

**CORNELL UNIVERSITY
ANNOUNCEMENTS**

AUGUST 1, 1963

**NURSING
1963-1964**

**CORNELL UNIVERSITY —
NEW YORK HOSPITAL SCHOOL OF NURSING**

TERM DATES 1963-1964

Class of 1964

Sept. 23, 1963—Dec. 15, 1963

Dec. 16, 1963—March 8, 1964

March 9, 1964—June 3, 1964

Class of 1965

Sept. 16, 1963—Feb. 2, 1964

Feb. 3, 1964—June 21, 1964

Sept. 14, 1964—Jan. 31, 1965

Class of 1966

Sept. 23, 1963—Jan. 26, 1964

Jan. 27, 1964—May 24, 1964

May 25, 1964—June 21, 1964

(Intersession)

Sept. 14, 1964—Jan. 31, 1965

LOCATION OF THE SCHOOL OF NURSING

The Cornell University—New York Hospital School of Nursing situated in New York City between York Avenue and the East River from 68th to 71st Streets, is part of The New York Hospital—Cornell Medical Center.

The office of the Assistant in Admissions is on the second floor of the Nurses Residence, 1320 York Avenue, at the corner of 70th Street. This may be reached by taking the 65th Street crosstown bus (M-7) east-bound, to York Avenue and 70th Street. These buses connect with all north and south bound transit lines.

Telephone: TRafalgar 9-9000 (Ext. 7225)

CORNELL UNIVERSITY ANNOUNCEMENTS

Volume 55, Number 3, August 1, 1963

Published twenty times a year: once in January, twice in March, April, May, June, July, August, October, December; three times in September; no issues in February or November. Published by Cornell University at Edmund Ezra Day Hall, 18 East Avenue, Ithaca, New York. Second-class postage paid at Ithaca, New York.

Cornell University—New York Hospital

SCHOOL OF NURSING

1320 YORK AVENUE, NEW YORK 21, N.Y.

1963—1964

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CALENDAR (tentative)

1963

Sept. 14	<i>Saturday</i>	Registration, new students
Sept. 16	<i>Monday</i>	Freshmen Orientation, Class of 1966
Sept. 16	<i>Monday</i>	Instruction begins, Class of 1965
Sept. 23	<i>Monday</i>	Instruction begins, Classes of 1964, 1966
Oct. 12	<i>Tuesday</i>	Holiday: Columbus Day, Class of 1964
Nov. 28	<i>Thursday</i>	Holiday: Thanksgiving Day, all Classes
Nov. 29	<i>Friday</i>	Holiday: Thanksgiving Day, Classes 1965, 1966
Dec. 2	<i>Monday</i>	Instruction resumed, Classes of 1965, 1966
Dec. 21	<i>Saturday</i>	Christmas recess begins for Classes 1965, 1966
Dec. 25	<i>Wednesday</i>	Holiday: Christmas Day for Class of 1964

1964

Jan. 1	<i>Wednesday</i>	Holiday: New Year's Day for Class of 1964
Jan. 6	<i>Monday</i>	Instruction resumed for Classes 1965, 1966
Feb. 21	<i>Friday</i>	Holiday for Washington's Birthday, for Class of 1964
Mar. 23	<i>Monday</i>	Spring recess begins for Classes 1965, 1966
Mar. 30	<i>Monday</i>	Instruction resumed for Classes 1965, 1966
May 25	<i>Monday</i>	Intersession begins for Class of 1966
May 29	<i>Friday</i>	Holiday for Memorial Day, all Classes
June 3	<i>Wednesday</i>	Commencement Day
June 22	<i>Monday</i>	Summer vacation begins

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. This 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 (e.g., 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, though unknown only a few years ago.

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.

ACCREDITATION

The School is accredited by the National League for Nursing and is one of a group of schools accredited as preparing for beginning public health nurse positions as well as for positions in the other fields. This is an important factor in the employment status of graduates of the School not only in positions which are specifically public health but in others as well, since the accreditation is on the basis of the total program.

STATE REGISTRATION FOR GRADUATES

Graduates who are citizens or who have legally declared intention of becoming citizens 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. If citizenship is not completed within seven years from the declaration of intention, state licensure is revoked.

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

HISTORY

The Cornell University–New York Hospital School of Nursing was established as a School in Cornell University in 1942, on the 65th 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 four-fold 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; (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 schools 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 and 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 strengthened its program to keep pace with these needs. Today the work of the professional nurse requires a great deal more of her 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 in the degree program. An endowment fund for the School was begun in 1951 which as it grows will further safeguard the progress of the School for future development.

FACILITIES FOR INSTRUCTION

This 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

Located in a newly completed building, the Library of the School of Nursing shares facilities with the Medical College Library, and provides resources for students, faculty, and 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 current 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 and the Hospital for Special Surgery (Orthopedic) 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 1,204 beds and 89 clinics. Annually approximately 33,000 patients are hospitalized and 39,000 treated as out-patients. The conduct of research in all clinical departments gives the student nurse an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in 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 tuberculosis, 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 206 adults and 102 newborns and provides for obstetric and gynecologic patients. Each year more than 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 96 beds, with separate 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 106 patients, admitted from all socio-economic groups and from all over the world. It is an intensive treatment center for psychotherapy, and the staff and resources for this 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 89 clinics provides opportunity for the study of a large number of patients who come for general health supervision, diagnosis of disease and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 215,000 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 Hospital for Special Surgery provides care and carries out research and teaching related to the needs of patients with orthopedic and rheumatic diseases. It has a capacity of 170 beds and 55,000 visits are made annually by patients who are being treated in the many special clinics of the Out-Patient Department. Nursing students have an opportunity to participate in the care of patients of all ages who are affected by a wide range of problems.

Public Health nursing field experience is provided in The Visiting Nurse Service of New York, The Visiting Nurse Association of Brooklyn and, through the New York State Department of Health, with the Westchester County Department of Health. 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.

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, ability to work with people, and who give evidence of personal fitness for nursing. A minimum of two years of college (60 semester hours exclusive of Physical Education) is required for admission.

SELECTION OF A COLLEGE FOR THE FIRST TWO YEARS

To meet the requirements for admission of two years of college, a very wide choice of colleges is available. The required content of these two years is general liberal arts and 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 of "Students in the School" which appears at the back of our School of Nursing bulletin as this list indicates the colleges from which students now in the School of Nursing have transferred. The list is, however, not a complete list of the colleges from which students may transfer.

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

EDUCATIONAL REQUIREMENTS FOR ADMISSION

Within the two-year liberal arts program of the first two college years required for admission, only 15 credits are in specified subjects as follows:

<u>Required:</u>	<i>Semester Hrs. Credit</i>
Chemistry (including laboratory)	6
Biology or Zoology (including laboratory)	6
Psychology	3

Recommended:

Subjects which are especially helpful but in which there is no specific requirement are:

- Sociology or Cultural Anthropology (urged)
- English, Literature, History, and subjects in the general area of human behavior and relations.

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Desirable:

Subjects next in importance depending upon the special interest and abilities of the student and the courses available are:

Languages (may be of particular usefulness with patients and also for the many opportunities in international work and in advanced study)

Economics, Physics

Art, Music

Additional courses in physical or biological sciences (for students taking more than 60 credits)

However not more than 12 hours of biological science can be accepted toward meeting the 60 credit hours required for admission.

The program in the School of Nursing requires the student to have a good background in English composition, communications 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 nearby university. Courses which are *not* accepted as fulfilling the 6-hour credit requirements in biological sciences are human anatomy, physiology, and bacteriology, as these courses are included in the professional program after admission to the School of Nursing. Generally the principle applies that courses like those given in the School of Nursing cannot be credited toward meeting admissions requirements because there is no allowance within the School of Nursing program for electives which can be substituted for courses already taken.

Students on the Cornell University campus in Ithaca should confer early with their advisors in the college in which they are registered or with the Office of Placement Service. They will be glad to assist in planning a desirable program. These students as well as students in other colleges and universities should, however, communicate with the School of Nursing as indicated under "Application for Admission." Each time you register for your courses during your first two years, it is suggested that you take this bulletin with you and review this section with your advisor. 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 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 not definite age limits. In general, however, it has proven desirable for applicants to be between the ages of 18 and 35 years. The results of a complete physical examination as well as those of a dental examination must be submitted at the time of application. Vaccination against poliomyelitis before admission is strongly urged. Inoculation against typhoid fever and vaccination against smallpox are *required* of all students. 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 bulletin to the Registrar of the Cornell University—New York Hospital School of Nursing, 1320 York Avenue, New York 21, N. Y. Applicants for admission should include with their application the application fee. As one measure of suitability for nursing, certain psychometric tests are required before admission. The applicant is asked to meet the charge of \$10.00 for these tests.

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.

It is desirable that prospective applicants contact 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 educational background preparatory to entering the School of Nursing.

Applications will be accepted as long as there are vacancies in the entering class. To be assured consideration, however, formal application should be made during the first term of the first college year if the applicant plans to enter this school 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 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.*

A candidate for admission must make a deposit of \$25.00 upon notification of this acceptance to the School. The full amount is credited toward the graduation fee. The deposit is not refundable if the applicant does not register.

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 insure 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

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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 \$2.00 will be made for each re-examination.

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 co-workers, and general development are factors. 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 practice 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.

HEALTH SERVICE

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 hospital care.

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 is done 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 illness requiring bed care, students are admitted to a special floor of The New York Hospital which is maintained for this purpose. If more seriously ill, students are cared for on other floors of the 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.

VACATIONS AND ABSENCES

Effective with the class entering the School in the fall of 1962, vacation periods are as follows (see calendar for dates):

Christmas:	2 weeks
Spring:	1 week
Summer:	12 weeks

Because many courses involve clinical laboratory, a leave of absence usually necessitates an absence for one term. 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.

STUDENT LIFE AND ACTIVITIES

RESIDENCE FACILITIES

There is a Student Residence adjacent to the Hospital. Every effort has been made in the construction and equipment of the Residence to provide for the normal and healthy life of students and staff.

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

RECREATIONAL FACILITIES

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

A library of fiction and biography includes both current and standard works and many magazines of general interest. A branch of the Public Library and rental libraries are located within a few blocks of the School.

A large auditorium is located on the first floor of the Residence. Sun roofs, pianos, television sets, and record players are also available. 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's Athletic Association, plans are made for joining other schools of nursing in special sports events. Beach equipment and an outdoor grill are available. To insure the full benefit of proper use of these facilities, a Residence Director is in charge. Guest rooms are often available for friends and relatives at a reasonable charge.

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

The students edit and publish a paper, "The Blue Plaidette," several times a year. Each class produces its own yearbook, known as "The Blue Plaid."

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

SCHOOL GOVERNMENT

As in other parts of the University, 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 and, with the Student Organization, sponsors student-faculty meetings which provide for informal discussions of school activities and problems.

MARRIAGE AND RESIDENCE

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. Students anticipating marriage are, therefore, expected to make plans which will fit into their regular vacation and school schedule, as leave of absence can rarely be granted except for an entire term.

When a student is contemplating marriage, it is desirable, though not required, that she discuss her proposed plans well in advance with the Counselor or the Associate Dean. Immediately after marriage, the student is required to inform the School and to provide her husband's name. This should be done in a letter addressed to the Dean.

A married student may elect to live either in the Residence or outside, but it is essential that she confer with the Counselor before making final arrangements for living outside. It is also her responsibility to submit to the Registrar a written notation of her outside address and telephone number before she moves from the Residence, and at any time that her address is changed. If living outside, a room may be retained in the Residence only by payment of the current rental fee.

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 and personal-social adjustment. She also cooperates with the faculty in helping the students in these areas and directs them 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.

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.

THE BASIC NURSING PROGRAM

The program covering a period of three academic years became effective in the fall of 1962.*

OBJECTIVES OF THE PROGRAM

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

(Also see pp. 18-19; 25-28)

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.

* Students in the class of 1964 will follow the program as described in the School Announcement dated 1961-62.

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 latter referred to as “clinical laboratory,” usually 20 hours per 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. This includes the care of new-born babies and their mothers, and consideration of family relationships and problems. This term also provides 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 on the hospital floors 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 faculties 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 have experience in directing the work of other nursing personnel. A few students who meet certain criteria may elect to participate in a Seminar on “Techniques of Scientific Investigation” under the guidance of a social scientist.

The School reserves the right to make changes in the curriculum which it believes are in keeping with the changing health needs of society and the best interest of the students and the School.

PROGRAM

FIRST YEAR

Courses in the first year are presented only once—in the semester indicated.

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>
100	Orientation	0	109	Body Changes in Disease	3.0
104	Anatomy-Histology	2.5	108	Nutrition and Diet Therapy	2.0
106	Biochemistry-Physiology	4.0	105	Social Science and Health I	1.0
107	Human Development and Behavior	2.0	102	Fundamentals of Nursing II	9.0
101	Fundamentals of Nursing I	7.0	110	Microbiology	3.0
TOTAL		15.5	TOTAL		18.0

Interession (4 weeks)

<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs. Cr.</i>
103	Fundamentals of Nursing III	2.0

THE BASIC NURSING PROGRAM 19

SECOND YEAR

Courses are presented each semester unless starred (*). The latter are presented but once a year, in the semester indicated.

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>
153	Medical-Surgical Nursing	15.0	154	Maternity Nursing	8.0
150	*Social Science and Health II	1.0	155	Pediatric Nursing	7.0
151	*History and Trends in Professional Nursing I	1.0	152	*History and Trends in Professional Nursing II	1.0
TOTAL		17.0	156	Principles of Epidemiology	1.0
			TOTAL		17.0

THIRD YEAR**

Courses are presented each semester unless starred (*). The latter are presented but once a year, in the semester indicated.

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>
200	Psychiatric Nursing	9.0	205	Public Health Nursing	5.5
201	Professional Leadership in Nursing Care	4.0	204	Nursing Care of the Out-Patient	3.0
202	*Disaster Nursing	1.0	203	Nursing in Chronic Disease and Rehabilitation	3.0
TOTAL		14.0	TOTAL		11.5

Total Credits (Professional Program), 95 semester hours.

** *Elective Course:* It is anticipated that a course will be offered to a selected group of senior students in "Techniques of Scientific Investigation."

TUITION, FEES AND EXPENSES

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

	<i>First Year</i>			<i>Second Year</i>		<i>Third Year</i>		<i>Grand Total</i>
	<i>Registration Day September</i>	<i>February 1st</i>	<i>June 1st</i>	<i>Registration Day September</i>	<i>February 1st</i>	<i>Registration Day September</i>	<i>February 1st</i>	
Application Fee, \$10								
Acceptance and Graduation Fee, \$25*								
Tuition and Educational Fees	\$148.00	\$138.00	\$15.00	\$128.00	\$123.00	\$123.00	\$123.00	\$ 798.00
Health and Dormitory Fees**	88.00	88.00	20.00	98.00	98.00	98.00	98.00	588.00
Expenses (incl. Blue Cross and School Uniform***)	155.00	57.00	38.00	62.00	42.00	55.00	62.00	471.00
TOTAL	\$391.00	\$283.00	\$73.00	\$288.00	\$263.00	\$276.00	\$283.00	\$1857.00

* The deposit of \$25.00 made at the time the student accepts an appointment to the in-coming 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 tuition and fees, as of the first day of each term. No refund will be made after the mid-point of each term.

** Food: See Living Expenses and Opportunities for Employment.

*** 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, \$2.00 per hour. In exceptional circumstances a special fee may be waived by the Dean.

LIVING EXPENSES (See p. 20 for other 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 \$17.00 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.

During the Christmas and spring vacations students may leave their possessions in their rooms but may not use the room without permission of the Counselor and Residence Director; for such use a small daily charge is made. 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 \$5.00 per week while the room is in use. (Storage space is available for trunks only.)

OPPORTUNITIES FOR EMPLOYMENT

Students should be prepared to meet all expenses for the first term, as the opportunities and the time for earning are limited. However, after that time students who wish to may earn a portion of their expenses, and the School is able to assure employment to all who wish it. There are several types of jobs available but the greatest number are in the capacity of Assistants in the Department of Nursing Service. Applications for employment should be submitted two weeks before the beginning of each term and two 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 a limited schedule of employment.

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 \$400-\$500 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. Loans are also available.

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 of her regular practice assignment. For the public health nursing assignment, each student is required to provide herself with a tailored navy or black coat, hat or beret appropriate to the season, and black or navy low-heeled walking shoes, preferably oxfords, and tailored conservative rainwear. Other items of uniform for hospital and public health assignments are listed under "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 be in possession of 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.

SCHOLARSHIPS AND FINANCIAL AID

Several scholarships administered by the School are available to students in need of financial assistance in amounts of \$100 to \$1400. Awards 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 students' all-round 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 Scholarship Secretary, Office of Admissions, Cornell University, Ithaca, New York.

With the exception of the New York State Scholarships Grants and Loans, applications from entering students 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 the School, application is made four 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 a gift of \$14,000 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, who indicates a potential interest in the field of public health nursing as a possible field of interest at some time in the future. Amount, \$600.

EMMAJEAN STEEL FULLER FUND—This Fund, begun in 1952 by the Class of 1952 in memory of Emmajean 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 Mr. Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, Executors of his estate. Income provides scholarship aid annually to one or more students in need of financial assistance.

THE SWITZER FOUNDATION—Effective in the Fall of 1962 the amount of \$1,000 was made available to the School for the ensuing year. This gift was intended to assist any student who is an American citizen and who is in financial need.

ALL STATE FOUNDATION GRANT—Effective in the Fall of 1962 a three-year grant has been made to the School of Nursing to assist a student throughout the program.

STUDENT LOAN FUND—Loans are available to students who have been in the School at least one term. Applications are made to the Dean. Although applications are accepted at any time during the year, students are encouraged to plan, as far as possible for a term at a time and to make requests four weeks before the beginning of each term.

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 still a student in high school. All are awarded on the basis of competitive examinations.

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 New York State Regents Scholarship Examinations for High School Seniors."

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING—Amount, \$200–\$500 a year depending upon financial need for a maximum of three years. Applicable to period in the School of Nursing but *not* to first two years of college.

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

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 period in the School of Nursing *and* to first two years of college.

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

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

SCHOLAR INCENTIVE PROGRAM—Amount \$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.



Students present patients to faculty, staff, and fellow student nurses at Nursing Rounds, a unique opportunity in nursing leadership.

Lounges and kitchens on each floor in the Nurses Residence are gathering places for light lunches, midnight snacks, and group study sessions.





An important part of nursing practice is teaching patients principles of home care.



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

DESCRIPTION OF COURSES

(See Requirements for Promotion and Graduation, pp. 11-12)

All credits are in semester hours.

NATURAL SCIENCES AND RELATED COURSES

104. **ANATOMY-HISTOLOGY.** Designed to give a beginning understanding of human anatomy. Selected histological and embryological studies are included. Cadaver demonstrations.

Miss Wright and the faculty in science.

Credit: 2.5 hours. (20 hours class; 40 hours laboratory.)

106. **BIOCHEMISTRY-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 the faculty in science.

Credit: 4.0 hours. (50 hours class; 25 hours laboratory.)

109. **BODY CHANGES IN DISEASE.** Structural and functional changes that occur in disease, including their manifestations.

Miss Miller and the faculty in science.

Credit: 3.0 hours. (32 hours class; 30 hours laboratory.)

156. **PRINCIPLES OF EPIDEMIOLOGY.** A study of the principles of epidemiology and the application of the scientific method to epidemiology. Biostatistical principles and their application and use are included. The course builds upon the content presented in the natural and social sciences. Emphasis is placed on the role of the nurse in the epidemiologic investigation.

Faculty in Public Health Nursing; guest lecturers.

Credit: 1.0 hour. (15 hours class.)

110. **MICROBIOLOGY.** General and pathogenic bacteriology, selected topics in parasitology and immunology form the bases of this course. Also included are some public health aspects of sanitation and of selected diseases.

Miss Wright and the faculty in science.

Credit: 3.0 hours. (36 hours class; 24 hours laboratory.)

108. **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 Mrs. Braverman.

Credit: 2 hours. (30 hours class.)

NATURAL SOCIAL SCIENCES AND RELATED COURSES

151-152. **HISTORY AND TRENDS IN PROFESSIONAL NURSING (I AND II).** 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 McVey, Miss Casalini, guest lecturers.
Credit: 2.0 hours. (30 hours class.)

107. 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.)

105-150. SOCIAL SCIENCE AND HEALTH (I AND II). 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.)

206. TECHNIQUES OF SCIENTIFIC INVESTIGATION. Offered to a limited number of Senior students who meet certain criteria.

Mrs. Macgregor.
Credit: Hours and credit to be determined.

NURSING COURSES (GENERAL AND CLINICAL)

100. ORIENTATION. Students are introduced to the plan by which the program of the School will be presented, the facilities of the Medical Center and the relationships which exist between the various schools, 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.)

202. DISASTER NURSING. Emphasis is upon the expanded role of the professional nurse during natural or man-made disaster; the knowledge and use of community resources for medical care, shelter and rehabilitation. The role of the student within the Medical Center in an emergency or disaster situation is discussed. (First-aid techniques are taught as part of the course in "Fundamentals of Nursing.")

Miss Warren.
Credit: 1.0 hour. (15 hours class.)

101-102-103. FUNDAMENTALS OF NURSING (I-II-III). This course extends throughout the whole first year and 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 experience on the patient units. During the four-week Intersession in June, a concen-

trated laboratory experience is offered under faculty guidance on selected patient units in The New York Hospital.

Miss Berg, Miss Millar and faculty.

1st semester, 7.0 hours. (75 hours class; 60 hours laboratory.)

Credit: 2nd semester, 9.0 hours. (60 hours class; 150 hours laboratory.)

Intersession, 2.0 hours. (160 hours laboratory and related conferences.)

201. PROFESSIONAL LEADERSHIP IN NURSING CARE. The Senior student is guided in considering some of the special responsibilities of the professional nurse which occur in various types of practice. These include the improvement of patient care through group teaching and through the application of administrative and supervisory techniques. Provision is made for utilizing these principles in working with both professional and auxiliary personnel.

Miss Tritt and faculty from clinical departments.

Credit: 4.0 hours. (15 hours class; 208 hours laboratory and related seminars.)

203. 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.

Credit: 3.0 hours. (30 hours class and 88 hours laboratory and observations.)

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. Certain learning experiences are shared in the following courses, MATERNITY NURSING and PEDIATRIC NURSING:

154. 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 to understanding the emotional aspects of the whole maternity cycle. Comprehensive care of mothers and infants with related experience in the out-patient clinic, labor and delivery unit, the post-partal unit including rooming-in and the nursery for premature infants.

Nursing and medical faculties of the Departments of Obstetrics-Gynecology and Pediatrics.

Credit: 8.0 hours. (74 hours class; 180 hours practice.)

155. 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.

Credit: 7.0 hours. (64 hours of class; 180 hours practice.)

153. 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, prevention 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 disease.

Nursing and medical faculties of the Departments of Medicine and Surgery.

Credit: 15.0 hours. (144 hours class; 360 hours practice.)

204. NURSING CARE OF THE OUT-PATIENT. Focus is upon the nursing needs of the patient who is not hospitalized but is receiving therapy through periodic visits to one or more of the clinics in the Medical Center. Consideration is given to the nurse's responsibility as a member of the health team in influencing the patient's continuing attendance for needed therapy, her particular contribution through direct care, instruction for self-care and for diagnostic tests, through health counseling and effective use of her knowledge of hospital and community facilities.

Nursing faculty in the Out-Patient Department.

Credit: 3.0 hours. (30 hours class; 64 hours practice.)

200. **PSYCHIATRIC NURSING.** The educational program in psychiatry and psychiatric nursing is designed to teach the nursing student the fundamental principles of psychiatry and psychiatric nursing as specialties, in the care of all types and degrees of psychiatrically ill patients. The nursing care approach is both patient- and problem-centered, for individuals or groups of individuals. The recognition of psychopathology through direct observation and planned experiences, the various dynamic factors which determine psychiatric illness, the building of empathy and the forming of interpersonal relationships are all included, along with the therapeutic techniques in the application of the treatment and nursing care of patients.

Nursing and Medical Faculties of the Payne Whitney Psychiatric Clinic.
Credit: 9.0 hours. (90 hours class; 180 hours of practice.)

205. **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. Clinical experience is offered in one of three public health nursing agencies, The Visiting Nurse Association of Brooklyn, The Visiting Nurse Service of New York, or the Westchester County Department of Health. 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: 5.5 hours. (46 hours class; 160 hours practice.)

ADMINISTRATION

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VERONICA LYONS, M.A., R.N. *Associate Dean*
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*
MRS. FRANCES BAILLIE *Secretary to the Associate Dean*

ALUMNAE ASSOCIATION

HELEN BERG '51 *President*
MARGUERITE PLOW '30 *Executive Secretary*

COMMITTEE FOR SCHOLARSHIPS

MRS. MICHAEL DEDDISH *President*

ADVISORY COMMITTEE ON PRE-NURSING STUDENTS ON THE ITHACA CAMPUS

The Placement Service

MRS. ANN ROGERS *Woman's Placement Counselor*

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*

STANLEY W. DAVIS *Associate Dean, Chairman
Underclass Advisory Board*

F. G. MARCHAM *Professor of English History*

College of Agriculture

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Office of Admissions

ROBERT STORANDT *Director of Admissions Procedures*

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LOUISE HAZELTINE, M.A., R.N., *Assistant to the Dean*
FLORENCE TRITT, M.A., R.N., *Assistant to the Dean*
KATHLEEN DWYER, M.A., R.N., *Administrative Assistant for Admissions*

EMERITUS PROFESSORS

MAY KENNEDY, M.A., R.N., *Professor Emeritus of Nursing*
BESSIE A. R. PARKER, B.S., R.N., *Professor Emeritus of Nursing*
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*
VIRGINIA M. DUNBAR, M.A., R.N., *Professor Emeritus of Nursing and Dean Emeritus*
MARGERY T. OVERHOLSER, M.A., R.N., *Professor Emeritus of Public Health Nursing*
AGNES SCHUBERT, M.S., R.N., *Professor Emeritus of Pediatric Nursing*
HENDERIKA J. RYNBERGEN, M.S., *Professor Emeritus of Science*

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.)

VERONICA LYONS, 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, 1936; 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 Department of Public Health, 1951.)

ELIZABETH BROOKS, M.A., R.N., *Associate Professor of Medical Nursing; Department Head, Medical Nursing Service.* (Diploma in Nursing, Washington University, 1939, B.S., 1946; M.A., Columbia University, 1949.)

FRANCES C. MACGREGOR, M.A., *Associate Professor of Social Science.* (A.B., University of California, 1927; M.A., University of Missouri, 1947.)

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INSTRUCTORS

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34 SCHOOL OF NURSING

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JOHN E. DEITRICK, M.D.	Dean
R. GORDON DOUGLAS, M.D.	Professor of Obstetrics and Gynecology
VINCENT DU VIGNEAUD, Ph.D.	Professor of Biochemistry
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.D.	Professor of Anatomy

ASSOCIATED WITH THE FACULTY

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HELEN V. MILLER, R.N.	Day Administrative Assistant
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ELIZABETH SIMMONS, M.A., R.N.	Night Administrative Assistant
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MARTHA WELLES, M.A., R.N.	Assistant in Staff Education
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KATHERINE BLIZZARD, R.N.	Evening Supervisor, Medical Nursing Service
KATHARINE GAULOCHE, R.N.	Evening Supervisor, Medical Nursing Service
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DOROTHY JACKSON, B.S., R.N.	Relief Supervisor, Obstetric and Gynecologic Nursing Service
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EDDIE THOMPSON, R.N.	Supervisor, Psychiatric Nursing
JESSIE WEAVER, R.N.	Supervisor, Psychiatric Nursing
MARY WHITAKER, R.N.	Supervisor, Psychiatric Nursing
EUNICE TURNER, R.N.	Evening Supervisor, Psychiatric Nursing
JULIE WALKER, R.N.	Evening Supervisor, Psychiatric Nursing
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38 SCHOOL OF NURSING

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MARY M. HOTTA, B.S., R.N.	Assistant Instructor, Private Patients Nursing Service
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FRANK SHIEDY, B.S., R.N.	Assistant Instructor of Auxiliary Staff
PHYLLIS TRUSCOTT, R.N.	Assistant Instructor of Auxiliary Staff

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Bazylewicz, Mary Ann	Hammarlund, Norma	Lubowska, Nina
Bjork, Mrs. Shirley	Hsiao, Grace	Pruchnik, Blanche
Brownell, Mrs. Lois J.	Joyce, Marie	Sullivan, Elizabeth

OPERATING ROOM

Burnett, Dorothea	Farmer, Rosemary	Rectanus, Dorothy
Cassidy, Mary Ann	Fusco, Mary	Ringrose, Diane
Claycomb, Alma	MacInnis, Mora	Schultz, Rosemarie
Collins, Margaret, B.S.	Marsyada, Catherine	Shick, Anne
Davies, Helen	Nauert, Lois	Wilson, Sue
Doria, Margaret	Nielsen, Genevieve, B.S.	Zokal, Frances
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Burlingame, Mildred	Leonardo, Yolanda	Trowell, Irene
Colwell, Anna	Lesky, Elizabeth	Valdez, Dorothy
Hammond, Grace	McNeilly, Sylvia	Yenches, Mary, B.S.
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and staff *Westchester County Department of Health*

NURSERY SCHOOLS

MRS. ELEANOR BLUMGART, M.A. *Director of Nursery School, Department of Pediatrics*
ELIZABETH BULL, M.A. *Co-director, New York School for Nursery Years*
MRS. DOROTHY CLEVERDON, M.A. *Educational Director, Summer Play Schools*

STUDENTS IN THE SCHOOL

CLASS OF 1964

<i>Name</i>	<i>Address</i>	<i>College from which Transferred</i>
Acher, Ann Elizabeth	Greensburg, Ind.	Sullins College
Allman, Grace M.	New York, N. Y.	Houghton College
Baer, Frederica	Bellmore, N. Y.	Hofstra College
Barbiaz, Jane Elizabeth	Ware, Mass.	College of New Rochelle
Batten, Barbara Jane	Highland, N. Y.	Cornell University
Bennett, Jean Marie	Southampton, N. Y.	Cornell University
Bottone, Virginia Rosalie	Hempstead, N. Y.	College of New Rochelle
Champe, Nancy	New York, N. Y.	Smith College
Chou, Amy AiMei	Singapore, China	Hope College
Christ, Caroline T.	Rochester, N. Y.	Nazareth College
Cochran, Constance Susan	Erie, Pa.	Penn State University
Dailey, Barbara Mason	Chappaqua, N. Y.	Manhattanville College
Davenport, Gail Nielsen	Hackensack, N. J.	Douglass College
Davis, Elana Mitzi	Little Neck, N. Y.	Tulane University
Davison, Nancy Gilbert	New York, N. Y.	Finch College
Del Monte, Lillian Anne	New Rochelle, N. Y.	College of New Rochelle
Donohue, Marilyn Therese	Brooklyn, N. Y.	Marymount College
Finlay, Donna	Bethesda, Md.	Temple University
Formel, Andrea Lee	Greenwich, Conn.	Briarcliff College
Fuchs, Eleanor Ruth	Webster, N. Y.	Cedar Crest College
Funke, Gail Louise	Bloomsburg, Pa.	Wilkes College
Geise, RuthAnne	Summit, N. J.	University of Illinois
Goodkin, Marianne	Paterson, N. J.	University of Arizona
Grove, Elizabeth	Pelham, N. Y.	Colby Junior College
Hayden, Priscilla Jane	Springfield, Mass.	Russell Sage College
Hess, Katherine Gail	Towson, Md.	Gettysburg College
Hilty, Caroline Sue	Quakertown, Pa.	Gettysburg College
Hurley, Barbara Ellen	Mamaroneck, N. Y.	Cornell University
Hurtig, Susan Mary	Snyder, N. Y.	Elmira College
ibbs, Sylvia M.	Newtown Square, Pa.	Ursinus College
Jackson, Eve Harriet	New York, N. Y.	City College of New York
Johnson, Melvina Hannah	Quakertown, Pa.	Juniata College
Karl, Mildred Louise	Passaic, N. J.	Douglass College
Kelk, Patricia Durand	Springfield, N. J.	Douglass College
Kirschner, Karen	Brooklyn, N. Y.	Brooklyn College
Klopp, Cynthia	Olney, Md.	Hood College
Krokow, Barbara Lynne	Long Island City, N. Y.	Alfred University
Lacey, Cornelia Keiser	Binghamton, N. Y.	Cornell University
Lederer, Louise Davis	Verona, N. J.	Colby Junior College
Lewry, Barbara Jean	Ardmore, Pa.	University of Pennsylvania
Luburg, Sally Kennedy	Port Washington, N. Y.	St. Lawrence University
Lufkin, Carol Lee	Gloucester, Mass.	University of Massachusetts
Lund, Sigrid	Montclair, N. J.	Ohio Wesleyan University
Lyons, Sandra Elaine	Michigan City, Ind.	Manchester College
Macfarlan, Mary Jane	Hawthorne, N. J.	Wagner College
Mathiasen, Karen Lillian	Seroc Colorado, Netherlands Antilles	Dean Junior College
Mazzola, Patricia Ann	Brooklyn, N. Y.	Packer Collegiate Institute Junior College
McKee, Katherine Hild	Pittsburgh, Pa.	Western College for Women
Merrill, Elizabeth Katharine	Murray Hill, N. J.	Wittenburg University
Mullane, Mary Alice	Paramus, N. J.	Douglass College

<i>Name</i>	<i>Address</i>	<i>College from which Transferred</i>
Neville, Lyndall Forge	Summit, N. J.	St. Lawrence University
O'Leary, Diane Guida	Massapequa, N. Y.	College of Mount Saint Vincent
Penso, Bonita-Mae	New York, N. Y.	Bronx Community College
Ransavage, Carol Ann	Kingston, Pa.	Penn State University
Rogan, Judith Anne	Troy, N. Y.	Russell Sage College
Ryan, Angela Frances	Wilmington, Del.	College of New Rochelle
Schmid, Margery Walton	Erie, Pa.	Cornell University
Schnebly, Evalyn Sue	Silver Spring, Md.	Hood College
Schwartz, Peggy Mac	Pittsburgh, Pa.	Cornell University
Spilkewitz, Gloria Lorraine	New York, N. Y.	City College of New York
Swan, Pamela Loomis	North Canton, Conn.	Ohio Wesleyan University
Swinkin, Phyllis Nora	Hamden, Conn.	Simmons College
Swords, Lucinda	New York, N. Y.	Bradford Junior College
Tudor, Jeanne Lenore	Flushing, N. Y.	Queens College
Vila, Mary Elizabeth	Baldwin, N. Y.	McGill University
Vine, Vicki Viola	Beloit, Wis.	Keuka College
Watson, Judith Ann	Sidney, N. Y.	Cornell University
Wiesen, Evelyn Sue	Brooklyn, N. Y.	Harpur College
Zito, Mary Ann	Bayonne, N. J.	Caldwell College for Women

CLASS OF 1965

Ballard, Mary Rose	Norristown, Penn.	Cedar Crest College
Bancroft, Sylvia	Johnson City, N. Y.	Houghton College
Barnett, Barbara Ann	Arlington, Va.	Miami University
Berguson, Lynne Marcella	Elmira, N. Y.	Keuka College
Brand, Diane Lucienne	Kintnersville, Penn.	Penn State University
Brotherton, Ellen Hall	Teaneck, N. J.	Bethany College
Brvde, Maribelle Margaret	Fort Sill, Okla.	University of Oklahoma
Burgar, Barbara Ellen	Glen Head, N. Y.	C. W. Post College
Burns, Patricia Carol	Mt. Clemens, Mich.	Stephens College
Cabot, Linda	Colorado Springs, Colo.	Catholic University
Chadbourne, Cheryl Dianne	Fort Lee, N. J.	Cornell University
Chouk, Pauline	Bethlehem, Penn.	Marywood College
Claussen, Ann Catherine	Bloomfield, N. J.	Cedar Crest College
Curran, Mary Susan	Springfield, Mass.	University of Massachusetts
Demarest, Susan Dally	Westfield, N. J.	Colby Junior College
Devitt, Helen Edith	Kenya, E. Africa	Houghton College
Dooley, Patricia Ann	Arlington, N. J.	St. Elizabeth College
Dougall, Melissa Averil	Esperance, N. Y.	Westminster College
Duggin, Leslie Angelique	Wilton, N. H.	Colby College
Erickson, Karin Ann	Chicago, Ill.	North Park College
Farabaugh, Theresa Rose	Bedford, Penn.	St. Francis College
Filomena, Barbara Anne	South Beach, N. Y.	Concordia College
Freeman, Katherine Paula	Mequon, Wis.	Cornell University
Geesey, Barbara Louise	Hershey, Penn.	Hershey Junior College
Geils, Helen Dorothy	Monmouth Junction, N. J.	Bates College
Gerst, Judith	Mt. Vernon, N. Y.	Woman's College-University of North Carolina
Gilligan, Marie	State College, Penn.	Penn State University
Grundstein, Jane	Jamaica, N. Y.	Cornell University
Haase, Alison Grace	Terryville, Conn.	Simmons College
Hall, Penelope Kerr	Bronxville, N. Y.	Russell Sage College
Hammel, Carol Lynne	Livingston, N. J.	W. Va. Wesleyan College
Hammond, Patricia Gay	Liverpool, N. Y.	Cornell University
Hayes, Evelyn Ruth	Glen Rock, N. J.	Wittenberg College

Name

Heath, Beverly Bland
 Hess, Joyce Diane
 Howard, Nora Parker
 Kaefer, Katherine Susan
 Karl, Elaine Marie
 Keene, Sara Katharine
 Keller, Sylvia Renee
 Kelly, Keanie Thomson
 Kenosian, Carole Victoria
 Kientz, Carol Jean
 Klammer, Marion
 Koons, Anne Christina
 Lambert, Carole Mae
 Larson, Jean Ellen
 Lilly, Susan Helene
 Lockwood, Audrey Wilson
 Mackay, Helen Gray
 Marshall, Laurie Taylor
 Moran, Carol Elizabeth
 Muller, Mirtie Lore
 Oestreich, Harriet Sue
 Perry, Audrey Caroline
 Pfeiffer, Louise Marie
 Proctor, Cynthia Cripps
 Roberts, Susanna Havard
 Roehm, Ruth Anne
 Rogers, Nancy Ballinger
 Ruggieri, Barbara Ann
 Runey, Linda Jean
 Sacks, Diane
 Schwartz, Lynda Barbara
 Shepard, Ann Charlotte
 Simandl, June Ann
 Snouffer, Anne
 Soellner, Robin Margaret
 Sommerfield, Doris Troth

 Southgate, Barbara Mae
 Starego, Ann
 Stead, Linda Irene
 Stephenson, Kim Elizabeth
 Sutter, Carol Ellen
 Swiston, Janice Carol
 Taylor, Jane Carolyn
 Tosti, Marie Ann
 Turnbach, Sara Jane
 Utter, Helen Anne
 Vosburgh, Cynthia Ann
 Waldman, Judith Ann
 Withrow, Alice Elizabeth
 Woods, Mary Jane
 Zimmerman, Bonnie Lynn
 Zimmerman, Mary Beth

Address

Shaker Heights, Ohio
 Hershey, Penn.
 Newport, N. Y.
 Upper Montclair, N. J.
 Fairhaven, Mass.
 Springfield, Vt.
 Flushing, N. Y.
 Clarks Summit, Penn.
 Watervliet, N. Y.
 Arlington, N. J.
 Brooklyn, N. Y.
 Hummelstown, Penn.
 Kimberly, Wis.
 Worcester, Mass.
 Garden City South, N. Y.
 Cleveland Heights, Ohio
 Long Lake, Minn.
 Cape Elizabeth, Maine
 St. Albans, Vt.
 Syracuse, N. Y.
 Flushing, N. Y.
 Ramsey, N. J.
 Port Washington, N. Y.
 Falmouth, Maine
 Chambersburg, Penn.
 Hampton, Va.
 Hillsdale, N. Y.
 Long Island City, N. Y.
 Horseheads, N. Y.
 Houston, Texas
 Jamaica, N. Y.
 Minneapolis, Minn.
 Calverton, N. Y.
 Lexington, Mass.
 Scotia, N. Y.
 Philadelphia, Penn.

 Riverton, N. J.
 South Amboy, N. J.
 Oradell, N. J.
 Lancaster, Penn.
 Tenafly, N. J.
 Astoria, N. Y.
 Kinderhook, N. Y.
 Jamaica, N. Y.
 Shippensburg, Penn.
 Pompton Plains, N. J.
 Syracuse, N. Y.
 Yonkers, N. Y.
 Altoona, Penn.
 Ossining, N. Y.
 Santa Monica, Calif.
 West Hartford, Conn.

*College from
which Transferred*

Skidmore College
 Hershey Junior College
 Marymount College
 Oberlin College
 University of New Hampshire
 Simmons College
 Queens College
 Marywood College
 St. Rose College
 Wilson College
 Queens College
 Hershey Junior College
 University of Wisconsin
 Pine Manor Junior College
 Upsala College
 Goucher College
 Skidmore College
 University of Wisconsin
 Colby Junior College
 University of Rochester
 Queens College
 Green Mountain College
 Valparaiso University
 University of Maine
 Swarthmore College
 Concordia Junior College
 Westminster College
 Hope College
 St. Lawrence University
 Cornell University
 Russell Sage College
 University of Minnesota
 Bethany College
 University of Massachusetts
 Cornell University
 Woman's College-University of
 North Carolina
 Chico State College
 St. Francis
 University of Rhode Island
 Northwestern University
 St. Elizabeth College
 St. Joseph's College
 Adelphi College
 St. Elizabeth College
 Bucknell University
 Wittenberg University
 Cornell University
 New York University
 Wellesley College
 The King's College
 Santa Monica City College
 Cottey 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 21, N. Y.

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

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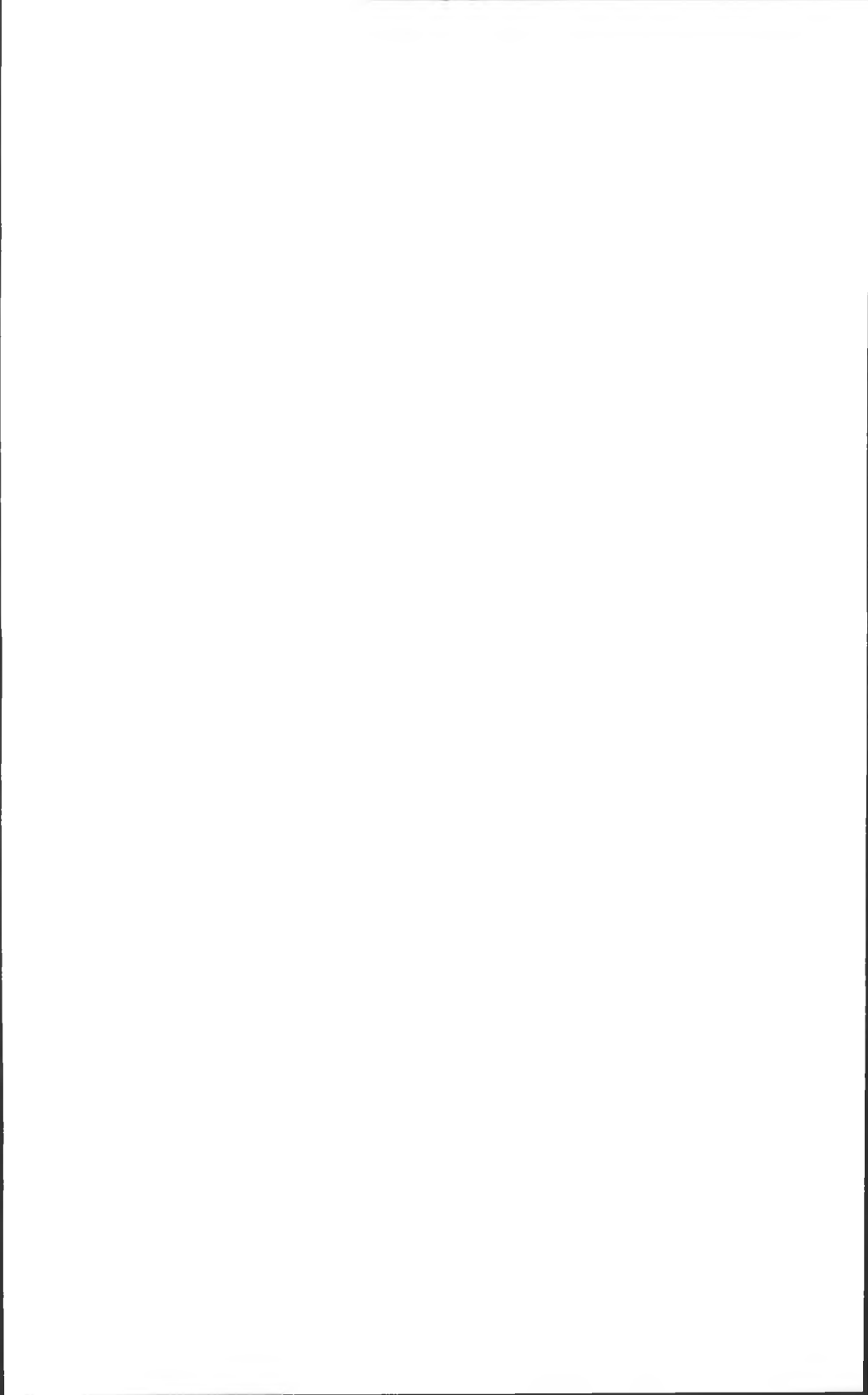
(If you are in college) Please send me an application blank

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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