Yale University School of Nursing
ALUMNAE ASSOCIATION
Newsletter

Published three times a year by the YUSNAA
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Editor

Please address all communications to
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Yale School of Nursing
Fall 1977

Deadlines for Publication
Winter Issue October 15
Spring Issue February 1
Fall Issue June 15

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From The President Of YUSNAA
18 June, 1977

Dear Alumnae,

Two weeks after Alumnae Weekend, I continue to feel the glow and excitement of that happening. Words like "fun," "successful," and "rewarding" are somewhat euphemistic. I'm not at all certain that words can capture the true import of my feelings about the weekend.

The source of my delight was those of you whom I met. From beginning to end, there was a sense of camaraderie, a sense of being among a group of dynamic, innovative, "turned-on" people who care -- care about their School, their profession, their humanity. To feel that electricity was a great joy for me.

Another "ah-ha" experience occurred; for the first time I began to understand the substance of the schism between the old and new programs. Talking with alumnae and discussing the School's historical perspectives clarified the issues and feelings. I sincerely hope the weekend helped to build a bridge that we can continue to cross -- in both directions.

To everyone who planned -- John Collins, Penny Camp, Barbara Geach, Evelyn Sturmer, Mary Colwell, Donna Diers -- to everyone who participated -- the speakers, hostesses, Class of 1927, new graduates, students -- to everyone: Thank you!

Gratefully, - Sherry L. Shamansky, '69

From The Dean

This issue of the YALE NURSE features the Dedication and Alumnae College. The following highlights are excerpted from the YALE WEEKLY CALENDAR June 26-July 10.

"The School of Nursing dedicated its new building on June 4 as part of alumnae activities. The building at 855 Howard Avenue, has been completely remodeled inside to accommodate the growing programs of Yale's graduate School of Nursing. Special attention has been given to creating a work and study environment emphasizing natural colors and fabrics, light and wood, with plantings in a newly designed entrance. The remodeling project provides approximately 50 new offices, ten classrooms, lounges, and special facilities including a teaching laboratory, a convertible physical diagnosis training room, an audio-visual teaching/learning space, a conference room, and a two-story reference room with skylight.

Distinguished guests from the University, the Federal government, other schools of nursing in the State, and the Medical Center joined in a reception and tours of the facility following the dedication ceremony. The dedication followed a day of presentations on clinical work, research, and teaching offered annually as "Alumnae College." About 150 alumnae attended the weekend activities which included a banquet at Kline Biology Tower and the presentation of four Distinguished Alumna Awards."

I get asked a lot how much Yale University supports the School of Nursing. Often that ques-
tion, especially when it comes from pre-1958 alumi-
na, means "will the University try to wipe the
School out again?" and I can understand the emotion
behind the question. (My own undergraduate pro-
gram was wiped out the year after I graduated; I
was in the first and next-to-the-last class to
graduate.)

This year we've had two dramatic examples of
how well the University supports the School and
they tell better than anything I could invent that
the School is admired and taken seriously by the
University.

The School's eligibility for certain federal
nursing funds was called into question earlier
this year by the Division of Nursing, USPHS because
we have in our advanced training and nurse prac-
titioner programs some students who are not at
entry to the specialty, registered nurses (the
three year students in the second year of their
program). This was a very complicated issue in-
volving both legal concerns and policy considera-
tions. The University put forward its consider-
able backing to help us deal with this problem.
The Legal Advisor of the University, José Cabranes,
took our problem on as a personal effort, not be-
cause he is paid to do this, or because prior to
this he even had had much to do with the School.
Rather, he took it on because he believed we are
doing something worthwhile and that the issues
involved were worth fighting for. President
Brewster, Provost Gray, Deputy Provost George
Langdon -- all threw their energies in our direc-
tion and were enormously helpful, and beyond that,
enormously kind when it seemed for awhile as if we
would be devastated beyond repair if the funds in-
volved were withdrawn.

All of this support came merely with the dial
of a telephone. There was no question, it seemed,
on the part of anyone in the central University
that the School of Nursing was worth it.

Almost at the same time, the School was fac-
ing a very difficult battle over rights to patient
care and professional practice in one of the
specialty areas. This issue was even more diffi-
cult because the medical school was on the other
side of the battle. Again, the Provost, the
Secretary of the University, the Legal Advisor,
the Dean of the medical school and several others
entered the arena personally to support the school
sometimes publicly, sometimes behind the scenes,
in achieving a resolution that made sense to us.
Again, there was simply no question when it came
time to ask for help that help was there and forth-
coming with speed and sophistication.

It is all too easy to take "University sup-
port" narrowly and mean only dollars. Sometimes
it is hard to understand why the School of Nursing
does not receive unrestricted University endowment
income. But the facts are that the School re-
ceives all its own tuition, indirect income from
grants and contracts, as well as all the return
from endowment invested in the School's name.
With the other exception of the Medical School,
all other units of the University are not so
fortunate, and are forever in the position of
having to obtain Provost's office clearance to do
almost anything, from taking a University-spon-
sored trip, to installing a new phone line, to
hiring a new faculty or staff member. Further,
all other units of the University are under con-
stant pressure to cut their budgets and pull in
their programs; we are not. The relative flexi-
bility we have with our budget means that we have
been able to grow, admit more students, develop
more programs, make a bigger impact, while the
other parts of the University have had to slow
down and curtail their efforts. We are the only
budgetary unit of the University (other than the
new School of Organization and Management) that is
in an expansionist phase. The University could
have simply told us to stay tiny and invisible.
Instead, they have encouraged our growth and the
direction we've taken of trying to become more
involved in the life and service of the medical
center and the University.

So I don't lose any sleep over the Univer-
sity's support of the School of Nursing. And I
value greatly the personal encouragement of the
President and Provost and the other University
officials. They obviously think we're doing some-
thing right!

An up-dated DIRECTORY of all who have attended
YSN, with names and latest addresses, will be
sent out in the Spring of 1978.

Please fill out and return the information
sheets which you will be receiving this Fall,
so we can have the latest information about you
in the DIRECTORY.

Perma-starch caps (each) $3.00
Ribbons 35¢ each or 3/$1.00
Poplin caps (each) $1.75
(need much starch!)
Postage and handling $ .60

Make check out to: YUSNA

Send request to:
Mary C. Colwell, Executive Secretary YUSNA
Yale School of Nursing
855 Howard Avenue
New Haven, Conn. 06510

The following classes will hold reunions in
June 2-3, 1978 - START PLANNING NOW:
'28, '33, '38, '43, '48, '53, '58,
'63, '68, '73
Dedication of the New YSN

Clear skies and balmy weather made the dedication of YSN's new building even more a treat. Instead of trying to summarize the brief presentations that were made that day, we are printing below the complete text of the dedication ceremony. In addition to those whose words are here, Rev. Ronald Krauss ('79) and Rev. Edward Dobihal gave the invocation and benediction, respectively. After the speeches, Hanna Gray, Acting President of the University, Dean Diers and former Dean Florence Wald cut a blue ribbon to proclaim the official opening of the building. (picture on cover)

A festive reception and Open House gave everyone a chance to "look it over" that afternoon.

Invocation being delivered by Rev. Ronald Krauss

Dean Diers: The history of the School of Nursing building should be done in the form of a play -- perhaps by Pinter or Joseph Heller, for irony, or Machiavelli for obvious reasons, with touches of the plot of "the Godfather" thrown in, and I see it in the form of television scenario.

The play would begin in 1922 in President Angell's office with a discussion with the then Dean Milton Winternitz of the School of Medicine about where to put this new School of Nursing they were about to start. Among the plots they had, we found recorded in our archives, was to put the School of Nursing on the St. John's property, and we wonder very much whether the archdiocese knew about that? In our television play years would pass and the next scenes would show Dean Wald secretly setting up a building fund;

John Thompson plotting with Dean Margaret Arnstein to plan space, and the camera would then pan to a gigantic checkerboard on which the pieces were labeled: Child Study Center, Psychology Department, Mathematics Department, Pathology, School of Public Health, Ophthalmology and Yale School of Nursing. And we would see hands shifting these pieces around on the checkerboard until they fell into place. There would then be a quick cut to a meeting of Dean Arnstein with Dean Redlick, Dean Arnstein with President Brewster, Dean Arnstein with Provost Taylor, Dean Arnstein with Mr. Womer, and probably Dean Arnstein with herself wondering where to go next. Then we would see hard bargaining sessions with an immovable Peg Arnstein negotiating to spend, of all things, Medical School money to renovate the St. John's School.

Then we would switch to a picture of a giant crane coming up over the top of St. John's church and grabbing the cross from the roof as the demolition of that property came to pass to open up the School of Nursing for occupancy. And seen behind the crowd, pulling invisible strings, as he always does, would be Lou Kaplan. We would then switch to a ledger in which is recorded a Margaret Arnstein Fund given in memory of her retirement from the School as Dean. We see it sitting and brooding and nagging us along and earning interest.

A few years would pass and then there are quick scenes passing swiftly to collapse the short time they took. We would see a picture of the Grace Education Building as its School of Nursing closes and questions would appear in the air:

What happens to it? Does Yale-New Haven want St. John's? Does the University want the GEB? Who is going to share it with YPI? We would see a conference of Charles Taylor with Bill deCossy inventing a way to make the St. John's building useful for the School of Nursing by literally turning it around. We would then pan to a wonderful meeting that I've come to call "the Godfather meeting" where representatives of the Medical School, the University, the hospital and the School of Nursing -- all of us with our seconds -- join in the Beaumont Room, carrying violin cases.

Then in January 1975 there would be a shot of a letter from the regional office of HEW which informs us that construction funds are available but we have to have our application in in six weeks. Then we would have a gigantic flurry of meetings: George Langdon with the Building and Space Committee, Lance Liebman with the Corporation Committee on Buildings and Grounds, something called the Joint Administrative Committee and something called Comprehensive Health Planning. And wandering throughout all these scenes like Banquo's ghost would be John Ecklund, Treasurer of the University, mumbling, "Where is the money? Where is the money?"

Then panic would set in when the grant was approved, but only for 13 thousand square feet when the building has three times that. We would then call emergency phone calls to Joe Warner of the Grant and Contracts Office of the University vacationing on Cape Cod, and we would see him flying to Washington to negotiate with the Division of Nursing architect for a different way of thinking about the building space. We would then see endless meetings, it seemed, with the architects Ted Babbitt, Bill deCossy, Russ Santori and numerous of their seconds, as well. We would see meetings with the University Construction Office with Pete Basser, Ed Dunn and at one
particularly critical point, Henry Wald appears.
And finally, we would see the bids go out, and we would see them come in as everyone waited with fingers crossed and bated breath as they came in on target. We would see moving day where 61 faculty, 17 staff and 90 students moved out, and several months later, 70 faculty, 20 staff and 126 students moved back in. We would see Joseph Kelly and his construction company, the Ursini mechanical contractors, and the Tilley electric contractors all being run to death by Ronnie Bergami as the building really got under way. And throughout we would see Bob Ducibella of the University's Construction Office and Bob Houde of the School of Nursing riding herd on everybody, keeping them on target and on time and bringing the construction project in on budget. Finally we would see a dark scene of planting where Margaret Scherm Benton '55 and her husband and Bob Houde quite literally finished the plantings in front of the building at midnight the day before commencement. Our television film would end and there your part begins.

Today it's a special treat to have with us, in addition to the speakers, two persons for whom rooms inside the building were named. When she retired as Professor Emeritus of Maternal/Newborn Nursing, her faculty, students and colleagues gave a fund in the name of Ernestine Wiedenbach to be used to equip and build a Reference Room. That has now been done and Miss Wiedenbach is here with us today.

And when she retired as Director of the Division of Nursing at Yale-New Haven Hospital, the Executive Committee of the School of Nursing gave the Conference Room in the School of Nursing to be named after Anna Ryle, and she is here too.

Anne Ryle looks at the historical display in the showcase in the Ryle Conference Room

We who live in the building and work in it know how it feels and works, and you'll soon see that. But this weekend has been the first time the alumnae have been a part of this project. It's a great pleasure to have with us the President of the Alumnae Association, Sherry Shamansky.

L. to R. - Acting Yale President, Hanna Gray, Dr. Robert W. Berliner, Sherry Shamansky, Dr. Lawrence Pickett, Dean Donna Diers, Florence Wald

Sherry Shamansky: Some among you remember when the School of Nursing was two offices and the Nursing Arts Laboratory in the old Pest House. Others remember the many years on the Brady corridor as the space shrank in the face of larger classes and more faculty. Many recall classes being moved abruptly to make way for the other students who had more claim to the rooms. We always had borrowed space on someone else's turf until Dean Arnstein negotiated us into the old St. John's School. Now the alumnae take great delight in the knowledge that the School of Nursing has its own place -- a building now suited to its programs and purposes, a building with a special kind of quiet elegance and class. And we take special pride in the fact that it's all paid for! On behalf of the Yale School of Nursing Alumnae Association, I'm pleased to share in officially opening the new Yale School of Nursing building, knowing that what will go on inside it will be in the best tradition of nursing at Yale.

Dean Diers: Among the important people in the School of Nursing's activities and the important institutions is Yale-New Haven Hospital. It overshadows us quite literally. We are all the more delighted that its Chief of Staff, Lawrence Pickett, is here with us today.
Lawrence Pickett: This is indeed a pleasure to be at this most auspicious occasion, and I should begin by complimenting Dean Diers on her behavior, or perhaps lack of wisdom, to ask an only recently converted Yale chauvinist to speak. She claims it is a test -- many tests fail -- but I can assure you the conversion is complete, and we are delighted to be here. The hospital is delighted to have our near neighbor have a home. The neighbor, the component part and integral part of the Medical Center, the School of Nursing, has had numerous homes, and we could not keep our directory up to date with what the proper address was over the years, they changed so frequently. Now we are delighted to have them anchored at one corner of the hollow square. The hollow square in medieval terms, as you will recognize, is a defense mechanism to keep out the enemy. This being one corner of the hollow square, I'm delighted that it has become not the corner of the hollow square, but the gateway to the community. The graciousness of the front of the building here is the evidence that this is indeed part of the community. We are functioning as part of the community and wish to become more of it, as exemplified by this front of the building, the facade, and turning it around, as has been mentioned, to be this very important function of our Medical Center, welcoming people to part of our function. The hospital is so delighted not only to have the home, but to have the residents of the home in sight and growing and prospering. Our role as a hospital has been enhanced immeasurably by a rather fortunate and tremendously important working relation between Marie Manthey, our Director of Nurses, with one of her many titles, Vice President of the

Hospital for Patient Care Affairs, working with Donna Diers in a hand-in-glove arrangement, giving us this tremendous resource for giving better patient care, on the frontier of developing new techniques, new methods, and doing the same thing for our patient care, nursing education and nursing advances as the Medical School does for medical care, physicians training. This is a very important component part and an integral part, assuring us of success. We are so delighted with the transformation of the inside of the building to being such a functional and wonderful resource and have our eye on several of the rooms for a satellite, if you will, of the hospital's functions, and we are delighted with the idea of Dean Diers' gracious offer of this space.

Dean Diers: No school of nursing is complete without its relationship to its brother in the medical school, and we are enormously pleased that Dr. Berliner, Dean of the Medical School, could take time today from his own alumni functions to be with us here.

Dr. Robert Berliner: It is my pleasure to bring the greetings of the faculty of the School of Medicine to all of you here and to wish you well in your new home. I think it is quite clear from what Donna said that this is the first time that the School of Nursing has really had a home of its own and that, of course, makes it a great occasion in itself. I think, too, those of you who have seen the building already know, and those who will be seeing it shortly will soon find out, there's really been a fantastic job done in the planning of the design of the renovation of the building, and it is, I think, extremely imaginative and effective, and I think those who were responsible deserve complimentation. Of course, the building is much less important than what's going to take place inside. The School has a distinguished past record and, of course, an equivalently great future potential. In spite of being a male chauvinist, I quote something of Donna's, which I quote because I agree with her, and that is, she said "it's a good time for nursing and for women, and if we do the job right, it will soon be a better time for people who need health care." Since its founding in 1923, the School of Nursing has kept up with the times and has produced graduates who have become leaders in nursing care and nursing education, and I'm sure that the School will continue to be in the forefront of nursing education and will continue to develop the potential of that profession. So we at the School of Medicine are proud to work in close cooperation with the School of Nursing.
and on this occasion we extend to Donna and all of her staff, students, friends, our congratulations. Dean Diers: At University events, it is usually the Provost who has done the work and the President who gets the credit. Today, those two offices are embodied in one person, and it's a source of personal and private pride to us here to be able to introduce the President of Yale University as Madame President -- Hanna Gray.

Hanna Gray: I am very pleased to be here this afternoon on what has quaintly been called "your turf", and I'm delighted too that the new building will bring with it not only its own asphalt turf, but new plantings which will mean that the University assessment, as always, will become an occasion for cordial negotiations between my office and Donna's office! In any case, I think it's a great building, and I think the asphalt turf is great, and I would like to say just a word or two about the meaning of the School of Nursing for the University as a whole.

Quite a lot has been said here about the sense in which there are three great corners of medical training and the practice of medicine in this medical community: the School of Nursing, the School of Medicine, Yale-New Haven Hospital, but perhaps we haven't said enough as yet about the sense in which the School of Nursing is one of the 12 great pillars of the University and what it brings to the University in terms of its own special mission and in terms of its own special contribution. I think that one of the things that is extraordinary about the School of Nursing is the sense in which it sets standards -- it sets standards for the rest of the profession, for schools elsewhere in the country; it sets standards for Yale in the sense in which its own rigor, its own constant inquiry and searching after new ways of doing things, its own sense of excellence and internal self determination by those standards -- all that creates a set of standards which we hope the University always represents and which some units in the University take the lead in setting. And the School of Nursing as a standard setting in the profession and in the world of nursing education has also, I think, the kind of special mission to play that we hope the professional and graduate schools of the University may play. That is to be not necessarily comprehensive, that is representing every possible direction or opportunity in each profession, not necessarily large, that is, defining its own particular quality by standards of size, but to choose its own particular strengths, to choose those ways in which it could be at the forefront of the discipline, at the forefront of the new developments in practice and training and to follow those in a way that becomes exemplary for and groundbreaking for the profession as a whole. This, it seems to me, has been the route taken by the Yale School of Nursing, and it seems to me also that in the search for new ways for fulfilling that mission and new ways of reaching out to a variety of groups in order to bring them into the forefront of nursing care and nursing training, the Yale School of Nursing has been in the forefront of new developments.
There is a way in which the University is most broadly conceived -- a university that cares about the humane tradition of the liberal arts in its graduate and professional, as well as in its undergraduate college, and that there is a sense in which the school brings the college, and not only the college to the school, those new ways of developing those humane directions that may interact if the place is properly a university in which the different parts constitute different parts of the same whole. Here again the School of Nursing is playing a special role in the program for bringing into nursing training graduates of liberal arts colleges, in the way the School of Nursing is representing for undergraduates, women as well as men, but in particular, perhaps, for our women undergraduates, one model of the ways career patterns may shift, one model of the ways in which there are new and interesting things to be explored, sometimes at a distance from graduation, sometimes more closely upon graduation. The School of Nursing is showing to our undergraduates some of the potential and some of the needed commitment to make proper use of that potential. In all those ways, it seems to me, the School of Nursing represents not only its own special tradition of distinction, but that special contribution to the liberal arts tradition of the University as a whole where the ways in which education and the thinking through and the making of a variety of commitments in life may be brought together in order that students may be more integrated human beings. So, with a new building in which those traditions may be still more elegantly exemplified, and with the programs of the kind of strength and the support of the kind of strength that its own alumnae have shown to the School (you must be aware of the fact that the School of Nursing is one of those areas in the University that has outpaced many others in fund raising, and its own raising of funds for the Campaign for Yale, and in the support and participation of its alumnae in making possible the directions in which the School wishes to move.) With that kind of support, with that kind of distinction, and with this kind of physical facility, it looks like a very bright future, and we're very proud.

Contributors
Following, is a list of contributors to the building project, to special areas in the building, to furnishings, programs and landscaping for which we are most grateful.
Division of Nursing, U.S. Public Health Service, DHEW
W.K. Kellogg Foundation
Booth-Ferris Foundation
Friends and Colleagues of Margaret G. Arnstein
Friends and Colleagues of Ernestine Wiedenbach
YSN Class of 1927
YSN Class of 1950
YSN Class of 1951
William Arnstein
Margaret Schem Benton, '55, and Roger Benton
Janet Herrold Crovatto, '55
Donna Diers, '64
Robert J. Houde
Susan Molde, '76
Virginia Nehring, '72
Ethel Goforth Wagner, '40
Marion Wright

Reflections —
Actions 20th Annual Alumnae College

"YSN is still leading the way for nursing" and "lovely to see dear friends, mingle with fellow alumnae, revisit familiar places and receive inspiration and renewed sense of professional identity" are some of the responses to the Alumnae College 1977.
The many workers behind the scenes who helped in the development and actualization of the College deserve a 4-star rating for their commitment and accomplishments. Success and achievement are standard bearers of YSN activities, and your attendance and participation in the Alumnae College 1977 continues in this tradition.

John Collins
Chairman of Alumnae College 1977

Historical Perspectives

Professor George W. Pierson, Larned Professor Emeritus History, Historian of Yale University
Summary by Sherry Shamansky, panel moderator

"It is no exaggeration to say that Yale was not hankering for nurses." So it was in the years surrounding World War I, as Professor Pierson recounted the fascinating events which climaxed in founding the Yale School of Nursing in 1923. The principals: "A perfect terrier for social service," Annie W. Goodrich, outraged at the quality of nursing education, dreamed of "putting nursing on a basis of professional dignity," and locating an independent school of nursing within a university. James R. Angell, President of Yale University, dreamed of creating a "great" university -- one which grew in the arena of graduate specialty preparation and transcended the masculine sense of community which permeated the Yale Colleges.

Other notables: C.-E.A. Winslow, Drs. Winternitz and Bloomer, who, drawing upon the recommendations of the Flexner and Goldmark Reports, dreamed of dramatic improvements in medical and hospital care by cultivating new avenues for scholarship and research.

Even then the system was not without political intrigue; the Secretary of the Rockefeller Foundation which provided the initial funds for the "experimental" program, turned out to be none other than a Yale alumnus!

The climate in New Haven was ripe for reform. People were beginning to think about preventive health care; there were extant health facilities -- the medical school, hospital, VNA. Of greatest import, however, were the courageous and dynamic people of vision whose efforts resulted in raising the standards of nursing education. Their vision endures in the Yale School of Nursing.

Sister Dorothy Sheahan, Doctoral Candidate NYU

"The nurse is a mirror in which is reflected the image of women." Sr. Sheahan examined the military, religious, scientific, and lay influences on the development of nursing in the U.S. circa 1840.

Women in the 1840's were excluded from college and therefore from medicine. With the onset of the Civil War, increasing numbers of wealthy, idle women moved in to follow their men. Distressed by the barbarism and lack of humanity in the medical care available to the wounded, these women dissociated themselves from the medical model and assumed an anti-professional posture.

At this time, women were not trained nurses; rather, they served in roles as nurses -- they ministered to their men, and, like the servants at home, cared with a great deal of heart for any need. This prototype for nurses included an ethic of sexual neutrality and a disenchantment with worldly goods.

Physicians began to recognize the positive results of the nursing care given to the soldiers; at the same time, these women had entered into a facit agreement with the physicians whereby the nurses abdicated any professional responsibility. Such upper class women later became the sponsor for nurse training schools in the U.S.
Modular Curriculum and Non-Nurse College Graduates
Linda Goodhart '76, Instructor, Maternal-Newborn Nursing
Ann Slavinsky '67, Asst. Professor, Research, Coordinator of 3-year program
Summary by A. Slavinsky

An overview of the program was presented by Ann Slavinsky, Associate Professor and Chairman, Program for Non-Nurse College Graduates. Particular mention was made of the first year of the curriculum. Topics discussed were -- Who applies to the program? Who is accepted? How do students get their basic nursing preparation? How is speciality preparation accomplished? How do students prepare for and perform on State Board Examinations (best in the state for '77)? and What happens to graduates of the program?
Linda Goodhart, Instructor and Coordinator of the course "Introduction to Nursing", presented examples of the modular curriculum used in both the introductory nursing course and the maternal and newborn nursing segment of the curriculum. Clinical teaching, clinical settings and issues of professional role definition were also discussed.
Questions and discussion followed on professional roles in nursing, problems and issues in basic nursing preparation as well as observations and experiences of graduates on the state of modern nursing.

Anatomy Of A Nursing Practice
Carol Davis '71, Asst. Professor, Community Health Nursing
Summary by B. Geach

The discrepancy was pretty glaring; that is, it looked to Carol Davis as though a lot of patients were using the emergency room inappropriately. That wasn't just a problem for the staff, who could and did try to create a triage set-up so that at least the desperately ill could be cared for immediately in the agency where she was working. It was also a problem for the patients who frequently received one-shot, episodic treatment and in many instances had never had a complete history taken or physical examination performed.
In a study in which Carol became the primary care person for a hundred of these patients, she found that this situation could be improved, at least as measured by the adequacy of follow-up arrangements and the completeness of compliance with those arrangements.
Predictably enough, the population in question tends to be poor and poorly housed and educated -- and therefore at risk. Less predictable are the findings that 85% are white or black U.S.-born patients and the majority are Protestant. At roughly $25 per E.R. visit, this is a costly method of providing health care for colds, pregnancy diagnosis, and other such complaints which are frequently what bring people to the E.R.
Time ran out before Ms. Davis could tell a fascinated audience more; the enthusiastic reception for what we did get showed that she could have gone on holding us spellbound for some time.

Comprehensive Management of Multiply Handicapped Children
Beckett Rodgers '72, Asst. Professor, Pediatric Nursing
Summary by D. Needham

Beckett Rodgers presented a program on the comprehensive management of multiply handicapped children and evaluation of the effects of such a program managed by a Pediatric Nurse Practitioner. She talked about how she got started in the Spina Bifida clinic 5 years ago, discussed Spina Bifida in general as well as presented some aspects of the physical and psychosocial problems confronting these patients and their families. She described her role in the clinic and talked a little of the positive reaction of patients and the community to her input. She discussed two evaluation studies. One had been completed and was a chart review comparing 2 years prior to PNP input with the first year of PNP practice in the clinic. Based on the presence or absence of concrete functions (i.e., immunizations, growth charts, developmental history, etc.) better comprehensive care was found to be given during the year of PNP input. The second study is in progress and is an experimental study looking at the effects of PNP comprehensive care on an experimental group versus no PNP care on a control group. The talk was informative and interestingly presented.

A Study Of Patients With End-Stage Renal Failure
Penny Pierce '75, Instructor, Medical-Surgical Nursing
Summary by P. Camp

Using a population of patients with End-Stage Renal Failure on Dialysis, Mrs. Pierce designed a study to explore how nursing interventions make a difference with patient's compliance and adaptation to their dietary regimen. Nursing interventions were based on the Janis gain-loss model of decision making, exploring with patients their choice of commitment to treatment in terms of the gains or losses it might have for them and others. Participation in the decision making process was effective in altering patterns of formally non-compliant patients.

This Is Nurses Work
Susan Molde '76, Instructor, Community Health Nursing
Summary by P. Anderson

Historically, the "nurse practitioner" could be described as "having one foot in medicine and one in primary nursing." She has been seen by nursing as a "deserter" and by medicine as a "curiosity." At the Primary Care Center at Yale-New Haven Hospital the N.P.'s manage the on-going care of patients. They do consult with the physician in regard to changes in medication, but the function that they serve seems to be to spend greater amounts of time with their patients than MD's traditionally do and to be indeed the "patient advocate." (And was not this the Yale nurse's role from the beginning?) The issue "Can NP's deliver the quality of care needed?" is no longer the issue. They can and they do, and their acceptance by patients is understandably positive.
The Development Of The Nurse-Midwifery Program At Yale

Victoria Wirth '76, Instructor, Maternal-Newborn Nursing
Summary by H.T. McDonough

Nurse-Midwives in practice -- not a new concept you say? Indeed nurse-midwives have been employed in the private sector by/with physicians for years; though most often they are associated with clinic populations. At the Yale School of Nursing Alumnae College, Victoria Wirth discussed yet a different practice; a group practice of nurse-midwives who have a physician consult the clients contract directly with the midwives around the issues of birthing. Impetus for the development of the practice came from a consumer. In November of 1975 a registered nurse employed in the emergency room at YNHH approached the midwives for care during her pregnancy. She did not want to use the available modalities for nurse-midwifery care in the ambulatory clinic of YNHH. For the faculty of YSN, this was a unique opportunity for their own clinical experience, without concomitant responsibility for student education. The original setting for the private practice was Farnham 3. The area reserved for the medical school faculty to see their private patients. This was feasible because the nurse-midwives teach normal obstetrics to medical students and in this capacity are faculty members at the medical school.

By Christmas the practice had nine registered patients, the support of hospital administration in the person of Christine Ferriter and consisted of 4 certified nurse-midwives and 2 obstetrician consultants.

The practice is based on three basic tenets. Time: Sufficient time must be allotted for prenatal visits. The first visit is scheduled for one hour. It is a time of exploring for both parties. The woman/couple may come in with a set agenda. They need to discuss their concerns about their role and the midwife's role in their birth. Negotiations around the circumstances of how, where, and when they may birth. Delineation of responsibility is discussed. The outcome of this is a contractual agreement; consensus about what is feasible given the individual woman's preference, health status, past history and the institution (YNHH).

Health: Nurse-Midwives have strong emphasis on the normal aspects of pregnancy. Nutrition, exercises, and teaching are primary components of prenatal care. Anticipatory guidance to help couples and/or the family with stress of pregnancy, physical or emotional, as they prepare to incorporate this newest member.

Individualize Pregnancy: Just as the initial contact is an exploration of the individual concerns and desires of the couple; all interactions between clients and midwives are colored by a philosophical commitment to the individuality of each woman and of each pregnancy.

As the practice began to develop and the caseload increased, an attempt was made to profile the women who chose nurse-midwifery care but no profile was found to exist. The women were varied; professional and non-professional women; women of the middle and upper classes as well as women on welfare, all were choosing nurse-midwives for care. In the fall of 1976, the 1st year into the practice, both obstetrical consults left. Without physician coverage the practice would be forced to close; the women, however would not accept this. They had formed an allegiance not just to the individual midwives in the service but to the concept of nurse-midwifery. A consumer group was formed. This coalition authored a position paper stating why they wanted nurse-midwifery in New Haven. Due to their efforts, the service was reinstated and is now a viable entity.

Ms. Wirth's presentation was well received and sparked some interesting discussion.

Preparing The Missing Link
Dorothy Sexton, Asst. Professor and Chairman, Medical-Surgical Nursing
Summary by D. Sexton

Prior to 1964, the health care triad included the nurse, physician and patient. Where does the clinical specialist/the nurse practitioner fit in that familiar triad? Who plays the role of the authority or the high-status-friend as described by anthropologists (Malinowski, Freilich, Brink)? D. Sexton pointed out that the clinical specialist may have the role of high-status-friend to the patient through expert knowledge at the bedside and also be high-status-friend to nursing staff through teaching and counseling. She also explained that a line position jeopardizes the specialist's value as a non-threatening teacher and role model because it places her/him in a high-status-authority position.

The clinical specialist relates to the patient, staff nurse, head nurse, supervisor, social worker and other health care personnel. This suggests several possible secondary triads.

![Diagram of the Linker Model](attachment://linker_model.png)

D. Sexton reminded participants that the model of the natural triad can be used in predicting role strain and conflict.

She went on to describe the Linker Model for planned change as designed by Havelock. She discussed the model's potential as a framework for clinical specialists' practice. The model promotes overlapping linkages, which form a "chain of knowledge utilization." The linker -- clinical specialist -- helps clients find and make the best use of resources inside and outside their own systems.
The Nurse Practitioner In Private Practice
Carolyn Webster-Stratton '72, Instructor, PNP Project
Summary by D. MacLennan

Carolyn Webster-Stratton described her experiences in private practice in Ketchikan, Alaska. Her masters preparation as pediatric nurse practitioner was supplemented by further training as a family nurse practitioner prior to embarking on the unknowns she might encounter in Alaska.

When deciding whether or not to go into private practice, she advises one to consider that there are barriers both psychological and legal. Licensure requirements, certification, nurse practice acts and the nature of one's preparation were practical considerations preliminary to consideration of other implications such as sources of referrals, need for such services as a PNP could provide, and credibility or acceptance of the PNP in a given community. Stresses should be anticipated not as unique to a given community, but to any new practice. Professional isolation, lack of peer support, uncertain income plus financial overhead, the "mixed blessings" of freedom of opportunity, flexibility and independence, and the mixed messages from those who did not understand the role were stresses Carolyn identified in addition to being occasionally "just overwhelmed."

Solo, independent practice or physician-nurse practitioner team practice is an individual consideration, but Carolyn favored the latter when implemented as a collaborative PNP-PMD partnership. Some guiding principles in choosing a physician colleague and entering into the practicalities of office management require mutual understanding of role definitions and philosophy of health care delivery in addition to arrangements for coordinating administrative and financial matters. She added that her husband gets special credit for psychological and physical support throughout the building of her practice and office.

Carolyn used breathtaking scenes of Alaskan terrain and vivid pictures of people and places to highlight her well chosen descriptive phrases. Although she identified issues and stresses relative to private practice in general and those of private practice in Alaska, her enthusiasm for and satisfaction with the experience were obvious. The gratifications, as she saw them -- "self fulfilling, self-creative" experiences.

Issues In Psychiatric Nursing: A Clinical Specialist's View
Sandra Nelson '72, Asst. Professor Psychiatric Nursing
Summary by S. Nelson

The technological era is at hand bringing intricate computers, robots, and Bionic people. Life is no longer simple and more and more people are enamored of the investigation of the elements which make individuals, groups and institutions "tick." Psychiatric nurses are no exception and this occasion of the 20th Annual Alumnae College was seen as an excellent opportunity to examine more closely those factors which adversely affect the development of psychiatric nursing as a more independent, effective discipline.

A group of approximately 25 persons actively participated in this mini-workshop voicing diverse and provocative views. There was discussion of the issues critical for psychiatric nursing at this stage of its development-externally, the constraints imposed by economic dependence on outside agencies and the "war within the war" on Doctor/Nurse/Sex Role stereotypes; and internally, the inherent nature of psychiatric work with the concomitant fears and anxieties related to the self, an unclear base with nursing roles being defined by other disciplines and the collusion in the perpetuation of Doctor/Nurse/Sex linked stereotypes.

Sandra Nelson

We also explored viable responses to the defined problems -- grantsmanship, developing expertise to influence planning, establishing priorities, development of skills in manpower analysis of how to attract and maintain needed personal development of the ability to share responsibilities with allied professions. Development of role models and mentors, and development of the ability to manipulate systems for our own benefit -- were among those ideas mentioned as solutions -- solutions which will certainly keep us busy until next year's alumnae college.

Participation Is Positive Action
Ruth Knollmueller, Asst. Professor of Community Health Nursing
Summary by M.E. Barden

There were approximately 14 alumnae who sat in and participated in this interesting discussion led by Ruth Knollmueller.

Questions centered around "how do and how can alumnae get involved in positive action?" Members shared some of their experiences in groups such as the League of Women Voters, Federated Women, local Women's Clubs, local nursing homes, health service agencies. It was emphasized that if one is asked to participate on a committee or commission it is important to know the intent of the committee, the level of authority the committee has, the makeup of the group, and what is expected of you.

The following points were brought out informally if not formally in the discussion and are key clues to positive action.
Ruth Knollmueller's outline
1. Be an active committee/board member -- Don't be a committee collector
2. Be an informed committee/board member -- Read, discuss, query experts
3. Be a prepared committee/board member -- Know your subject/Do the homework
4. Be a goal oriented committee/board member -- Get a job done. Know when to quit.
Kudos
Distinguished Alumna Awards

Eleanor Keating Gill '38

"Lively", "energetic", "sensitive", her instructors called her at Y.S.N., with a distinct talent for psychiatric nursing. She has achieved a real place for herself in addition to raising her family, and one alumna wrote that she "still has time in her life for those of us who will never have a career..." In the front of the stage or behind the scenes, she has worked to improve nursing and nursing education in New England, and when it was necessary she has taken unpopular public stands to make the point that nursing education must happen in places where the practice of nursing is sound. She is personally responsible for developing a brand new master's program, and a newly oriented baccalaureate program in a time of economic retrenchment and interprofessional state politics that would have cowed a lesser woman. Her service to her alma mater is continuous and sustaining, and she always manages to find time for both national and local nursing activities, celebrations as well as committee meetings, and her wise counsel has guided and balanced all who sought it. In recognition of a special kind of sisterhood with her and her School, the Yale School of Nursing and her Alumnae Association are delighted to present a Distinguished Alumna Award to Eleanor Keating Gill of the Class of 1938.

Evelyn A. Sturmer '53

The Yale experience came not as the beginning of a career in nursing but as an opportunity for her to do even better what she already did so very well. With the dignity of the truly dedicated graduate of an old and venerable hospital school of nursing, she moved on to wider horizons across the seas and below the equator. Immersing herself in the language and customs of her temporarily adopted culture, she won the hearts and respect of patients, colleagues and all those to whom she taught the "most noble of all professions." Her unusually wide range of interests and commitment to nursing are exemplified in the breadth and depth of her impact on those with whom she comes in contact throughout her professional life. Her insatiable quest for knowledge is reflected in an avid and enduring interest in all things Greek and Roman, classical and modern, the humanities or the arts. She shared her love of the culture as she taught the art of nursing. At her retirement after fifty years in nursing, she was honored by those to whom she had been teacher, counsellor and friend. She has been cited for her achievements in other countries, and honored for her contributions to nursing in Connecticut. It is now the time for the Yale School of Nursing and its Alumnae to recognize her consistent devotion to promoting good nursing care in its broadest sense, and proudly present a Distinguished Alumna Award to Evelyn A. Sturmer of the Class of 1953.

Charlotte Theriault Houde '72

She is one of the few people to whom the word "charismatic" truly applies. Her powerful personality attracts others and she has an enviable sense of personal and professional equilibrium that enables her to take on extraordinary workloads that leave others breathless. Her personal and professional commitment have led her into previously uncharted terrain in developing her specialty area, as she has taken unorthodox roles and positions to demonstrate the viability of nursing to other disciplines. In the short time since she completed her studies at Y.S.N., she has achieved a position of national distinction for her programs. She is singularly responsible for a changed image of her professional group and she has confronted the battles that are waged when women and nurses begin to come into their own with the kind of wisdom and grace usually reserved for persons much older than she is. For her extraordinary achievements as a student, faculty member and alumna of the Yale School of Nursing, the Alumnae Association and the School are honored to present a Distinguished Alumna Award to Charlotte Theriault Houde of the Class of 1972.
Her loyalty to the Yale School of Nursing has been unwavering. From graduation to the present, she has been her class agent, maintaining a close bond among her classmates. In her long and outstanding professional life, she has been an inspiration to all who worked with her. For many years she was active in the National League for Nursing and the Illinois Nurses’ Association, bringing grace and spirit to every task. Before retiring in 1969, she served as Executive Director of the Children’s Study Home in Springfield, Massachusetts where her creative leadership and dedicated service were recognized when a building was named for her. For her devotion and dedicated service to professional nursing and her alma mater, the Yale School of Nursing and its Alumnae Association are proud to present a Distinguished Alumna Award to Kathleen Thornton of the Class of 1936.

Special Recognition

Donna Diers (YSN ’64) received thanks and appreciation from the Alumnae Association at its annual meeting June 3rd. Cited for her accomplishments during her 1st 5 years as Dean of YSN and for her time and devotion on its behalf, Donna was presented with a pair of Courc’ racing and honored with a standing ovation.

She began a six-month sabbatical in September during which time she plans to write.

Andrew Veckerelli Prize

The generosity of June Veckerelli, of the Class of 1955, established a prize named for her father, in fulfillment of a family tradition. The prize is given annually on Commencement Day to a graduating student who has demonstrated outstanding performance in scholarship and clinical practice and who, through these efforts, has inspired others with an admiration for professional work.

This year the Andrew Veckerelli Prize goes to Nina Rolin Adams, whose specialty area was Community Health Nursing.

Nina came the long way around to nursing. She was half way to a Ph.D. in psychology at Yale when she decided that rats and computers were not as fulfilling as working with people, and she made a "mid course correction". Her dedication to improving the life and health of her own community in Fair Haven led her to complete her Bachelor’s in Nursing with unusual speed and head for the Yale School of Nursing’s Family Nurse Practitioner Program. In spite of the demands of the required curriculum, Nina pursued independently studies in pharmacology, psychiatric assessment and psychotherapy. She sought and won a Health Professional Exchange Fellowship to study in the Soviet Union where she collected the data for her Master’s thesis. Her rare objectivity in evaluating her own work, her demonstrated warmth and sensitivity, her resourceful self-discipline and exceptionally high quality of her clinical and academic work have earned her the respect of her faculty and colleagues.

It does honor to the Yale School of Nursing to present the Veckerelli Prize to Nina Adams.

Mary Adelaide Nutting Award

In recognition of her achievements in nursing education, service and research of far-reaching significance, Virginia Henderson was awarded the Mary Adelaide Nutting Award. The award was presented on April 24, in Anaheim, California at the National League for Nursing convention. Having devoted more than 55 years to her profession, Ms. Henderson is research associate emeritus at Yale University School of Nursing. A resident of New Haven, she has recently revised her Textbook of the Principles and Practice of Nursing, a classic in the nursing profession. Her work in developing a nursing studies index has provided nurses with a valuable source of reported studies, research in progress, research methods and historical materials retrospective to 1900. Internationally recognized, she also is the author of ICN Basic Principles of Nursing Care, which has been translated into 22 languages, and The Nature of Nursing, translated into Hebrew and Japanese.

Trustee at Bucknell University

Dr. Beverly N. Dunston (YSN ’55), associate professor of urban planning at Rutgers University, has been elected to the Board of Trustees at Bucknell University.

A 1952 graduate of Bucknell, Dr. Dunston received a master of nursing degree from Yale University, a master’s degree in city and regional planning from Rutgers, and a doctor of education degree from New York University. From 1968 to 1970 she held an Urban Studies Fellowship from the Department of Housing and Urban Development for post-doctoral study at Rutgers.

In addition to her current teaching duties, she is conducting research in the area of health care evaluation, has developed a new undergraduate program in public health administration, and serves as a consultant to baccalaureate programs in nursing throughout the country.
Faculty News

Changes Of Appointments On The YSN Faculty As Of September 1977

Jane Dixon will be Asst. Professor in the Research program.

Linda Goodhart will be instructor in Research and in the three-year program.

Nancy Hedlund has accepted the position of Chairperson, Program in Nursing Research, succeeding John Wolfer. Nancy will retain an appointment in the Connecticut Mental Health Center as well.

Ann Slavinsky '67 is the chairperson of the 3-year program for Non-Nurse College Graduates being responsible chiefly for the first year of the three-year program curriculum. She is also Assoc. Professor, Research.

New members of YSN faculty:

Community Health Program
Mary Cadogan, Instructor
Patricia McCarthy, Instructor
Deborah Ward, YSN '77, Instructor, YSN; FNP
Primary Care Center, Y-NHH

Maternal-Newborn Program
Christine Burke, YSN '76, Instructor YSN;
Clinical Nurse Midwife, Y-NHH
Brenda Kulikowski, YSN '77, Instructor, YSN;
Clinical Nurse Midwife, Y-NHH
Carol Ostler, Instructor YSN; Clinical Nurse Midwife, Y-NHH
Kathleen Spencer, Lecturer, YSN
M. Terisa Stone, Instructor YSN; Clinical Nurse Midwife, Y-NHH

Medical-Surgical Program
Anne Bavier, Asst. Professor
Kathleen Flynn, Asst. Professor
Eleanor Hermann, Asst. Professor
Patricia Turk, Instructor
Constance Donovan, Asst. Professor, Ann F. Cudahy Fund for Oncology Nursing, YSN; and Nurse Clinician, Oncology, Y-NHH

Pediatrics Program
Marie Bernardo, YSN '77, Lecturer/Research Assoc.; PNP, Y-NHH
Linda Justyczack, Instructor, YSN; Nurse Clinician, Y-NHH
Cornelia Porter, Asst. Professor, YSN; PNP
Jeanne Ruszala, YSN '77, Instructor, YSN; PNP
Emily O'Neill, YSN '77, Lecturer/Research Assoc., YSN; PNP, Y-NHH

Psychiatric-Mental Health Program
Karen Duggan, YSN '76, Instructor, YSN;
Clin. Specialist, Y-NHH
Patricia Helm, Instructor, YSN; Clin. Nurse Specialist, CMHC
Kathleen Weeks, YSN '77, Instructor, YSN;
Clin. Specialist, YPI

Continuing Ed. Program

A program entitled Cultural Implications of Childbearing was presented on Wednesday, May 18, from 8:30 a.m. - 5:00 p.m. at the Yale University School of Nursing, 38 South Street, in New Haven. The workshop was sponsored by the Maternal-Newborn Nursing Program of the Yale School of Nursing and the Connecticut Chapter of the American College of Nurse-Midwives. It was being offered to help meet the growing need of professionals to respect the cultural differences among patient populations.

The focus of the program was geared to the effects of cultural and ethnic factors on the health care of men and women during the childbearing cycle. The presentations focused on perceptions, conditioning, and role attainment among major ethnic groups in relation to nutrition, pregnancy, sexuality, and options of family planning. The faculty in this program were drawn from the Yale School of Nursing and Obstetricians from the New Haven area.

Dr. Niles Newton, Professor of Psychology at Northwestern University Medical School, gave a special presentation on the cultural influences on family bonding.

Alumnae News

YUSNAA Annual Meeting

Kline Tower, June 3rd, 1977

The Annual business meeting of the Alumnae Association was called to order after dinner for consideration of the following agenda:

The minutes of the 1976 Annual Meeting, recorded by Dorothy MacLennan '52, for Margaret Allman '49 secretary, were presented and unanimously approved by voice vote.

The financial report was explained by the treasurer, Dottie Needham '74, as an eleven-month statement pending the end of the fiscal year, June 30th.

Special reports:
Janet Hine '47W, Alumnae Fund Chairman, reported on the Alumnae Fund -- we're doing well, but need to push this last month to match last year's totals. Ruth Benedict '48 reported that there is no meeting of the executive committee of the Campaign for Yale at which the School of Nursing is not mentioned. Our goal is to reach a total of $3½ million in gifts and pledges, and we already have reached nearly 2/3 of this goal. Some of this was the result of the phonathon conducted by 14 or 15 alumnae who managed to raise $113,000. Ms. Benedict also mentioned the very hard work of the Dean and the faculty in securing Federal construction and Kellogg grants. Further, the Cudahy Foundation, noting the response to its challenge gift last year, has given $150,000. For the future, special gifts are planned; the Class of 1941 is beginning its drive in this effort. If this works well, other classes may follow. Support from faculty and students provides very good reasons to continue and to finish the campaign.

Jean Butler '50 reported on an AYA assembly workshop at which the theme had been communications. She requested that alumnae with any ideas should do just that -- communicate with their representatives so that AYA can continue to be responsive to the alumnae and channel their ideas and wishes to relevant people at Yale.

Board activities were reviewed -- serving as hostesses at commencement activities, holding a sneak-preview of the building for the Connecticut alumnae, and planning the Alumnae Weekend. The Board has met regularly and has appointed Dorothy MacLennan as the new AYA representative to replace Ruth Benedict who has completed a three-year term. Jean Butler and Carol Scales will continue as the other representatives this year.

By-law changes circulated at the meeting were unanimously approved by voice vote.

Board members and officers completing their
terms were thanked for their contributions: Peg Benton '55 V.P., Margaret Allman '49 Sec'y, and Eleanor Gill '38 and Anne Ryle '33. Continuing for another year are Sherry Shamansky '69, Pres., Dottie Treas. with Two, Evelyn Sturmer '53, Elizabeth Wilkinson '32, as directors, and Mary Colwell '50, Exec. Sec'y.

The results of the elections were announced: Vice President, Tony Mascia '75, Secretary, Mary Jane Kennedy '68, and Board members: Alyth Clairborn '36, Alice Farquhar '75 and Marion Murray '74. Nominating committee, Charlotte Smedley '68, Chairperson, Alice Larkin '39, and Margaret Schoeneknecht '42.

This portion of the meeting was adjourned and reconvened for presentations and reunion reports.

Respectfully submitted by Barbara Geach '56, for Margaret Allman '49, Secretary

Reunions

Notes from the 50-year reunion class, about their reunion weekend June 3-4.

"...we really enjoyed it all, and felt much interest and love from the younger alumnae AND students. One is apt to be wary of reunions, but this one was like a family gathering and I'm glad we stayed around for 50 years..."

"As I think of the new school (and not just the fine building) I'm convinced that the program we saw glimpses of is the wave of the future and can forward our profession and its ideals -- these are new times and I believe Dean Goodrich would have liked what we saw of the Dean, the faculty, and the recent graduates..."

Left to right - Class of 1927 who attended their 50th reunion. Grace Buddington Thornberry, Aura E. Kepler, Priscilla Humphrey Halpert, Avanita Pangburn Morse. (Photo by M. Colwell)

Class of 1947

Special mention must be made of the record number of the Class of 1947 who came for their 30th reunion! 32 of 64 graduates were in New Haven for a great and glorious weekend! Their enthusiasm for YSN and joy in being together was contagious!

Class of 1952 - 25th Reunion

A total of twelve members of the Class of 1952 assembled beginning on Thursday evening with the arrival of Ardis Wagner all the way from California. Mary Page (Sullivan) was next coming from Kansas; Janie Shannon Donovan from Alabama; Cindy Pratt Ferrill from Maryland; Bettina Jefferson Quinton from Massachusetts; Fran Lynn, Joan Wilmarth Cresap and Ricky Celzena from New York; and the local people "Boots" Smith Day, "Sandy" Jean Carter Bradley, Helen Chuan and Dottie MacLeann. Ricky came just for the banquet on Friday making our total attendance at that event twelve, and a good time was had by all. As noted, we made our gift to the School through extra contributions to the Alumnae Fund in memory of Mary Jane Mordan Burch, our one deceased classmate.

After the Saturday activities at the School, the local people took Mary, Cindy and Ardis out to Guilford for seafood. Then they moved from the nostalgia of Sterling to the North Haven home of Helen and Dottie. There was much reminiscing and updating throughout the three days, and we said goodbye to the last, Ardis on Sunday evening.

P.S. - Everyone looks not a day older than they did in June 1952!!

New York Regional Group

After a long, hard winter, spring finally arrived in New York in time for the New York Annual Regional Group Meeting on March 26, 1977. Dean Donna Diers was the guest speaker. She shared with those in attendance the insights and promises of the bright future for the Yale School of Nursing. Her new assistant, Judith Krauss, accompanied her and was warmly welcomed by the group.

The group responded with enthusiasm to Judy Krauss' proposal for a Continuing Education Program in Nursing sponsored by YSN and conducted in the New York Regional area for alumnae and other nurses.

New York Regional members interested in the development of such a program are encouraged to share ideas and/or topics of interest with the Chairman, Elizabeth Plummer, as soon as possible.

The group is looking forward to planning future Continuing Education Programs. The dates and times will be announced as soon as plans have been formalized.

The following alums attended the March 26th meeting at the Guggenheim Building of Mount Sinai Hospital with Jean Butler '50 as hostess: Elizabeth Davis '36, Margaret Schleske '45, Sister Marian Teresa '45, Eleanore Grunberg '46, Penny Walster '46, Elizabeth Plummer '46M, Virginia Brown '50, Jean Butler '50, Pamela Perkins Tiszay '51, Ellen Seligson '56, JoAnn Love '73.

Class News

Eleanor Gill '38 celebrated her 10-year anniversary on May 7, 1977 as Dean of U.Conn. School of Nursing at their 35th year celebration.

Eleanor W. Haynes '39 reports that she is about to finish her second year with the University of Azarabadegan in Iran, as Director of the School of Nursing. She plans to return to the U.S. and work in the Pleasant Hill, Tennessee area.

Doris Robertson '44 and Sofia Ehrenberg von Ungern '32 attended the International Council of Nursing in Tokyo.

Jane Frelick '44 - "I retired from my paid job on December 23, and on December 27th left for Afghanistan (really!) and stayed away for three months, working for CARE/MEDICO in January, and visiting with my daughter who is in the Peace Corps. I just had to get away and recover my perspective. I now feel great, and had a wonderful time..."
Mary Root Saunders '46, has been back in nursing for two years, and is considering going back to teaching too.

Neva Hale '50 - Neva and her husband are still missionaries with the United Methodist Mission in Seoul, Korea. Neva has, this past year, helped the work of the Milk Station Clinic, and also helping translate valuable material on health into the language(s) of the country. She has worked on some other translations of materials in Christian Nurture and human relations.

Jean Carter Bradley '52 received her Ph.D. in May '77 from U. Conn. She has been teaching at the University of Bridgeport School of Nursing and was appointed Chairman of the Baccalaureate Nursing Program at University of Bridgeport in May 1977.

Constance Callahan Hornickel '53 writes: "I started at Ohio Valley Hospital in Wheeling, W. Va. in September 1976 as a part time instructor in Growth and Development, and Pediatrics for 1st year diploma students. I've had to really work on the lecture material -- it's been fun. I am constantly amazed how the various people I've known are now writing the books, or have procedures named after them."

Donna Oradei '70 was married in Hamden, Conn. on June 5th to Dr. Fred K. Berger.

Mary Jo Cannarella '71 - In March started a new job as Associate Director of Nursing at the New Hampshire State Hospital in Nashua. "There is real need for psychiatric nursing specialists here, and I expect among other things I'll be doing a lot of teaching -- and I'll be learning so much all the time!!"

Anita Ward Finkelman '71, moving to Washington, D.C. in July '77 -- is applying for full-time doctoral work at Catholic University.

Mary Protzel Stuart '71, writes that she is in private practice with a psychiatrist in Colorado, and will have an article appearing in the June Journal of Psychiatric Nursing and Mental Health Services.

Carole McKenzie '73 and Sarah Dillian Cohn '73 will be co-editing a new professional journal for McGraw-Hill, beginning in Spring, 1978. It will be entitled Issues in Health Care for Women and will be aimed at advanced practitioners in maternity, neonatal and/or gynecologic health care.

Margaret Grey '76 married Michael J. Lauterbach in New Haven on July 30th.

Births

Carol McKenzie '73 - a son, 10/8/76.
Terry Beck '74 - a son, William, 12/76.

In Memoriam

Dorothea Chamberlin Barenthin ex '43 - died 3/30/77.
Charlotte Eberhardt Fusco '46W - died 5/30/77.
Edith Hash Raines '47W - died 5/3/77.
Dorothy Schlick Starr '47 died July 16, 1977 while on a diving vacation in the Bahamas. She had been director of the Ottawa Distress Centre in Ontario. Some of her classmates are in the process of making arrangements for a special appeal for funds for the Annie W. Goodrich Fund in Dorothy's name. More information will be mailed out to '47ers soon.

Elizabeth Balch Bennett '48 - died 6/11/77 at home.

Genevieve Noble '54 - died 11/19/76.

Student News

Graduation

Commencement Day 1977 dawned bright and clear (a tradition!!) and following the University program, the School of Nursing held its own ceremony under a tent outside the building at 855 Howard Avenue. The class procession was lead by the elected class marshall, George Rand. Bro. P.E. Thomas Gower, Class of '74, has established an award of $50 to be given each year to the class marshall, and the use of the cap, gown and hood needed for the graduation ceremonies. This class of 47 people, included the first group to complete the Medical-Surgical specialty program (4 people), and the first class of students in the three-year program (11 people). Following the presentation of the diplomas by the Dean Donna Diers and the Asst. Dean Judith Krauss, the Veckereelli Prize was awarded to Nina Adams (see KUDOS).

Debbie Ward '77 in 1st class to graduate from new 3-year program, having YSN pin put in place by her mother, Katherine Upchurch Huntington, Class of '32. Her aunt, Mary Huntington Shaw '34 looks on.

Med.-Surg. Graduates First Class

The first four graduates to complete the Medical-Surgical specialty program at YSN have called themselves the "Pioneer" class. "Being part of the first class of a new program has been a valuable experience in working through organizational problems and curriculum with the faculty."

"One of the outstanding aspects of this program is the flexibility -- there is opportunity to pursue one's own special interests -- the two years experience was tailored to fulfill the needs of each one of us."

These four women entered YSN in the Fall of 1975. A very outgoing goal-oriented group of individuals, they have become very good friends while attending classes and working together so closely. The program was planned and initiated by chairmain Dorothy Sexton. It offers general background and clinical specialization in oncology nursing, cardiovascular-pulmonary-renal nursing, and neurology-neurosurgical nursing; preparing nurse clinicians for expanded roles in the care of adults in acute care settings and extended care facilities.
Cynthia Finesilver graduated from Indiana University with a B.S.N. degree. She had been working as a staff nurse in a Cardiac-Coronary Care Unit before coming to Yale. Her specialty area in the program was in the cardio-vascular-pulmonary-renal nursing track and her thesis is entitled "Preparation of Adult Patients for Cardiac Catheterization and Coronary Angiography". She is now working as a Nurse Clinician in a 26-bed Coronary Care-Intensive Care Unit at the New Britain Hospital.

Shirley Girouard received her R.N. from Hartford Hospital, a B.A. degree in Applied Social Relations from Eastern Connecticut State College, an M.A. from Univ. of Connecticut in Sociology. Shirley had been a hospital staff nurse, a public health nurse, and coordinator in a hospital Inservice Education program. Her thesis title: "The Role of the Clinical Specialist as Change Agent: An Experiment in Preoperative Teaching" indicates her area of interest has been in surgical nursing. Her job now is as Clinical Specialist in Med.-Surg. Nursing at the Dartmouth Medical Center.

Kathy Kerns received her B.S.N. from University of Iowa and had done hospital staff nursing before entering the program at YSN. Her area of specialization has been in the cardio-vascular-pulmonary-renal track; her thesis studied the "Use of Health Care Resources by Post-Myocardial Infarction Patients". Kathy has a job as Nurse Practitioner in the Ambulatory Care Unit at the V.A. Hospital.

Michele Stawiecki graduated from Wagner College with a B.S. in nursing and did hospital staff nursing until she entered Yale. Her area of interest has been in oncology nursing, and her thesis was "A Descriptive Study of the Quantity and Quality of Nursing Care of Terminally Ill Patients". Michele is job hunting.

**Sigma Theta Tau**

Efforts are continuing to establish a local chapter of Sigma Theta Tau at Yale. A charter will not be granted until we have proven our viability as a local honor society for one year. Members of the Steering Committee have written local By-laws and have just finalized guidelines for eligibility. We are pleased to extend an invitation to all alumnae to join the Yale University School of Nursing Local Honor Society.

Criteria for eligibility include the following: Candidates who are registered nurses with a baccalaureate or higher degree must demonstrate:

1. Attainment of a leadership role through
2. Activities within the community at large.
3. Marked achievement in nursing through
   1. Contributions to the nursing literature
   2. Continuing education, formal and informal for self and others.
   3. Development of innovations in nursing practice which improve care to patients and/or the administration of a nursing unit.
   4. Recognition for achievement by awards of various kinds.
5. Research in nursing.

In addition, it is strongly advised that all candidates have membership in a professional organization and receive endorsement from a current Sigma member.

Interested alumnae should write to Judy Shindul at the Yale School of Nursing for a membership application or any additional information.

- Judy Shindul

President, Student Government, '77-78

**NLN Summer Fellowship**

For the third successive year, a YSN student has been selected by NLN to participate in the program of Summer Study Fellowships in Public Policy. This program is supported by a grant from the Robert Woods Johnson Foundation to encourage outstanding students to involve themselves in health policy-making and to promote greater general involvement by nurses in policy making. This year Nancy Kraus, a three-year student entering her final year in the Maternal-Newborn nursing program, is working in the office of Congressman McGuire (D-NJ) on issues of third party reimbursement for primary care practitioners and on Medicare legislation.
YALE UNIVERSITY SCHOOL OF NURSING

FACT SHEET

Enrollment (1977-1978): 146 students

a) Present 2-year program breakdown:

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<tbody>
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<td>1st year</td>
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<td>10</td>
<td>19</td>
<td>13</td>
<td>11</td>
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<tr>
<td>2nd year</td>
<td>14</td>
<td>8</td>
<td>17</td>
<td>10</td>
<td>5</td>
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b) 3-year program: 25 students in their first year

2-Year Program

Requirements & credentials
Bacc. degree and RN, GRE aptitude tests, personal interviews

Degree Awarded
Master of Science in Nursing (MSN)

Nursing Specialties
Community Health, Maternal-Newborn Nursing (including nurse-midwifery), Medical-Surgical, Pediatric, Psychiatric-Mental Health

Time involved
2 years, full-time, 5-day week, summer free - except for Child Psychiatry which includes summer clinical experience.

Tuition/year
$4,350 (1977-1978)

3-Year Program for non-nurse college graduates

Requirements & credentials
Bacc. degree (any major) GRE aptitude tests, personal interview

Degree Awarded
Master of Science in Nursing (MSN)

Nursing Specialties
Community Health, Maternal-Newborn Nursing (including nurse-midwifery), Medical-Surgical, Pediatric, Psychiatric-Mental Health

Time involved
3 years, full-time, 5-day week, 1 summer semester at end of 1st year

Tuition/year
$4,350 for 1st 2 semesters, plus $1,730 for summer session (1977-1978)

Deadlines for applications
February 1

Notification of Decision
April 15

February 15

Black, Spanish-speaking, Indian, Asian-American and other minority applicants are encouraged to apply. YSN is actively committed to increasing the numbers of minority persons in both the 2-year and 3-year programs.

Transfers
YSN does not admit transfer students. Some students have been admitted with advanced standing, but each must fulfill all YSN requirements.

Study load
Students must be able to handle graduate level courses in social and physical sciences. Emphasis is placed on development of clinical competence and research skills.

Housing
Each student arranges for own housing. Rooms may be available in University housing, Sterling Dorm; many have own apartments in town.

Financial Aid
Because the University and School of Nursing resources are limited, applicants are urged to explore every possible source for financial assistance. The Graduate and Professional School Financial Aid Service (GAPSFAS) of the Educational Testing Service, is used to determine need. Addresses: Box 2614, Princeton, N.J. 08540, or 1947 Center Street, Berkeley, Calif. 94701.

Health Plan
Each student is automatically a member of the Yale Health Plan - a prepaid health and medical service. Family members may be covered for an additional fee.