate health goals and intervenes to alter these goals with appropriate action when necessary.

The professional nurse assumes responsibility for maintaining optimum standards for the planning and the delivery of nursing care. He is able to do this in a variety of settings not only as an individual but as a member of the interdisciplinary health team.

He recognizes the need to speak on both community and professional issues which are within his field of competence and assists in promoting the public interest in health by defining and clarifying health issues.

As a professional person he recognizes the need to continue to develop his personal and professional competence through the formal and informal educational structures which are best suited to his needs and abilities.

Objectives

Upon completion of the program the graduate will—

function as a beginning level professional nurse practitioner in a variety of settings;

use the intellectual skills of observation, assessment, planning and evaluation to establish and implement nursing goals;

understand how man functions in relationship to himself and others in health and sickness;

apply principles of leadership in directing nursing care of patients;

function as a colleague with members of an interdisciplinary team;

possess a foundation for continuing professional development in nursing.

ACCREDITATION

The School is accredited 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.



Knowledge of the basic sciences prepares the professional nursing student to make sound judgements when giving nursing care.

ADMISSION

GENERAL STATEMENT. Students who have completed a minimum of sixty semester hours in a college of Cornell University, are in good standing, and meet health requirements may be admitted to the nursing major offered in New York City. Students may transfer to the School of Nursing after satisfactorily completing a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools.

GENERAL REQUIREMENTS

AGE. Applicants are considered in light of their total qualifications.

HEALTH. The results of a physical examination including a record of immunizations must be submitted at the time of application. A dental examination is required before admission.

PERSONAL QUALIFICATIONS. Candidates are selected whose credentials indicate good health, maturity, and ability to work with people. A personal interview is considered an important part of the application procedure. Program I applicants are expected to have an interview at the School unless distance makes this unfeasible. Applicants for Program II are required to have a personal interview at the School.

Educational Requirements—Program I

Students considering transfer to the School of Nursing after two years of college should consult with advisers in their colleges when they register in order to plan programs which will meet the admission requirements for this School. Selection of an institution in which to enroll for the first two years of college is not dependent upon its offering a prenursing program. No nursing or prenursing courses are required for admission to this School.

DISTRIBUTION OF COURSES REQUIRED FOR TRANSFER TO PROGRAM I

Communication—6 credits. (Composition, Public Speaking or Speech)

Humanities—30 credits. (Art, Language, Literature, Music, Philosophy, Religion)

Natural Science and Mathematics—12 credits. (Mathematics, Biology,* Chemistry,* Physics)

Social Science and History—12 credits. (Sociology 3 credits required; Psychology 3 credits required; Political Science, Anthropology, Economics)

* If the applicant has not had a full year of biology and/or a full year of chemistry in high school, then college-level courses in biology and/or chemistry must be taken to meet the science requirement.



Social science provides a basis for understanding communication as a verbal and nonverbal process.

Educational Requirements—Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this program of the nursing major. Applicants to this program will be required to take Graduate Record Examinations and may be required to take selected proficiency examinations.

DISTRIBUTION OF COURSES REQUIRED† FOR ADMISSION TO PROGRAM II

Humanities	—10 credits
Natural Science	— 8 credits
Social Science	—10 credits

Applicants for either program who have not met the course requirements but who have a good college record are encouraged to consult the director of admissions relations to have their college record evaluated.

APPLICATION

Application forms should be requested from the Office of the Registrar, Cornell University—New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021.

† If these courses were not taken as part of the requirements for the first baccalaureate degree the applicant must make up the deficiencies before completing the nursing major.

Applications are accepted as long as there are vacancies in the entering class for either Program I or II.

Applicants to Program I are encouraged to submit their credentials during the second semester of the first year in college. If the credentials, including the psychometric test and a transcript covering one year of college work are satisfactory, the applicant will be accepted and a place held pending satisfactory completion of the college courses and continued good health.

Applicants for Program II are encouraged to submit their credentials during the fall or winter prior to the anticipated date of admission, since the enrollment to this program is limited.

ACADEMIC STANDING AND GRADES

The degree of Bachelor of Science in Nursing is awarded to students who have attained a cumulative quality point average of 2.0 and have no grade of F nor an Incomplete in any of the required courses in the nursing major.

Students who are in danger of receiving a grade of D or F in a course are notified at midsemester in order to give them the opportunity to seek guidance in their work during the remainder of the semester.

A student who receives a semester grade of F in a required course will be considered on an individual basis regarding his continuation in the school. A student who receives an I (Incomplete) in a course is required to complete the course within one year unless a special plan has been established between the student and the faculty member. A student who does not attain the required cumulative average for a semester will remain in the school on academic warning for one semester. If, at the end of the semester, his cumulative average has not reached the level required for the semester he is registered for, he will be required to withdraw from the school.

The minimal cumulative averages for satisfactory progression in the school are as follows:

<i>Semester</i>	<i>Cumulative Average</i>
1st	1.5
2nd	1.7
3rd	1.8
4th	2.0
5th	2.0
6th	2.0

The faculty of the School of Nursing reserve the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health, and personal suitability for professional nursing. The record of any student whose suitability for nursing is questioned, or whose cumulative average does not meet the minimal standards of the School, is reviewed by the Academic Standards Committee. The student may be seen by either his academic adviser or the associate dean in order to establish a plan for his future. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. However, they are advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave if his academic and personal record meet the standards of the School and if his financial record has been cleared in the Office of the Associate Dean.

An Academic Standards Committee, composed of three members of the faculty from each year of the program and the associate dean, meets at least two times each year to review the academic records of students

in the school. This Committee recommends to the faculty the promotion of all students as well as the candidates for the degree of Bachelor of Science in Nursing. It is the responsibility of this Committee to recommend students for the Dean's List and the members of the graduating class who will receive their degrees "with distinction." Students with a semester average of 3.25 or better qualify for the Dean's List. Students with a cumulative average of 3.25 or better may graduate "with distinction."

The established pattern of grading is based on a system of quality points with equivalent letter and percentage grades.

<i>Quality Point</i>	<i>Percentage Grade</i>	<i>Letter Grade</i>
3.5-4.0	90-100%	A (4.0)
2.5-3.4	80-89%	B (3.0)
1.5-2.4	70-79%	C (2.0)
0.5-1.4	60-69%	D (1.0)
0.0	below 59%	F (0.0)

SIGMA THETA TAU

In 1968 the School received a charter for the Alpha Upsilon Chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed one-half of the nursing major with a cumulative average of 3.0 or better are considered for induction. In addition to demonstrated superior scholastic achievement a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

DEGREE

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must have attained a minimum cumulative average of 2.0 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. To qualify for this honor the student must have maintained a cumulative average of 3.25 and must possess personal characteristics consistent with effective professional practice.

STATE REGISTRATION FOR GRADUATES

Graduates of the School are urged to take the State Board examination for licensure which is administered by the regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after she has completed the Program. Satisfactory completion of this examination classifies the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Registrar's Office during the final semester the student is registered in the School.

GENERAL INFORMATION

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, unfailing 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.

RESIDENCE

The School of Nursing is considered a resident school. Unless otherwise arranged with the School all unmarried female students are expected to live in the Nurses' Residence. Each student is assigned to a single room which has the basic essentials of furniture and linen provided.

Since there is no residence designated for married students or male students, these students must assume the responsibility for finding living facilities in the metropolitan area.

If a female student wishes to live with her family within the New York City community, she should make this request at any time after admission.

If a female 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).

Each student who lives outside of the Residence must keep the Registrar's Office informed of her correct address and telephone number. She is expected to maintain a mailbox in the Nurses' Residence, which she is responsible for checking at least once each day. The *Student Handbook* should be checked for the details of rules governing students who live in the Residence and those who do not.

Facilities for personal laundry are available in the Residence. The school uniform is laundered at no charge through the hospital laundry service.

RECREATIONAL FACILITIES

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.



Informal gatherings offer an opportunity for students to know each other in a variety of settings.

A social committee is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

HEALTH SERVICES

Good health is of the utmost importance, and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of the Center.

A physical examination by a physician from the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months, and another physical examination while in the School.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. 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 done 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 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.

The director of student relations 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.

EXPENSES

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. In order to estimate your expenses please refer to the following table of estimated expenses.

ESTIMATED TOTAL EXPENSES

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become non-resident students should write to the chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

The following figures are for the academic year.

<i>Item</i>	<i>Estimate</i>
Tuition	\$1,100
General Fee (includes library, laboratory and health fees)	350
Room	400
Meals	800
Books, supplies	200
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation (including vacations)	...

Uniforms. In addition to the estimated budget, entering students should allow approximately \$200 in their budget for uniform supplies.

FEES

APPLICATION FEE. (For applicants registered in a general education program.) A fee of \$15 must accompany the application for first admission.

TRANSFER FEE. (For applicants registered in a baccalaureate nursing program.) A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

REINSTATEMENT FEE. (For students previously registered in this school.) A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

ACCEPTANCE FEE. A nonrefundable fee of \$50 must be paid by each person at the time he is notified of his tentative acceptance in the school.

SPECIAL FEES:

Late Registration Fee. A fee of \$5 is charged to each late registrant.
 Tutoring Fee. To be established on an individual basis.

PAYMENT OF BILLS

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable the first day of each semester, unless special arrangements have been made with the school. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to school charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and/or fee bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and/or fees are due. When an extension of time for payment of part or all of the tuition and/or fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period should see the administrative assistant in NR-210.

REFUNDS

Part of the tuition and General Fee will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

FINANCIAL ASSISTANCE

In general, students plan to meet the cost of their education by the use of previous earnings (savings and summer employment), present earnings (semester employment), and future earnings (loans). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service by March 15 designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Parents' Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described in the next section of this *Announcement*. These are assigned on the basis of need rather than academic rating.

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. No more than \$1,500 may be borrowed by a student during an academic year. The Health Manpower Act of 1968, enacted by the Ninetieth Congress, amended the original act to include Scholarship Grants as well as loans. To be eligible for either a grant or a loan, a student must intend to be enrolled full time and demonstrate the need for financial assistance. In addition, he must be a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that he intends to become a permanent resident of the United States.

Students who have completed one semester of the nursing major and who are receiving financial assistance may be employed by the Division of Nursing Service of The New York Hospital. Students who are employed by Nursing Service must purchase white uniforms because the official School uniform may not be worn during periods of employment.

APPLICATION FOR FINANCIAL ASSISTANCE. An entering student who will need financial assistance during her third year should return the Financial Assistance Application with her application form. This will be forwarded to the chairman of the Financial Assistance Committee. The Parents' Confidential Statement should be filed through the College Scholarship Service by March 15 of the year the applicant anticipates her admission to the School of Nursing.

Students enrolled in the School who expect to register for the next

academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before February 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

FINANCIAL ASSISTANCE ADMINISTERED BY THE SCHOOL

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

ALLSTATE FOUNDATION GRANT. A grant is made available to the School each year to assist a student throughout the program.

THE SWITZER FOUNDATION GRANT. A grant of \$1,000 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within fifty miles of New York City and who has financial need.

DAVISON/FOREMAN FOUNDATION GRANT. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

NORTH COUNTRY COMMUNITY ASSOCIATION SCHOLARSHIP. A scholarship of \$600 given by the North Country Community Association, Glen Head, New York. The award is made to an entering student residing in Nassau, Suffolk, or Queens County, New York.

WOMAN'S FLORIST ASSOCIATION, INC. SCHOLARSHIP. Under a scholarship plan established in 1949 by the Woman's Florist Association, Inc., a nursing student who has satisfactorily completed one year of her nursing major is eligible for a scholarship not to exceed the sum of \$100. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

CORNELL WOMEN'S CLUB OF NEW YORK. In the spring of the year a scholarship is made available by the group for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

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.

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.

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.

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

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 his high school principal while he 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 12224 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.



The facilities of the Samuel J. Wood Library are shared by faculty and students at the Medical Center.

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-\$500 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 twenty-four months. If two years of support has been given, the student serves thirty-six months.

PUBLIC HEALTH NURSING, NEW YORK STATE
DEPARTMENT OF HEALTH SCHOLARSHIP PROGRAM

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the School. In addition she must be willing and able to accept full-time employment for at least one year, beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the school and should be filed early in the second semester of the fourth year.

FACILITIES FOR INSTRUCTION

The facilities of The New York Hospital-Cornell Medical Center provide the setting for most of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in other community agencies.

CLINICAL FACILITIES

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with facilities for teaching and the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,100 beds and ninety clinics. Approximately 34,000 patients are hospitalized and 50,000 treated as outpatients each year. 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 and 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 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 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 117 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 108 patients, admitted from all socioeconomic 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 patients with a variety of psychiatric illnesses of all degrees.

The Outpatient Department with its ninety 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 230,000 patient visits are made to this Department. Students assist in diagnostic tests, in treatments, and in teaching self-care to patients. 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.

Public Health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, 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.

THE LIBRARY

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the Library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photo-duplicate copies from other libraries, including the National Library of Medicine, supplement the main library.



Basic skills are essential to provide nursing care for patients.

THE NURSING MAJOR A PROFESSIONAL PROGRAM

Two nursing majors, each consisting of four semesters, are offered as separate programs by the School of Nursing. Both programs are based upon the philosophy that liberal arts courses can provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, minimum course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both of the programs.

Program I leading to the degree of Bachelor of Science with a major in nursing is offered to students who have a minimum of sixty college credits prior to admission. An additional sixty-three credits are taken with the nursing major. Program II leading to the same degree consists of forty-nine credits and is offered for students who hold a baccalaureate degree in another field of study prior to admission.

Program I is planned so that the student has the opportunity to study the care of individuals and families moving from less complex situations to those testing his ability to provide leadership in the delivery of health services. Throughout the four semesters there is coordination of content in the biological and social sciences with the nursing courses.

During the first semester the student develops the skills necessary to meet the basic physical needs which the patient may be unable to meet himself. Consideration is given to the care of adults who present health problems requiring knowledge and skill in medical-surgical nursing. The content in this semester as well as that in the subsequent semesters is presented in lectures and seminars, learning laboratories, clinical laboratories, and through observational experiences.

The student may elect the sequence in which he takes the courses of the second and third semesters. In each of these semesters the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which the pregnant woman and the child provide the focus for the learning experiences. The alternate semester explores the needs of patients and families who are facing problems of physical and emotional illness. Emphasis is on mobilization of the patient and family toward optimum rehabilitation. The final semester provides the student with the opportunity to test his leadership ability. There is a guided experience in the independent study of a nursing problem.

In Program II, the role of the professional nurse in the delivery of health service is studied. The care of patients representing major problems in health and illness serves as a focus. Throughout the program, principles of biological science with social science, mental health, and public health are stressed in identifying the health services required and the nursing role. During the first two semesters, attention will be focused mainly on the acquisition of technical skills and identification of the role of the professional nurse in the care of patients with health problems which are acute and long term in nature. During the last two



The student evaluates a plan of care using the appropriate nursing actions.

semesters, the main focus is on two areas. One, the health problems influenced by components within the environment of the community, and the other, the opportunity for the student to apply his learning and skill in caring for groups of patients as a member of a multidisciplinary health team. Throughout the program, the student has the opportunity to practice in a variety of settings ranging from the patient's home to the medical center. Although not specifically identified by course, content pertaining to medical-surgical, maternity, pediatric, psychiatric, and public health nursing will be included in the program. Enrollment in this program requires that the student will assume a major responsibility in his education and progress through self-directed study and active participation in the educational experience provided.

DESCRIPTION OF COURSES

NURSING COURSES (PROGRAM I-A)

251. MATERNAL-CHILD NURSING

Credit twelve hours. Fall and spring. Prerequisite: Nursing 151-152. Mrs. Strickland, chairman, and faculty.

A family-centered approach to meeting the nursing needs of mothers and children. Emphasis is placed on the promotion of optimum health in mothers and infants during the reproductive cycle; and the nursing needs of children, through adolescence, under stress in health or illness. Care of individuals in the hospital and the community will be studied.

253. MEDICAL-SURGICAL NURSING

Credit thirteen hours. Fall and spring. Prerequisite: Nursing 151-152. Mrs. Helfferich, chairman, and faculty.

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, prevention, and treatment of disease, and in 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.

350. PUBLIC HEALTH NURSING

Credit four hours. Two times each semester. Prerequisite: Nursing 251-253. Miss Peters, chairman, and faculty.

Designed to increase the student's ability to work with families whose health needs require nursing care within the home and community setting. Opportunity will be provided for the student to increase her awareness of nursing responsibility for coordination of community health services.

353. STUDIES IN NURSING DIMENSIONS

Credit five hours. Two times each semester. Prerequisite: Nursing 251-253. Mrs. Hugo, chairman, and faculty.

Focus is on the integration of nursing skills pertinent to the preventive, health maintenance, and rehabilitative implications of health care for individuals and groups. Emphasis is placed on the scientific study of patient care and the development of professional competencies needed in motivating for change. Opportunity is provided for experimenting with the delivery of services in a short-term contact to masses of patients.

360. NURSING: A PSYCHODYNAMIC APPROACH

Credit twelve hours. Fall and spring. Prerequisite: Nursing 251-253. Miss Keith, chairman, and faculty.

Focus is directed toward increasing the student's understanding of the nursing process and human behavior. The nursing process is studied using the tools of Nursing Assessment, Process Recording, and Student/Instructor Conferences. The study of human behavior is based on normal growth and development leading to a dynamic understanding of emotional disorders, group process, and self as a therapeutic tool. The student has the experience of caring for the adult psychiatric patient and to function in the general hospital as both a nursing team member and leader.

NURSING COURSES (PROGRAM I-B)

153. FOUNDATIONS OF NURSING

Credit ten hours. Fall. Miss Cotterell, chairman, and faculty.

Helps the student progress to a point where he is able to select and handle material used to provide nursing care to patients.

The student will be able to analyze selected health problems of the adult patient. Through this analysis he will be able to develop, carry out, and evaluate a plan of care using the appropriate nursing actions. These actions will be based upon comprehension and recognition of physiological and manifest psychological deviations, as well as sociological variations.

154. MATERNAL-CHILD NURSING

Credit ten hours. Spring. Prerequisite: Nursing 153. Mrs. Strickland, chairman, and faculty.

Designed to utilize a family-centered approach to meet the nursing needs of pregnant women, and the needs of children in health and illness, from birth through adolescence. Emphasis is given to the preventive aspects of illness. Mental health concepts are integrated throughout the course. Clinical experiences will be provided in the hospital and other community agencies.

155. NURSING FOR THE ACTIVATION OF POTENTIAL

Credit eleven hours. Spring. Prerequisite: Nursing 153. Mrs. Helfferich, chairman, and faculty.

Deals with learning the concepts and skills needed to work therapeutically with patients who have long term emotional and/or physical illnesses. It includes the care of patients with neuromuscular and behavioral disorders. Clinical experiences are offered in the home, extended care facility, and in a short and long term psychiatric setting.

250. TRANSITION NURSING

Credit twelve hours. (Not offered 1969-1970.) Prerequisite: Nursing 153, 154, 155. Miss Hazeltine and faculty.

Provides students with the opportunity to further develop their nursing competence and test their leadership ability in a selected health area. A guided experience in independent study is offered within the course.



Students recognize the right of the individual to attain and maintain his optimum state of health.

NURSING COURSES (PROGRAM II)

156. INTRODUCTION TO THE NURSING PROCESS: CARE OF THE GROWING FAMILY

Credit eight hours. Fall. Miss Bielski and faculty.

Designed to introduce the nursing process composed of assessment, planning, action, and evaluation. Experience provided for acquiring beginning technical competence; and to utilize the nursing process in caring for a growing family.

157. NURSING CARE OF PATIENTS WITH ACUTE AND LONG TERM HEALTH PROBLEMS

Credit ten hours. Spring. Prerequisite: Nursing 156. Miss Bielski and faculty.

The role of the nurse in the care of patients with sudden interruption to health and those with long term health problems will be studied. Consideration will be given to the health requirements of children and adults receiving services in a variety of settings such as the acute care facility and the home. The impact of these health problems on the individual and the society will be stressed and attention will be given to the planning required to deal with them.

256. COMMUNITY HEALTH

Credit ten hours. Fall. Prerequisite: Nursing 156-157. Miss Miller and faculty.

Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations, current and future trends in health care. Clinical experience in community health agencies, extended care facilities and psychiatric facilities will be provided.

257. NURSING CARE OF GROUPS OF PATIENTS IN DIFFERENT SETTINGS

Credit twelve hours. Spring. Prerequisite: Nursing 156-157, and 256. Miss Miller and faculty.

The role of the professional nurse on a multidisciplinary health team concerned with the care of a group of patients with a variety of health needs will be studied.

SOCIAL SCIENCE AND RELATED COURSES (PROGRAM I-A)

105. SOCIAL SCIENCE AND HEALTH

Credit two hours. Fall. Prerequisite: one semester psychology, one semester sociology. Faculty: to be appointed.

Designed to increase students' understanding of the relevance and import of social science concepts which are an integral part of professional nursing. Particular emphasis is placed on social and cultural factors related to health and illness.

115. HISTORY AND TRENDS IN PROFESSIONAL NURSING

Credit two hours. Prerequisite: None. (Not offered 1969-1970.)

Designed to explore current trends in nursing based on an understanding of historical events that have contributed to the present status, and to develop a perspective which will facilitate professional development.

SOCIAL SCIENCE COURSES (PROGRAM I-B)

106. SOCIAL SCIENCE

Credit two hours. Fall. Prerequisite: psychology three credits, sociology three credits. Faculty: to be appointed.

Provides a basis for understanding communication as a verbal and non-verbal process. Major emphasis is upon developing awareness of the means of communication, overt and covert expressions of needs and wishes, language and body gesture.

107. SOCIAL SCIENCE

Credit two hours. Faculty: to be appointed.

Serves as a study of the theories of motivation and learning. Emphasis will be given to the nurse's utilization of these concepts in formulating therapeutic activities to assist the patient in reaching his potential.

108. SOCIAL SCIENCE

Credit three hours. Faculty: to be appointed.

The student is introduced to the basic skills needed for the critical evaluation of research material. Understanding statistical concepts and biostatistics are included in the course.

207. SOCIAL SCIENCE

Credit two hours. Faculty: to be appointed. (Not offered 1969-1970.)

The structure and function of both formal and informal social organizations are considered especially as they influence the work of the professional nurse in the delivery of health services.

NATURAL SCIENCE AND RELATED COURSES (PROGRAM I-A)

245. PUBLIC HEALTH

Credit three hours. Offered each semester concurrently with Nursing 350 and 353. Miss Peters and faculty.

Focus is on a study of community health needs, health care systems and trends in planning to meet these needs. It will encompass a study of the principles of epidemiology including biostatistics and their application to the investigation of health problems within the community.

NATURAL SCIENCE AND RELATED COURSES (PROGRAM I-B)

130. BIOLOGICAL SCIENCE

Credit four hours. Fall. Mrs. Stolar and faculty.

An introductory course designed to identify fundamental concepts of structure and function in the human organism.

Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the Clinical Nursing course 153. Biochemical principles of metabolism, electrolytes, acid-base balance, blood and urine constituents are integrated.

131. BIOLOGICAL SCIENCE

Credit three hours. Spring. Mrs. Stolar and faculty.

A study of the reproductive cycle in man. The mechanisms of fertilization, the birth process, growth and maturation are included. Principles of heredity, general embryology and immunology are explored. The causes of mutations, detrimental mutations in man and medical genetics are surveyed.

This course will be correlated with the Clinical Nursing course 154.

132. BIOLOGICAL SCIENCE

Credit three hours. Spring. Mrs. Stolar and faculty.

Morphologic and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuro-anatomy, receptor physiology, neural pathways as a basis for integrative activity and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored.

Selected disturbances that occur in man will be correlated with the Clinical Nursing course 155.

246. PUBLIC HEALTH

Credit two hours. Faculty: to be appointed. (Not offered 1969-1970.)

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

NATURAL SCIENCE AND RELATED COURSES (PROGRAM II)

133. BIOLOGICAL SCIENCE

Credit three hours. Fall. Mrs. Stolar and faculty.

An introduction to the properties and physiological processes common to all animals, such as protoplasmic organization, permeability, metabolism, movement, reproduction and cell division.

134. BIOLOGICAL SCIENCE

Credit two hours. Spring. Mrs. Stolar and faculty.

A study of the cardiovascular-pulmonary dynamics in the human organism. Emphasis will be placed on interference of normal function, mechanisms involved in compensation, tissue changes and sequelae.

A study of the nervous system designed to identify fundamental concepts of sensory and motor phenomenon. Processes leading to sensory deprivation and loss of movement will be included.

135. BIOLOGICAL SCIENCE

Credit two hours. Fall. Mrs. Stolar and faculty.

A survey of the microorganisms detrimental to man. Morphology, physiology, distribution, pathogenicity and control will be included. This course is designed to acquaint the student with communicable diseases that are endemic in society. The correlation between disease patterns and social climate will be identified.

An introduction to the classification, characteristics, and pathogenesis of tumors. The histogenesis of neoplasms will be explored.



The student recognizes the importance of health care in the community.

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Mary Kozitsky, R.N., Administrative Assistant, Data Processing

Lucille Wright, M.S., R.N., Administrative Assistant, Data Processing

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42 STAFF OF HOSPITAL

- Isabel Cameron, B.S., R.N., Administrative Assistant
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 Mary Ann Schmidt, B.S., R.N., Instructor, Practical Nursing Students

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 Carolyn Diehl, M.D., School Physician
 Ena Stevens-Fisher, R.N., Supervisor

* Leave of absence, 1969-70.

44 AFFILIATING AGENCIES

NURSERY SCHOOL

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Margaret Stewart, O.T.R., Director, Occupational Therapy, Psychiatry

Grace Newberg, B.A., Director, Recreational Therapy, Psychiatry

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Demonstration

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UNIVERSITY HEALTH SERVICES

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Alumnae Association

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Mrs. Maurice J. Fitzgerald, President

STUDENTS IN THE SCHOOL

CLASS OF 1970

Program I

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Adams, Jane Claire	White Plains, N.Y.	Wagner College
Artusio, Suzanne	Pelham, N.Y.	Sullins College
Barnes, Sylvia Louise	Charleston, S.C.	Wilberforce University
Barone, Carmel Dea	Elmhurst, N.Y.	St. John's University
Battin, Carol Meredith	Upper Montclair, N.J.	Douglass College
Bird, Carita Ann	Plattsburgh, N.Y.	State University at Plattsburgh
Bloom, Barbara	Caldwell, N.J.	Ohio State University
Brannon, Nancy Ruth	Freeville, N.Y.	Cornell University
Browne, Susan Elizabeth	Flemington, N.J.	Douglass College
Bucher, Sister Anne Marie	Ossining, N.Y.	Mary Rogers College
Buckley, Kathleen Ann	St. Louis, Mo.	St. Mary's College
Buehler, Janet Stephens	Upper Montclair, N.J.	Elmira College
Burden, Betsy Aloha	Maui, Hawaii	Bradford Junior College
Butler, Sandra Ann	Manville, N.J.	Douglass College
Campbell, Veronica	New York, N.Y.	Mount St. Vincent College
Chadwick, Norberta Carol	New York, N.Y.	New York University
Christensen, Linda Marie	Plainville, Conn.	The King's College
Coombs, Barbara Schmid	Lemont, Ill.	Vassar College
Cooney, Mary Ellen	Mayfield, Pa.	Marywood College
D'Atri, Anne Teresa	Hartford, Conn.	St. Joseph College
Davis, Kristin Leigh	Geneva, N.Y.	Cornell University
DiLiberio, Mary Rita	Blackstone, Mass.	Anna Maria College
DiMarco, Denise Lenore	Pelham Manor, N.Y.	Newton College of the Sacred Heart
Doubet, Dianne Jeanine	Niles, Ohio	DePauw University
Downey, Ann Mary	Rockville Centre, N.Y.	Mount St. Vincent College
Doyle, Mary Elizabeth	Pearl River, N.Y.	Mount St. Vincent College
Eaton, Bonita Ann	Staten Island, N.Y.	Wagner College
Fiske, Roberta Jean	Bethlehem, Pa.	Centenary College
Fitzgerald, Barbara Ann	Piscataway, N.J.	Hope College
Friend, Louise Virginia	Ithaca, N.Y.	Ithaca College
Gatzke, Gisele Alyce	Matamoras, Pa.	Seton Hill College
Gehman, Diane Elizabeth	Chattanooga, Tenn.	King College
Gilchrist, Lois Mc Candlish	Delhi, N.Y.	Muskingum College
Goulding, Christine Dawn	Billings, Mont.	Coe College
Gross, Pauline Elizabeth	Bedford, N.Y.	Houghton College
Hall, Katherine McBride	Bellevue, Wash.	University of Washington
Hargreaves, Sheryl Lee	Staten Island, N.Y.	William Smith College
Hill, Jeffrey Allen	Leonia, N.J.	Wittenberg University
Hoehn, Carole Jean	Pittsburgh, Pa.	Westminster College
Hogan, Kathleen Mary	New York, N.Y.	Hunter College
Horn, Linda Sue	Ft. Lauderdale, Fla.	University of Florida
Hunter, Aubrey Elizabeth	Kirkwood, Mo.	Cornell University
Jones, Kathryn Ann	Easton, Pa.	Lasell Junior College
Kase, Nina Beth	Forest Hills, N.Y.	Queens College
Keller, Eleanor Mulliken	Washington, D.C.	Bradford Junior College
Kelley, Linda Joan	Stuttgart, W. Germany	American College
Krohn, Rae Alice	Lebanon, Pa.	Cedar Crest College
Leavitt, Margaret Evelyn	Brooklyn, N.Y.	Packer Junior College
Leonard, Susan Jane	Barrington, R.I.	Wells College
Libutti, Paula Maria	Warwick, R.I.	Cornell University

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Lillis, Sister Mary Elizabeth	Dobbs Ferry, N.Y.	Mercy College
Lipfert, Linda	Hicksville, N.Y.	Concordia Junior College
Loehmann, Laura Jean	New York, N.Y.	Wilson College
Long, Patricia Ann	Douglaston, N.Y.	Queens College
Lydon, Maureen Mary	Fairlawn, N.J.	St. John's University
Magnusson, Elizabeth Anne	Yonkers, N.Y.	Concordia Junior College
Maltman, Gail I.	Scarsdale, N.Y.	University of Wisconsin
Mather, Constance Dawn	Princeton, N.J.	Cedar Crest College
Mc Conaughy, Dale Elizabeth	West Hartford, Conn.	Colby Junior College
McGurn, Patricia Alison	Southampton, N.Y.	Centenary College
Meikrantz, Gail Eileen	S. Williamsport, Pa.	Penn State University
Meyerhofer, Janet	Stony Brook, N.Y.	Elmira College
Mulford, Charlotte Parry	Moorestown, N.J.	Cedar Crest College
Mulvaney, Sister Patricia Anne	Maryknoll, N.Y.	Mary Rogers College
Neus, Sister Maureen	Ossining, N.Y.	Mary Rogers College
Niesz, Janice Victoria	Cranford, N.J.	Union Junior College
Nyren, Patricia Ann	Washington, D.C.	Immaculata Junior College
Pelle, Michele Elsie	Baldwin, N.Y.	Buena Vista College
Post, Lucinda Ann	Rye, N.Y.	Colby Junior College
Robbins, Joan Elizabeth	Ossining, N.Y.	Barnard College
Robinson, Susan Claire	Scarsdale, N.Y.	Eastern Baptist College
Savard, Sandra Marie	Harrisburg, Pa.	Mississippi Southern College for Women
Schneider, Lesley Ann	Eastchester, N.Y.	Ithaca College
Schultz, Carol Alice	Jacksonville Beach, Fla.	Pfeiffer College
Space, Louise Anne	Westwood, N.J.	Concordia Junior College
Steenburg, Barbara Ann	Binghamton, N.Y.	Pine Manor Junior College
Upton, Judith Neill	Ridgewood, N.J.	Skidmore College
Van Grofski, Mary Ellen	Bloomfield, N.J.	Caldwell College
Vautravers, Mireille Mady	Forest Hills, N.Y.	Cornell University
Ver Voorn, Gayle Ann	Fair Lawn, N.J.	Douglass College
Ward, Alma Marie	Norwich, Conn.	Catholic University
Watson, Gail Gordon	Stamford, N.Y.	Cornell University
Wiener, Diane	Brooklyn, N.Y.	Barnard College
Wilska, Judith Ann	Old Chatham, N.Y.	Junior College of Albany
Woolbert, Ann	Trucksville, Pa.	Wilkes College
Wootten, Sister Mary Theresa	Dobbs Ferry, N.Y.	Mercy College

Program II

Conklin, Anne Lawrence	Farmington, Conn.	Smith College
Culhane, Jennifer King	New York, N.Y.	Goucher College
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Engle, Jane	San Marino, Calif.	University of North Carolina
Kelley, Sonya Sue	Huntington, W. Va.	Ohio University
MacLaren, Lisa Bayard	Radmor, Pa.	University of Wisconsin
Nagy, Sister Barbara	Paterson, N.J.	College of St. Elizabeth
Ryan, Sister Marie de Paul	Suffern, N.Y.	College of St. Elizabeth
Sevin, Roberta C.	Erie, Pa.	University of Michigan
Stuart, Martha Jean	Baltimore, Md.	William Smith College
Trumbour, Sister Suellen	New York, N.Y.	St. Mary's College

CLASS OF 1971

Program I

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Abrahams, Barbara S.	Red Hook, N.Y.	C. W. Post College
Adolph, Susan Lynn	Bronxville, N.Y.	Centenary College
Amodia, Anthony John	Flushing, N.Y.	Long Island University
Arvai, Georgia Gail	Berlin, Conn.	Concordia Junior College
Austin, Patricia Harnish	Darien, Conn.	University of Dubuque
Bachwitt, Dian	S. Charleston, W. Va.	Washington University
Barber, Margaret Welles	Delmar, N.Y.	William Smith College
Bardin, Judith Aycock	Levittown, N.Y.	Northeastern University
Batson, Joan Henrietta	Brooklyn, N.Y.	St. John's University
Belmont, Mary Ferguson	Philadelphia, Pa.	University of Pittsburgh
Bender, Cynthia Lee	West Chester, Pa.	Lindenwood College
Bisset, Anne	Paramus, N.J.	Houghton College
Brophy, Joanne	New York, N.Y.	Thomas More College
Brown, Lillian	New York, N.Y.	Johnson College, Smith University
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Campbell, Anne Elizabeth	Manchester, Conn.	St. Joseph College
Campo, John Robert	New York, N.Y.	Fordham University
Carotenuto, Jo-Ann	Brooklyn, N.Y.	Cedar Crest College
Carswell, Brenda Diane	Dover, N.H.	University of New Hampshire
Castellaneta, Diane Mary	Staten Island, N.Y.	Marygrove College
Clark, Florence Evelyn	New York, N.Y.	City College
Clark, Sandra Lee	Arkport, N.Y.	Houghton College
Connor, Doreen Ann	Riverside, R.I.	Albertus Magnus College
Cutugno, Christine Lynn	Perth Amboy, N.J.	Douglass College
Daniel, Sharyn E.	Auburn, N.Y.	Auburn Community College
Denton, Janet Elizabeth	Glendale, N.Y.	Houghton College
Devine, Constance Young	Longmeadow, Mass.	Centenary College
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Egan, Barbara Ann	Rockville Centre, N.Y.	Mount St. Vincent College
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Fortenbacher, Joyce Caroline	Huntington Station, N.Y.	Concordia Junior College
Freedman, Brenna Susan	Fort Lee, N.J.	Stephens College
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Givens, Janet Louise	Parsippany, N.J.	The King's College
Greenberg, Ida Lee	Brooklyn, N.Y.	Brooklyn College
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Harris, Mary Jo	Fair Haven, N.J.	Marymount College
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Humes, David D.	Woodland Hill, Calif.	Beloit College
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Lull, Deborah Ann	Morris, N.Y.	The King's College
Mattingly, Sister Lelia Jane	Maryknoll, N.Y.	Mary Rogers College
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Weber, Annabelle Mary	New Britain, Conn.	Cornell University
Webster, Mary Elizabeth	South Berwick, Me.	Heidelberg College
Westbrook, Pamela Virginia	Closter, N.J.	Fairleigh Dickinson University
Wieder, Beatrice Helene	Brooklyn, N.Y.	Brooklyn College

REQUEST FOR INFORMATION OR APPLICATION

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

To receive information, fill out and return the form below. (The writer should include his zip code.)

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Cornell University-New York Hospital School of Nursing
1320 York Avenue, New York, New York 10021

Please place my name on your mailing list.

Name

Address

Date of Birth

High School: name and location

Date diploma received or expected

College: name and location

Please send me an application blank for:

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Program II (after four years of college)

I wish to apply for admission in September

(Year)

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- Graduate School of Nutrition
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- Graduate School of Medical Sciences (New York City)

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Edmund Ezra Day Hall, Ithaca, New York 14850

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