Spring 1983

Yale Nurse: Yale University School of Nursing Alumnae/i Association Newsletter, Spring 1983

Yale University School of Nursing

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Letters To The Editor

"--in response to call for continuing dialogue on Men in Nursing"

I read with interest the winter edition of Yale Nurse, featuring "Men in Nursing". I have re-read the articles to see if I could relate the increasing number of men in nursing as a corollary to the fact that, in recent years, men have also become increasingly more involved in their role as fathers. As women have entered a man's world to develop their own potentials, or add needed resources to the family budget, men have been playing a more active role as parents, beginning with attendance at pre-natal classes and taking part in the deliveries. In continuing to be actively involved in caring for and nurturing their own children (not to mention diapers and dishwashing) they have been developing characteristics previously thought to be more feminine than masculine. This process may have made the transition to the nursing profession seem more natural. A father figure in pediatrics? Why not? Of course, man to man would be fine in geriatrics, even though some old men may still think they want a nurse with a pretty face and figure.

To quote the Dean: "Society must come to recognize that those who care, touch, comfort are important, valuable and to be valued."

- Betty Bucholz '30

* * *

I must say that it was exciting to read the recent article in Yale Nurse on "Men in Nursing". For the most part, I was impressed with the writings of Dean Diers, Mr. Ginnetti, Mr. Weinstein and Mr. Johnson. They all expressed vividly the nature of the art, of men involved in the passionate work of identifying and treating human responses to illness. This beginning dialogue from within the ranks of Yale will serve to define and describe the phenomena of men in nursing.

My interest in nursing evolved after being told by my guidance counselor (in high school) that I could not become a teacher. I floundered for a bit (after, of course, believing the counselor) but found myself looking in the health professions. It was at the same time that my younger brother was hospitalized after a serious motor vehicle accident. In an ICU, he was cared for by women in white, by women who were careful and calculating, by women who sat by him (and us) day and night. My memory of their compassion, warmth and sensitivity is still quite clear. It was at that time that I decided to become a nurse. It did not matter at the time that most nurses were women. I believed that I could do what they did, eventually with the same rigor and care that they employed.

It still does not bother me that the profession is predominantly female. Luckily, I have been supported throughout my education and practice by my colleagues. Of course, there have been some nurses (women) who were threatened by inclusion of men in the profession. But I rationalized that their reaction was their "stuff", and I never allowed a negative reaction by another nurse (or anyone else for that matter) to slow my progress. From my experience nursing has been perseverance through great odds. The satisfaction has come in making great strides personally and for the profession amidst such adversity.

Mr. Johnson wrote of the need to recruit
men into nursing. There is an organization in Chicago "The Assembly of Men in Nursing" that looks at this very issue and meets yearly to develop strategies of recruitment. Local groups have also been formed and report back to the national headquarters yearly. Men interested in joining should contact the Assembly c/o Luther Christman, RN, PhD, Rush/Presbyterian/St. Luke's Medical Center, 1753 W. Congress Pkwy., Chicago, Illinois, 60612.

Nursing belongs to all of us and I believe it is our responsibility to recruit those men and women who show promise to join us. We can all have a part in this, as Dean Diers states, by proudly announcing our profession to others. Men provide nursing with vital resources. It is the work of men especially to model the work, recruit, supervise and promote professional growth and development of men in nursing.

- Luc R. Pelletier '82

I've just received my wintry copy of Yale Nurse. John, Jake, David and as usual, you were right on target in the cover article on men in nursing. It matches nothing I've seen published so far. I certainly hope that it will soon appear in a publication with wider circulation (not that Yale Nurse isn't prestigious!).

- Ray Lavendero '79

By now, the fact that the Yale School of Nursing is coming upon its 60th Anniversary cannot have escaped anybody's attention. Anybody among the alumnae/i, faculty, students, staff who get the Yale Nurse (or pleading letters through the Alumnae/i Fund, or memoranda about reserving June 2-4 for faculty and staff to participate in the anniversary)...

As I write this in February, with the snow falling outside, I rehearse some thoughts that may come to public view in June when the sun is shining (we simply CANNOT have another drowned Alumnae/i Weekend as last year).

These thoughts coalesce into a theme: what it is to be here at YSN. At, in, and of "the place" as the President is wont to say.

To be here is to be part of two things that are bigger than oneself, and thus one is pressed to become better, to shape the external realities, and at the same time, one is gratified and humbled at the realization that one is part of something bigger.

The two things are: the Big Picture - of nursing nationally, of clinical thrusts, research understanding, power and politics; and the Network of connectedness with interesting people sharing a common history despite boundaries of generation or experience.

When the Yale School of Nursing came to full flower, it was labeled "conspicuous" by historians of nursing. It WAS conspicuous, not only because of the people who made it thus, but because of the ideas and ideals which had created and fueled it. YSN set a model for nursing education from the beginning. Indeed, that is why it was started as the first school of nursing to be firmly based in university values. For a very long time, YSN was nearly alone in making visible and valued the intelligence of women and nurses (and it would be many years before the "and" in that phrase meant different people). Some of the issues we confront now, in 1983, Annie Goodrich disposed of in 1923, or 1926 or 1934 and the only reason they keep popping up is because those on the other side of the issues keep changing. What the Yale School of Nursing stood for, in those early days, it still stands for today, and it is as "conspicuous" and as revered and reviled for the same reasons now as then.

Clear headed reasoning, deep involvement in practice and in the issues of human service, claims to disputed territory, excellence in education, impatience with mediocrity in any form whether it is conceptual framework, research design or clinical judgement are what today's YSN inherited from the past. And what we try to live up to. Yet it is as difficult

REMEMBER OUR

YSN ALUMNAE/I FUND

Student needs continue all year!!

This year's campaign ends on June 30th

Send your gifts to:

YSN Alumnae/i Fund
P.O. Box 1890
New Haven, CT 06508
now as it was then, to be secure in our gifts (elitism, is what that is called nowadays). We may feel embattled these days in confronting ways of thinking about the work of nursing that seem to confine nurses, to make us less than we are. And those challenges are coming not from medicine or our colleagues in other disciplines, they are coming from nursing itself. But then, YSN perhaps "conspicuous," but not precisely popular, always.

And so we who make YSN work today are part of a larger history and past, and that is part of what sustains us, for we are completing the mission laid out 60 years ago, carried out by the visionaries that have made YSN what it is today.

What we are in the present, is a network.

The network includes alumnae/i, faculty, friends, colleagues, competitors, and associates, and it is what the novelist, Kurt Vonnegut would call a "karass." Karasses, he says, are groups of people allied to one another who simply know they are allied, without being in the same place at the same time, or being members of the same organization, or having any other institutionalized connection. A karass is the opposite of a "granfallon," a group of people who are simply simultaneously present, without real connections between or among them, as a sorority, a club, or any other formal group.

The YSN karass astonishes me daily. ("Karass," by the way, has the accent on the second syllable.) A letter from a recent graduate comes, asking me if there is somebody at the School who can help her design a long-term care program in the midst of Iowa, for we did not include that in her family nurse practitioner curriculum. Of course, there is, and the hookup is made. A friend from my undergraduate days (not at YSN) moves to a remote part of Oklahoma and needs a friend there. Do we have somebody out there who could be of assistance to my friend? Of course, and that connection is made. An alumna who has taken on a new job as director of nurses in a university health service calls to see if we know if there are policies about nurses jointly appointed to clinical agencies she could use. Yes, there are, and a bibliography goes in the mail. A new graduate calls a faculty member to see what the present YSN faculty feel about standing orders and clinical protocols, arranges a visit and goes away with some new arguments to use in her setting. An alumna of an earlier class is about to re-enter practice after having raised a family and asks how to find a refresher course in her area. A couple of phone calls to a remote state produce a list of refresher courses, she enrolls and then, bless her heart, writes a moving letter about how much better prepared she feels to re-enter nursing after maybe 25 years out than her colleagues in her refresher course did, after only, maybe, 5 years out of other schools of nursing.

A phone call comes to me from an alumna or alumnus who has encountered some strange problem in some far-away place. Two or three long distance calls later, and it is possible to hook up two people whose only connection is that both of them are related to YSN, but not to each other. An alumna who is closing up her family home to retire to other quarters sends us a painting she likes and thinks we will too, and we do, and it gives pleasure to any number of present YSN students and faculty as it hangs in a classroom. A graduate of a class in the 1960's comes back to Connecticut to arrange for her father's burial, and asks that family and friends remember him by contributing to YSN. Her reason, she writes touchingly, is that in the last year of his life, he had some superb and some terrible nursing care, but the superb care made such a difference. His daughter, our alumna, wants to recognize the value of good nursing and support us in doing and teaching it.

This might read like yet another sneaky plea for gifts to the alumnae/i fund, and I want to be straight that that is not the intention at all.

We -- all of us, no matter what our chronological age -- are sixty years old this year. That is not so old at all, but it is a time to be wise, to savor the triumphs of the past, enjoy the fruits of the labors of all of those who have made YSN what it is, and to anticipate a future. Here the analogy breaks down. We have every intention of being not only 60, but 160 or 260 and I have the feeling that the column from the dean in 2083 (which will of course go directly to alumnae/i through individual modems connected to personal computers), will say much the same as this one does. We rejoice in the life of our institution, in the life of our people, and in our work, past, present and future.

And we plan to celebrate on June 2-4.

Please join us....

- Donna Diers, Dean
Alumnae/i have responded with great generosity to the appeal of Virginia Brown '50 in the Fall 1982 issue of Yale Nurse for support of the YSN archives. As a result, Mary Colwell has received books, photographs, and memorabilia relating to students, faculty, and YSN activities. Of particular interest is superb material sent by Helen W erasebe '31, detailing day-to-day activities of the 39th General Hospital Unit, U.S. Army, Yale's Medical group in World War II. The photographs, orders of the day, newsletters, skits, and other staff writings show wit, commitment and compassion that any M*A*S*H unit would envy. There has been sufficient interest in a "Friends of the Archives" group that we will plan an official organizational meeting during the Spring, and a full report will be made on Alumnae/i Weekend.

Annie W. Goodrich (around 1930) at home: 141 High Street

We also have received packages of material from Dorothy Skilton '31, Evana Morse '27, and Esther Warminghaus Savage '39 with copies of works by and about Annie Goodrich, including Annie Goodrich: Her Journey to Yale sent by the author, Esther Savage, and Militant Angel by Harriet Koch. We have received photographs of Deans Annie Goodrich and Effie Taylor, pictures of student days, and letters written by Drusilla Poole '47 while she was with Yale-in-China from 1947-49 donated by Jo Foster Thawley '47. The uniform collection grows slowly - we especially need some from 40's and early 50's.

YSN's founders and their successors were excellent recordkeepers, making the history of YSN among the most thoroughly documented of any nursing school in the United States. On Alumnae/i Weekend we will all have an opportunity to see these new archival finds as well as much more material relating to the history and continuing life of the school. YSN's 60th Anniversary seems the perfect time to highlight the wealth of nursing material in the Yale University Archives, giving us a sense of where we have been, where we are going, and where we fit in the history of nursing in America.

Because of this documentation, on June 2d alumnae/i will be able to take a Walking Tour Through Sixty Years of YSN History. At the school, exhibits of manuscripts and memorabilia will focus on the leadership, students, social life, and curriculum of our past and present. The program is planned to be a continuous "slide show" of person, places, and events of importance over our first sixty years.

The highlight of the afternoon, however, will be the depiction of the six Deans and students in each of the three scores (1923-1943, 1944-1963, 1964-1983). Key figures in the school's history will be portrayed by alumnae/i and students who have researched the period, and who will interact with visitors and answer questions and relate the past to the present. Tea, sherry, and more contemporary beverages will be served while you ask the Deans and their students what YSN was really like in their days.

The historical activities of the weekend are being organized by an Alumnae/i Board sub-committee of Dottie Needham '74, Connie Fisher '73, Sheila Conneen '79, and Eleanor Herrmann, Associate Professor of Nursing at YSN, with assistance at Sterling Memorial Library from Judith Schiff, Chief Reference Archivist. Judith has been an invaluable guide throughout the more than 500 boxes of YSN administrative records alone, which are currently being catalogued. At YSN, Dean Donna Diers' imagination combined with Eleanor Herrmann's insight and encyclopedic knowledge of the history of American nursing have provided focus for the project, ably assisted by Mary Colwell who knows just where to find the right item to add to an exhibit.

As with any big project, more help is, of course, welcome. Anyone who would like to assist with the Alumnae/i Weekend project, or become a "Friend of the Archives" by contributing historical material please notify Mary Colwell, YUSNAA Executive Secretary, 855 Howard Avenue, Box 3333, New Haven, CT 06510 or by calling (203) 785-2389.

As an introduction to our on-going history, here are four personal glimpses from YSN graduates - classes of '27, '33, '68 and '77. The institution contributes its own scrapbook too — a look at the bulletins of '28 and '83. We are making history every day.
YSN The Early Years

- Evanita Morse '27

As one of the earliest (and now oldest) YSN graduates I want to give a factual and personal view of the beginnings, aims and personalities of that period (which begins to fade into history) as I feel the Founders would wish and expect me to do.

Following college and four years of institutional and club work I wanted more training in one of three lines: social work, agricultural farming, or nursing. The first at some school for a degree in one of several branches -- the second for training to eventually qualify for the Five Year plan that Russia was starting (I had been assistant farmer at an institution) -- the third because from my teens I had wanted to "be a nurse" (a goal side-tracked for college). Since I was working as secretary of the Girl's Club in Derby-Shelton, I found that Yale offered the last, and after interviewing with Miss Goodrich decided to enter the second class. She was looking for students with college and if possible working experience and the final enrollment of '27 was sixteen, with a majority of both experiences.

It must be stressed that this was known as a "noble experiment" to some, a questionable idea to other community, hospital and professional groups, and was the dream of the founders. Therefore we early birds had much to prove and overcome which was constantly made clear to us. Getting along with nurses still in training, with graduate nurses, keeping a low and rather humble profile in public, proving to doctors that we were NOT seeking to displace them, achieving good grades and patient care without antagonizing ANYONE -- and much more. We wore rather outrageous western type capes over coats and 10 gallon hats, but our uniforms were nicely covered by large aprons, with caps neat and stiffly set up. Nathan Smith was an ideal setting for the group, we occupied the third floor, the first class ('26) the second along with the Dean, Head of Nursing, and faculty -- and a large fine "family room" lounge. The first floor had two large livingrooms, office and dining room in the basement, a gracious home-like place. My room was the smallest, and next to Bix's and the outdoor porch where we played and often slept.

In time we organized and met as needed. Bix was president and I rather reluctantly, Secretary-Treasurer. We were a cooperative class -- but not docile, which the Dean liked, and all problems were discussed and settled. The evenings with her -- which developed more when she had her house on High Street -- were never to be forgotten: good food, conversation and the wisdom she presented encouraged and added much to our lives. She had small feet and I always recall her beaded bronze slippers and quiet elegance, as she conversed (not TALKED) on world affairs, key people, nursing, and her own life and interests.

We all had interviews often with the Dean, for scoldings, advice, commendations and progress. I recall she once told me I was superficial, which I must overcome (I think because I disliked "Experience Sheets" the required bane of our existence). I think often that she was RIGHT! When Bix was asked if she was in YSN, she replied, "Yes, we RUN YSN," perhaps prophetic?

When in the course of human events I became engaged to Dr. Morse and declared I'd not marry until graduated, it was decreed by Deans Goodrich and Winternitz that he should take a Sabbatical after marriage in December of my senior year, and I should "finish" and graduate in '28 -- and so it was. Nothing superficial about THAT decision as Mother Yale began to enter my life! I was NOT sent to Butler, but placed with Connecticut Mental Health for case work, which was good, but curtailed my psychiatric training; married in December and took off for 6 months travel and visiting clinics, returned to settle in, finished VNA experience and took exams in February '28 (passing the record SAYS in the 80-95%, which I'm sure I'd not achieve today.) I got my BNS in June in a white Hoover apron (my first white uniform) with crackers in pocket in case I felt faint since our first son caused me some early discomfort. Twenty-four years of a wonderful life and a second son before Arthur's death in 1950. I was the first Alumnae President and kept some connection over the years, even unto this day. I took a refresher course, and offered part-time work during WWII, but was told by then Dean Taylor to "go home and take care of your MEN", she being very fond of our family. So I did four years of Motor Corps with First Aid teaching.

My further nursing after Arthur's death, encouraged by Anne Ryle and Kate Hyde, included several years of night and rooming-in with natural childbirth; seven years as school and health worker at Thatcher School; night supervisor at Lynn, Mass. General; and relief night work at Yale-New Haven in OBS during the 1960s. A spotty record, but I learned a great deal and enjoyed "being a Yale Nurse" which carries more status as years go on. So much for my "career." I value my Yale connections through YSN, my husband, a brother and a son graduates and the many fine opportunities and people it has given to my lengthening life. I belong to the fine Yale Club of Southern California now and try to keep distant contacts and fine memories. I knew and valued Yale presidents from Hadley through Brewster. My favorites have been (British pronunciation) the first and last mentioned along with President Angell whose granddaughter and my son were contemporaries. I consider Mrs. Angell the most beautiful woman to grace the Yale scene and Mrs. Hadley the most distinguished of her time. Her lovely crown of white hair and her black velvet elegance added to concerts as she graced the front balcony in Woolsey. I remember
my first social dinner as a bride, scared but brave, as I sat at Hadley's right hand and enjoyed his well-known wit and wisdom. The fine Medical group of Blake, Powers, Harvey, Trask, Thom, Barker, Stone, Lewis, Creadic, and many younger men I knew through training, and they and their wives welcomed and helped me as a faculty wife. I can't list all of the nurses who brightened my way, but early on Lymen, Harmer, Carrington, Miss Fletcher stand out. All YSN Deans were friends and Rubin, Robinson, "Virginia" and Sturmer along with Tinker, Hines, Kennedy, Benedict, and so many more have made me happy in remembering and greeting. Mary and Donna have made me feel wanted, maybe needed in the late years and I consider our present Dean a woman of outstanding ability much like our first Dean and founder in her desire and ability to innovate, drive ahead and accomplish for the School, Yale, and all alumnae. Her relative YOUTH makes me hope for a good future for YSN, aided by all the fine graduates and the spirit of YSN.

Nurse and Patient Share Nursing Heritage

- Taken from VNA News
  Lakewood, Colorado
  Summer, 1979

"I'll miss her," Martha Hansen '33, said as she contemplated the soon-to-come last visit of evening team nurse Shirley Hodges. For Miss Hansen the visits have been a time for sharing memories and philosophies on a mutually interesting subject - nursing.

A Yale School of Nursing graduate, Miss Hansen, 78, was one of the country's first nurse-anesthetists. She also served as a public health nurse and in later years entered homes on private duty assignments.

Throughout a life she has described a "stormy," Miss Hansen has been fiercely independent. Of the care which has helped her remain in her own home, the usually articulate Miss Hansen said, "I haven't words for it. I realize every day how much it's meant to me.

Following a fall in her apartment last April, she was hospitalized and later went to Spalding Rehabilitation Center for physical therapy. In June she became a patient of the VNS day and evening teams for twice daily dressings of the last memento of her accident, a slow-to-heal bedsore.

Ms. Hodges noted that the sore, which developed rapidly before Miss Hansen was found unconscious in her home, might have led to her confinement in a nursing home for treatment. Instead Ms. Hodges and the day nurse coordinated Miss Hansen's home care by exchanging telephone calls and written messages. Ms. Hodges said a constant flow of updated charts traveled between the day and evening shift.

Miss Hansen enjoyed the conversations that accompanied the nurses' visits and particularly like "getting two different viewpoints" on nursing. As healing progressed and only one dressing change was required each day, Miss Hansen asked for continued evening visits.

"It's a more lonely time of day," she explained. Providing the flexibility Miss Hansen needed, the evening team granted her request and the nightly visits continued. And each visit to her apartment has given Ms. Hodges another glimpse into Miss Hansen's stormy life and outspoken views on her profession.

As a young widow, Miss Hansen entered nursing school when her mother suggested, "Take up nursing. It'll be good for you."

Remembering a contradictory point of view, Miss Hansen said, "We had great respect for doctors and one of them told me, 'Nursing is no place for a lady.'"

As a young nurse she formed her own opinions which she said remain valid today. "Nurses get so tired. They're under pressure. I've seen them in the hospital at a fast walk all night long. They're still carrying bed pans, and there's still high turnover," she observed.

For many years, Miss Hansen sought support for two solutions to nursing's tiring and time-consuming tasks. She advocated construction of self-contained units designed to free nurses from drudgery and the elderly from dependence. She said the units, successfully used in India, never received acceptance in this country.

Her second plan, a regular six-hour shift for hospital nurses, also originated in another country. "A nurse from Argentina told me, 'At home I always worked the 1 o'clock to 7 o'clock shift,'" Miss Hansen recalled. She failed to find support for this plan which she said would reduce turnover and improve care.

A telegram from a doctor recommending her as a qualified and capable nurse-anesthetist is among Miss Hansen's valued possessions. When opportunities to work in anesthesiology appeared limited, she decided at 40 to enter medical school. As the story of that struggle unfolded in nightly installments, Miss Hansen continued to share a lifetime of memories with her nurse.

After 2½ months, Ms. Hodges made her last visit to the patient she has called "a fascinating lady who's really into what nursing should be doing today."

Of a relationship meaningful for both nurse and patient, Ms. Hodges said, "Martha keeps saying how grateful she is to me, but I'm the one who's learned so much from her."

"She's very independent and she found us very supportive of that," Ms. Hodges continued, "Knowing she had a support system, she took initiative to do some things on her own."

Concerned that Miss Hansen may be lonely without her evening visitor, Ms. Hodges is looking for a support group "that would give her contacts with people her age who are interesting and stimulating."

Independence, supportive friends, memories - perhaps Miss Hansen had these in mind when upon regaining consciousness after her accident, she said, "Life is sweet."
FACULTY OF THE SCHOOL OF NURSING

JAMES ROWLAND ANGELL, Ph.D., Litt.D., LL.D.
President of the University.

ANNIE WARBURTON GOODRICH, R.N., Sc.D.
Dean of the School of Nursing.

PROFESSORS

ANNIE WARBURTON GOODRICH, R.N., Sc.D.
Subject: Administration and Organization in Nursing Education.
R.N. The New York Hospital 1892; Sc.D. (Hon.) Mount Holyoke College 1921; M.A. (Hon.) Yale University 1923; Superintendent of Nursing, New York Post-Graduate Hospital, 1893-1900, St. Luke's Hospital, 1900-02, The New York Hospital, 1902-07; General Superintendent, Training School for Nurses, Bellevue and Allied Hospitals, 1907-1910; President, American Federation of Nurses, 1909-; Inspector of Nurses Training Schools, New York State Education Department, 1910-14; President, American Nurses Association, 1916-18; Lecturer, Teachers College, Columbia University, 1904-11; Assistant Professor of Nursing and Health, 1914-1923; Director of Nurses, Henry Street Visiting Nurse Service, 1917-1923; Dean, Army School of Nursing, 1918-19; Honorary President, International Council of Nurses, 1925-; Dean, Yale University School of Nursing, 1923-.

EFFIE J. TAYLOR, R.N., M.A.
Subject: Nursing in Psychiatry.
R.N. Johns Hopkins Hospital Training School for Nurses 1907; B.S. Teachers College, Columbia University, 1926; M.A. (Hon.) Yale University 1926; Head Nurse, Supervisor, Assistant, Instructor, and Associate Principal of the School of Nursing, Johns Hopkins Hospital, and Director of Nursing Department, Phipps Psychiatric Clinic, Johns Hopkins Hospital, 1909-1923; Director, Army School of Nursing, Camp Meade, 1918-19; Executive Secretary, National League of Nursing Education, January-October, 1923; Associate Professor, Yale University School of Nursing, 1923-26; Professor, 1926-; Superintendent of Nurses, New Haven Hospital, 1923-.

ASSISTANT PROFESSORS

GERTRUDE HODGMAN, R.N., M.A.
Subject: Public Health in Relation to Institutional Nursing Care.
B.A. Vassar College 1912; R.N. Johns Hopkins Hospital Training School for Nurses 1916; M.A. Columbia University 1921; Staff Nurse, Visiting Nurse Association, Baltimore, Md., 1916-17; Chief Nurse, Extra Canton-
The Library of the School of Nursing is in a section of the medical library located in the Sterling Hall of Medicine. It contains about 800 books and pamphlets of recent date of publication which are devoted not only to subjects of nursing and medicine, but also to allied subjects, such as biology, sociology, and psychology. A trained librarian is in attendance. The University Library, with its large collection of medical books, is also available to the students of the School of Nursing. In addition, there are books of reference and textbooks in the Reading Room in Brady Memorial Laboratory.

REQUIREMENTS FOR ADMISSION
Applications for admission should be addressed to the Dean of the School of Nursing, Yale University, and should be received not later than August 1 of the year in which the applicant desires admission to the School. Classes are admitted to the School of Nursing in September of each year. Registration of the class entering in the fall of 1928 will take place on Thursday, September 27, in the office of the Registrar of the School of Nursing, Brady Memorial Laboratory.

Applicants for admission to the courses leading to the degree of Bachelor of Nursing must submit credentials showing the completion with satisfactory grades of four years of secondary school work and of at least two years of work in a college of established standing.

The college credits should show at least fifteen hours of work per week in substantial subjects of study, and should include courses in elementary chemistry (one unit*), and the biological sciences (one unit). These prerequisites (chemistry and biology) may be waived in the case of an applicant whose other evidences of fitness outweigh deficiency in these subjects.

Exceptional applicants who have had less than the required two years of college work may be admitted upon submitting evidence in collegiate, professional, or other training which has an equivalent preparatory value. This provision is not intended for those whose work, either in college or later, has been of indifferent quality.

An applicant may register as a candidate for the degree of Bachelor of Nursing who presents a diploma from an approved school of nursing and credentials showing the completion of at least two years of satisfactory work in regular course in an approved college. The requirement for residence at Yale will in no case be less than one year.

Applicants who hold a bachelor's degree from a college of good standing and the degree of Bachelor of Nursing of Yale University may register for courses leading to the Certificate in Public Health or to the degree of Master of Science. For detailed statement concerning these courses, see pages 40-43 and the Catalogue of the Graduate School.

SUBJECTS OF PREPARATORY STUDY AND PREREQUISITES
Students who desire to prepare for admission to the course in nursing are advised to include the following subjects among their courses of study: biology, chemistry (organic and inorganic), economics, English, modern languages, nutrition, physics, psychology, and sociology. Elementary chemistry and at least one unit of work in the biological sciences are regarded as essential prerequisites to the course in nursing.

HEALTH REGULATIONS
The Department of University Health has general supervision of the students' health. All students are required to pass a physical examination at their admission to the School of Nursing and at stated periods thereafter. A certificate of vaccination against smallpox is required. Advice is given in the case of minor illnesses by the members of the Department staff. The more serious diseases are cared for at the New Haven Hospital.

REQUIREMENTS IN COURSE
Students are advanced from one class to the next by vote of the Faculty. There are three grades—passed with honor (PH), passed (P), and failed (F). At the conclusion of each term, the Faculty, in committee, record the standing of each student in her classes on the basis of (a) her recitations in the didactic course, (b) her thoroughness in the laboratory course or clinical work, and (c) her final examinations, oral or written or both.

Each course is evaluated on the number of weighted hours in the course. A weighted hour is the equivalent of one lecture or didactic period of at least fifteen minutes, a laboratory period of two hours, or a period of clinical experience of eight hours.

Credit is awarded as follows: eight hours of practical experience per week for fifteen weeks, one credit; one hour of didactic work per week for fifteen weeks, one credit; two hours of laboratory work per week for fifteen weeks, one credit.

The Faculty reserve the right to terminate the attendance of any student at any time, if, in their opinion, her ethical standards or fitness for the practice of nursing are not in keeping with the standards of Yale University and the nursing profession at large.

REQUIREMENTS FOR DEGREES
The degree of Bachelor of Nursing will be granted by Yale University, upon the recommendation of the Faculty of the School of Nursing.
Nursing, to those who have completed satisfactorily at least two full years of work in regular course in an approved college and the prescribed course in nursing.

Students who desire the Master of Science degree in Nursing in preparation for public health nursing, nursing education, and nursing administration must hold the degree of Bachelor of Nursing of Yale University or its equivalent and must fulfill all general requirements laid down for the degree of Master of Science in the Catalogue of the Graduate School.

STATE REGISTRATION

As the School is registered in the State of Connecticut and by the Regents of the University of the State of New York, upon the successful completion of the course graduates will be eligible for admission to the examination for registration in these states and all other states except those that have enacted laws requiring three years’ training in a hospital. Students desiring to qualify for registration in these states may do so through an intensive course in one or more of the services for an additional period of seven months.

VACATION

The time allowed for vacation falls into two periods of one month each. The adjustment of the course of study to cover a period of twenty-eight months enables the student to complete her basic professional preparation in the least possible time and at a minimum of expense. This makes impossible the assignment of a fixed date for the vacation. The vacation month each year, so far as possible, will be assigned during the summer term, which extends from June through September.

EXPENSES

BOND

Every student, on being admitted, must file with the Bursar a bond, executed by her parent or guardian, for $500 as security for the payment of charges arising under the laws of the University.

BILLS

All bills are payable at the office of the Bursar in Haughton Hall, and will be mailed to the parent or guardian of any student only if request to that effect is made. Drafts on New York, Chicago, Philadelphia, and Boston are received at par. Bills are due November 1 for entering students. Bills for tuition for the first and second years will be payable twice a year in advance. Any delay in payment beyond the date specified renders the delinquent student liable to forfeiture of her enrollment, or to such other discipline as may commend itself to the Dean. In any event, the Bursar is directed to regard a delinquent student’s registration as temporarily suspended, and so to report to the Dean. Registration once suspended or forfeited can be restored only upon the payment of a fee of $5.

TUITION FEES

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<thead>
<tr>
<th>Description</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Matriculation fee</td>
<td>$5</td>
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<tr>
<td>Pre-clinical term (4 months)</td>
<td>$50</td>
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<tr>
<td>First clinical year (3 terms of 4 months)</td>
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<td>Second clinical year (3 terms of 4 months)</td>
<td>$125</td>
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<tr>
<td>Graduation fee</td>
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ADDITIONAL EXPENSES

Students are required to provide themselves with a specified uniform, the cost of which, together with the textbooks, has been estimated as approximately $150. Maintenance, namely board, lodging, and laundry, is provided without charge throughout the course. It is estimated that the aggregate cost to the students for the twenty-eight months leading to the degree of Bachelor of Nursing will not exceed $500.

Definite information concerning the uniforms will be supplied upon the acceptance of the candidate for admission.

Students taking additional courses in this or other Schools of the University are charged the regular fee of $20 per year for each hour of instruction per week.

SCHOLARSHIPS

Financial aid is available upon application for students who best satisfy the essential requirements of general promise, scholastic merit, and financial need through scholarships which provide for the remission of the tuition fee for the pre-clinical term.

SCHOLARSHIP LOANS

A Scholarship Loan Fund has been established by the Board of Managers of the Connecticut Training School for Nurses. These loans are granted within the limits of the fund to students who give evidence of fitness for the field through their previous scholastic record.

DORMITORIES

Nathan Smith Hall, at 62 Park Street, accommodates fifty students and has assembly, reception, and reading rooms, and a dining hall. The building is named in honor of one of the first professors in the School of Medicine.

As students advance in the course they may be housed in the dormitory formerly used by the Connecticut Training School for Nurses which is located near the Hospital.

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Nathan Smith Dorm, 62 Park Street
Subjects of Instruction

1928-29

PSYCHOLOGY

General Psychology 1. 2 credits.
An introductory course dealing primarily with the mental reactions and behavior of human beings. The instinctive and emotional life of the individual is discussed in relation to the formation of habits. Special emphasis is placed on the means of achieving satisfactory mental adjustments from the standpoint of the personality. The foundations are laid for the course in mental disease and faulty adjustments. Pre-clinical term, two hours. (Didactic, 30 hrs.) Dr. Angier and staff.

PUBLIC HEALTH

Nursing 22a. Physical Education. 1 credit.
This course introduces the student to methods of corrective exercises as applied to themselves, and, through a clinic, for the correction of early and slight postures of children. Pre-clinical term, thirty hours. Mrs. Kipnuth.

Nursing 22b. Physical Education.
Outdoor exercises, such as swimming, hiking, etc. First year, second and third terms. Hours to be arranged.

Nursing 23. Elements of Public Health. 2 credits.
Classes and field trips dealing with the elements of the modern public health campaigns, including municipal sanitation, control of food and milk supplies, ventilation, administrative control of communicable diseases, and the newer movements in the public health field, such as child hygiene, industrial hygiene, anti-tuberculosis movement, and the like. The course is designed to give to the nurse a picture of the modern public health movement and of the relation of the nurse to official and non-official agencies in this field. First year, two hours, third term. (Didactic, 15 hrs.; classes and excursions, 15 hrs.) Dr. Winslow and Miss Stewart.

Lectures and excursions dealing with the factors fundamental to normal life and considering some of the more common causes and results of sickness and maladjustment. The excursions are intended to familiarize the student with community social agencies. Pre-clinical term, five hours, second half. (Didactic, 15 hrs.; excursions, 15 hrs.) Miss Hodgman and special lecturers.

Nursing 25. The Relation of the Nursing Profession to the Community Health Program. 1 credit.
This course traces the evolution of social thought and responsibility as expressed through increased community provision and support of the various health and welfare organizations; the creation of new and varied types of workers, such as nurses, and nutrition, social service, and psychiatric workers, with increasing demand for a preparation that will insure scientific knowledge and methods; the development, function, and power of the professional organizations and the importance of their close interrelationship and their part in the social program. Second year, one hour, first term. (Didactic, 10 hrs.) Miss Goodrich and Miss Taylor.

Nursing 26. Methods of Case Study. 1 credit.
The methods of gathering and analyzing data necessary in understanding a patient’s condition and in providing adequate care. The keeping of records and the interpretation of statistical reports are considered. Pre-clinical term, two hours, second half. (Didactic, 15 hrs.) Miss Thatcher and departmental instructors.

Nursing 27. Principles and Methods of Health Teaching. 1 1/2 credits.
The importance of health teaching and the methods of presenting the fundamental facts of hygiene to individuals and groups are studied. Practical experience in teaching one or more special groups is arranged. Second year, one hour, first and second terms. (Didactic, 20 hrs.) Miss Hodgman.

Nursing 28. Generalized Nursing in the Community. 4 credits.
Under the direction and supervision of the Visiting Nurse Association the student is introduced to the health and sickness problems of the home, considering the family as the unit. Second year, third term. (Didactic, 24 hours; visits and conferences, 344 hrs.) Miss Hills, Miss Hubbard, and staff.

SURGERY

Nursing 29. General Surgery. 2 credits.
Surgical diseases, including those of the genito-urinary tract, and orthopedics. Instruction is directed toward the early recognition and methods of prevention of those diseases and deformities of surgical interest, the incidence of which may be lowered by the intelligent activities of the nurse in the community. First year, four hours, first term. (Lectures and clinics, 30 hrs.) Dr. Harvey, Dr. Morton, Dr. Phelps, Dr. Deming, and assistants.

Nursing 30. Principles of Nursing in Surgery. 1 credit.
Classes, demonstrations, and clinics dealing with the principles and practice of nursing as related to surgery, including orthopedics. First year, one hour, first term. (Didactic, 15 hrs.) Miss Parson.

Nursing 31. Practice of Nursing in Surgery. 1 credit.
Practical experience in the care of surgical and orthopedic patients. First year, first and second terms. (Practice, clinics, and conferences, 226 hrs.) Miss Parson and assistants.
AIMS AND ASSUMPTIONS
The curriculum of this School is designed to offer students an opportunity to become prepared as practitioners in selected specialties and in research so that they may assume roles as clinician scholars. Nurses in advanced practice are viewed as professionals committed to the delivery and study of high quality clinical service; as responsible, accountable, and with the authority to help shape the health care system of the future. The program of study in the School is viewed as preparation for continuing professional activity in a variety of leadership roles.

The School of Nursing admits both registered nurses who have a baccalaureate degree and college graduates with no previous nursing education. The graduate nurse moves directly into one chosen area of clinical specialization: community health (including family nurse practitioner), maternal-newborn (nurse-midwifery), medical-surgical, pediatric, or psychiatric-mental health nursing. The student is expected to complete the requirements for the degree in two academic years. The curriculum for the non-nurse college graduate requires two terms and one summer session in addition to the two-year specialization sequence. The curriculum places emphasis upon clinical competence and nursing research. Each student is prepared to function in an expanded role in the clinical area of his or her choice. The courses of study lead to the Master of Science in Nursing degree.

REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN NURSING
The degree of Master of Science in Nursing is conferred upon students who have completed with sufficient distinction the chosen course of graduate study at Yale and have met the other conditions prescribed by the School of Nursing. To be eligible for the degree, students in the three-year program must successfully complete a minimum of eighty-four credit hours,* and they must pass the State Board Test Pool Licensure Examination for Registered Nurses. Students in the two-year program must complete forty credit hours satisfactorily to be eligible for the degree.

In partial fulfillment of the requirements for the degree, each student submits to the faculty a master's thesis based on investigation of a patient care problem.

Work in all required courses must be completed with a passing grade. At the discretion of the faculty, a challenge or waiver may be available for students who wish to demonstrate competence or mastery of the particular subject matter offered in required courses, or modules of required courses. It is understood that students who challenge or waive a particular experience are encouraged to replace it with other learning opportunities. Tuition will not be adjusted. In the final term, course work must be completed and grades reported one week prior to Commencement for students to qualify for the degree.

The School of Nursing reserves the right to withhold the degree or to request the withdrawal of any student for any reason deemed advisable by the faculty of the School of Nursing.

*One hour of credit per term is given for each hour of class per week requiring preparation, one hour of credit per term is given for three hours of clinical work per week.

Fall 1982 - 3-year students (Class of 1985)
Planning in the Community Health Setting, 569b. 2.0 credit hours. This course provides students with the opportunity to apply administrative theory in the development of a program in a selected clinical area. Particular emphasis will be placed on the existing organizational structures and the consumer-intensive health care system in the community. Students will analyze trends in clinical nursing practice in a variety of health care systems and incorporate the implications of these trends into program development. Self-help, community development, and dynamics of change are central concepts in this course. Prerequisite: successful completion of 569a. Required for all first year Community Health Clinical Specialist students. Two hours per week.

S. Shamansky.

Organization and Management of Community Nursing Services, 569a and b. 2.0 credit hours. This course provides each student with basic content concerning upper and middle management responsibilities. The fall term emphasis is placed on business and financial management. The business aspect includes the selection of agency board members, role and responsibility of a board of directors, and leadership methodology. The financial management component explores and explains the budget process, accounting practices, and applications of these in an agency. The spring term emphasis is midlevel roles and functions, and personnel management, and marketing. Cross listed in the Department of Epidemiology and Public Health (HSA 599). Required for first-year students in the Clinical Specialist track of the Community Health Nursing Program. Open to others with permission of instructor. Two hours per week. R. Knollmueller and selected guests.

Introduction to Epidemiology, 567a. 2.0 credit hours. The major objective of this course is to introduce community health nursing students to the basic body of knowledge and methodology of epidemiology through readings, classroom exercises, and discussions of basic works that are of practical and theoretical interest. Required for first year students in the Clinical Specialist track of the Community Health Nursing Program, fall term. Two hours per week. Community Health Nursing faculty.

THEORIES OF ORGANIZATIONAL CHANGE, 569b. 1.5 credit hours. Building upon a basic knowledge of group and organizational dynamics, this course examines the theoretical basis for planned change in community health nursing settings. Using a variety of client systems, both professional and nonprofessional, case examples will demonstrate appropriate and inappropriate uses of planned change. The consultation process will be emphasized as one modality of effecting change in organizations. Required for all first year students in the Community Health Nursing Program, spring term. Open to others with permission of the instructor. One and one-half hours per week. S. Shamansky and others.

Psychiatric Assessment and Therapy, 657a. 1.0 credit hours. Required of first-year family and adult nurse practitioner students. The second half of 657a focuses on family assessment, family dynamics, behavior, and quality of life. Two hours per week for seven weeks, beginning the middle of the fall term, first specialty year. Psychiatric-Mental Health Nursing faculty.

Clinical Practice for Family Nurse Practitioners, 756. 3.1 credit hours. This practicum provides the opportunity for further development and refinement of primary care skills and clinical judgment in practice settings. Nurse practitioner and physician preceptors assist students in their clinical development. Group clinical conferences focus on the process of clinical reasoning through the case presentation method. Required for Family and Adult Nurse Practitioner students in the second year of specialization. Eight hours of clinical practice per week (four in adult and four in pediatric settings) are required for Family Nurse Practitioners. Adult Nurse Practitioners have eight hours per week in adult settings. Group clinical conference one and one-half hours per week. Family Nurse Practitioner faculty.

Diagnosis and Management of Primary Health Care Problems of Adults II, 757. 2.6 credit hours per year. A continuation of Nursing 557, the lectures focus on the differential diagnosis and management of common ambulatory adult health problems. Required for Family and Adult Nurse Practitioner students. One to one and one-half hours per week. D. Baker and Family Nurse Practitioner faculty.

Primary Care Assessment and Advanced Management of Pediatric Health Problems, 759. 3.0 credit hours per year. Lectures and seminars focus on recognition of illness symptoms in children, differential diagnosis, and management through nursing and medical intervention. Content includes acute and chronic health problems encountered in the primary care ambulatory settings. Content is presented by nurse practitioners and physicians. Required for all second-year Family Nurse Practitioner students. One and one-half hours per week. J. Trepeta and others.
Notes of a Yale Nursing School Watcher
(with apologies to Lewis Thomas)

- Mary Jane Kennedy ’68

Every ten years or so, I seem to experience an identity crisis which gets resolved by my heading back to the classroom (the best one had brought me, happily, to YSN in 1966).

After 15 years I thought somehow that I was cured; but last May I began to have that old feeling ("What are you still doing behind that desk?" "Where are you headed?" "How about that MSN in Psychiatric Nursing? What are you doing with it?"); so I collared Doris Banchik ’74 (and former chairperson of Psych-Mental Health Nursing Program), and asked her for a prescription to ease my symptoms.

Doris (who was on the way back to school herself) promptly recommended that I audit N657a, better known as the Psychiatric Assessment Course. Said she, "M.J., I know what your program was like in 1966-67, and this is definitely going to give you a sense of the current scope of Psychiatric Nursing practice."

So, with Donna’s encouragement and Judy’s approval, I petitioned for auditor status, and in September found me warming a seat in Room 6.

Psych 657 is taught, and as the instructors-of-Record — Marilyn Minrath and Jane Balmer (aided by Trish Helm and Sandy Talley) — jointly described the course expectations, my enthusiasm for my decision mounted — and so did my anxiety! When Jane laid out the theoretical framework for understanding (ahem — assessing) the narcissistic personality (she’s from the Menninger Clinic), I had that old feeling — Freud — aahh! "Could I face it again?" "Would I, for that matter, be able to be a learner again?" "Maybe this was a dumb idea."

Nevertheless, the die was cast, so I settled down, and in no time found myself behaving like a typical student — doing my utmost to display my (rusty) knowledge — a course expectation — complaining about not being able to find the readings in the medical library, and of course, relying on my classmates (and a copy machine) to get me through the semester. Sound familiar??

Along with these feelings of slight ignominy and mini frustration, however, I was simply delighted to be in the company of bright, informed experienced teachers and equally bright, informed and experienced learners. What impressed me most was how dynamic the sessions were.

The faculty were extremely busy clinicians with major responsibilities in the various (10 MU, CMHC, Hill, West Haven Clinic - VA Hospital) New Haven settings. All were intensely involved in therapy, with sizable case loads — all at risk for putting their decisions on the line for public scrutiny. And as for their commitment to the students — well — the course met for four hours a week, and they never missed a session, nor were they ever late, and they acted as though they had no higher priority than to us students. Consequently, the course ran like clockwork. And as for the students — let me tell you again how highly motivated I found them to be. Most had been actively engaged in psychiatric nursing practice before coming to Yale, and if not, you could have fooled me, they were so knowledgeable.

Expectations of student performance were high. We were given a thick syllabus on day one, with many case studies to review and an extensive and interesting bibliography. By year’s end each student would have made a patient presentation, consisting of a complex psychiatric assessment, and coming up with a formulation. For the uninitiated, let me tell you that a formulation is a euphemism for sticking one’s neck out in no uncertain terms!

After conducting a history and physical — mental examination, after one reviewed psychosocial development, cultural factors, ego functions, and family dynamics, one was expected to formulate a diagnosis (you haven’t lived until you’ve worked your way through the D.S.M. III!) and come up with a treatment plan.

— And so as the semester flew by, my appreciation of Psychiatric Nursing practice in 1983 grew by leaps and bounds, to say nothing of the way in which YSN is preparing its students for this career.

As for my identity — I can’t say I’m ready to hang out my shingle yet, but if I were a graduate of the Class of 1984, I might think about it! As is evident, I came away from this experience with my confidence reinforced that YSN is preparing highly competent practitioners who will make a significant impact on mental health care delivery in the 80’s, the 90’s and — can you believe it — the 2,000’s!

The Nurse Politician: A New Role

- Shirley A. Girouard ’77

Donna Diers was recently the speaker for the Marilyn P. Prouty Visiting Lectureship in Nursing at Mary Hitchcock Memorial Hospital. Her words were inspiring and, as usual, Donna managed to turn her inspirations into a project for someone else! This time I was the target of her motivating prod. Recently elected as a Representative from Lebanon to the New Hampshire General Court (House of Representatives), I was sharing some of my campaign experiences with Donna. The next thing I knew, I was "assigned" to write a summary of my experiences...
for the Yale Nurse. Thus, I will share with you some of the reflections and experiences of a nurse politician.

First, let me explain the title of this report. For good or evil, we have designated various subcategories within our profession such as nurse researcher, nurse educator, nurse administrator, and clinical nurse specialist. If we are to continue using such categorizations, we must add nurse politician to the list. Personally, I believe we are all nurses who just happen to be placing more emphasis on one particular aspect of our professional role rather than another. If you agree with this statement, you might question its applicability to the political component of the professional nurse's role. Few job descriptions or role definitions include statements such as "the nurse will utilize political action to effect on the quality of patient care she/he provides." Although political action is not explicitly stated (or taught) as a component of our roles it is indeed a critical component in the process of patient care. As Pamela Maraldo (AJN, July 1982, 1104-1105) states "...political life can be seen as a set of social interactions on the part of individuals and groups... In the everyday world, politics is an exceedingly human matter."

The ways in which nurses interact with others to produce a certain effect can be viewed as political action. Our skills in influencing others are part of our everyday practice and can be very effective in influencing certain outcomes. For example, today I learned of a situation where two staff nurses intervened to prevent an incompetent patient's surgery. Although the surgery was scheduled, the nurses questioned who was consenting for the patient who was clearly unable to give informed consent. These political actions were instrumental in halting an unethical act.

If nurses are indeed politically oriented, it is only logical that some of us become interested in using our political expertise in the formal political structure. Personally, I have always been interested in politics, particularly the effect legislation has on the nursing profession and health care. As someone with a strong interest in changing the status quo, it was thus not a surprise when I found myself a candidate for the legislature. The sunsetting of the New Hampshire Board of Nursing Education and Nurse Registration and the encouragement of people like Joanne Symons and Judy Spross were all I needed to make the leap into the formal political system.

The campaign was a wonderful learning experience. I discovered I was not as assertive as I thought -- asking for money, knocking on doors, and calling potential voters was not easy. Stating my opinions on abortion, energy and taxation was challenging, even though I consider myself rather opinionated. Fortunately, Laurie Harding, a nurse who became my campaign manager, was able to help me overcome my fears and do what needed to be done. The nursing community was extremely supportive -- giving money, time, and encouragement. Friends and acquaintances helped to keep me going. The high points of the campaign were the people I met and the knowledge I gained. The low points were aching legs from door to door canvassing, the fatigue, and the fear of losing. And, yes, there are nurses who believe "politics should be left to the politicians" and don't believe they need to exercise their right to vote!

Obviously, the victory was sweet. Now, the implications (i.e. reality) are in need of attention. Dealing with the press can be most interesting -- I sometimes wondered if I really said what they said I did. The salary of New Hampshire Representatives is $100 per year -- maintaining my present position may be a problem. Fortunately, our Nursing Administrator and hospital President are supportive so I may be able to utilize vacation and absent time to attend to my legislative responsibilities.

Where will I go from here? As I have not yet attended a legislative session, it would be premature for me to predict that I would be the first woman/nurse governor of New Hampshire! I fully expect to enjoy the political life and may indeed pursue a career in politics. I would encourage others to do the same.

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**ALUMNAE/I STUDENT RECRUITMENT**

We need you to help us with recruitment!! You can help us by representing YSN to potential students in your area.

Are you interested?

Please complete the form below and we'll send you all the information you'll need.

Please mail this tearout to: Judith Krauss, Associate Dean, Yale School of Nursing, 855 Howard Avenue, Box 3333, New Haven, CT 06510.

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**Yes, I'll help!! And look forward to receiving the Alumnae/i Recruitment Information.**

**Name____________________ Class____________**

**Address______________________ Zip_________**

**Home Phone ( )________________**

**Work Phone ( )____________**
ALUMNAE/I ASSOCIATION NEWS
- Mary Colwell
Executive Secretary

New President

There has been a "changing of the guard"--because of personal and job commitments Sandy Zordan '81 has had to resign from her office as president of the YUSNAA. According to the by-laws "the vice president shall fill the un-expired term of the office of the president." Fortunately, V.P. Jean Butler '50 has graciously taken on this responsibility and will complete Sandy's term which will end in June 1984. The Board appointed Margaret Flinter '80 who is a director, to replace Jean as vice president.

This Board has been a very active and helpful group and it is a real bonus for me to know and work with each of them. We plan a busy and exciting program for June 2-3-4 and hope many of you will find your way to New Haven at that time.

Honorary Members, privatim

On February 3d, the Alumnae/i Board members invited John Thompson and Barbara Munro to meet with them for dinner at Mory's. On this occasion, they were honored for contributions to YSN, for their interest and support of Alumnae/i activities, and they were "adopted" by the Alumnae/i Association as honorary members, privatim. Barbara is an Associate Professor of Nursing, has been on YSN faculty since 1980, and as Chairperson of the Research Program, she has the unique opportunity to know each student that matriculates at YSN. John Thompson has long been a member of the faculty, and has known and worked with three deans. He has a wealth of information on recent YSN history!

New York Reception

Four members from the Alumnae/i Association Board attended the 3d Annual Reception for Graduate and Professional alumni in the New York area which was held at the Yale Club of New York. Jean Butler '50, Sheila Conneen '79, Vicki Wirth '76 and Mary Colwell '50 enjoyed meeting several of the YSN alums. A highlight of the event, as usual, is the chance to visit with President Giamatti and to hear his report on current concerns of administration and students about graduate and professional experiences at Yale.

Regional Meetings

New York City

On Saturday, October 30, 1982, the YSN New York Regional Alumnae/i Group met in mid-town Manhattan for a fascinating excursion to the sub-continent of India. Ms. Peggy Chute, Asst. Professor of Nursing at Pace University, shared her recent trip to India through slides and commentary that were breathtaking in both poignancy of the faces of the masses and for sheer beauty of the country and its monuments. For a time we were all carried away to that far land to see and understand the health problems of the people. It was an unforgettable meeting, then followed by questions and discussions pertaining to the problems there and in other developing countries. The mention of another potential trip in the foreseeable future had many of the alums interested in considering becoming part of the next contingent of caring nurses.

Others who attended this meeting, chaired by Elizabeth Plummer '46W and Eleanor Grunberg '46, included Margaret Leach Schleske '45 and her sister, Sarah Leach; Grace Fellows '45; Thelma Joseph '47; Ellen Seligson '56; Sally Solomon '80; and another nurse-guest, Rose Atlas.

Mention was made of the plans of AYA to form a New York Chapter of Yale Alumnae/i. It was pointed out that our group had no intention of disbanding and that Liz and Eleanor will continue to plan meetings of interest. Had this meeting place not requested our departure late in the afternoon, the group might have remained for hours to continue their warm interchange of news and views -- as always.

New Haven

On November 9, 1982 the Connecticut YSN alums held a Regional Meeting, the first in many years. It was held at the Alumni House on York Street. Three speakers talked on Current Issues in Nursing: Martha Mitchell, R.N., Director of Nursing at the Connecticut Mental Health Center, spoke on Current Issues in Nursing. Marianne Scanlon '74 from the Cochran Clinic at Griffin Hospital, talked about developments in third party reimbursement and Terri Clark, C.N.M. '79, current president of the Connecticut Chapter of A.C.N.M. discussed licensing and credentialing.

It was very well attended, and the group plans to have more meetings during the next year. A comment made by one alum after the meeting: "I was encouraged by the alumni meeting tonight at AYA to reevaluate my investment in nursing and YSN. For the first time since graduation in 1981 I felt a supportive leadership and peer group in my profession despite the different avenues we pursue in the health care system...."

Boston

We now know how to make the rain come to Boston: schedule a regional YSN Alumnae/i meeting. The rain came down in buckets on February 17, but we met anyhow.

Mary Gates '38, lent us her charming and beautiful Cambridge house, as well as her silver service and Wedgewood plates. Italian pastries, homemade bread and a special cake saying "Happy 60th Birthday - YSN" tempted us.
About 15 hardy souls made it through the puddles, to be greeted by Karla Knight '77 who organized the affair. Alumnae/i from the classes of 1932 (Mary Egan) to 1983 (Susan Bazar) spent a pleasant evening catching up on YSN and each other.

Dean Diers talked about Alumnae/i College plans, changes in the School and only pleaded a little for alumnae/i fund gifts.

Some important "networking" went on as Barbara Sabin Daley '75 and Susan Dooley Cooley '82, offered the possibility of student experience in their agency; Roz Elms '63, always on the lookout for faculty for the MGH Institute program; Marjorie Miller-Mayer '81, talking about her nurse-midwife to Helena McDonough '75, Carol Garant '73 and a nurse MBA comparing computer stories with Jim Spall '79; Ginny O'Brien '36 fascinated by Ann Cousins' '82 and Karen Duggan's '76 psychiatric nursing work.

And we promised to make it rain in Boston again about this time next year.

AT YSN - - -

Helen Burst (center) and MNN faculty celebrate.

Helen Varney Burst '63, chair of the Maternal-Newborn Program, has been promoted to full Professor by Yale University. Helen came to us from the Medical College of South Carolina, where she had headed the Midwifery Service. At the time, she was also president of the American College of Nurse-Midwives. She had previously taught at the State Universities of Wisconsin and Mississippi. Helen is internationally known for her innovative roles in promoting the health of mothers and babies. Her text, Nurse-Midwifery (Blackwell 1980), was an ANA Book of the Year. It is the first American text of nurse-midwifery. She received the Hattie Hemschemeyer award from the American College of Nurse-Midwives for her outstanding contribution to midwifery. She is an expert in curriculum development, clinical work, politics, and the diplomacy attached thereto. A woman of unlimited energy, she has the rare combination of the critical eye and the generous spirit. Helen's promotion signals to the University at large what we here have known -- she is an outstanding model to faculty, students, and patients.

"The Last Lap- -"

- Donna Haggarty '83

When Mary Colwell approached me about a week ago, and asked me to write this article, I was in one of those if-anybody-asks-me-to-do-one-more-thing-I'll-scream-moods; not exactly inspired to write what Mary envisioned as a few glorious words from the graduating class as we enter the world as alums, I agreed to try. My first thought was, they remember what it was like, don't they...?

It is February. And it is almost over. "It" being our YSN-days. I realized that this week in clinic, when a patient who returns every three months to see me was scheduled to see someone else next time, because I won't be there. "I will have graduated," I said, more to myself than the patient. I was almost sad. The patient definitely was. That felt good.

February. And all the world has the flu, including me. Having succumbed for 36 hours to the teeth-chattering chills, cough, and total body ache, I find myself days behind in assigned readings, follow-ups, and sleep. Are my days so carefully orchestrated that an unexpected day off leaves me buried up to my sore throat in work?

February and have you finished your data collection yet?? Classmates stand at their mailboxes, gleefully tearing open returned questionnaires, or nervously scan chapter re-writes for advisors' comments. Some won't talk about it at all. Others can't stop talking about it. THE THESIS stands tall at the end of the term, like some greased wall in an obstacle course. If I can just get over that last hurdle, it will all be OK.

February. And we're all broke. Nothing new, that. It goes hand in hand with student life. But what to do come May? Return home to friends and family, or stay in New Haven for a spell, to recoup, reflect, and retype that resume? Or boldly head out for that corner of the world where we fantasize ourselves, in our life after YSN? Few seem to know at this point what they will do. But it is a part of the delicious anticipation of Being Done.

YSN has indeed changed us all, as Dean Diers promised us on that first day 2 or 3 years ago. And we've had the requisite number of marriages, births, divorces, and life events happening to us and around us as we've marched through the months. And yes, it is very exciting, thank you, to graduate. In a terrifying way, that is. Has the world out there changed much? Will we recognize ourselves in it?
So please don’t pay any attention to the trembling knees beneath the black gowns on May 23rd. It’s just that we’re all anxious to get on with it. You remember, don’t you?

CLASS NEWS

Betty Ann Countryman ’44 has been elected Chairman of the Board of Directors of La Leche League International. She has been active in the League over 20 years which is involved with encouraging optimal physical and emotional health of the child and the development of close family relationships through understanding of the value of breastfeeding, good mothering and parenting. She was the co-founder of the League in Indiana and has been most recently involved in the establishing of a breastfeeding center in El Salvador.

Ginny Ross ’48 and Walter travelled in many countries in the South Pacific this past year.

Three YSN alums met on the picket line in Cleveland - September 1982: Carolyn Clausen Rudd ’44, Mary Schmidt Wolf ’50, and Fran Sherman Dostal ’55.

Perry Mahaffey ’64 and his daughter, Kim, visited YSN in the Fall. He is Assistant Director of Nursing at The Osteopathic Medical Center of Philadelphia.

Maryann Pranulis ’67 is into her third year of full-time study toward her doctorate at University of California at San Francisco. She received a partial Regents Fellowship for this winter and spring terms!

Karlo Ann Krakauer ’71 gave an Organ-Harpistcordon Recital in November in Cheyenne, WY.

Peg Cushman ’76 who is executive vice president of the Visiting Nurse and Home Care, Inc. (the agency formed when the Waterbury and Hartford VNAs merged) is the Chairman of the Government Affairs Committee of the new National Assn. for Home Care, and also Chairman of the Government Relations Committee of ACHSA (Assn. of Community Health Service Agencies in Connecticut).


Karen is clinical coordinator of the Eating Disorders Clinic and doing research in Anorexia Nervose and Bulimia at UCLA. Also she’s busy with a private practice and numerous speaking engagements for spring conferences in the Midwest.


Liz Vitale’s 78 second son, David, was born November 1982. Liz

Cheryl Anderson Small ’79 had a third child born in August, a son, Derrick. Cheryl works in Nursing Administration at Henry Ford Hospital in Detroit.

Terry Fox ’79 was married in November ’82 to Dr. James Stoller. Terry works as PNP at Harvard Community Health Plan.

Debbie Welch ’79 was married to Seamus McCaffrey in October. Janet D’Agostino ’79 and Denise Gaunya ’79 were attendants at the wedding. Debbie presented a paper at the annual meeting of American Assn. of Cancer Education in November 1982, and will be presenting at the Annual Oncology Nursing Congress in San Diego and at the Tidewater Regional Cancer Network in Norfolk, VA in the Spring of ’83. She had an article in Issues in Mental Health Nursing, April ’82 entitled "Anticipatory Grief Reactions in Family Members of Adult Cancer Patients."

Nancy Chang Amberson ’80 started Medical School at Down State School of Medicine in NYC in September.

Chris Conforti ’81 and Linda Norton ’80 were both involved in a workshop for Critical Care Nurses in South Central Conn. on "Demystifying Nursing Research: Make a Difference in Your Practice." Linda spoke on "Dissection of a Research Study."

Sarah Keller ’81 and Katherine Barry ’81 participated in a two-day program at Albany Medical Center on Delivery of Nursing Care. Kathleen Flynn, Asst. Professor of Med.-Surg. was the keynote speaker: "Primary or Team Teaching - Which Delivery Mode?"

Rob Benon ’81 visited YSN in December - is working as P.A. in Family Health Centers in Albuquerque.

George Daneri ’81 is the first (ever) Clinical Nurse Specialist at Whiting Forensic Institute, Connecticut.

Elise Herlihy ’81 also stopped at YSN during Christmas vacation - is working as Nursing Coordinator (Neurology) at UCLA Neuropsychiatric Institute.

Claudia Reid ’81 had son Elias in November 1982.

Carol Sheridan ’81 has published a letter to the editor (with two physicians from Montefiore Medical Center where she is employed as an Oncology Clinician) in The New England Journal of Medicine, November 1982. The letter addresses "Transient Hypertension after High Doses of Metoclopramide."

In Memoriam

Kathryn Walker Beardslee ’40 - deceased November 18, 1982.


Virginia Emmalynn Gettys Corn ’54 - died in August 1982.

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