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A Commitment to Excellence (TJU nursing school history) (1982)

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A COMMITMENT TO EXCELLENCE

A History of the School of Nursing
College of Allied Health Sciences
Thomas Jefferson University
1891-1982
On a blustery fall day in 1891, thirteen young ladies, their cheeks blushed by the autumn chill and their hearts aglow with the promise of great adventure, entered the portals of Jefferson Medical College Hospital in Philadelphia. They were to begin a rigorous two-year course of education and training as professional nurses.

Only five of the original baker's dozen, who started as probationers in the Training School for Nurses, as it was then called, emerged from the crucible of the course to receive their diplomas in 1893. They were the vanguard of more than 5,000 "Jeff" graduates, who have fanned out across the nation and around the world to stamp the nursing profession with a special lustre.

This book relates the intriguing story of how one of the finest schools of nursing in the U.S. began, how it grew, and how it won its enviable reputation as a leader in nursing education during its 90 plus years of existence. The route of a pathfinder is never an easy one. But the School prospered through two wars, a depression, several recessions, and a blizzard of social changes.

As the story unfolds, we note how a unique "Jeff" spirit develops among the students, graduates, faculty, and friends of the School. This sense of belonging and kinship carried students through 14-hour days, bucked up the courage of graduates who tended the sick and wounded on the battlefields of Europe and Africa in World Wars I and II, and cemented the bonds of union via a strong Alumni Association launched in 1895.

The reader is invited to stroll back through the corridors of time in these pages to peek into a classroom lecture on Anatomy, to tip-toe by a hospital ward where students are working, to attend a solemn capping ceremony, to cheer on
The Nightingale Pledge

I solemnly pledge myself before God and in the presence of this assembly:
To pass my life in purity and to practice my profession faithfully.
I will abstain from whatever is deleterious and mischievous, and will not take or knowingly administer any harmful drug.
I will do all in my power to elevate the standard of my profession, and will hold in confidence all personal matters committed to my keeping, and all family affairs coming to my knowledge in the practice of my profession.
With loyalty will I endeavor to aid the physician in his work, and devote myself to the welfare of those committed to my care.

This pledge was formulated in 1893 by a committee of which Lystra E. Grettier, R.N., was chairman.
A COMMITMENT TO EXCELLENCE

A History of the School of Nursing
College of Allied Health Sciences
Thomas Jefferson University
1891-1982

Text by Andrew W. Shearer

HEDEN-LIVINGSTON, INC.
Wynnewood, Pennsylvania
This book
is dedicated to
Doris E. Bowman
Emeritus Professor of Nursing and Director
of the
School of Nursing
and to the
Alumni of the School
whose commitment to
excellence is the
Jefferson tradition
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THOMAS JEFFERSON (1743-1826), author of the Declaration of Independence and third president (1801-1809) of the United States, was a man of many interests, including all branches of science. Throughout his distinguished career as statesman and scholar, he clung to the belief that only virtue and talent set men and their works above their contemporaries. This principle is the rock base of the major medical institution which his name honors—Thomas Jefferson University in Philadelphia, Pennsylvania.

An academic health center, at whose core glows a 687-bed teaching hospital, the University consists of three colleges: Medical, Graduate, and Allied Health Sciences. These three are welded together into a tripod to support the University’s basic mission of providing the optimum in medical education, research, and health care.

Woven closely into the development web of Thomas Jefferson University is the filament of the School of Nursing (see Chapter 2). Founded in 1891 as the Training School for Nurses of Jefferson Medical College Hospital, it has been a mainstay in the umbrella of the College of Allied Health Sciences since 1968. During the past 90½ years, it has graduated over 5,000 students who have served in hospitals, homes, schools, industries, the armed forces, public health agencies, etc., around the world.

But, along with back-porch America of a simpler age, nursing is moving into a new era. After much soul-searching, Jefferson endorsed the position taken by the American Nurses’ Association in 1965 to the effect that basic professional nursing education should take place in institutions of higher learning and lead to a baccalaureate degree. Thus, beginning in 1979, a three-year phase-out of the School of Nursing program was launched. A 12-month course in Practical Nursing, begun in 1964, was eliminated in 1980.

The 38 members of the Class of 1982 of the School of Nursing were the last to wend their way under the traditional Arch of Roses at Commencement on June 10. Jefferson is now offering only a baccalaureate degree in nursing. However, in response to the wave of the future, studies are already under way to determine
the feasibility of graduate programs in nursing education.

Meanwhile, how should the passing of a renowned and beloved School of Nursing be honored? To be sure, the events that shaped its history and influenced the lives of its graduates alone form a rich legacy for posterity. Yet this is but half the story. What was it like to be a student in the school in yesteryear—the rigid discipline, the demanding curriculum, the hard work, and the comic relief in games, goof-ups and pranks?

To seek answers to this puzzle, a questionnaire was sent to all living alumni of the School requesting reminiscences of their student days, their impressions of the training, and comments on their professional careers. The replies indicated that memories of long and grueling hours in both classrooms and on hospital floors have not faded over the years. But, almost without exception, the respondents stated that being a "Jeff Nurse" is a distinction of which they will always be proud. Future generations of nurses will be hard put to match the loyalty, devotion, dedication, and professional competence of these diploma school graduates who have filed into the amphitheatre of history.
IN THE COURSE of writing this history of the School of Nursing, the author sought to sift out those events which seem to shed a special light on the past. The changing patterns in the School's development are in one sense a kaleidoscopic reflection of the times. When mirrored against a backdrop of nine decades, those traits which stamp the School as unique emerge in more meaningful terms.

Some readers, especially graduates of the School, may feel that a particular era of which they were a part has been passed over too lightly. By way of explanation, just nine months were allotted to produce this volume. Hence, an eclectic approach was imperative in the trust that the events recorded would stir added personal memories in the minds and hearts of all members of the school “family”.

This document was commissioned by Lawrence Abrams, Ed.D., Dean of the College of Allied Health Sciences, in December 1981. Without the assistance of a number of individuals, it would have been a difficult mission to accomplish within the designated time limit.

First and foremost, Doris E. Bowman, Director of the School from 1958 to 1982, provided invaluable counsel, guidance, moral support, and a storehouse of reference material. Her niece, Laura A. Bowman, then a senior student at Syracuse University, spent her Christmas vacation with us to help out.

Margaret C. McClean, Assistant Director of the School, supplied colorful summaries of student activities and, in collaboration with Nancy T. Powell of the faculty, prepared captions for many of the photographs. Earl Spangenberg, Audiovisual Services, Jefferson Medical College, spent long hours in his darkroom reshooting and retouching a number of old prints, plus taking new pictures. School secretary Ruth Owens typed the voluminous manuscript, while office manager Eileen Casey juggled the workload to accommodate us.

Special notes of thanks for their contributions are also due to: Robert Lentz, custodian of the University Archives; John A. Timour, University Librarian, and Alice Mackov, User Education
Librarian, Scott Memorial Library; Martha E. Riland, Alumni Coordinator; Lillian Brunner, guiding spirit behind the Museum of Nursing History in Philadelphia; and Mabel C. Prevost '29, Director of Nursing from 1953 to 1958 and Assistant Director, Thomas Jefferson University Hospital beginning in 1958. Baldwin L. Keyes, M.D., Professor Emeritus of Psychiatry, Thomas Jefferson University, and organizer of Jefferson General Hospital No. 38 in World War II, together with Chief Nurse Edna W. Scott '28, pooled their memories of that era. Finally, a profound debt of gratitude is owed to those alumni, such as Mary Robinson Godfrey '09 who, through poignant vignettes and treasured snapshots, brought the past to life again.

Andrew W. Shearer

Philadelphia, Pennsylvania
September 1, 1982

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A COMMITMENT TO EXCELLENCE
THE ORIGINS OF 
JEFFERSON MEDICAL COLLEGE

IN 1790 when the first census was taken, the United States had a population of nearly four million vs. over 230 million in 1980. It was a new nation, born in the crucible of the Revolutionary War, and seeking its manifest destiny. Philadelphia was then the temporary capital of the country. Thomas Jefferson was serving as the first Secretary of State in the cabinet of President George Washington.

Four years later, in 1794, a small private school was chartered under the auspices of the Presbyterian Church in Canonsburg, Pennsylvania. Its small log cabin home, nestled in rural Washington County, was the first academy located west of the Allegheny Mountains. The embryonic one-room school sprouted to become Jefferson College in 1802 (now Washington and Jefferson College). Named in honor of the third president who had taken office a year earlier, the college offered a basic liberal arts curriculum.

Then, in 1824, as a result of events in faraway Philadelphia, Jefferson College assumed a new and significant role. At the start of the 19th Century, enthusiasm for medical education was running high in the Quaker City. But the University of Pennsylvania, where the first medical school was founded, could not accommodate more than half the number of students who applied there.

A small group of physicians headed by Dr. George McClellan, sought to obtain a charter from the State Legislature to open a new
This humble log cabin, built in 1780, first housed a small private school chartered in 1794. It was the forerunner of Jefferson College, founded in 1802 (now Washington and Jefferson College).

The new Jefferson Medical College Building at 10th and Sansom Streets in Philadelphia was officially occupied in mid-1828. The towering Doric columns lent grace and charm to the front entrance.

In 1877, Jefferson Medical College Hospital settled into a home of its own in this building at 1020 Sansom Street. Its 125 beds were occupied by nearly 2,000 patients during its first three years of operation.
medical school in Philadelphia. Unfortunately, the lawmakers bent to the bitter objections raised by the trustees of the University of Pennsylvania and rejected the application. But the undaunted and determined McClellan refused to admit defeat and conceived a clever plan to outflank the opposition.

The regents of Jefferson College were surprised to say the least when McClellan and his colleagues arrived on horseback at their doorstep with a most unusual proposal—that a medical school in Philadelphia be organized under Jefferson's charter. After due deliberation, the proposition was accepted. A year later (1825), the charter of Jefferson College was extended to include the granting of medical degrees. The new medical school thus created was known as the Medical Department of Jefferson College.

*Philadelphia Roots*

The first location of the new Jefferson Medical School in the old Trivoli Theatre at 518 Prune (now Locust) Street was somewhat bizarre. Directly across the street was the Prison for Criminals and Debtors. To the east was the burial ground of the Free Quakers. To the west lay Washington Square, then used as a Potter's Field. Directly behind the building was a popular ale-house surrounded by churches. It was a mixed neighborhood of crime, misery, death, and solace (both liquid and spiritual).

An inaugural series of medical lectures was delivered in these makeshift quarters in late 1825. The following spring, Dr. McClellan performed the first operation, and the first commencement exercises were held on April 14, 1826. In mid-1828, the college moved to a new location at 10th Street below Sansom. It was here that McClellan introduced the technique of operating and lecturing to students simultaneously. This "watch and learn" approach was extended to the bedside when the college set up a "Teaching Infirmary," and much later when the School of Nursing was established. It consisted of a clinical room for operations and lectures, one for general dispensary work, and a small ward for patients too sick to be released. Most patients, other than critical cases, were sent home in carriages after their operations, where they were attended by the hospital's clinical assistants (now identified as staff physicians).
In 1838, the Pennsylvania Legislature chartered the Jefferson Medical College of Philadelphia as an independent corporation "with the same powers and restrictions as the University of Pennsylvania." By mid-century, Jefferson was graduating more physicians than its older rival. Quick to recognize the danger of releasing surgical patients too soon after serious operations, Jefferson expanded its original small clinic to include provisions for 20 patients by 1849. This move led eventually to the opening in September, 1877 of Jefferson Medical College Hospital in a new building at 1020 Sansom Street. Its 125 beds were occupied by 1,952 patients during the first three years of operation.

From then on, the Jefferson story was one of rapid expansion, increased national recognition, and outstanding leadership. A few of the faculty members whose names are inscribed on the honor roll of medical history are: Dr. Samuel D. Gross, "Dean of American Surgery;" Dr. Chevalier Jackson, inventor of the bronchoscope; Dr. J. Marion Sims, "Father of Modern Gynecology;" Dr. Carlos Finlay, who discovered that yellow fever was spread by mosquitoes; Dr. Silas W. Mitchell, a pioneer neurologist; Dr. John H. Gibbon, Jr., who pioneered in open-heart surgery; and Dr. Thomas A. Shallow, who advanced the art of gastrointestinal surgery. Sixteen United States presidents, including Ronald Reagan, have been treated by Jefferson physicians before, during, or after their terms of office. Dorothea Hamilton '65, was one of the military (Navy) nurses assigned to the White House during the Carter administration.

In the early days, however, bacteriology was still an esoteric science, the importance of surgical cleanliness was overlooked, and there was no clinical training for men or women nurses. But remember, medicine itself was in an elementary state of development and a source of mystery to the general public. Hawkers of such patent nostrums as "Stomach Bitters" for indigestion, "Barker's Linament" for aching muscles, "Egyptian Regulator Tea" for flat-chested girls, and Lydia Pinkham's Vegetable Compound for "female weakness" did a thriving business at the 1876 Centennial Exposition in Philadelphia.

No wonder untrained and unskilled hospital nurses of that era hadn't the slightest knowledge of drugs, or of the symptoms and signs of any physical changes in their patients, such as hemorrhage
or shock. When a surgical patient emerged from ether, a clinical assistant had to be stationed at his bedside to make sure he was turned properly during attacks of nausea. Patients were often burned with hot water bags through carelessness, and dressing bedsores was haphazard at best. Even though a nurse in those days was expected to mop floors, haul coal, fill kerosene lamps, and wash windows, in addition to caring for patients, he or she was not permitted to prepare or handle instruments for or during an operation. All of these elements combined to force a near-desperate cry for professional training of nurses.

"The Gross Clinic" (1875) by Thomas Eakins is considered to be one of the most important pieces of American art. Featured demonstrating a surgical procedure to students is Dr. Samuel D. Gross, who was a professor in the Department of Surgery at Jefferson Medical College from 1856 to 1882. The canvas was painted by Eakins when he was a part-time anatomy student at the college. The masterpiece is now located in a new Eakins Gallery in Jefferson Alumni Hall.
THE LAST DECADE of the 19th Century, known as the Gay Nineties, was one of excitement, change, and brimming optimism. Frontiers of hope and opportunity attracted a flood of immigrants from abroad. New industries mushroomed throughout the land. Fortunes were made in railroads, shipping, finance, and other fields. Yet, there was fun, too, a bit naughtily but nice—no hippies, freaks or drug scenes. It was a time of picnics in the park, bicycles built for two, vaudeville shows, and ice-cream parlors. Strolling gentlemen tipped their hats in passing to ladies whose skirts rose scandalously above well-formed ankles.

Philadelphia, which had produced America’s first schools of medicine, pharmacy, and law, was bursting at the seams as its streets, homes, and taverns proliferated. The autumn leaves were swirling along the city’s avenues when the Jefferson Medical College Hospital Training School for Nurses opened its doors in 1891. On a blustery fall day, 13 prim and proper young ladies reported to Chief Nurse Ella Benson to begin the great adventure of their lives.

Requirements for admission to the then two-year course of the School were quite rigid. Applicants had to be between 21 and 35 years of age; those in the 25-30 bracket were favored, all other qualifications being equal. Women of “superior education, culture, and refinement” were also granted preferential status. Certificates of good health and testimonials of high moral
In the Crimean War (1853-1856), Florence Nightingale was superintendent of nurses in Turkey. The training school for nurses that she established in England in 1860 became a model for early nursing schools in the States.

Two of the early directors of the School of Nursing were: Katherine ("Effie") Darling (left), 1893-1894; and Susan C. Hearle, 1894-1908.
character were absolute prerequisites. Final acceptance into the School was conditioned upon successful completion of a 30-day period of probation, which could be extended to two months in borderline cases at the School's discretion.

Each prospective student was advised to pack in her suitcase for the first month of probation (no uniform was worn during this trial period) a wardrobe consisting of two or three calico or chintz dresses, two dark skirts, four large white aprons, and necessary unmentionables. All of the foregoing were to be plainly made with no ruffles, tucks, puffs, embroidery, lace or trimming. Broad-toed, flat-heeled, noiseless shoes were the prescribed footwear. Four table napkins with ring, two laundry bags, a pin ball, and a pair of scissors were suggested accessories. Cosmetics, hair curlers, and other artifices of “loose women” were strictly out.

After a welcome cup of tea (without sympathy) and a talk by the rather austere Miss Benson on rules of conduct, the first band of “probies” were glad to retire to their somewhat cramped quarters on an upper floor of the hospital. It had been a long and tiring day of travel, meeting their classmates, and getting settled. After donning their long flannel nightgowns (not a “peek-a-boo” or a “baby doll” in the bunch), they tumbled into their cots.

But whatever dreams the girls had of becoming heroic “Nightingales” in their own right were rudely shattered by reveille at dawn. Since classes started at the frightful hour of 7 a.m., they scrambled to wash, dress, and down a hasty breakfast. This was the start of a 14-hour day that included lectures, tours of duty in the hospital, and occasional visits to homes of the sick. Some of these recruits may well have wondered whether they had enlisted in the French Foreign Legion instead of a training school for nurses.

The curriculum in those early days covered general, medical, surgical, gynecological, and obstetrical nursing, plus dietetics. The diet kitchen of the hospital, where nurses could prepare special diets for patients, was opened in October, 1897. Miss Ann Bailey, one of the first instructors to be engaged by the School, taught “The Theory and Practice of Cooking.”

Students were given the opportunity to gain experience in private home nursing under the general supervision of the attending physician during the second year of training. If the nurse
Pictured here is the third dinner relay for student nurses and their supervisors at Jefferson Medical College Hospital in 1898. Silence was maintained until the blessing had been asked.

The proud members of the graduating class of 1893-1894 pose for posterity in their primly starched white uniforms and caps.
proved to be satisfactory, she was retained; if not, she was sent back to the hospital. Fees for her services, which ranged from $10 to $15 a week, reverted to the hospital. However, her traveling and laundry expenses were the responsibility of the employer, who was expected to file a confidential report on her conduct and efficiency. No nurse was permitted to stay more than eight weeks at one place.

During the probationary period, the pupil was tested on her ability to read aloud well, to write physicians' orders legibly and accurately, to keep simple accounts and reports of cases, and to take notes of lectures. If she passed these tests and demonstrated a real aptitude for a career in professional nursing, she was formally accepted into the School. Two rewards were bestowed on those who emerged from "probie" to full-fledged student status.

First, the nurse candidate was granted the privilege of wearing the official Jefferson uniform of the day. It was floor-length of solid pink cotton material with buttons down the front and a high Bishop's collar buttoning in the back. The balloon sleeves fastened tightly at the wrist and had cuffs that reached halfway to the elbow. The bib and apron were combined and composed of lawn material. Caps were made of lawn material with a wide band turned back and a ruffle on the edge. This basic winter uniform was replaced by one of slightly cooler fabric in the summer with a lawn kerchief placed around the neck instead of a collar. Other than reducing the sleeves to a tailor cut and extending the bib of the apron, this uniform style remained almost the same until 1915.

The second reward granted the successful nurse candidate was an allowance of $6.00 per month for the first year and $8.00 per month for the second year. (Note: When the School went to a three-year curriculum in 1893, the amounts were $6.00, $7.00, and $8.00, respectively.) This stipend was not to be considered as compensation for services, but rather was intended to cover such necessary expenses as uniforms, books, stationery, etc. After all, the student did receive board, lodging, and laundry work free of charge in addition to her education. Other fringe benefits included two weeks of vacation a year and hospital care in the event of illness.

If the bright-eyed students in their spiffy new uniforms expected to be welcomed with open arms by the older staff nurses in the
hospital, they were sadly disillusioned. Some of the seniors rode the hapless neophytes mercilessly, assigning them to the dirtiest details, and scoffing when delicate young tummies recoiled at the sight of blood and suppurating infections. Even some of the doctors resented the intrusion of the fresh-faced newcomers in wards where operations were openly performed in full view of other patients. But by sheer grit and a willingness to learn, the students gradually proved their mettle and won tacit, if not whole-hearted, acceptance. As an interesting footnote, the daily rates charged by the hospital in those days were $2.00 without massage and $3.00 with, plus laundry costs. Contrast these figures with the average hospital cost per day in 1980 of $245.00 (Source: American Hospital Association report, October, 1981).

After several months in office, Miss Benson resigned as head of the School. She was succeeded by Miss Katherine ("Effie") Darling, a youthful maiden lady of blithe spirit. Within the confines of contemporary customs, she sought to infuse a bit of gaiety into the highly restricted social lives of her charges. Well-chaperoned outings to local cultural events were conducted. Carefully screened gentlemen callers were permitted to pay court one evening a week in the residence parlor under the watchful eye of a hovering housemother, lest any furtive kisses be stolen.

During Miss Darling's tenure, the first graduation exercises were held on November 23, 1893. Diplomas were awarded to five proud students out of the original 13 who had survived the rigorous two-year training course. Shortly thereafter, it was extended to three years. Since these five graduates headed a parade of over 5,000 Jeff nurses in the ensuing years, a special note of posthumous recognition is due Mary Armstrong, Carrie Bear, Sara B. Bower, Georgianna Howell, and Sara E. Martin.

By exercising her radiant smile and perhaps a bit of innocent guile, the vibrant "Effie" was able to persuade the Board of Trustees of the hospital to rent quarters at 518 Spruce Street as the first official Nurses' Home. Her young charges moved there on May 22, 1893. While hardly lavish by today's standards, it was a welcome refuge from their hospital warren. Soon thereafter, since the School's enrollment was starting to spiral, negotiations were launched for more commodious accommodations at 226 South Seventh Street. However, the actual transfer there was not made
until the spring of 1895. This second site was adjacent to the Maternity Section of the hospital. Thus, students were able to get “next door” instruction in obstetrical nursing.

In the fall of 1894, Miss Darling accepted an offer she couldn’t refuse from a Colorado hospital. She was succeeded by Miss Susan C. Hearle, an English woman and a graduate of the Philadelphia General Hospital nursing school. She had received her early training in Great Britain under the revered Florence Nightingale, the so-called “Mother of Modern Nursing.” Miss Hearle was a lady of considerable dignity and refinement who spoke in a rather dry Anglican manner. But behind her pince-nez, her brown eyes twinkled with warmth, kindness, and a good sense of humor. She was popular not only with the students, but with the faculty as well.

In the early days, little attention was paid to surgical cleanliness. The principal duty of a nurse during a surgical operation was to “fetch” for the doctors and clean up.
When Miss Hearle assumed office, there were about 30 student nurses in the School, a figure which climbed steadily during her 14 years as director. For example, the Annual Report of the School for 1895 indicates that 110 applications were received, 44 applicants were admitted, and active enrollment was 35 students, plus four probationers. During that year, 62 classes were held, and over 70 lectures were given on such subjects as anatomy and physiology; surgical, medical, obstetrical, and gynecological nursing; nursing diseases of children; nursing diseases of the eye and ear; and bandaging, therapeutics, and massage.

Miss Hearle was also instrumental in the founding of the Jefferson Nurses' Alumnae Association in 1895 and was its first president. Over the years the organization has expanded and broadened its scope to include a reunion luncheon each May, an annual bulletin, sick benefits, scholarships, and awards. (Please refer to Appendices for further details.)

In August, 1898, during the Spanish-American War, Jefferson nurses initiated an enduring tradition of ready response to emergency calls. Due to epidemics of typhoid fever and poorly trained nursing personnel, the mortality rate among American troops in Army camps was soaring. The City of Philadelphia dispatched a service train to Camp Fernandina, Florida with two Jefferson nurses aboard to pick up and return for treatment 50 seriously ill soldiers, one of whom died in transit. Similarly, a group of Jefferson nurses rendered aid and assistance to the sick and injured during the devastating Galveston, Texas flood of 1900.

As the decade drew to a close, the Jefferson Medical College Hospital Training School for Nurses had been firmly established. The number of pupils had increased, the curriculum had been expanded and refined, the facilities had been improved, and a closer rapport had developed between the faculty, nursing service personnel and the students. Although nominally still an integral part of the hospital and responsible to its Board of Trustees, the School had begun to assume a real identity of its own.
WHEN PRESIDENT WILLIAM MCKINLEY addressed the United States Congress at the turn of the century, America was still an embryo of the colossus it was to become. In 1900 there were only 45 states, and the total population was about 76.1 million. Keeping up with the Joneses was far from developing into a national mania. The average American worker earned 22 cents an hour, and only 18 people in every 1,000 had a telephone. Radios, television sets, refrigerators, and other creature comforts were still unknown.

There were more important concerns to worry about. The average life expectancy rate was just slightly over 46 years with diphtheria, tuberculosis, typhoid, and pneumonia among the leading causes of death. The infant mortality rate stood at 162.4 per 1,000. Due to advances in medicine, the foregoing diseases have been all but eliminated today. Ironically, though, the death rate from cancer in 1900 was only 64.0 per 100,000. It now runs closely behind cardiovascular disease as a major killer in claiming at least 300,000 lives annually.

More than 500 schools of nursing had graduated almost 10,000 nurses by the year 1900. Although still small because it refused to lower its admission standards to increase volume, Jefferson was already earning a national reputation as a top-flight school. Its spirit of volunteerism, a hallmark of its history, surfaced again in the grim winter of 1903-04. In answer to a call from the small town
The first two graduates of the Jefferson Medical College Hospital Training School for Nurses to become its director were: Anna E. Laughlin, '06 (left), who served as head of the School from 1908-1915; and Clara E. Melville, '10, who filled the position from 1915 until her death in 1937.

The Hospital Building, which was opened on June 8, 1907, at 10th and Sansom Streets in Philadelphia.
of Butler, Pennsylvania, four student nurses set off to care for the victims of a severe epidemic of typhoid fever.

On June 8, 1917, a new eight-story hospital was opened on the corner of 10th and Sansom Streets adjacent to the site of the old building (at 1020 Sansom Street, opened in 1877) with accommodations for 300 patients. Spacious roof gardens took the place of lawns and provided areas for open air treatments. Each of the 14 wards had an outside balcony. Eight operating rooms were fully equipped for a specific use. This expansion spurred an immediate increase in the nursing school from 50 to 90 pupils. Students were no longer sent out to homes to care for the sick, but remained in the hospital for the entire three years of the training course.

The increased enrollment naturally gave rise to a need for larger student housing quarters. The problem was solved by renovating and outfitting the old hospital building as a nurses’ home. It was a timely solution because the student body soon leaped to 125. Meanwhile, the probationary period was extended from one to three months.

In 1908, Miss Hearle resigned as director of nurses and was succeeded by Miss Anna E. Laughlin, '06, the first graduate of the School to be appointed to the post. During her seven years in office, she made few changes in continuing the policies established by her predecessors. The 63 hours of classroom instruction in this period were complemented by “on hands” experience in such areas as pediatrics, medical, surgical and maternity. The course of study was formulated and directed by the five members of the Training School Committee of the Medical Staff, who outlined the curriculum and designated the teachers for the separate disciplines.

In 1909, the first bill regulating the practice of nursing was passed by the Pennsylvania State Legislature after two previous bills had been defeated. A Board of Examiners, consisting of five professional nurses, was subsequently established. The main purpose of the legislation was to assure the public of safe and competent nursing care. Too many of the so-called ‘nursing schools’ were churning out uneducated and poorly trained graduates. In 1918, the first list of approved schools in Pennsylvania was published. Jefferson, of course, was ranked at the top.
This scene from the 1909 annual report shows a group of children, under the supervision of two nurses, taking an airing on the Public Roof Garden of the hospital.

The Emergency Department of Jefferson Hospital depended on both horse and electrically-powered ambulances. Nearly 10,000 emergency cases were handled from mid-1908 to mid-1909.
"Tillie" takes the helm

When Miss Laughlin resigned in 1915, she was succeeded by Miss Clara E. ("Tillie") Melville, a member of the Class of 1910. Perhaps the most fabled figure in the lore of the School, she made an indelible impression on all who knew her. Stern of visage and brusque in manner, she ruled with an iron hand rarely veiled in velvet. Not one to mince words, she informed one hapless student that she didn't like redheads. Another was admonished to comb out her spit curls. Her charges soon learned to toe the line of piety because a fall from Miss Melville's grace could be disastrous. Nonetheless, Clara Melville's loyalty and devotion to the School were beyond question. Her contributions to its welfare and progress were legion. After her untimely death from pneumonia in 1937, the Alumnae Association funded a scholarship in her honor.

Two of Miss Melville's colleagues also won places in the pantheon of Jefferson immortals. The first was Anna ("Annie") Shafer '10, night supervisor, who made her rounds in the wee small hours accompanied by a black cat. Her bunch of keys belted out a staccato rhythm on the nurses' station in the front of the ward to attract the attention of the students on duty. Her table in the dining room was a way station where all students had to sign in each morning, before getting a bite to eat. Her famous Rule Book spelled out over 100 procedures to be followed in handling almost every conceivable contingency (e.g.: Do not allow orderlies to borrow enema cans—borrow and return them yourself; nurses are to respect their seniors and arise when a chief intern, visitor, or night supervisor enters the ward; night nurses must go on duty at 6:55 p.m. and are not to go off until 7 a.m. the next morning).

Adele Lewis, '15, head nurse and later supervisor on Sixth Floor Main of the hospital, also earned a special niche in the gallery of memorable characters. Housed on her floor were the hair-lipped and cleft-palate juvenile wards of Dr. Warren B. Davis. Miss Lewis supervised the rigid nursing regime established for these patients, which included such steps as cleaning the suture line and feeding with an eye dropper. She bore down hard on hapless students who failed to follow instructions to the letter and brought tears trickling down many a young face. But then, in a surprising
An accident case, brought in by ambulance, is given emergency treatment before admission to the hospital.

Nurses' office is pictured on fifth floor of hospital. Nurse in background is preparing medicines for patients on rolling delivery cart. Her associate in the foreground makes sure that dosages are in accordance with instructions of attending physicians.
The teaching kitchen for student nurses, where basic principles of food preparation for patients were taught.

Middle photo depicts one of the nurseries in the Maternity Department. Babies are brought in from Nursery (bottom) to visit mothers.
Pictured here with two of her colleagues outside 8th Floor Main in 1910 is Mary (Robinson) Godfrey, '09, (far right).

A young patient's weight is checked by nurse and intern.

The first School pin (left) issued in 1909, bore the head of Florence Nightingale. It was replaced in 1910 by the long-standing design at right of a gold scroll, containing a blue cross, surrounded by black enamel with lettering denoting the name of the School.
act of mercy, she would lead the crestfallen student into the kitchen and give her a dish of the famous Lewis chocolate pudding.

Further glimpses of the School and nursing during the 1900-1919 period were provided in a tape-recorded interview with Mrs. Mary (Robinson) Godfrey, '09, now 96 years of age and as enthusiastic as ever about her chosen career. The members of her class were the first to receive a school pin in addition to the diploma. The original gold pin bore the head of Florence Nightingale, surrounded by the name of the School, with a small edge of blue enamel encircling it. This design, however, failed to
arouse much enthusiasm. Hence, an entirely new seal was created with a gold scroll, containing a blue cross, surrounded by black enamel and lettering denoting the name of the School. This modified pin was first presented to graduates in the Class of 1910.

Mrs. Godfrey recalls that in her day, the hospital staff physicians did most of the teaching of basic subjects, while the director of the School and head nurses handled most of the practical ("bedside") instruction. Due to the shortage of graduate nurses, a senior student was often placed in charge of a ward and helped to instruct the less advanced students in patient care. Classes were held wherever space could be found near the ward.

Panoramic view of Hospital Center, Nantes, France in 1918. At left is Base Hospital No. 38, staffed by Jefferson personnel, and at right is Base Hospital No. 216.
areas. The doctors who taught classes usually held oral examinations for the students in their offices. Mrs. Godfrey herself had a long and distinguished career as a general, psychiatric, and U.S. Navy nurse.

Other highlights of this era included the elimination in 1915 of the Bishop's collar on the student uniform and its replacement by a flat collar. This change presumably cut down the attacks of "sore throats." Another significant development during this period was the formation of the Nurses' Home Committee of the Jefferson Medical College Hospital Women's Board. As early as 1908, gifts of reading lamps, newspapers and magazines, and furnishings were provided for the nurses' residence. An outing fund for student recreational trips was also set up. Down through the years, as will be noted in later chapters, this group of dedicated women has done a great deal to benefit the School through its activities.

*Jefferson goes "over there"

When the United States declared war against Germany on April 6, 1917, the age of innocence ended. America had reached the point of no return in its shift away from isolation toward international involvement. Philadelphia switched its industrial might into an arsenal of democracy, and 70 private duty nurses petitioned the Jefferson Hospital Board of Trustees for $25.00 per week.

As the first American "doughboys" set sail for France, numerous hospitals throughout the nation formed medical units to render aid and assistance to wounded troops. The United States War Department welcomed into the fold the Jefferson contingent, known as U.S. Army Base Hospital No. 38. Dr. William M. L. Coplin, Professor of Pathology at Jefferson Medical College, assumed command of the unit. Clara Melville was asked to recruit 100 nursing personnel to man a 1,000-bed hospital, a mission which she accomplished with her usual efficiency. After a hectic fortnight of indoctrination and inoculations, the volunteers donned their somewhat baggy khakis, set their jaunty campaign hats on their heads, and slung their medical kits and gas mask canisters over their shoulders. The Army transport, *Saturnia*, slipped out of New York harbor on May 18, 1918, to join a
Elizabeth Morrill, '10, is pictured in the student dress uniform of the period.

Colonel William M. L. Coplin (middle left), M.C., U.S. Army, and Professor of Pathology at Jefferson Medical College, was Director and Chief of the Laboratory Division of Base Hospital No. 38. Major J. Norman Henry (middle right), M.C., U.S. Army, was Chief of the Medical Division.

Clara Melville (left) was Chief Nurse of Base Hospital No. 38, and Myra Badorf was one of her staff. Although nurses had no official military rank in World War I, they did wear uniforms off duty, including a jaunty campaign hat.
convoy for the hazardous trip across the submarine-infested Atlantic.

Fortunately, the group arrived safely in England eight days later and reached its destination, Nantes, France, on June 6, 1918. Due to a desperate need for help at front-line medical stations, a number of the nurses were immediately dispatched to other posts in France. Miss Melville was left with a small band of seven nurses, plus six civilian employees, to start up Base Hospital No. 38. Scores of wounded and victims of gas attacks soon began to pour into the wards. The overtaxed nurses worked like Trojans around the clock until the Armistice was signed on November 11, 1918.

In Miss Melville’s absence, Nora E. Shoemaker ’08, was Acting Director of Nursing, and she had her hands full. Philadelphia, which had known yellow fever in 1793 and cholera in 1832, was struck by an epidemic of influenza in the autumn of 1918. As many as 4,000 cases a day were being reported. Jefferson, along with other hospitals, was swamped with flu patients. Providing adequate nursing care was an impossible task. Many of the nurses were off sick themselves, and five students died before the dreadful crisis passed.

Upon Miss Melville’s return in 1919, Miss Shoemaker resigned to join the American Red Cross relief work in Siberia. So many changes had taken place during the war that a considerable period of readjustment was necessary. But a degree of normalcy did return, and Jefferson stood ready to face whatever new challenges lay ahead.
EXPANSION TUNES UP
IN THE ROARING TWENTIES
1920-1929

AFTER THE DUST of World War I had settled, America entered one of the zaniest eras in its history. Prohibition led to speakeasies, bootlegging, and gang wars. Charles Lindbergh made his epic flight to Paris, Florida boomed, and a new movie star named Mickey Mouse was born. Women had won the right to vote and to jobs in industry. The Charleston became the national dance craze for young "flappers" and their escorts.

While some doyens of Philadelphia high society moved to the suburbs, such streets as Walnut, Locust, and Spruce retained their hauteur, as did such enclaves as Rittenhouse Square. The Sesqui-Centennial Exposition drew more than six million visitors during its six-month run in 1926. That same year, the Delaware River Bridge (later renamed the Benjamin Franklin) was opened, and nearly 121,000 fans jammed into Municipal Stadium to see the first Dempsey-Tunney fight.

Jefferson Medical College, which marked the 100th anniversary of its founding in 1924, joined in the vibrant spirit of the times. The Board of Trustees decided in 1922 to demolish the antiquated building at Clifton and Sansom Streets (then in use as a nurses’ home and formerly the original hospital site) to make way for the erection of the new 16-story Samuel Gustine Thompson Annex, which was formally opened on October 30, 1924.

After a series of stays in temporary quarters, the displaced nurses finally moved into a cluster of residences at 1012, 1014, and
1016 Spruce Street on August 14, 1922. The yard space in back of these buildings was approved for the construction of a new nurses' residence, which opened for occupancy on May 15, 1925. The building had 90 single rooms with hot and cold running water, a large closet, and practical furnishings. In 1926, two floors were added to the original six to increase the capacity to 120 students.

Meanwhile, facilities for teaching were also upgraded with expanded classroom space and the addition of two new laboratories, one for dietetics and one for chemistry. Miss Nora E. Shoemaker, who had returned to Jefferson from her sojourn with the Red Cross in Siberia, was appointed under Miss Melville as the first Educational Director of the School in September, 1924. Prior
to this time, nursing education was one of the many duties of the Director of Nursing. Other graduate nurses were employed as full- or part-time instructors.

Life was no bowl of cherries for student nurses in the Twenties. Residence rules were strict, and only conduct akin to that of Caesar's wife earned one late pass a month. A sinner creeping in past the hour of return was likely to find a stern housemother or Miss Melville herself waiting with a stop watch in one hand and a cat-o'nine tails in the other. Surprisingly enough, one student managed to sneak puffs on cigarettes out her dorm window and never got caught, although she always kept a parachute handy.

Classroom and lecture hours seemed to stretch on endlessly. The curriculum included instruction in hygiene, drugs and solutions, anatomy, bandaging, bacteriology, chemistry, dietetics, orthopedics, pediatrics, medical nursing, ethics, and a host of other subjects. The students recited the Florence Nightingale Pledge so many times that some of them were heard mumbling it in their sleep. One course all the girls really enjoyed was massage. While practicing on each other, it was possible for the "model" to sneak in a sorely needed 40 winks. By taking turns, each student managed to get a little nap.

Tours of duty in the hospital were also strenuous in those days. There were few practical nurses or nurses' aides that one finds in modern hospitals today. The students had to learn how to make beds, bathe, feed, and give medications and treatments to patients. One weary and absent-minded student in the diet kitchen used salt instead of sugar in making 48 cup custards for the patients. Needless to say, pandemonium resulted at supper time. But this rigorous training paid dividends. When one graduate applied for her first job, the interviewer commented: "If you graduated from 'Jeff', you can do anything," and she did. And so have her fellow graduates who, down through the years, have filled responsible positions in every field of nursing.

By 1925, the uniform skirt had risen to a revolutionary five inches above floor level. This somewhat daring experiment is said to have been motivated in part at least by a growing body of opinion that floor-length skirts aroused sleeping bacteria into swirling action. The "wolf whistles" that otherwise might have resulted from this risque exposure of trim ankles were forestalled
A group of student nurses assembles on the steps of the old OB Building at Third and Pine Streets.

A sextet of pretty student nurses in the Class of 1928 pose for the photographer on the hospital roof (right). Later, they join their classmates in fashionable attire at a Garden Party outing.
by the heavy black lisle stocking the students were compelled to wear with their flat-heeled shoes.

The year 1928 marked the start of an unique Jefferson tradition that endured through the ensuing decades. Dr. Harvey Righter, a beloved friend of all the nurses, presented to each graduate a red rose at commencement. His gesture so impressed the audience that alumni representatives led the processional at successive graduations and adopted his salutation by bestowing a rose on each newly minted nurse. Then at some unknown point in time, the ceremony was extended to the formation of the "Rose Arch", under which each graduate passes with the coveted diploma in hand.

The centennial of the college was celebrated on May 29, 1925, with a program of special events. The entire hospital was opened to the public, and members of the Jefferson Nurses' Alumnae Association served tea to visitors on the 15th floor roof garden of the new Thompson Annex. Even the enlarged hospital, though, could not accommodate the crowds of people seeking vaccinations after a smallpox scare broke out in Philadelphia that same spring. A temporary dispensary at 1029 Walnut Street was pressed into

Dr. Harvey Righter, a beloved friend of all the nurses, presented each member of the Class of 1928 with a red rose at commencement. His gesture eventually led to the formation of the traditional "Rose Arch" at subsequent graduations. He was obviously much admired by his faithful collie also.
Two teams of "probies" practice making up beds in approved hospital style, while their classmates await their turns (top). Next stop on their busy schedule is the Diet Laboratory to learn proper patient food preparation.
Nora E. Shoemaker, who was appointed the first educational director of the School in 1924, is shown instructing a class in the fine points of Professional Adjustments. She served as head of the School from 1937-1943.

The clinical amphitheatre of the hospital, long known as “The Pit,” was opened for operative clinics in 1925. Nursing students as well as medical students used this area for classes, observations of operations, and for capping and commencement exercises. It was covered over during the late 1960’s in a revamping of the hospital’s emergency room facilities.
service to handle a human flood that reached over 40,000 individuals in just one week.

The clinical amphitheatre of the hospital was opened for operative clinics during March, 1925, and Miss Nora E. Smith, a 1924 graduate of Jefferson, was appointed as the chief clinic nurse. Nursing students as well as medical students used this area for classes, observations of operations and for capping and commencement exercises.

In the fall of 1928, an affiliation was arranged between the Pennsylvania Hospital for Nervous and Mental Diseases and the Jefferson School of Nursing to train male nurses for a period of 11 months in such areas as surgery, medicine, genito-urinary, the operating rooms and dispensary. Jefferson itself, however, did not accept any male students into its own nursing school until 1973.

The gaudy balloon of Jazz Age prosperity collapsed with the stock market crash of October, 1929. Dark days lay ahead. But Jefferson was in a better position than some of its fellow institutions to weather the impending storm. A modernization and expansion program had laid a solid foundation for it to grow further, even in the midst of a national depression.
AFTER THE GREAT stock market crash in October, 1929, the wheels of business creaked almost to a standstill. Unemployment soared to four million in 1930, eight million in 1931, and 12 million in 1932. An estimated 27.5 million Americans had no income at all. About 27 percent of the school children in Pennsylvania were found to be suffering from malnutrition in 1932. Penniless men sold apples on the streets of such cities as Philadelphia, while bread and soup kitchen lines stretched for blocks.

The international situation was sombre, too. Japan overran Manchuria; Italy invaded Ethiopia; Adolph Hitler seized power in Germany; and civil war broke out in Spain. The seeds were being sown for a holocaust that was to engulf the world in just a few short years.

At home, even such popular figures of the day as Shirley Temple, Amos 'n' Andy, and Joe Louis were eclipsed by the towering presence of Franklin D. Roosevelt, the 32nd president (1933-1945). Hated on Wall Street but beloved on Main Street, his New Deal brought sweeping reforms in all areas of the economy, including the establishment of the Social Security System. The soothing balm of his "Fireside Chats" caused the depressing theme song, Brother, Can You Spare a Dime? to give away to the more hopeful Who's Afraid of the Big, Bad Wolf?

Despite a tight budget squeeze, Jefferson had to cope with a
Nora E. Shoemaker, Director of the School of Nursing from 1937-1943.

Opened on November 21, 1931, the Curtis Clinic was the Out-Patient Department of Jefferson Hospital. The Education Department of the School of Nursing was quartered on the upper three of four tower floors added to the original eight.
daily average patient load of 551 in 1931. The need for more professional nurses remained acute. The small monthly sums allotted to students were discontinued and diverted to the employment of additional graduate nurses. Students were thus unburdened of some ward responsibilities to concentrate on classroom work. Floor nurses in those days were paid only a pittance, besides sustenance, so private duty assignments at $6.00 per day for six days, plus $2.00 for a seventh—a total of $38.00 a week—were eagerly sought.

Crowded conditions at the hospital were relieved with the opening of the new Curtis Clinic for ambulatory patients at 10th and Walnut Streets on November 17, 1931. The basic eight-story building housed the out-patient, social services, x-ray and radium, physical therapy, and occupational therapy departments of the hospital among others.

The Education Department of the Nurses' Training School was quartered on the upper three of four tower floors added to the original eight. On the tenth floor were located a classroom for the theoretical and practical teaching of nursing courses, a dietetic laboratory with food preparation facilities, along with a reference library and study room. The 11th floor housed a well-equipped science laboratory used for teaching chemistry and bacteriology and a demonstration room with beds, bedside tables, Chase doll and infant, a model bathroom, and other appurtenances. The 12th floor contained an assembly room with a seating capacity of 175, a motion picture booth and screen, and blackboards. Adjoining it was an anatomy and physiology laboratory.

By the end of 1931, the Training School had graduated 1,031 nurses, some of whom stayed on to work at the Jefferson Medical College Hospital. That same year the Charlotte Cushman Club property at 1010 Spruce Street was purchased by the late Miss Olive Pardee and presented to the hospital as a residence for staff nurses. A passageway was built to link it with the student nurses' residence at 1012 Spruce Street.

There was no letdown in the tempo of education in the nursing school in spite of declining economic conditions in the outside world. The probationary period was now four months, and theoretical instruction covered 763 hours of classroom work. Like their predecessors and their successors of later years, the students
The Depression of the 1930's never dulled the Christmas spirit at Jefferson. Santa's helpers set up a tree and entertained the tykes in the Children's Ward of the hospital in 1937 (top photo). Later, at the Spruce Street Residence, the nurses enjoy their own Christmas tree.
had plenty of gripes about the long hours and endless tasks ("did everything but run the elevators"), and the strict residence rules ("like living in a convent"). There were, however, some breaks in the routine—picnics, swimming parties, and trips to the seashore. Many of these events were sponsored by the Nurses' Home Department of the Women’s Board of the hospital, which took an active interest in the welfare of the nursing school almost from its inception. A further boost to student morale was permission for hair bobs in keeping with modern style.

In 1935, a reference library of 1,200 volumes, catalogued and arranged in handsome mahogany cases, was presented to the Nurses’ Home by Ross V. Patterson, M.D., Dean of Jefferson Medical College, 1916-1938. This was the beginning of a much needed library in the residence, and two rooms on the first floor at 1012 Spruce Street were set aside for this purpose. That same year, the Jefferson Choral Club was organized and put on its first annual minstrel show in 1938.

The first official Alumni Day of the School of Nursing was held on April 21, 1933, and became a popular annual event. That same year, the student yearbook, previously published under a series of different titles, was permanently named Nosokomos, a compound of two Greek words: “noso,” the study of the sick, and “komos,” a female who attends.

On May 4, 1935, a large crowd gathered in the Nurses’ Residence for the unveiling of a portrait of Miss Clara Melville, commissioned by the Alumnae Association, in recognition of her devotion to her work and her 20 years as director of the School of Nursing. The portrait was presented by Miss Emma Pie, a former president of the Alumnae Association, and was accepted by Mrs. William Goodman, Jr., chairman of the Nurses’ Home Department of the Women’s Board. The subject herself, who normally showed little emotion, appeared deeply touched by this honor. Restored during the late 1970’s, the portrait now hangs in the Scott Memorial Library.

The presentation of the portrait was a timely one because Miss Melville died less than two years later in March, 1937, following the complications of pneumonia. Her loss was a real blow to the School which she had served so faithfully for 22 years as director. She was succeeded by Miss Nora E. Shoemaker, during whose six-
All work and no play makes a dull nurse, so members of the Class of 1933 (left) really enjoyed a dip in the pool at a swimming party. No bikinis were to be seen in those days. Five years later, the Class of 1938 added to the glamor of the boardwalk on an outing to Atlantic City.
A student nurse of the 1930's concentrates on a textbook in her somewhat cramped but cozy quarters in building behind main Spruce Street dorm.

Pictured here is one of the reception rooms at the Spruce Street residence.
One of the wards for women at the hospital in 1938. A restful color scheme helped to boost patient morale.

View of the men's ward at the Pine Street TB hospital. This unit was affectionately called for many years “Little Jeff.”
1930-1939

year tenure (1937-1943) a social sciences course was added to the curriculum, and a recreational program for students was set up.

Another important highlight of Miss Shoemaker’s regime was the affiliation with the Pennsylvania Hospital for Mental and Nervous Diseases that began in April, 1937. Jefferson students received three months of training in the care of disturbed patients with accompanying courses in pathology and psychiatry. It was a tough assignment involving playing games and walking with patients, coaxing them to eat, bathe, and settle down. There was a certain amount of risk involved, too, in being manhandled, so the nurses were not permitted to enter a patient’s room alone.

A dramatic event for seniors in the Class of 1936 was a switch to shorter sleeves with separate cuffs. Back in 1933, a pink and white checked uniform had been introduced to be worn for the first year and a half to distinguish the younger from the older nurses in training. The advanced trainees then donned the solid pink uniform. Ten graduates of that year (1936) had a rare opportunity to put their training to good use when spring floods devastated a wide area of Pennsylvania. This group of nurses volunteered their services to aid victims of the disaster. The School of Nursing was awarded permanent possession of the Red Cross banner in honor of their performance.

During the 1930’s, enrollment in the School of Nursing averaged between 230 to 240 students per year. Its already high admission standards were reinforced by a 1935 Pennsylvania State Law requiring a high school education and proof of citizenship for registration at “schools of nursing” (now an official term). Jefferson’s curriculum included 35 subjects covering basic sciences and all branches of practical and specialty nursing. Extensive “on the job” training was provided in all areas of the main hospital and its auxiliaries, such as the Pine Street Chest unit. No delicate student digestive tracts or feelings were spared. The trainees were exposed to drunks; syphilitic and gonococcal cases; patients with allergies and severe burns; beaten, bruised, and cut patients; and scores of others with normal and abnormal afflictions. Students who could not “tough it” out and muster the true grit required of a nurse were encouraged to seek another vocation.

As the decade drew to a close, war clouds rumbled ever louder in Europe. A state of national emergency was declared in the
A section of the solarium, where 19 cubicles protected the little patients from danger of cross infection.

Harriet Worley, '39, gives Baby Braxton an airing on porch outside solarium.
United States. The nation's factories readied plans to shift from civilian to military production. Jefferson, far from being weakened by the stresses and strains of the Thirties, had gained in strength. It was prepared to muster its facilities and personnel for whatever service it might be called.

The entire nurses' student body assembles above the renowned "Pit" to honor the graduating class of 1938 (foreground). Many of the seniors and those to follow would soon be serving as nurses on the battlefronts of World War II.
THE SMOLDERING EMBERS of World War II burst into flame as German jackboots tramped across Poland. The stain of the swastika spread across continental Europe as Nazi tanks cut France in two. Dunkirk was evacuated, and the Battle of Britain began. President Roosevelt, re-elected for a third term, declared an unlimited national emergency, signed the first peacetime selective service law, and inaugurated Lend Lease and the national defense program.

Pearl Harbor was bombed on December 7, 1941, and the United States was at war with Japan, Germany, and Italy. It was formally committed to the Allies it had been assisting with weapons, munitions, and foodstuffs for almost three years. Philadelphia became a war-time boom town with military and civilian personnel working around the clock to produce and move goods for the war effort.

Jefferson Goes to War — Again

Slightly over 20 years after Jefferson Base Hospital No. 38 had returned from heroic service in World War I, it was reactivated for World War II duty. In the spring of 1940, the Surgeon General of the Army asked Baldwin L. Keyes, M.D., then Chairman of the Department of Psychiatry at Jefferson Medical College, to recruit and organize the doctors and nurses required to staff a 1,000-bed
A group of nurses are in readiness to embark on a bivouac as part of their training at Camp Bowie. Left to right are: Kay Bastian, Leah Hummel, Julie Umberger, and Charlotte Davenport; Marie Shearer is kneeling.

A gang of Arab workers hastens to complete one of the 38th General Hospital buildings in the desert near Cairo, Egypt.
The physicians and nurses of General Hospital No. 38, a Jefferson unit, are shown assembled at Camp Bowie, Texas prior to their departure overseas.

general field hospital. Ironically, Jefferson itself had only half as many beds at the time.

Keyes, now retired but still peppy in his 80's, had served with the British in World War I as an Army medical officer and held a commission in the Reserves between wars. He filled up the complement of the 38th in short order. On the afternoon of the Pearl Harbor attack, he reported to Washington that the Jefferson hospital unit was ready for active duty. On May 15, 1942, a special train pulled out of old Broad Street Station in Philadelphia for Camp Bowie, near Brownwood, Texas, with a group of about 90 volunteer nurses and 60 doctors abroad. Thirty or so additional nurses joined the contingent later in Texas.

After several weeks of training on the hot and dusty Texas plains, the 38th left Camp Bowie for an unknown destination. Speculation was rife that the unit was headed for the Pacific, then Europe. Both guesses proved to be wrong. After stops at Charlestown, S.C. and Camp Kilmer, N.J., the 38th embarked September 21, 1942, on the converted British liner, Aquitania, at Staten Island, N.Y. The accommodations were hardly luxurious with seven nurses crammed into one stateroom with one canteen of water each day for bathing and laundry.

The ship was without convoy and followed a zig-zag pattern to
foil any lurking German U-boats. After putting into Rio de Janeiro for supplies, the Aquitania proceeded to Capetown, South Africa. It then headed up the coast of Africa through the Indian Ocean to the Red Sea and through the Suez Canal. It crossed the Equator on October 24 and arrived at Teufik, the port of Suez, a week later. The 38th had come 16,700 miles by sea to set up a hospital in the desert outside Cairo, Egypt.

Only 30 percent of the scheduled 80 buildings (36 of them wards) had been completed when the 38th came ashore. Fortunately, the nurses' quarters had been finished and were habitable. The furniture did not arrive, however, until just before Christmas. Similarly, the supplies and equipment were delayed en route, so when the hospital opened on Armistice Day, 1942, patients were washed and fed out of tin cans, and the Army corpsmen improvised bed trays out of packing cases.

Meanwhile, Colonel F. R. Ostrander of the regular Army was made Commanding Officer of the 38th. Dr. Keyes, also a colonel, became Executive Officer and later psychiatrist for the entire Mediterranean area. Miss Willie L. Alder, '31, who was originally in charge of nurses, left to take over nursing services for the whole Mid-East Theatre. She was succeeded by Miss Edna R. Scott, '28, as chief nurse at the hospital in the encampment designated by the
After a voyage of 16,700 miles, the "Aquitania" heads into Teufik, the Port of Suez, to disembark the doctors and nurses of the 38th General Hospital contingent.

Overview of Camp Huckstep, where the 38th General Hospital unit was quartered, shows the buildings silhouetted against the sand dunes.
Army as Camp Huckstep.

At about the time the 38th was called up, General Erwin Rommel and his Afrika Corps were racing across the desert toward Cairo. But, at the Battle of El Alamein (October 25-November 5, 1942), General Bernard Montgomery’s tanks outgunned the German panzers and put the “Desert Fox” on the run. For a time the 38th was quite busy with casualties from the 9th Air Force raids on the Ploesti oil fields in Romania and other engagements, plus a stream of victims of sandfly fever and other desert maladies. Then, as the fighting swept north into Italy and Sicily, the workload eased up somewhat.

On their days off, the nurses visited the Sphinx, the Pyramids, and made trips to Cairo, Alexandria, the Holy Land, and other points of interest. The Arab merchants thanked Allah for sending these “rich” and beautiful American ladies to their shops and jacked up prices accordingly. One Army lieutenant escorting a group of nurses was cordially invited by one merchant to bring all of his “seven wives” into his bazaar to examine the wares.

The 38th gradually shrank to a 500-bed hospital as the number of casualties in its area diminished. Toward the end of the war, the hospital moved to Casablanca in North Africa. By early
December, 1945, the last of the original nurses had returned to the states. Before it was disbanded, the 38th General Hospital was awarded the Meritorious Service Plaque, the highest award that can be bestowed on a noncombat unit of the Army Services Forces. The citation read: "For the accomplishment of exceptionally difficult tasks and for maintenance of a high standard of discipline."

However, the 38th's final chapter had not yet been written. In 1949, it was reactivated as a reserve unit. The nursing service was placed under Miss Mabel C. Prevost, '29, who was a member of this unit and later its chief nurse. She had been a member of the Army Nurse Corps in the Pacific during World War II, one of many other Jefferson nurses who served in the armed forces in every theatre of the war. Special recognition was accorded Madeline Ullom, '38, who was captured in the fall of Corregidor in May, 1942 and spent 30 months in a Japanese prisoner-of-war camp.

Back on the Home Front

The war had far-reaching effects on Jefferson Hospital and the School of Nursing. Since so many graduate nurses were in uniform, the bulk of the nursing care fell on the shoulders of the students under the supervision of the limited number of graduates left. During this trying period, the school had three separate directors. Miss Nora Shoemaker, who had replaced the late Clara Melville in 1937, resigned in June, 1943. Her position was filled by Miss Ethel Hopkins, formerly educational director, until November, 1944. She was succeeded by Miss Margaret Jackson, who held the post until May, 1947. Despite these frequent executive shifts, student enrollment had swelled to 347 by 1945. The number of faculty members also increased to a total of 14, some of whom had nursing service responsibilities as well.

A major factor behind the upsurge in student enrollment at Jefferson was the creation of the Cadet Nurse Corps by Congress in June, 1943. It was designed to relieve the acute shortage of nurses brought about by the demands of the armed forces. Students admitted to the corps attended 1,125 nursing schools with all their educational expenses paid for a period of 30 months instead of the usual 36 months so that senior cadets could be
Food for hospital patients was transported to individual wards on trolleys from the main kitchen. Serving is nurse Mildred Fromling, '42 and Sgt. William Plunkett, ward attendant.

Off duty and enjoying a spot of tea on the porch of the famous Shepheard's Hotel in Cairo are nurses Gertrude Frie, '41 (left) and Beatrice Raymann, '42.
Nurse Doris E. Bowman, '42 (right), and classmate Jane Miller set off on a camel-back tour around the Sphinx and the Great Pyramids of Egypt.

Back on the Home Front
Two members of the Jefferson unit of the Cadet Nurse Corps model the winter (left) and summer (right) uniforms of the contingent.
released for military service for the last six months, if necessary. On-duty cadets wore the uniforms of the schools they attended and were treated the same as other students, insofar as admission and graduation standards were concerned.

Nevertheless, the nurses were hard put to cope with a growing civilian patient load in the hospital. Such trained volunteers as the Gray Ladies, nurses' aides, and canteen workers were welcomed with open arms. Not until 1944 did the eight-hour day become a reality. A special sort of camaraderie developed among the students during those long days and nights of sheer drudgery. One girl secretly married her GI boyfriend before he went overseas and became pregnant. Her friends managed to keep her covered with large aprons as the months progressed, and she made it through school without being discovered and dismissed.

Student government at Jefferson was organized early in 1945 under the able guidance of the assistant to the dean of women at the University of Pennsylvania. A student council was elected and

The 1945 Christmas pageant of the Student Nurses' Choral Club had special significance because peace had returned to earth after four years of war.
gained immediate favor by persuading the school administration to grant more time off ("A late pass, allowing the girls to be out until 12:00 midnight one night each week is given to those whose conduct in general nursing work is approved by the nursing school office and over-nights, consisting of an afternoon and morning, is given to those who have obtained the permission of their families to be out of the nurses' residence over night") to students whose conduct was exemplary. Another progressive step initiated by the Class of 1946 was permission to don white shoes and stockings in place of the traditional and rather dowdy black ones.

The "Curriculum Guide for Schools of Nursing," published in 1937 by the National League of Nursing Education (now National League for Nursing), was an update of a similar manual produced ten years previously and became the "Bible" for curriculum changes in the 1940's. It emphasized the social, economic, and public health aspects of nursing as well as the physical side. More attention was paid to the nursing care of patients suffering from nervous and mental diseases. Such subjects as personal hygiene, hospital housekeeping, bandaging, and drugs and solutions were integrated into a more closely knit teaching program rather than being treated as separate topics. A firmer correlation between ward and classroom teaching was also advocated. As part of its compliance with these recommendations, Jefferson added two full-time instructors in 1941, and instituted a course in physiology and social problems.

Peace and Readjustment

The grief which swept the country at the death of President Franklin D. Roosevelt on April 12, 1945, was mitigated by the surrender of Germany on May 7 and Japan on August 15. During the greatest conflict the world has ever known, hundreds of Jefferson physicians and nurses had served with distinction on every battlefront. The returning veterans were given a rousing welcome home by those who had kept the hospital and nursing school going in their absence.

Miss Katherine Childs was appointed Director of Nurses in July, 1947. During her administration, classes were divided into two sections. While one group was on clinical practice, the other was in class. Four days of the week were spent in clinical, two days
Faculty member Sarah Saunders (at blackboard) reviews the fine points of Pre-Operative Nursing Care with student class in 1946.

A cartoon from the 1948 yearbook depicts the harried life of a student nurse.
were devoted to classroom work, and one day off was granted. In 1947, the Jefferson basketball team, which was one of the most popular student activities for over 30 years and won many championships, was organized. The scope of extra-curricular interests also expanded under the aegis of the Student Council, which sponsored dances, parties, and other social functions.

Jefferson emerged in a strong position from the postwar shakedown. In mid-December, 1946, it opened its new Barton Memorial Division on South Broad Street in Philadelphia to treat all types of chronic diseases of the chest, and students received clinical experience there rather than at Pine Street, which for many years was affectionately called “Little Jeff”. That same year (1946), the White Haven (Pennsylvania) Sanitorium for tuberculosis patients merged with Jefferson. Meanwhile, the affiliation with Pennsylvania Hospital for Mental and Nervous Diseases continued, and a second link with Sheppard and Enoch Pratt Hospital in Towson, Maryland was formed to meet student needs for exposure to nursing care of emotionally disturbed patients.

Throughout the 1940’s, the Nurses’ Home Department of the Women’s Board of the hospital continued to provide generous amenities to the Spruce Street residences. A lounge in one home was refurbished, and a modern library was installed. Reception rooms in two other residences were redecorated. These improved inner facilities, plus enhanced outside landscaping, provided a fine backdrop for such social events as monthly teas and semi-annual formal dances.

Rightfully proud of the service it had rendered to the nation during the critical years of World War II, Jefferson stood poised to meet the demands of the Fifties. As things turned out, it was to be a decade of sweeping changes in the social order, to which Jefferson would adjust as it always had.
Jefferson Joins Parade
Of Progress in Mid-Century
1950-1959

The decade of the Fifties was crowded with momentous events. A tidal wave of nationalism and revolution engulfed the world. India gained independence, China went communist, Castro seized power in Cuba, the Korean conflict broke out, and Russia launched Sputnik. The first nuclear-powered submarine started to prowl the Seven Seas, and Alaska and Hawaii achieved statehood. Headlines were filled with the McCarthy investigations, the Supreme Court ruling against segregation in the public schools, and the development of the new Salk polio vaccine. It was the era of rock 'n' roll and the “new look” in feminine fashions.

Philadelphia was in the throes of a revolution of its own. In 1951, the citizens approved a new charter and threw the Republican “rascals” out of City Hall. Democrats Joseph S. Clark and Richardson Dilworth were elected mayor and district attorney, respectively. The rehabilitation of the city began and continued after Clark ran for the U.S. Senate and Dilworth became mayor. The old Chinese Wall on Market Street came tumbling down, and the Penn Center Complex was transformed from a dream into reality. It seemed like the return of the Golden Age.

Jefferson Expands Also

Freed from such wartime fetters as a dire shortage of manpower
Mabel C. Prevost, '29, (left) served as Director of Nursing (Nursing Service and School of Nursing) from 1953 to 1958. She was succeeded by Doris E. Bowman as Director of the School of Nursing from 1958-1962.

The opening of the spanking new James R. Martin Residence in September, 1959 was a crowning achievement of the decade. The $2 million, eight-story structure was built to accommodate 336 student nurses.
and lack of growth capital, Jefferson was eager to dust off and set in motion a much needed expansion program. One of the first steps in this direction was the opening on November 8, 1954, of the new 14-story, 300-bed Foerderer Pavilion. Built at a cost of six million dollars, it had an immediate effect in relieving overcrowding in the Thompson and Main Buildings. In addition to patient facilities, the Pavilion included a new X-ray suite, clinical laboratories, surgical suite, and delivery suite and nursery. Now, nearly 30 years later, the building is being renovated at a cost of over $20 million to incorporate a number of modern improvements.

The School of Nursing had its own special day of triumph with the opening of the spanking new James R. Martin Residence at 11th and Walnut Streets in September, 1959. The two million dollar, eight-story, air-conditioned structure, built to accommodate 336 student nurses, seemed like the Promised Land to those familiar with the travesties of Spruce Street and other previous nurses' homes. As a matter of fact, living accommodations were at such a premium during the mid-1950's that an additional temporary residence had been set up at the old Whittier Hotel, 15th and Cherry Streets. Students living there had to be bused downtown to classes and clinical assignments.

Each tastefully decorated room in the Martin Residence housed two students and had built-in furniture. A student lounge and kitchen were provided on each floor with a reception area on the ground floor. This section quickly became known as the "Fish Bowl" because of all the mirrors on the walls and supporting columns. Unfortunately, it was not an area conducive to romance for students and their "dates." Any attempts at stolen goodnight kisses would be spotted by a watchful housemother, whose desk was nearby. One of these guardians was the stern but beloved Frances Bard, who earned the sobriquet "Voice of the Turtle" because of the sonorous tone in which she issued summonses and relayed messages over the inter-com.

The Renaissance of the Fifties found expression, however, in ways other than new physical facilities. For example, as a harbinger of the future, more graduates were seeking advanced education. Those who had been in uniform received aid under the GI Bill of Rights. Non-veterans sought help through scholarships.
The lounge (top) of the old student nurses' residence at Spruce Street, as shown in 1955, was pleasant and restful, but could hardly compare with the modern decor of the reception area in the new Martin Residence, as pictured at Christmastime in 1959.
Similarly, the needs of the postwar crop of student nurses were recognized and fulfilled in several ways. For instance, a full-time counselor, whose responsibilities included extra-curricular activities, was added to the staff. The Nursing Library collection was also updated, and two part-time librarians came on board.

In 1953, after the resignation of Miss Katherine Childs, Miss Mabel C. Prevost, '29, B.S., M.S., became Director of Nursing. During her administration, the school gradually increased its enrollment through vigorous recruiting efforts; a campaign was waged for a modern nurses' home (Martin Residence) and NLN accreditation; and classroom and faculty office space were secured in the hospital.

But, in view of a continuing nationwide shortage of nurses, the students adhered to a tough schedule of classroom work and clinical practice. Night shifts in the hospital were particularly grueling when, for example, a student might be called upon to change and feed 25 or so howling babies. Imagine the distress of one student who, in the midst of a 1,000 chores, was followed into a storage closet by an amorous intern and got locked in. When finally released by a glaring night supervisor, she wanted to sink right through the floor.

Alumni of the 1950's have commented, though, that the education and discipline they received were priceless assets. Better correlation between formal classes and clinical experience was certainly a factor. On this score, a new "block" type program was adopted. Half of the students attended class for two weeks, while the remainder were assigned to clinical practice. At the end of the period, the groups switched. This system provided a more in-depth approach to both theoretical instruction and "on-the-job" training.

As evidence of the refined curriculum, all members of the Class of 1956 passed the State Board examination for R.N. licensure, the first class to do so in at least ten years. That same year, several students and faculty members appeared on television as part of the recruitment effort. Several years later, a Student-Faculty Committee was formed to discuss common problems, a new school newspaper titled "Caps 'N' Capes" was published, a card club was started, the dramatics club was reshaped, and a new type of uniform dispensed with the old-fashioned bib and apron.
The Solarium on the top floor of the Martin Residence was a comfortable place to chat on a sunny afternoon. Door in right background leads to the roof, where student nurses sunbathed on what they called the "Asphalt Beach."

An interdenominational chapel with symbols of several faiths was opened during the era. It is located between the Foerderer Pavilion and the Thompson Annex.
In 1958, a significant organizational change took place when Miss Prevost was appointed Assistant Director of the Hospital with administrative responsibility for the School, nursing service, operating rooms, pharmacy, and several other departments. Miss Doris E. Bowman was named Director of the School of Nursing to succeed Miss Prevost. A graduate of the Class of 1942, Miss Bowman served with General Hospital No. 38 in World War II. After obtaining her bachelor’s and master’s degrees in education, she taught in New Jersey before returning to Jefferson as an instructor in pediatrics in 1954.

The School made numerous impressive and progressive strides during Miss Bowman’s administration of 24 years—the longest tenure ever held by a single director. One of the major achievements of her reign was the attainment of full accreditation from the National League for Nursing in 1960. While an application for accreditation had been submitted to the NLN as far back as 1948, it was rejected at that time as being premature. In May, 1957, after many significant improvements during Miss Prevost’s tenure, the Board of Trustees gave her the green light for initiating steps toward NLN accreditation and another application was submitted. Provisional accreditation was granted in March, 1958. Finally, after the School had been put under a magnifying glass of seemingly endless questionnaires and surveys, the long-sought full accreditation blessing was bestowed in December, 1960, and everyone concerned shared and rejoiced in this triumph—the concerted efforts of faculty as well as administration and the midnight oil burned by Miss Prevost and Miss Bowman had finally paid off. While this NLN “seal of approval” is voluntary, it is a drawing card in attracting well-qualified students and first-rate faculty members.

Indicative of the interest in and support provided to the School of Nursing throughout its history by the entire Jefferson “family” was the formation of an Advisory Committee in 1958. Its membership included representatives from the Board of Trustees, Medical Staff, Hospital Administration, Nurses’ Alumnae Association, and the Director of the School, plus a clergyman and general educators, representative of the community. The Committee was chaired by Baldwin Keyes, M.D.

The general purpose of the committee was to advise and assist
the administration of the School in refining, garnering financial support for, and promoting its program in Nursing Education. These functions included studies of the School's curriculum, facilities, and its image in the nursing field; investigations of sources of scholarship aid, endowment funds, and other financial aid; and pinpointing areas where recruitment of eligible candidates might be worthwhile. The committee's contributions to the general welfare of the School from 1958 to its phase-out in 1973 were countless. Of special interest were the untiring efforts of committee member Revelle Brown from the Board of Trustees. Mr. Brown was, for all practical purposes, a supporter of the School in Board affairs and forcefully presented the case for its financial and physical needs.

Jefferson stood on the threshold of the Sixties with its physical plant greatly improved, its manpower far better organized, and its long-range development program carefully thought out. A progressive administration was ready to meet the challenges of the decade ahead.
VIEWED FROM A perspective of 20 years later, the Sixties emerge in a checkerboard pattern of tumult, tragedy, and triumph. The younger generation revolted against The Establishment. Parents were drips, teachers pedantic fools, and police “pigs”. The civil rights movement accelerated in the Selma-to-Montgomery march, a mass demonstration in Washington, and the Watts riots. Vietnam War protesters burned their draft cards, radical feminists torched their bras in defiance of male chauvinism, and Marilyn Monroe was on time for her last rendezvous.

The nation plunged into mourning on the assassination of President John F. Kennedy in Dallas on November 22, 1963; and the bloodbath continued with the subsequent slayings of Martin Luther King, Jr. and Senator Robert F. Kennedy. President Lyndon B. Johnson’s high-minded War on Poverty bogged down in the quicksands of Vietnam. Yet ever-resilient Americans found outlets for their frustrations in Beatlemania, the new “twist” dance craze, miniskirts, and the first walk on the Moon by three U.S. astronauts.

Philadelphia, as did other urban areas, experienced social and economic upheaval during the 1960’s. There was an upperclass return to the city in Society Hill and in new high-rise apartment buildings, accompanied by a continuing middle-class flight to the suburbs. The minority populations burst out of their old ghettos and spread in all directions, only to find that crime, drugs, and
Marilyn Ruble, '67, draws medication at nurses' station in Foerderer Pavilion. She was the 4,000th graduate of the School of Nursing and was accorded special recognition at commencement ceremonies.

Student nurse Judith L. Stevenson, '67 (right), assists in the operating room.

Lt. (j.g.) Dorothea Hamilton, '65, a Navy nurse stationed at a hospital in Vietnam, checks on the condition of one of her patients.
gang warfare were still the handmaidens of poverty.

Jefferson Surges Ahead

Although not impervious to the cultural shocks of the era, Jefferson continued its steady march of progress during the 1960's. As mentioned briefly in Chapter 7, the School of Nursing won full accreditation from the National League for Nursing (NLN) in December, 1960. This major achievement represented a great deal of hard work on the part of the school faculty with the all-out support of the Board of Trustees and the hospital administration. Accreditation was renewed at each periodic NLN re-evaluation review in subsequent years.

As part of a continuing effort to streamline the schedule of the School, the February, 1961 class was the last one to graduate in that month. Throughout the remainder of the decade, a single commencement was held in September (not until 1971 did June become the official month of graduation). That same year (1961), Margaret C. McClean, Registered Dietician, became the first non-nurse on the full-time faculty. Several years later she was promoted to Assistant Director of the School.

Basic nursing techniques were first taught via closed circuit television in 1964. Prior to that time, equipment for demonstrations had to be physically hauled to the site, set up, and then disassembled for return to storage. This back-breaking procedure changed, much to the relief of the stevedore-instructors, when the Fundamentals Laboratory was converted into a TV studio, and the wizardry of electronics as a tool for teaching took over. Under the direction of former faculty member, Miss Patricia Zarella, '51, a number of "shows" were produced to bring graphic demonstrations right into the classroom. Several years later, through the generosity of the School of Nursing Department of the Women's Board, a video recorder was purchased. This made it possible to film and edit the copy instead of presenting it "live."

Meanwhile, the tempo of student activities stepped up rapidly. In 1962, the "Miss Jefferson" contest was launched under the sponsorship of the student newspaper, Caps 'N' Capes, in an effort to foster school spirit. Candidates were nominated by the students, screened by the faculty, and judged by the nursing staff,
Graduating nurse Loretta Davis, '61, gets a congratulatory kiss from a young member of her family prior to start of commencement program.

It's playtime for several tots in the Pediatrics Ward. Entertaining the youngsters are (left to right): Cathie M. Posey, '67; Cheryl Peters, '67; and Nancy Ayres, '66.

Architect's rendering of Jefferson Alumni Hall, which opened in the summer of 1968.
physicians, and faculty on the basis of appearance in uniform, nursing care, personality, school spirit, talent, and residence deportment. The winner received a blue sash emblazoned with the title and the year, a gold bracelet with a charm (a disc featuring a caduceus), and a bouquet of roses. The two runners-up were awarded movie tickets and corsages.

During its eight-year run from 1962-1970, the “Miss Jefferson” contest drew an enthusiastic audience from all segments of the School “family.” Although there was no admission charge, the clamor for seats was such that the show was moved after its first year from the nurses’ residence to McClellan Hall. Filling the role of emcee in the best “Bert Parks” manner were Doctors Robert Mandle, Milton Toporek, Roland Manthei, William Lemmon, Jr., and Edward Carden. As a matter of tradition, the reigning “Miss Jefferson” was invited to participate in naming her successor. Elizabeth Reed, ’64, and Christine Reed, ’70, were the only sisters to capture the honor. As evidence of their loyalty to the School and their devotion to nursing, no “Miss Jefferson” nor members of her court succumbed to enticing offers from beauty pageant promoters, Broadway producers, or Hollywood talent scouts.

On the dramatic front, the students wrote and staged a smash hit minstrel show in 1962, titled “Showboat,” which was re-run in 1963 by popular demand. Subsequent shows—“A Fair to Remember” (1964), “A Musical Mistake” (1965), and “Fantastic Furlough” (1966)—also drew enthusiastic audience acclaim.

The basketball team, inspired by its rollicking cheerleaders, continued to make impressive showings and racked up a championship in the 1967-1968 Student Nurses’ League. On the court, scoring was the main objective, but there were some humorous moments, too: the irrepressible Joy Stabile, ’63, with her hats, wigs, and shouts trying to confuse the opposition; Gale Mackensie, ’64, playing most of the games on her knees; Judy Kennet, ’65, who after two seasons of bench warming, finally got into a game and, upon receiving a pass, turned and yelled to the coach, “Which way do I go?”

Attendance at both home and away games with basketball teams from such other nursing schools as Bryn Mawr, Lankenau, University of Pennsylvania, Philadelphia General, and Presbyterian was always heartening. Perhaps the top attendance
Members of the Student Nurses' Choir, snugly attired in their winter capes, sing familiar carols before the lighting of a Christmas tree outside the Foerderer Pavilion in 1961. Conducting is Ethel M. Riehle.

Winner of the 1968 "Miss Jefferson" contest was Marie Seebauer, '69 (left). Flanking her are Donna J. Kline, '68 (center), first runner-up, and Christine Reed, '70, second runner-up. Christine went on to be first runner-up in 1969 and then "Miss Jefferson" herself in 1970, the only contestant ever to capture all three places.

Sandra K. Payne, '68, captain of the 1967 Jefferson championship student nurses' basketball team (eight wins, no losses) jumps to tap-off ball in a hotly contested game.
record was set by Miss Margaret McClean, team sponsor, who only missed one game in 15 years. In addition to its 1967 and 1968 championships, the Jefferson student nurse basketball team also headed the league in 1973, 1974, 1978, 1979, and 1980 and filled a bulging showcase with trophies. A bit of "icing on the cake" was the award by the faculty of a white chrysanthemum corsage with black and blue ribbon to each member of the championship basketball squad.

Jefferson coeds also walked off with their share of prizes in competitions staged by the Area #1 Chapter of the Student Nurses' Association of Pennsylvania (SNAP). During the 1960's, membership in the organization was mandatory for freshman students and optional for upperclassmen. Jean Little, '63, and Eileen Cancelli, '67, both served as presidents of the chapter. Ruth Kessler, '65, and Marie Seebauer, '69, won the Outstanding Student Nurse contest, while Rosalyn Feller, '68, and Shirley Dubis, '68, won the Nursing Bowl competition.

The School of Nursing marked its 75th Anniversary in 1966. The seniors awarded diplomas that year brought the total number of graduates to nearly 4,000. In the fall of 1966, the School admitted 112 new students, a slight drop from the 120 entering the previous year. Total enrollment in the 1960's ranged from 300 to 332 students with incoming classes running from 100 to 132. By 1969, there were 33 full-time faculty members in the School besides the Medical College professors who taught the basic sciences.

When the School of Nursing was absorbed for administrative purposes into the newly organized School of Allied Health Sciences, Thomas Jefferson University, in 1968, enrollment was 236. That same year, the College Entrance Exam Board became an admission requirement. Also included under the umbrella of the new division was the School of Practical Nursing, a one-year program launched in 1964. The "School" of Allied Health Sciences was designated a "College" in July, 1969.

In the summer of 1968, the university's modernization program took a giant leap forward with the opening of Jefferson Alumni Hall. A basic medical science/student commons building, its recreational facilities include a gymnasium, swimming pool, sauna, game room, several leisure lounges, and a number of
A chorus line of "high kickers" (top) introduces a rip-roaring student nurses' variety and talent show in 1969. In next act (lower photo), Elizabeth A. Reed, '69 (foreground), steps out to sing accompanied by the 76 Trombones. Kathleen L. Shannon, '69 ("man" at far right), acts as emcee.
meeting rooms. All senior class presidents of the School of Nursing served on the Commons Board of Jefferson Alumni Hall.

Graduates of the 1960's indicated in their questionnaire responses a high degree of praise for the quality of nursing education at Jefferson. Such superlatives as "super", "great", "excellent", "outstanding", etc., sprinkled comments on the curriculum. Enthusiasm for the accommodations in the new student residence abounded. Several alumni singled out for special praise the Hobby Room on the top floor of the Martin Residence. It was equipped with a sewing machine, cabinets, work counters, easels for painting, typewriters, etc.

However, there were some critical notes about the strictness of the residence rules and discipline. One alumna has never forgotten the bawling out she received from a housemother when she returned from hospital duty in a scrub dress because a patient had bled all over her uniform. Some of her peers complained that the rules were 15 to 20 years behind the times and were more applicable to a nunnery than a student dormitory. On the other hand, a fair percentage said they would like to see some of that old-fashioned discipline supplant the permissiveness of young people today.

Darkness at Noontime

The buttermilk skies of the diploma schools of nursing, which had for many years supplied about 85% of the nation's nurses, began to turn sour in the mid-Sixties. In December 1965, the American Nurses' Association (ANA) issued its controversial position paper—a document that sent tremors of earthquake proportions throughout the entire nursing profession and opened a Pandora's box of questions and problems that still have not been either answered or solved.

Briefly, the ANA statement declared that basic professional nurse education should take place in institutions of higher learning and lead to a baccalaureate degree. Second, education for the so-called "technical" nurse (presumably one providing direct patient care) should be provided in a junior or community college associate degree program. Third, practical nurse training should be conducted in vocational schools. To all intents and purposes,
Marie Armstrong (left) and Sharon Bugen, both members of the Class of 1969, attend to a patient in the Orthopedics Ward.

Maureen Maguire, '63 (left), and the late Patricia McInerney, R.N., an instructor in pediatrics, assemble Christmas toys for children in Pediatrics Ward.
no provision was made for the continuance of the traditional hospital diploma schools of nursing.

Naturally, the ANA disclosure was greeted by howls of outrage and disbelief in many quarters. The student, faculty, alumni, and supporters of the diploma schools, including Jefferson, felt that they had been "sold down the river," so to speak. Doctors, patients, and even those whose direct interests were not involved joined in the chorus of protest against the ANA decision. Adding fuel to the fire was a general awareness that a vital supply line (i.e., the diploma schools) was being cut off despite a desperate national shortage of nurses.

In all fairness to the ANA, it had been advocating and predicting the trend toward baccalaureate education for professional nurses since the 1920's to a rather apathetic audience. Its efforts to promote higher educational standards for nursing were based on changing health care needs, rapid advances in medical and surgical techniques, a myriad of new drugs, innovative laboratory technology, computerization in hospital administration, etc. Undoubtedly, the ANA proposals were sincere and had considerable merit. But the timing of their publication was unfortunate and ill-advised, to say the least.

The ANA position paper containing the guidelines for raising educational standards for nursing failed to point out that these recommendations represented a long-range goal that could only be achieved over a period of years. The lack of a timetable in the ANA program prompted high school guidance counselors to discourage well-qualified candidates from applying to the diploma schools.

This oversight naturally had an immediate and disastrous effect on the recruiting efforts of the diploma schools. By the end of the decade, many diploma schools had either closed or shortened their programs. Of the 501 nationwide diploma programs accredited by the National League for Nursing, only 58 continued to adhere to the traditional three-year program (i.e., 144 weeks). Thirty-five of these programs were in Pennsylvania. The average program length was 121 weeks, exclusive of vacations.

The Jefferson School of Nursing, once the initial shock of the ANA cloudburst had passed, girded its loins to prepare for whatever might lie ahead. Several steps were taken to strengthen
the sinews of the School and reinforce its determination to remain in business for the foreseeable future. First, in 1968, the course of study was shortened from 36 to 35 months and the following year to 33 months. These reductions, however, did not lower in any way the high quality of nursing education on which the School had built its reputation.

Next, also in 1968, an affiliation agreement was signed with the Philadelphia College of Pharmacy and Science whereby Jefferson nursing students could begin work toward a degree by taking college credit courses as electives. About 20 student nurses enrolled in these courses during the first year. On the home front, college credit courses in psychology and sociology were added to the curriculum. Starting with the class of 1970, a complete block rotation program was instituted that included: courses in psychiatric nursing at Philadelphia State Hospital and Eastern State School for Children; a six-week vacation for freshman students; and a reduction in operating room time from six to two weeks with the remaining four weeks spent in a surgical care unit with a complete follow-through of a minimum of four patients from pre-operative to post-operative care.

These changes were made partially in answer to the gauntlet thrown down by the ANA to the diploma schools. But even more they were part and parcel of a steadfast resolve to meet the challenges of the Seventies with faith and courage.

Sheila C. Schwartz (left) and Elayne L. Shachter admire one of the babies in the Nursery. Both girls are members of the Class of 1967.
FROM AT LEAST one standpoint, the 1970's might be called one of America's more glorious decades. The economy absorbed two staggering increases in the cost of energy, provided 18 million new jobs despite a severe recession in 1973-1975, and extended basic civic and economic rights to those who hitherto had been wrongly denied them. Yet a pastoral decade it was not. The first Earth Day in 1970 drew millions of anti-pollution protesters to keynote an era of growing social consciousness and self-involvement.

The Nixon Administration's achievements in opening the door to China, establishing détente with the Soviet Union, and the withdrawal of United States troops from Vietnam were drastically diluted by the shame of Watergate. The U.S. Supreme Court overturned all state laws limiting a woman's right to an abortion during the first trimester of pregnancy. Motorists lined up at gas stations after the Arab oil embargo was imposed in late 1973.

In 1976, the nation embarked on a birthday bash in honor of the Bicentennial of its independence with festivals, parades, and other ceremonies. Jimmy Carter, a former political unknown, became the 39th president in January, 1977. He was hailed as a great peacemaker after the historic Camp David agreements in September, 1978, and then was savaged by the Iranian hostage crisis that began in November, 1979. The U.S. Senate, after a bitter debate, voted in April, 1978, to return the Panama Canal to Panama by the year 2000. Pope John Paul II was widely acclaimed
Gail Johnston, president, leads the Class of 1970 through the traditional Rose Arch at Commencement.

Rose Mary Drigan, '70, receives Thomas A. Shallow Award for proficiency in surgical nursing from Revelle W. Brown, a member of the Board of Trustees. A steadfast friend of the School of Nursing, Mr. Brown was a valued spokesman for its physical and financial needs in Board affairs.
on his first visit to the United States in October, 1979. An accident at Three Mile Island in Pennsylvania the preceding March kicked off a series of anti-nuclear power demonstrations.

Philadelphia, the cradle of liberty, rocked and popped during the 1970's. There was hardly a dull moment in town after the colorful and controversial Frank L. Rizzo took over City Hall as a two-term mayor in 1972. A former tough law-and-order cop and police commissioner, his celebrated tiffs with nightclub owner Lillian 'Tiger Lil' Reis and ecdysiast Blaze Starr had made racy newspaper copy in the early 1960's. His administration was pockmarked by a teachers' strike, internal power struggles, and political scandals. On the other hand, there was a resurgence of civic pride and progress on many fronts, although at considerable cost. All in all, the Rizzo years made those of preceding administrations (and the present one) look as bland as pudding by comparison.

The renaissance of downtown Philadelphia continued apace with new office buildings of gleaming aluminum and glass springing up on every corner. The revitalized Penn's Landing area boomed as an oasis of promise on a decaying waterfront. The tall ships and the Queen Elizabeth II sailed up the Delaware River to salute Philadelphia, where it all began, on the 200th anniversary of the signing of the Declaration of Independence. Sad to say, the city's birthday ball was marred by the outbreak of a mysterious disease at the American Legion Convention in 1976 that killed 34 people and sickened 150 others.

**Jefferson Attuned to Progress**

In keeping with the vibrant spirit of the times, Jefferson moved ahead with its carefully conceived expansion program and adroitly buffed and polished its growing image as a leading medical center. One of the initial steps in a dynamic plan for sophisticated additions to the university's facilities was the opening of the Scott Memorial Library in the fall of 1970. Combined under one roof are some 120,000 volumes that constitute an unmatched medical university collection. Among the new library's features are individual and group study rooms and soundproof carrels for audiovisual materials.
Commencement in 1970 was a family affair for this couple. Dr. Peter Pizzutillo graduated from Jefferson Medical College, while wife Bonnie (the former Barbara M. Schultz) received her diploma from the School of Nursing. Daughter Lara seems duly impressed with the achievements of her parents.

Judy Ferraro (left) and Eleanor Costello, both members of the Class of 1975, go over an assignment in their Martin Residence room.
The other major construction event of the 1970's was that of the $51.4 million New Thomas Jefferson University Hospital, an addition of nine stories to the complex which also includes the Thompson Building, Main Building, and Foerderer Pavilion. It was completed on June 1, 1978, and dedicated at special ceremonies on June 9. Innovative in design and operation, the new building incorporates the "mini-hospital" concept, whereby most diagnostic facilities for the average patient are located on the same floor where he is admitted, treated, and discharged. Each patient floor also has its own intensive care unit. Physicians' offices are a single floor away from patient care areas.

Nor were nursing functions overlooked in planning for the New Hospital project. For example, nursing command and teaching posts (nearly a dozen on each floor) enable the nursing staff to observe and tend to the requirements of 8 to 16 patients. By contrast, 20 to 35 patients are still served by nursing stations in many large metropolitan hospitals. Margaret C. McClean, a faculty member of the School of Nursing, and Catherine W. Lupinacci, president of the Class of 1972, were members of the Steering Committee for the New Hospital project in its planning stages and were able to contribute valuable input regarding the School's anticipated educational needs.

On September 17, 1977, Thomas Jefferson University Hospital celebrated the 100th anniversary of its founding in 1877. During the course of a century it grew from a small 125-bed hospital, the first to be associated with a medical college, into a 687-bed teaching institution dedicated to specialized and general patient care. This mission is undergirded today by Jefferson's affiliation with 21 other hospitals offering clinical experience to students in all three colleges of the university.

Evolution in Nursing

Jefferson's advances in the 1970's were not confined to bricks and mortar alone. Equal attention was devoted to surveying, refining, overhauling, and expanding its academic programs. One of the most significant of these was the introduction of a baccalaureate degree program in nursing in 1972, chaired by Charlotte E. Voss, Ed.D., with an initial enrollment of 46 students, including four males. Then, as now, students admitted
Virginia Corotto (left) and Bonnie Esten dig into the annual spaghetti dinner served in Jefferson Alumni Hall. Both girls are members of the Class of 1973.

During National Nutrition Week in 1978, Melody Loux, '81, teaches elementary school class about the importance of proper diet.
to the baccalaureate program enter the College of Allied Health Sciences as juniors after completing two years of undergraduate study elsewhere. The rationale for the establishment of the B.S.N. degree was termed a logical response to changed views within the profession and in society regarding the role of nursing and health care in general. Presumably, the baccalaureate nurse would be better able to assess patient needs from a broader theoretical base, make sound judgments, and act as a true colleague to the physician.

Thus, early in the 1970's, Jefferson's investment in nursing was segregated into three independent programs—baccalaureate, diploma, and practical nursing—each with its own facilities, faculty and resources. This somewhat paradoxical situation did not escape the attention of the accreditation team from the Middle States Association of Colleges and Secondary Schools during its evaluation visit to the campus of the university in 1975. The team's findings and recommendations in its 1976 formal report were duly noted by Lewis W. Bluemle, Jr., M.D., newly appointed president of Thomas Jefferson University, on his arrival on campus in 1977, and by Lawrence Abrams, Ed.D., who was named Acting Dean (later Dean) of the School (later College) of Allied Health Sciences in 1976.

In 1979, in keeping with one of the recommendations of the aforementioned accreditation team, an Ad Hoc Committee was formed to evaluate the current status of nursing education at Jefferson and develop a plan for the future with an eye toward an eventual unified curriculum. The School of Nursing was represented on this committee by faculty members Joan K. Amick and Linda Kofroth.

_Nursing School Carries On_

While mindful of the fact that it was an endangered species, the School of Nursing marched on to the beat of its own drummer throughout the 1970's, as it had since 1891, in turning out well educated and capable nurses. Graduates continued to have a mean score well above the state and national means on the State Board Examinations. During the early part of the decade, the School rode on a high wave of optimism with steady increases in the number of inquiries received, applications, and actual enroll-
ments. Between 1970 and 1975, enrollment ranged from 211 to 297. From 1976 on, there was a consistent decline to 201 in 1979.

The size of the faculty remained relatively stable throughout the period in varying from 32 to 38 members in proportion to the number of students. An effort was always made to maintain an even balance between those faculty members who were Jefferson graduates and those from other nursing schools to provide for a livelier exchange of academic ideas. In September 1974, two new positions were created: 1) Assistant Director for Administration and Student Affairs; and 2) Assistant Director for Curriculum. Margaret C. McClean assumed the former position, and Eloise Hippensteel, '52, stepped into the latter post at a later date.

After the shortening of the school program to 33 months in 1970, few major changes were made in the curriculum. However, two English courses were added in 1976 with three college credits granted for each. Credits had previously been assigned to freshman courses in Psychology (3), Sociology (3), and Microbiology (5). In 1978, Nutrition also earned three college credits. Community Health became an 11-week course in the senior year curriculum in 1974. That same year, the Strong Vocational Interest Blank was administered to freshman students as part of a three-year study to determine aptitude. During the 1974-1975 period, 11-week quarters were established for the junior and senior years, and the affiliation in Psychiatric Nursing was changed from Philadelphia State Hospital to Philadelphia Psychiatric Center. In 1977, a certification program in Cardiopulmonary Resuscitation (CPR) was started for all senior students. Also in 1977, the student admission procedure was transferred to the Office of Admissions in the College of Allied Health Sciences, and students were no longer required to live on campus.

While still concentrating its recruiting efforts on top-notch high school graduates, the School of Nursing did not remain aloof from the social concerns of the times. In the summer of 1970, a remedial program was launched for a group of 10 disadvantaged students in an attempt to assist them in becoming qualified for admission to the School. Two were admitted in September, 1970 but soon left for personal reasons. Another remedial program was presented for six weeks in 1971 for 15 potential students. One of this group
graduated in 1974.

Beginning in 1972, the School of Nursing was awarded a number of capitation grants authorized under a new section of the Public Health Service Act for the support of nursing school educational programs. Three projects were approved and accomplished during the initial 1972 year: 1) A Model Unit for Team Nursing; 2) A Recruitment Development Program; and 3) A Graduate Follow-Up Study. Subsequent grants covered the following general subjects: geriatric nursing, health education for the elderly person, and team nursing for students. Unfortunately, the Capitation Grant Program for Jefferson was discontinued in mid-1978 because the School of Nursing could no longer meet a requirement that participants show an increase in enrollment or maintain a stated level each year.

Changing Times

The tidal wave of social, economic, and educational changes that swept across the nation in the 1960's and 1970's had a ripple effect on long-standing traditions of the School of Nursing. Night duty in the hospital became a thing of the past, and relief assignments for students were limited to four weeks under the supervision of an instructor. The "women only" admission policy was shattered in 1973 when two male students were accepted. One of them, David Snyder, also made history at Commencement in 1976 with his wife, Elizabeth, as the first married couple ever to graduate from the School.

This revolutionary removal of marriage as a barrier to School admission and retention was also reflected in the fact that four of the 1973 graduates were married before their senior year, one the mother of a two-year-old boy. Of 273 students in the School in 1974, ten were married and two had children. In days gone by, only single young ladies of impeccable propriety were admitted to the School. Marriage while a student was cause for immediate dismissal, and pregnancy (even though sanctified) was deemed tantamount to one of the Seven Sins.

The morale of the School's administrative staff and faculty rose in August, 1975, with a move to newly renovated and more spacious offices in the Health Sciences Building (Edison) from its
On the eve of graduation, Andrea Portner, '79, cheered on by classmate Diane Foley, dangles her student uniform out window of room in Martin Residence.

Several scamps (best left unidentified) in the Class of 1970 stole out one dark summer night to "dress" statue of the distinguished Dr. Samuel Gross in a student nurse's uniform. The School administration did not appreciate the prank, but the culprits escaped with impunity on the grounds of pre-graduation exuberance.
former rather cramped quarters in the Martin Residence. Classrooms were also transferred to this new location, and three previously occupied floors in the Curtis Clinic were assigned to other departments. Almost from its inception, the headquarters of the School of Nursing had been shuffled from pillar to post with little concern paid to the adequacy of its physical facilities nor the practical aspects of its location. Unfortunately, the lease on its long-sought comfortable home was to expire in just seven years.

In 1975 also, responsibility for supervision of the Martin Residence was transferred from the Director of the School of Nursing to the Director of Housing of the university. One of the major reasons for the switch was the admission of students other than nurses to the residence. Curfews were extended, overnight female guests were permitted, and “open houses” were held monthly. Representatives from all groups living in the dorm sat on a new House Council, which assumed the judiciary functions of the former Student Council.

Since it no longer was obliged to enforce residence rules, the reorganized and newly named Student Affairs Council was able to devote its attention to coordinating all School social events (e.g., Halloween, Valentine’s Day, Christmas, Easter, and other parties). Fund-raising activities, such as candy, poster, bake, plant, “white elephant”, and popcorn sales, and such ever popular events as the annual senior spaghetti dinner, continued apace. Basketball remained the sport that rallied the support of the entire School behind its league games. Patricia Jones ’74 and Donna Ranieri ’75 distinguished themselves by winning a local free-throw competition and a chance to enter the national competition in San Diego, California.

The Countdown Begins

As the decade of the Seventies passed the equinox, the diploma schools of nursing found themselves on a toboggan slide toward an unwelcome fate. The principal reservoir of nurses for the nation’s health needs since time immemorial began to dry up at an alarming rate. Total reported applications to diploma programs fell by more than 8,000 or 12 percent from 1974-1977. Admissions declined by about 5,000 and the number of graduating students
In informal ceremony in 1973, "Big Sister" Linda S. Bingaman, '75 (rear), then a junior, caps freshman "Little Sister" Janice E. Richmond, '76 (above photo). Rear view of the pert Jeff organdy cap shows the spread of the "wing tips" across the back of the nurse's head (below).
dropped by over 3,000 during the same three-year period.

There is no single answer to this phenomenon. For one thing, until the mid-1950's, the diploma school student's tuition was comparatively low because of the service she rendered to the hospital in exchange for part of her expenses. But, then, as the National League for Nursing (NLN) raised its educational standards for accreditation, hospital hours decreased, and tuitions rose accordingly. The NLN also lent its tacit support to the American Nurses' Association (ANA) position paper published in late 1965 (see Chapter 7) to the effect that: 1) professional nursing education should take place in institutions of higher learning (i.e., colleges, not hospitals); and 2) nurse practitioners should hold either a baccalaureate degree (B.S.N.) or a master's degree in nursing. To all intents and purposes, diploma school graduates became anachronisms.

As enthusiasm for diploma nursing cooled, interest in baccalaureate and associate degree programs grew like Topsy. Low-tuition community and/or junior colleges granting two-year associate degrees in nursing graduated 36,815 students in the academic year 1976-1977, as opposed to 24,850 in 1972-1973, an increase of nearly 12,000. In spite of the much higher tuition and other costs involved, the number of baccalaureate graduates rose from 13,132 to 23,632 during the same period, an increase of 10,500. On the other hand, the number of diploma school graduates declined from 21,445 to 18,014, a loss of about 3,300. Source: "Educational Preparation for Nursing - 1977." Nursing Outlook 26 (September 1978), pp. 568-569.

While the defenders of the diploma schools donned their armor and took to the ramparts, the winds of change in nursing education concepts were sweeping across the land with hurricane force. Between 1974-1979, close to 100 diploma programs were blown out of existence. Inevitably, the storm broke in the Philadelphia area, and the number of diploma schools shrank from approximately 35 to less than a dozen in a few years.

For a time the Jefferson School of Nursing nestled in the eye of the storm, reluctant to relinquish a program built on a sturdy foundation. The alumni in particular piled on sandbags of support for their school. But the die had been cast, the handwriting was on the wall, the devil of change would not be denied his due. In 1974,
502 prospective students applied to the school, and 111 actually matriculated. By contrast, only 361 applications for the class to be admitted in the fall of 1979 were received, and enrollment in the first year dropped below 60. Total enrollment was too low to qualify for federal capitation support.

Thus, on March 22, 1979, the faculty of the school resolved by consensus to bite the bullet and recommend to the college administration that the class admitted in September of that year be the last accepted into the school. It was not a decision made in haste, but one reached only after much soul-searching and agony. Several members of the faculty had served the school loyally for over 15 years, and this wrench in their lives was a painful prospect to face. But, as always, their prime concern was what was best for Jefferson. The future of nursing education in the university seemed to be at the baccalaureate level.

On April 19, 1979, Miss Doris E. Bowman, Director of the School of Nursing, wrote with heavy heart to the Dean of the College of Allied Health Sciences to convey the decision of the faculty to recommend that the school be phased out over a three-year period. His acceptance of the proposal was endorsed shortly thereafter by the University’s Board of Trustees. The Class of 1982 would thus be the last to pass through the portals of a school renowned far and wide for the high quality of its graduates on every frontier of nursing. This knowledge muted and softened the shadows of twilight descending.
AT THE DAWN of the 1980's, America seemed to be suffering from a feeling of malaise, a loss of self-confidence. The nation that had been the world's greatest optimist appeared to be stumbling around in a fog of uncertainty about the future. The hot-tub culture of the 60's and 70's, with few restraints on social behavior, had warped traditional moral values and had not solved any problems. Contradictions abounded in government subsidies of tobacco growers and campaigns against smoking. Dairy product price supports cost the taxpayers $250,000 an hour while thousands of poor went to bed hungry at night. The distribution of surplus cheese was a welcome palliative.

There were, however, a few signs on the horizon that the country was at the point of reawakening of spirit. The trend was more away from the individual toward the community with less dependence on a paternalistic government. This was one of the 1980 campaign themes struck by Ronald W. Reagan, a movie actor turned politician and former governor of California. He won a stunning victory over Jimmy Carter in capturing 43 states and ousting an incumbent president for the first time since 1932.

The Carter administration, which had begun on such a hopeful note, was plagued by such problems and embarrassments as the start of an economic setback, the Abscam scandals, an abortive attempt to rescue the 52 Iranian hostages (finally freed on January 20, 1982, after 444 days in captivity), the Soviet invasion of
Doris E. Bowman, Director of the School of Nursing, appears deeply touched at the unveiling of a portrait of herself, which was presented to her as a surprise by the Class of 1980 at Commencement. In center is Katherine E. Martens, class president. Just behind Miss Bowman is Sister Bernadette Marie Ravenstahl, vice president of the class. Peeking around the portrait is Judith L. Troutman, class treasurer.

Katherine Woods, president of the Class of 1982, examines display case of dolls dressed in period student nurse uniforms. On top shelf (left to right) are those for: winter, 1891; summer, 1891; and year-round, 1894. On lower shelf (same order) are uniforms for: 1933-1938; 1938-1948 (with winter cape); 1949-1958; and 1959-1982.
Afghanistan, the assimilation of 125,000 Cuban refugees, and the antics of brother Billy. These and other more or less significant events obscured the singular achievement of the Camp David agreements as a progressive step toward peace in the war-torn Middle East.

The game plan for the new Republican team in Washington was clear. Cut taxes, boost incentives for business to invest, and the resulting boom will revive such ailing industries as housing and automobiles, create thousands of new jobs, and get the lagging economy rolling again. In the first session of the Reagan administration, a cooperative Congress ended the New Deal with big tax cuts in a wide array of social programs and adopted a $750 billion tax reduction package spread over five years. The results of this highly touted supply-side economics approach toward restoring the nation's financial health were anxiously awaited.

But several unfortunate roadblocks sprang up on the way to the anticipated boom. Interest rates remained astronomical, and a deepening recession snuffed out new investment plans. Unemployment soared, although inflation moderated slightly. Budget director David Stockman's candid reflections in the Atlantic Monthly Magazine about the program left him looking like the unflattering end of a Trojan horse. In spite of expected record budget deficits of over $100 billion in the next few fiscal years, Reaganomics may yet accomplish many of its goals. Only time will tell.

Despite the furor raised by some of his proposals, Reagan was credited with keeping such campaign promises as the appointment of a woman to the United States Supreme Court, and his personal popularity remained high. Deep sympathy and shock were expressed when he was shot in the chest by an emotionally disturbed youth on March 30, 1981. Among those attending him at the hospital were three Jefferson Medical College graduates. The Reagan shooting incident was followed by a like attempt on the life of John Paul II in Rome in May and the tragic assassination of statesman Anwar Sadat in Egypt in October. These dire events, plus the agony of Poland and El Salvador, were partially offset by the worldwide rejoicing in the marriage of Prince Charles of Great Britain and Lady Diana Spencer in July, 1981, a ceremony watched by an estimated 700 million television viewers. But, even
Doris E. Bowman (foreground), Director of the School of Nursing, exchanges a word with Santa at 1981 student Christmas party.

Three members of the Class of 1982 model student nurses' uniforms of different eras. Linda Yarnall (left) is decked out in the uniform of 1894 with Bishop’s collar and floor-length skirt. Ellen Holohan (center) is dressed in the uniform worn from the late 1930’s to the late 1950’s. Bib and apron are still in place, but the skirt is a bit higher, and collar is open. Kathleen Santangelo sports the one-piece, wash-and-wear uniform of 1959-1982 with short skirt.
as the members of the School of Nursing’s last graduating class were winding up their final assignments and examinations, war broke out between Argentina and Great Britain over possession of the Falkland Islands.

Philadelphia Tercentenary

In the fall of 1682, when William Penn disembarked from the good ship Welcome, at the present site of Philadelphia, he was looking to the future in founding his “greene countrie towne.” Following Penn’s lead, the city fathers have sought to recall Philadelphia’s rich historic past of 300 years as a compass in charting the city’s direction in the years ahead. Hence, the name Century IV was chosen as the theme for a year-long program of special events to showcase the best of Philadelphia and emphasize its pre-eminence in insurance, law, education, and medicine; its arts, restaurants, architecture, and cultural institutions; its people and their neighborhoods.

The shoestring budget of $3 million allotted to the Century IV project, compared to the $184 million spent in Philadelphia in 1976 for the nation’s Bicentennial, represents a bold challenge to obtain maximum benefit per dollar expended on a celebration that is both meaningful and in keeping with the tone of the times. The foundation for more than 150 events, exhibits, parties, and festivals connected with Century IV is built on the principle of enhancing Philadelphia’s image as an international city on the move.

Like many other older Northeast cities, Philadelphia has been caught in a revolution as significant as the shift from agriculture to manufacturing in the 19th Century. Information technologies are the new growth sector in the Eighties. Between 1972-1980, 200 plants of more than 30 employees in the eight-county Philadelphia metropolitan area closed with a loss of 42,000 jobs. An additional 15,000 jobs were lost when 43 businesses relocated elsewhere. Even The Bulletin, the city’s leading evening newspaper for 134 years, died of financial strangulation in early 1982.

Yet there are solid indications that Philadelphia is being tugged into a Fourth Century renaissance by dynamic forces. The adjustment to service industries and the opening up of new frontiers
The three girls, who modeled student uniforms of the past and present (see preceding photo), made such a hit in a limited try-out that they were asked to do an encore at Commencement. Presenting them to an enthusiastic audience is Doris E. Bowman, Director of the School of Nursing.

Linda Yarnall, the last of 5,087 graduates of the School of Nursing, is pinned by Director Doris E. Bowman. In left background is Mrs. John I. Kreemer, Past President, Women's Board, Thomas Jefferson University Hospital, who presented the diplomas to the Class of 1982. Linda also won the Women's Board Prize for demonstrating the greatest versatility and cooperation in nursing situations.

Debra Bader (left) and Madonna Schuster, both members of the Class of 1981, were co-captains of the Student Nurses' Basketball team during the 1980-81 season. Each of them is holding one of the many trophies won by the School teams over the years. The two girls are now employed in Nursing Service at TJU Hospital.
in science is already taking place. Cranes, earth movers, cement mixers, and swarms of construction workers are busy in center city erecting new office buildings, hotels, a commuter rail link tunnel, parking garages, etc. Convention bookings and tourist traffic are on the upswing. The area's renowned educational institutions are gearing up to prepare students for such emerging growth fields as telecommunications, semiconductors, software, personal and business computers, etc. Medicine, too, is big business in Philadelphia with a plethora of outstanding hospitals, medical schools (six of the state's eight), research facilities, and laboratories uniquely equipped to provide the information and knowledge so crucial to the biotechnical revolution.

**Jefferson Firms Up Goals**

The management of Thomas Jefferson University recognized that the 1980's present "hardball" challenges in preserving both program quality and fiscal stability in the face of declining tax support for all academic institutions. The impending shrinkage in federal educational aid to students, particularly at the graduate level, portends an inevitable rise in tuitions and a decline in applications. Much to its credit, however, there has been no parallel fall in the quality of the student body at Jefferson. The average score of its school students, for example, has been well above the national average.

After three years of careful study, Jefferson's Strategic Plan for the 1980's is firmly in place. It contains 38 recommendations for strengthening nearly every aspect of education, research, clinical care, and management functions. These recommendations are fixed on five basic cornerstones:

1. Jefferson's future should be built on its numerous strengths as an academic health center rather than on previous aspirations to become a comprehensive university with non-health oriented components.
2. A better balance will be sought among patient care, education, and research by giving greater emphasis to the scientific pursuit of new knowledge.
3. Financial and organizational stability should not be endangered by unwarranted growth for its own sake during a
period of change in health professional education, research, and patient care.

4. Improvement in the quality of its existing programs through limited and well-planned innovation should have first call on investment of university resources.

5. Future planning must be oriented to perceived needs and capabilities in the private sector as tax-based support for education, health care, and research declines.

These fundamental concepts obviously require the exercise of creative leadership while maintaining Jefferson's traditional economic stability. The continued loyal support of faculty, alumni, and students augers well for the future. Not to be forgotten, though, are the priceless contributions made by men and women in past years to the building of a world renowned academic medical center. The entire university family paused in December, 1981, to mourn the passing of William F. Kellow, M.D., dean emeritus of Jefferson Medical College, and Elizabeth J. Sweeney, R.N., former director of the School of Practical Nursing. Edward H. Kotin, M.D., retired clinical assistant professor of medicine at Jefferson Medical College, also died early in 1982. The work of these and their many distinguished predecessors are an inspiration to those who aim today to provide the front line service in academic medicine that Jefferson pioneered since 1924.

Nursing in Transition

In keeping with the decision by the Board of Trustees to confine nursing education to the single baccalaureate degree program, Jefferson closed down its one-year course in practical nursing in 1980. Begun in 1964, the practical nursing program graduated 628 licensed practical nurses (L.P.N.'s) during its 16 years of operation. Students received a minimum of 1,500 hours of instruction during the 12-month training period.

Meanwhile, the School of Nursing embarked on its three-year phase-out program with the last class to be graduated in June, 1982. From the start, the shutdown was an orderly one with no retrenchment whatsoever in the high standards which had characterized the School since its inception in 1891. Indeed, many hours went into the preparation of a final report for continued
accreditation by the National League for Nursing (NLN) in November, 1980. In June of that year, 74 students were awarded their diplomas and pins. One of the highlights of the commencement exercises was the presentation to the university of a portrait, commissioned by the students, of Miss Doris E. Bowman, Director of the School since 1958. It is now on display in the Scott Memorial Library.

An unpleasant chore in the summer of 1980 was the termination of a third of the school faculty, some of whom had served for many years and contributed considerably to the growth of the School. One of these was Patricia Zarella, R.N., B.S.N., a member of the Class of 1951, who had been an instructor in Fundamentals of Nursing for nearly 22 years. A highly respected and popular teacher, she was asked by the Class of 1981 to be its commencement speaker. In her address, Miss Zarella set forth the many challenges which confront the nurse today on all fronts, such as keeping abreast of new medical advancements, drugs, and innovative nursing practices. The days of learning are never over. She admonished the graduates to remember that the patient is the central figure and is entitled to continuity of care. Diploma nurses, she implied, have a definite roll to fulfill and should never consider themselves as second-raters. The Jefferson pin itself is a declaration that the wearer is a highly competent and well-trained nursing practitioner.

A time-consuming project in 1981 was the conversion of graduate records to a more compact and efficient microfiche system compatible with the College of Allied Health Sciences system. This was no small undertaking in view of the fact that over 5,000 graduate records had to be converted for eventual transfer to the Office of the Registrar at the College of Allied Health Sciences.

As of now and for the foreseeable future, the diploma graduates are united in their desire to retain their identity as the Alumni Association of the School of Nursing. There is no present intention of soliciting memberships from graduates of the Department of Baccalaureate Nursing.

On June 10, 1982, the 38 members of the last class to graduate from the School of Nursing wound their way under the traditional arch of roses. The joy of the occasion was a bit marred by the
realization that this was the end for one of the finest schools of nursing in the nation. But even in the misty eyes of many of those in the audience was a reflection of pride that this School was bequeathing to posterity a rich legacy of outstanding nursing service to communities and people at home and abroad.

At some distant point of time in the 21st Century, the last "Jeff" nurse will answer her final call. When she is laid to rest for eternity beside her 5,000 sisters and brothers, a fitting inscription for a memorial to them all might be: "Nursing of the sick, the dying, the rich, the poor, the young, the old, the black, the white, claimed your love and your life on this earth. May all the blessings of Heaven be yours for now and forever."

Passing under the traditional Arch of Roses at Commencement are: Lawrence Abrams, Ed.D., Dean, College of Allied Health Sciences, Thomas Jefferson University; and Kathleen A. Carlson, R.N., '68, Assistant Executive Director, Pennsylvania Nurses' Association, who gave the Commencement address to the Class of 1982.
EPILOGUE

DESPITE A QUIXOTIC national economy with a corresponding lack of employment opportunities in many fields, America desperately needs nurses. The American Hospital Association estimates a national shortage of 100,000 RN's in hospitals alone, 88 percent of which cannot fill their full-time RN openings. The changing nature of hospital care with more emphasis on its intensive aspects and such new technologies as bone transplants, radical surgical interventions, burn therapy, neurosurgery, and cardiac surgery have greatly accelerated the need for highly skilled nurse practitioners.

Supply vs. Demand

According to a fact sheet recently issued by the American Nurses' Association (ANA), there are 1.6 million registered nurses in the U.S. who hold licenses to practice. About 76 percent or 1.2 million of the total are currently employed in nursing. The remainder are working in other areas, seeking employment, raising young children, retired, or otherwise engaged. The majority of the active nurses, about 810,850, work in hospitals; 99,000 in nursing homes and extended care facilities; 81,000 in public health agencies and other community health settings; 70,000 in doctors' or dentists' offices; and 44,000 in student health services. About 65 percent, or 800,360, of the 1.2 million employed nurses have titles which could be considered as ranking them in the staff nurse category.

Health care administrators, beleagured by the persistent shortage of nurses, have resorted to all types of measures to alleviate the situation. Hospital stays have been shortened with greater use of outpatient facilities. On the other hand, those who remain hospitalized are usually more acutely ill and require a high degree of complex nursing care. More use is being made of agency nurses to supplement staff nurses. The major weakness of this expedient, though, is a lack of continuity in patient care. Even though the average salary of the hospital staff nurse has risen 9.8 percent from $16,451 in November, 1980, to an estimated $18,331
in January, 1982, according to the ANA, the gap between supply and demand for nurses continues to widen at an alarming rate.

There are, of course, many well-publicized reasons for a nursing shortage that offers little hope of short-term solutions. Among those cited are the many other professions now open to women offering shorter educational preparation with superior financial rewards, a decline in the desire for service among the younger generation today, and discontent over low pay, limited advancement, and other factors. As a result, RN's across the nation have rebelled by dropping out of the profession in droves. It is estimated that 350,000 have left the field entirely. The turnover rate on nursing staffs is thought to be in the 35 to 60 percent range. In a few instances, nurses have actually taken to the picket lines to strike for better working conditions and pay.

The practicing nurse today with a good record and solid experience is in the driver's seat, and she is becoming more aware of her status as a professional. She is no longer the docile handmaiden of the physician and is finally gaining long overdue recognition for her talents and skills. Thomas Jefferson University Hospital has, for example, taken a bold step in this direction by the establishment of a "career ladder," which ranks nurses according to their expertise in handling patients, teaching other nurses, and doing research. The lowest rung on the three-step ladder is Clinical Nurse 1 for nurses fresh out of school. When they need help, they are encouraged to consult their fellow nurses who have achieved the higher ranks. Those nurses who want to advance beyond the third level may become administrators or clinical consultants. The new system has already succeeded in dropping the turnover rate for nurses at Jefferson to less than 18 percent from close to 50 percent just a few years ago.

Quo Vadis?

However admirable the efforts of Jefferson and other hospitals may be to retain their present nursing staffs and to "beef up" their recruiting campaigns, there is every indication that the current critical shortage of nurses will continue for many years to come. The shutdown of the diploma schools of nursing, which for most of this century supplied 85 percent of the nation's needs, bodes ill for the nursing sector of the health care industry. It will take at
least a decade or more before the community/junior college and baccalaureate degree nursing programs can even hope to fill partially the gaps in the ranks of nursing graduates left by the closed diploma schools.

There can be no real objection to the determination of the American Nurses' Association to upgrade nursing to being regarded in the public eye as a profession, rather than a mere vocation, with concordant higher educational requirements. It is to be hoped that the college-educated nurses of the future will not be trapped in a "Too many Chiefs, and not enough Indians" syndrome. When all is said and done, "hands-on" patient care remains paramount in nursing. This is an art which legions of diploma school nurses have refined throughout the years as a priceless legacy to posterity.
DIRECTORS OF NURSING
1891-1893 - Ella Benson
1893-1894 - Katherine Darling
1894-1908 - Susan C. Hearle
1908-1915 - Anna E. Laughlin +
1915-1937 - Clara E. Melville +
1937-1943 - Nora E. Shoemaker +
1943-1944 - Ethel M. Hopkins
1945-1947 - Margaret Jackson
1947-1953 - Katherine Childs
1953-1958 - Mabel C. Prevost +
1958-1982 - Doris E. Bowman +

EDUCATIONAL DIRECTORS
(Date of employment are not available)
Nora E. Shoemaker
Ethel Hopkins
Wilda Gigee
Louise Green
Dorothy Nentwig
Dorothy Edgar +
Dorothy Edgar +

DIRECTOR OF THE SCHOOL OF NURSING
ASSISTANT DIRECTORS OF THE SCHOOL OF NURSING
1958-1982 - Doris E. Bowman +
1973-1974 — Esther R. Grant
1974-1981 — Eloise J. Hippensteel +
1974-1982 — Margaret C. McClean

* Until 1958, the School of Nursing and Nursing Service of Jefferson Medical College Hospital were incorporated in a single Department of Nursing. The Director of Nursing was administratively responsible for both divisions but delegated to the Educational Director responsibility for curriculum development and implementation. Administrative changes in 1958 created two positions, Director of Nursing Service and Director of the School of Nursing, both reporting to an Assistant Director of Jefferson Medical College Hospital. Beginning in 1968, the Director of the School of Nursing reported to the Dean of the College of Allied Health Sciences.

† Jefferson graduates
From the standpoints of both control and content, the curriculum of the School of Nursing revolved on a calliope of the times. When the merry-go-round stopped, it was obvious that quite an evolution in nursing education had taken place in the 91 years between 1891 and 1982 (see contrasting curricula on the following pages).

In the beginning, the Medical College physicians were in control. Lectures were presented in a rather haphazard fashion to the student nurses. Almost no thought was paid to even the most remote correlation between theory and practice. Clinical supervision was minimal. Already overtaxed staff nurses or senior student nurses provided what little supervision there was.

Gradually, as the nurses gained increasing recognition, more control over their own affairs resulted. The faculty of the School expanded, course content and clinical practice were better correlated, and students were supervised by their own instructors. Nevertheless, the hospital administration continued to cling to the thesis that student nurses should provide in-house service in exchange for their education.

As time went on, however, the philosophy of the powers-that-be grew more progressive. There evolved an acknowledgment that students were enrolled in the School of Nursing to learn a profession, not to engage in immediate service. This change in attitude at the top made possible the integration of a block system in the curriculum, whereby theory and practice could be presented concurrently. In addition, college credits were granted for selected courses. New graduates thus had a head start in applying for entrance into college.

In recent years, nursing diagnosis has come to replace day-to-day nursing tasks as the focal point of patient care. Yet it is true that the more things change, the more they are the same because for 91 years every "Jeff" nurse was taught to concentrate her energy, her education, and skills on a single target—the patient.
Length of Program: Two Years
Vacation: Two Weeks Per Year
Probation: One Month

1. General Nursing
a. Care of wards and private rooms, with the principles of ventilating and warming the same.
b. Bed-making; changing bed and body linen while patient is in bed; baths; management of helpless patients; prevention and treatment of bedsores.
c. Application and dressing of blisters; preparation and application of fomentations, poultices, and cups; administration of enemata, and the use of the catheter.
d. Observation of temperature, pulse, respiration, secretions and excretions.

2. Medical Nursing
a. Administration of medicines, stimulants, and nutriments.
b. Massage and Swedish movements.
c. Disinfection and prevention of disease.

3. Surgical and Gynecological Nursing
a. Care of patients before, during, and after general and special operations.
b. Care of burns, wounds, and ulcers; prevention and control of hemorrhage; artificial respiration.
c. Bandage making and bandaging; padding splints; preparation of aseptic and antiseptic dressing; care, names, and uses of instruments.

4. Obstetrical Nursing
a. Care of the mother before, during, and after labor.
b. Care of the child.
c. Obstetrical emergencies and operations.

5. Dietetics
Preparation and serving of food for the sick.
Appendices

Curriculum / 1891-1893 continued

6. Private Nursing

During the second year, opportunities are given for obtaining experience in private nursing. The attention of Physicians, especially of the alumni of Jefferson Medical College and of the general public, is called to the fact that they can obtain pupil nurses for $10 to $15 a week, according to the case.

<table>
<thead>
<tr>
<th>Lectures to Nurses*</th>
<th>Poisons and Their Antidotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Medicine</td>
<td>Counter-Irritants</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>Bacteriology (Surgical and Gynecic)</td>
</tr>
<tr>
<td>Asepsis and Antisepsis</td>
<td>Preparation of Antisepsis</td>
</tr>
<tr>
<td>Preparing Patients for Operations</td>
<td>Preparing Patients for Operations</td>
</tr>
<tr>
<td>Obstetrics</td>
<td>Female Pelvic Organs</td>
</tr>
<tr>
<td>Surgeon's Visits</td>
<td>Abdominal and Gynecic Nursing</td>
</tr>
<tr>
<td>Circulation and Respiration</td>
<td>Brain and Nerves</td>
</tr>
<tr>
<td>Fevers</td>
<td>Feces</td>
</tr>
<tr>
<td>Digestion</td>
<td>Surgical Nursing</td>
</tr>
<tr>
<td>Care of a Tracheotomy Case</td>
<td>Deformities and Appliances</td>
</tr>
</tbody>
</table>

* By members of the faculty of Jefferson Medical College
Curriculum / 1901-1902

Length of Program: Three Years
Vacation: Three Weeks Per Year
Probation: One Month

GENERAL MEDICINE
S. Solis Cohen, M.D. Symptomatology of Disease 2 lectures
J. Frederick Kalteyer, M.D. Dosage and the methods of Administration of Drugs 6 lectures
A. H. Graham, M.D. Cardiac and Renal Disease 4 lectures

ANATOMY
A. Hewson, M.D. 10 lectures

SURGERY
Prof. W. Joseph Hearn. Dislocations and Sprains 2 lectures
George W. Spencer, M.D. Anaesthesia: Instruments and Their Care 2 lectures
John H. Gibbon, M.D. Preparation for Operation 2 lectures
Henry Tucker, M.D. Emergencies 3 lectures

BANDAGING
H. M. Righter, M.D. 17 lectures

OBSTETRICS
Prof. Edward P. Davis 6 lectures

GYNECOLOGY
Prof. E. E. Montgomery 4 lectures
John M. Fisher, M.D.
Wilmer Krusen, M.D.
F. Hurst Maier, M.D.

DISEASES OF THE EAR
Prof. S. MacCuen Smith 1 lecture

BACTERIOLOGY
Prof. W. M. L. Coplin 3 lectures

PHYSIOLOGY
Prof. Henry C. Chapman 4 lectures

DISEASES OF THE NERVOUS SYSTEM
Prof. F. X. Dercum 3 lectures

ELECTRICITY
Max Bochroch, M.D. 2 lectures

DISEASES OF CHILDREN
Prof. E. E. Graham 4 lectures

ORTHOPEDIC SURGERY
Prof. H. A. Wilson; J. T. Rugh 2 lectures

DISEASES OF THE THROAT
Prof. D. Braden Kyle 2 lectures

DISEASES OF THE SKIN
Prof. Henry W. Stelwagon 1 lecture

BY THE TRAINING SCHOOL STAFF

1. General Nursing

a. Care of wards and private rooms, with the principles of ventilating and warming the same.
b. Bed-making; changing bed and body linen while patient is in bed; baths; management of helpless patients; prevention and treatment of bed sores.
c. Application and dressing of blisters; preparation and application of fomentations, poultices, and cups; administration of enemata, and the use of the catheter.
d. Observation of temperature, pulse, respiration, secretions and excretions.
Appendices

Curriculum / 1901-1902 continued

2. Medical Nursing

a. Administration of medicines, stimulants, and nutriments.
b. Massage and Swedish movements.
c. Disinfection and prevention of disease.

3. Surgical and Gynecological Nursing

a. Care of patients before, during, and after general and special operations.
b. Care of burns, wounds, and ulcers; prevention and control of hemorrhage; artificial respiration.
c. Bandage making and bandaging; padding splints; preparation of aseptic and antiseptic dressing; care, names, and uses of instruments.

4. Obstetrical Nursing

a. Care of the mother before, during, and after labor.
b. Care of the child.
c. Obstetrical emergencies and operations.

5. Dietetics

Preparation and serving of food for the sick.

6. Massage

24 classes
Curriculum / 1910-1911

<table>
<thead>
<tr>
<th>Length of Program:</th>
<th>Three Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacation:</td>
<td>Three Weeks Per Year</td>
</tr>
<tr>
<td>Probation:</td>
<td>Three Months</td>
</tr>
</tbody>
</table>

The course of study is three years, during which time the Directress of the Training School assigns each pupil, for definite periods, to the various wards and services. Such practical training under skilled superiors best applies the science and most adequately teaches the art. The course of study is modified and improved year by year, always with the idea of betterment. Like all other professional schools, changes are necessary for improvement; to stand still is retrogression. Each year new subjects are introduced or old ones taught in new and, it is believed, better ways. The curriculum embraces a probation term of three months, a junior term of nine months, an intermediate term of twelve months, and a senior term of twelve months. Practical work is given each nurse in the following:

| Men's and Women's Medical Wards | 6 months |
| Men's and Women's Surgical Wards | 6 months |
| Children's Ward | 3 months |
| Roof Garden and special details | 1 month |
| Private Corridors | 4 months |
| Accident Ward and Dispensaries | 2 months |
| Operating Rooms | 3 months |
| Maternity Department | 3 months |
| Diet Kitchen | 2 months |

Approximately six months of night duty are given in two or more terms, rarely exceeding three months each, distributed in the above services.

In addition to the above-mentioned practical instruction, the following lectures and demonstrations were given:

**INTRODUCTORY LECTURE**

The Medical Director. The Duties, Obligations and Responsibilities of the Trained Nurse.

**GENERAL MEDICINE**

Frederick J. Kalteyer, M.D. Fever Nursing. Seven lectures.
Leighton T. Appleman, M.D. Drugs and Their Administration. Ten lectures.
Ross V. Patterson, M.D. Heart and Pulmonary Disease. Three lectures.

**SURGERY**

J. Chalmers DaCosta, M.D. Surgical and Operating Room Technique. Eight lectures.
George T. Schwartz, M.D. Emergency and First Aid. Five lectures.
H. M. Righter, M.D. Bandaging. Twenty lectures and demonstrations.
N. W. Sharp, M.D. Bandaging. Twenty lectures and demonstrations.

**ANATOMY**

Prof. George McClellan, M.D. General Survey of Anatomy as it should be understood by Nurses.
Clarence Hoffman, M.D. Ten lectures.

**PHYSIOLOGY**

Thomas C. Stellwagen, Jr., M.D. Twenty-two lessons.

**OBSTETRICS**

Prof. Edward P. Davis, M.D. Eight lessons.
Collin Foulkrod, M.D. Eight lessons.
George A. Ulrich, M.D. Eight lessons.

**GYNECOLOGY**

Prof. E. E. Montgomery, M.D. Eight lessons.
F. Hurst Maier, M.D. Eight lessons.
**Appendices**

**Curriculum / 1910-1911 continued**

**BACTERIOLOGY AND HYGIENE**
Prof. Randle C. Rosenberger, M.D.
Four lessons.

**DISEASES OF THE NERVOUS SYSTEM**
George Price, M.D. Six lessons.
William J. Dugan, M.D. Six lessons.

**DISEASES OF THE EYE**
Prof. Howard F. Hansell, M.D. Two lessons.
Prof. William M. Sweet, M.D. Two lessons.

**DISEASES OF CHILDREN**
Prof. E. E. Graham, M.D.
C. Henry Lefcoe, M.D.
A. G. Tinney, M.D. Six lessons.

**ORTHOPEDIC SURGERY**
Prof. H. Augustus Wilson, M.D.
Harry Hudson, M.D. Four lessons.

**DISEASES OF THE THROAT**
Prof. D. Braden Kyle, M.D. Two lectures.

**DISEASES OF THE EAR**
E. L. Klopp, M.D. Two lectures.

**DISEASES OF THE SKIN**
E. J. Stout, M.D. Two lectures.

**GENITO-URINARY DISEASES**
Prof. Hiram R. Loux, M.D. Two lectures.
E. J. Klopp, M.D. Three lectures.

Recitations and demonstrations, including practical bedside work, were given by the Directress and her assistants and by Miss Corbin, Instructor in Massage, as follows:

<table>
<thead>
<tr>
<th>Recitations from assigned lessons</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nursing</td>
<td>24 hours</td>
</tr>
<tr>
<td>Materia Medica</td>
<td>15 hours</td>
</tr>
<tr>
<td>Obstetric Nursing</td>
<td>5 hours</td>
</tr>
<tr>
<td>Fever Nursing</td>
<td>20 hours</td>
</tr>
<tr>
<td>Demonstrations</td>
<td></td>
</tr>
<tr>
<td>Massage</td>
<td>20 hours</td>
</tr>
<tr>
<td>Dietetics</td>
<td>14 hours</td>
</tr>
</tbody>
</table>

115
Length of Program: Three Years
Vacation: Three Weeks Per Year
Probation: Three Months

Practical work is given each nurse in the following:

- Men's and Women's Medical Wards
- Men's and Women's Surgical Wards
- Children's Ward
- Roof Garden and special details
- Private Corridors
- Accident Ward and Dispensaries
- Operating Rooms
- Maternity Department
- Department for Diseases of the Chest
- Diet Kitchen

Approximately six months of night duty are given in two or more terms, rarely exceeding three months each, distributed in the above services.

**FIRST YEAR**

**INTRODUCTORY LECTURE**
The Medical Director, The Duties, Obligations and Responsibilities of the Trained Nurse. One month

**BACTERIOLOGY AND HYGIENE**
Prof. R. C. Rosenberger. Seventeen lectures

**NURSING IN TUBERCULOSIS**
Elmer H. Funk, M.D. Three classes

**ORTHOPEDIC SURGERY**
Prof. J. Torrance Rugh. Two lectures

**PRACTICAL NURSING**
Sixty classes

**DIETETICS**
Twenty-four classes in Theory;
Twelve demonstrations

**MASSAGE**
Twenty demonstrations

**RECITATIONS**
Recitations and demonstrations, including practical bedside work, are given by the Directress and her assistants.

**SECOND YEAR**

**GYNECOLOGY**
Prof. Brooke M. Ansbach, M.D.
John M. Fisher, M.D.
P. Brooke Bland, M.D.
Alfred Heineberg, M.D.

**DISEASES OF THE EYE**
Prof. William M. Sweet, M.D.

**DISEASES OF CHILDREN**
Prof. E. E. Graham, M.D.
Julius Blechschmidt, M.D.
Ralph Engle, M.D.
W. H. Johnston, M.D.
Norman N. Macneill, M.D.
Ralph M. Tyson, M.D.

10 lectures
Appendices

Curriculum / 1920-1921 continued

SURGERY
Duncan L. Despard, M.D. 4 lectures

SURGICAL NURSING
18 demonstrations

BANDAGING
Louis Chodoff, M.D. 12 demonstrations

ANATOMY AND PHYSIOLOGY
J. M. Flick, M.D. 25 lectures

MATERIA MEDICA
Leighton Appleman, M.D. 12 classes

RECITATIONS
Recitations and demonstrations, including practical bedside work, are given by the Directress and her assistants.

THIRD YEAR

SURGICAL NURSING
Prof. J. Chalmers DaCosta, M.D. 7 lessons
Warren B. Davis, M.D. 15 classes

SURGICAL AND OPERATING ROOM TECHNIC
B. L. Fleming, M.D. 12 lectures

OBSTETRIC NURSING
Prof. Edward P. Davis, M.D. 18 lectures
George A. Ulrich, M.D.

OBSTETRIC NURSING
Conducted by the Head Nurse of the Maternity Department 5 lectures

NURSING IN GENITO-URINARY DISEASES
Prof. Hiram R. Loux, M.D. 7 lectures

LABORATORY
B. L. Crawford, M.D. 4 lectures

MEDICINE
Frederick J. Kalteyer, M.D. 7 lectures
Ross V. Petterson, M.D.

MEDICAL NURSING
Conducted by the Directress of the Training School 16 classes

DISEASES OF THE THROAT
Prof. Chevalier Jackson, M.D. 4 lectures
F. O. Lewis, M.D.

DISEASES OF THE EAR
Prof. S. MacCuen, M.D. 4 lectures
J. Charles Keeler, M.D.
A. Spencer Kaufman, M.D.

DISEASES OF THE SKIN
Prof. Frank C. Knowles, M.D. 2 lectures
S. F. Gilpin, M.D. 3 lectures

DISEASES OF THE NERVOUS SYSTEM

DISEASES OF JOINTS AND APPLICATION OF PLASTER BANDAGES
Arthur J. Davidson, M.D. 2 lectures
The course of study is three years, during which time the Directress of the Training School assigns each pupil, for definite periods, to the various wards and services. Such practical training under skilful supervisors best applies the science and most adequately teaches the art. The course of study is modified and improved year by year, always with the idea of betterment. Like all other professional schools, changes are necessary for improvement; to stand still is retrogression. Each year, new subjects are introduced or old ones taught in new and, it is believed, better ways. The curriculum embraces a probation term of four months, a junior term of eight months, an intermediate term of twelve months, and a senior term of twelve months. Practical work is given each nurse in the following:

<table>
<thead>
<tr>
<th>Service/Department</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's and Women's Medical Wards</td>
<td>6 months</td>
</tr>
<tr>
<td>Men's and Women's Surgical Wards</td>
<td>7 months</td>
</tr>
<tr>
<td>Children's Ward</td>
<td>3 months</td>
</tr>
<tr>
<td>Private Corridors</td>
<td>6 months</td>
</tr>
<tr>
<td>Accident Ward and Dispensaries</td>
<td>2 months</td>
</tr>
<tr>
<td>Operating Rooms</td>
<td>3 months</td>
</tr>
<tr>
<td>Maternity Department</td>
<td>3 months</td>
</tr>
<tr>
<td>Department for Diseases of the Chest</td>
<td>2 months</td>
</tr>
<tr>
<td>Diet Kitchens</td>
<td>2 months</td>
</tr>
<tr>
<td>Bronchoscopic Department</td>
<td>2 months</td>
</tr>
</tbody>
</table>

Approximately six months of night duty are given in two or more terms, rarely exceeding three months each, distributed in the above services.

**FIRST YEAR - FIRST TERM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and Practice of Nursing</td>
<td>124</td>
</tr>
<tr>
<td>History of Nursing and Ethics</td>
<td>15</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>120</td>
</tr>
<tr>
<td>Chemistry</td>
<td>60</td>
</tr>
<tr>
<td>Hospital Housekeeping</td>
<td>8</td>
</tr>
<tr>
<td>Dietetics</td>
<td>45</td>
</tr>
<tr>
<td>Bacteriology</td>
<td>30</td>
</tr>
<tr>
<td>Drugs and Solutions</td>
<td>24</td>
</tr>
<tr>
<td>Hygiene and Bacteriology</td>
<td>12</td>
</tr>
<tr>
<td>Bandaging</td>
<td>15</td>
</tr>
</tbody>
</table>

**FIRST YEAR - FIRST TERM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Nursing Procedures</td>
<td>40</td>
</tr>
<tr>
<td>Materia Medica</td>
<td>30</td>
</tr>
<tr>
<td>Medical Nursing in Tuberculosis</td>
<td>16</td>
</tr>
<tr>
<td>Surgical Nursing</td>
<td>16</td>
</tr>
<tr>
<td>Psychology</td>
<td>8</td>
</tr>
<tr>
<td>Pathology</td>
<td>8</td>
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</tbody>
</table>
Appendices

Curriculum / 1930-1931 continued

<table>
<thead>
<tr>
<th>SECOND YEAR</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massage</td>
<td>20</td>
</tr>
<tr>
<td>Orthopedics</td>
<td>8</td>
</tr>
<tr>
<td>Diet in Disease</td>
<td>14</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>16</td>
</tr>
<tr>
<td>Gynecology</td>
<td>10</td>
</tr>
<tr>
<td>Anesthesia</td>
<td>4</td>
</tr>
<tr>
<td>Operating Room Technique</td>
<td>12</td>
</tr>
<tr>
<td>Diseases of Eye, Ear, Nose and Throat</td>
<td>10</td>
</tr>
<tr>
<td>Medical Diseases</td>
<td>16</td>
</tr>
<tr>
<td>Hygiene and Bacteriology</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health</td>
<td>15</td>
</tr>
<tr>
<td>Mental and Nervous Diseases</td>
<td>16</td>
</tr>
<tr>
<td>Venereal, Skin, Occupational Diseases</td>
<td>8</td>
</tr>
<tr>
<td>Obstetrics</td>
<td>21</td>
</tr>
<tr>
<td>Emergencies</td>
<td>8</td>
</tr>
<tr>
<td>Professional Problems</td>
<td>10</td>
</tr>
<tr>
<td>Senior Review</td>
<td>10</td>
</tr>
</tbody>
</table>
Length of Program: Three Years
Vacation: 1½ Months
Probation: 5 Months

The curriculum embraces a preclinical term of five months, a junior term of seven months, an intermediate term of twelve months and a senior term of twelve months. Practical experience is given each nurse in the following:

- **Men's and Women's Medical Wards**: 6 Months
- **Men's, Women's Surgical and Orthopedic Wards**: 6 Months
- **Children's Ward**: 3 Months
- **Private Corridors**: 6 Months
- **Accident Ward and Dispensaries**: 1 Month
- **Operating Rooms**: 2 Months
- **Maternity Department**: 3 Months
- **Department for Diseases of the Chest**: 1½ Months
- **Diet Kitchen**: 1½ Months
- **Bronchoscopy Department**: 1½ Months
- **Affiliation in Psychiatric Nursing**: 3 Months
- **Vacation**: 1½ Months

Approximately five months of night duty are given in two or more terms, not exceeding two months each, distributed in the above services.

### SCHEDULE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary Hours</th>
<th>First Year Hours</th>
<th>Second Year Hours</th>
<th>Third Year Hours</th>
<th>Total</th>
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<tbody>
<tr>
<td>Anatomy and Physiology</td>
<td>120</td>
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<td></td>
<td></td>
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<tr>
<td>Chemistry</td>
<td>60</td>
<td>15</td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Nutrition</td>
<td>45</td>
<td>15</td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>History of Nursing</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Massage</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Therapeutics</td>
<td>15</td>
<td>30</td>
<td>15</td>
<td></td>
<td>60</td>
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</table>
Length of Program: Three Years
Vacation: Four weeks per year
Probation: Six Months

**CLINICAL EXPERIENCE**

| Medical Nursing                  | 166 days |
| Surgical Nursing                 | 166 days |
| Surgical Specialties             | 91 days  |
| Medical Specialties              | 63 days  |
| Obstetrics                       | 91 days  |
| Pediatrics                       | 91 days  |
| Operating Room                   | 56 days  |
| Diet Kitchen                     | 42 days  |
| Mental and Nervous Affiliation    | 91 days  |

**SCHEDULE OF INSTRUCTION**

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| **FORMAL CLASSES** | **FIRST YEAR** | **SECOND YEAR** | **THIRD YEAR** | **Length of Program:** Three Years  
Vacation: Six Months Per Year |
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<td><strong>BASIC SCIENCES</strong></td>
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<td><strong>OPERATING ROOM</strong></td>
<td><strong>ADVANCED NURSING</strong></td>
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<td><strong>FUNDAMENTALS OF NURSING</strong></td>
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<td><strong>PSYCHIATRIC NURSING</strong></td>
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<td><strong>SOCIAL SCIENCES</strong></td>
<td>75 Hours</td>
<td><strong>MEDICAL AND SURGICAL NURSING II</strong></td>
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<td><strong>MEDICAL AND SURGICAL NURSING I</strong></td>
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<td><strong>SOCIAL SCIENCES II</strong></td>
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<th><strong>DIET KITCHEN</strong></th>
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<td><strong>TUBERCULOSIS NURSING</strong></td>
<td><strong>PSYCHIATRIC NURSING</strong></td>
<td><strong>OUTPATIENT DEPT. VACATION</strong></td>
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<td><strong>NURSING CARE OF CHILDREN</strong></td>
<td><strong>ACCIDENT WARD</strong></td>
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<td><strong>ELECTIVES</strong></td>
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* 2nd or 3rd year
** In addition to the total hours, each student is required to attend a minimum of 2 hours of planned clinical classes per week.
**Appendices**

Length of Program: 33 Months  
Vacation: 10 Weeks  
Probation: Not Applicable

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|                      |       |                   |          |
| **SECOND YEAR**      |       |                   |          |
| 1st Quarter          |       |                   |          |
| Psychiatric Nursing  | 80    | 10 weeks          |          |
| 2nd Quarter          |       |                   |          |
| Nursing IV           | 66    | 11 weeks          |          |
| 3rd Quarter          |       |                   |          |
| Nursing V            | 99    | 8 weeks           |          |
| Clinical Nutrition   | 14    | 3 weeks           |          |
| 4th Quarter          |       |                   |          |
| Nursing VI           | 48    | 11 weeks          | 4 weeks  |

|                      |       |                   |          |
| **THIRD YEAR**       |       |                   |          |
| 1st Quarter          |       |                   |          |
| Community Health Nursing | 46 | 5 weeks          |          |
| Operating Room Nursing | 30 | 6 weeks          |          |
| 2nd Quarter          |       |                   |          |
| Nursing VII          | 109   | 11 weeks          |          |
| 3rd Quarter          |       |                   |          |
| Maternity Nursing    | 90    | 11 weeks          |          |
| 4th Quarter          |       |                   |          |
| Nursing of Children  | 94    | 11 weeks          |          |

*Courses are given by the faculty of the College of Allied Health Sciences (3 credits each)
### Freshman Year

<table>
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<th>Credits</th>
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<td>School of Nursing 101 (Anatomy and Physiology I)</td>
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<td></td>
<td>*Psychology 101 (Introduction to Psychology)</td>
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<td></td>
<td>School of Nursing 104 (Fundamentals of Nursing)</td>
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<td>*Nutrition 100 (Fundamentals of Nutrition)</td>
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<td>School of Nursing 109 (Drugs and Solutions)</td>
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<td>School of Nursing 102 (Anatomy and Physiology II)</td>
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<td>*English 101 (Composition and Grammar)</td>
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<tr>
<td></td>
<td>*Sociology 101 (Introduction to Sociology)</td>
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<td>School of Nursing 110 (Pharmacology)</td>
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<tr>
<td></td>
<td>School of Nursing 105 (Medical-Surgical Nursing I)</td>
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<td>Spring</td>
<td>School of Nursing 103 (Anatomy and Physiology III)</td>
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<td></td>
<td>School of Nursing 106 (Medical-Surgical Nursing II)</td>
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<td>*English 102 (Effective Writing)</td>
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<td>*Biology 303 (Microbiology)</td>
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### Junior Year**

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<td>School of Nursing 201 (Psychiatric Nursing)</td>
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<td>Winter</td>
<td>School of Nursing 202 (Medical-Surgical Nursing III)</td>
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<td>Spring</td>
<td>School of Nursing 204 (Medical-Surgical Nursing IV)</td>
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### Senior Year

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<td>Fall</td>
<td>School of Nursing 301 (Community Health Nursing)</td>
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<td>Winter</td>
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* Courses given by faculty of the Department of General Studies, College of Allied Health Sciences (Psychology - 3 semester college credits; Sociology - 3 semester college credits; Microbiology - 4 semester college credits; English - 6 semester college credits; Nutrition - 3 semester college credits; total of 20 semester college credits.)

** Students rotate in small groups to each course but not necessarily in sequence shown.
Appendices

COMMEMNEMENT AWARDS

Nurses' Alumni Association
The Nurses' Alumni Association Prize was awarded to the member of the graduating class who attained the highest average during the three-year course of study.
First awarded in 1932.

William Potter
The William Potter Memorial Prize was awarded annually to the member of the graduating class of the School of Nursing who demonstrated outstanding achievement during her three years.
First awarded in 1932.
Discontinued in 1981.

Adaline Potter Wear
The Adaline Potter Wear Memorial Prize was awarded annually to the member of the graduating class of the School of Nursing who demonstrated outstanding ability in the Fundamentals of Nursing.
First awarded in 1935.

Women's Board
Thomas Jefferson University Hospital Women's Board Prize was given to the nurse who demonstrated the greatest versatility and cooperation in nursing situations.
First awarded in 1941.

Bessie Dobson Altemus
The Bessie Dobson Altemus Memorial Prize was presented by the School of Nursing Department (formerly Nurses' Home Committee) of the Women's Board to the student who, throughout her program contributed the most to harmonious living in the home.
First awarded in 1948.
Discontinued in 1981.

Thomas A. Shallow
The Thomas A. Shallow Award was presented by the Nurses' Alumni Association to the member of the graduating class who had demonstrated the greatest proficiency in Surgical Nursing.
First awarded in 1956.

Edwin K. Daly
The Edwin K. Daly Award, given by a friend in memory of Edwin K. Daly,Trustee from 1946 to 1960, to the member of the graduating class who demonstrated the most sympathetic understanding of the patients' needs.
First awarded in 1960.
Changed to Helen Auerbach Hodes in 1978.

Carolyn B. Brown
The Carolyn B. Brown Award, given in memory of Carolyn B. Brown, revered member of the Women's Board, to the member of the graduating class who demonstrated outstanding ability in administering patient care.
First awarded in 1970.

Claire E. Bauer
The Claire E. Bauer Award, given in memory of Claire E. Bauer, revered member of the School of Nursing Department of the Women's Board, to the member of the graduating class who demonstrated outstanding ability in Nursing of Children.
First awarded in 1975.

Phyllis Jean Courtney
The Phyllis Jean Courtney Award, given in memory of Phyllis Jean Courtney, Class of 1948, to the member of the graduating class who demonstrated the greatest proficiency in life-support nursing.
First awarded in 1977.

Helen Auerbach Hodes
The Helen Auerbach Hodes Award, in honor of Helen Auerbach Hodes, was given to the member of the graduating class who had demonstrated the most sympathetic understanding of patients' needs.
Presented as the Edwin K. Daly Award from 1960 to 1977.
<table>
<thead>
<tr>
<th>Nurse's Alumni Association</th>
<th>William Potter</th>
<th>Adeline Potter Wear</th>
<th>Women's Board</th>
<th>Bessie Dobson Altemus</th>
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</thead>
<tbody>
<tr>
<td>1944 Gildys Drucker Miller</td>
<td>Anna Leffler</td>
<td>Eleanor Finton</td>
<td>Ruth Riggins</td>
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<tr>
<td>1945 Sarah Kari</td>
<td>Delphine Machamer</td>
<td>Betty Jones</td>
<td>Shirley Koch</td>
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<tr>
<td>1946 Mary Udleious</td>
<td>Laura Maurer</td>
<td>Anna Heishman</td>
<td>Jane Handy</td>
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<td>1947 Helen Koerner</td>
<td>Helen Koerner</td>
<td>Mary Pavluk</td>
<td>Josephine Messa</td>
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<td>Betty Johns</td>
<td>Jean Towner</td>
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<td>Theresia Bushek</td>
<td>Jean Beard</td>
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<td>Marjorie Whiteleather</td>
<td>Anna Tweddell</td>
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<td>1951 Patricia Shoemaker</td>
<td>Irene Murray</td>
<td>Nancy Katherman</td>
<td>Marian Ramp</td>
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<td>Evelyn Bohland</td>
<td>Mary Bivins</td>
<td>Marilyn Plaisted</td>
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<td>1953 Joan Yankotski</td>
<td>Ruth Shorot</td>
<td>Claire Maurer</td>
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<td>1954 Doris Henry</td>
<td>Margaret Irwin</td>
<td>Marylee Sloutenburg</td>
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<td>1955 Norma Nace</td>
<td>Claire Carissimi</td>
<td>Dorothy Widney</td>
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<td>1956 Margaret Wyse</td>
<td>Jean Kistrow</td>
<td>Helen Winsliewski</td>
<td>Joanne Weisko</td>
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<td>1957 Mary Shinglock</td>
<td>Peggy Eckhart</td>
<td>Shirley Imler</td>
<td>Shirley Haught</td>
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<td>1958 Geraldine Rousten</td>
<td>Darlene Stoudt</td>
<td>Mulvena Kovari</td>
<td>Anna Hashem</td>
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<td>1959 Nancy Knoll</td>
<td>Sandra Davis</td>
<td>Marie Longworth</td>
<td>Jane Hudson</td>
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<td>1978 Jean Goortzen</td>
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<td>Annie Howie</td>
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* With the exception of the Altemus Prize whose recipients were selected on secret ballot by housemothers, students and faculty, all recipients were selected by the faculty based upon the criteria stipulated by the donor, e.g., highest average, greatest proficiency, etc. Records do not indicate recipients prior to 1944 though notation is made on commencement programs of presentation of prizes.
# Appendices

## AWARDS RECIPIENTS*

<table>
<thead>
<tr>
<th>Thomas Shallow</th>
<th>Edwin K. Daly</th>
<th>Carolyn B. Brown</th>
<th>Claire E. Bauer</th>
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**Changed to the Helen Auerbach Hodes Award in 1978.
SCHOOL OF NURSING ALUMNI* ASSOCIATION

Since its founding in 1895, the Jefferson Nurses' Alumni* Association has been active professionally and socially. It has encouraged and promoted enduring bonds of loyalty and devotion to the School among all members of its family—students, graduates, faculty, and friends. There are well over 3,000 members of the Association at the present time in the Active, Associate, Life, and Honorary categories.

In addition to funding sick benefits for ill members and student and graduate scholarships, the Alumni Association has awarded two prizes to senior students at Commencement exercises (please refer to listing elsewhere in the Appendices), and since 1976-1977, a prize to the junior student with the highest cumulative average. Yearly social events include an Alumni Luncheon and Reunion held each May, a Dinner and Auction Sale held each March, and a Christmas Party each December. An Alumni Bulletin is published each fall with news of alumni activities.

The Association's loyalty and dedication to the institution as well as the School are evidenced by the following contributions:

1952--$ 5,000.00 to the Hospital Building Fund (Foerdeerer Pavilion)
1957-- 25,000.00 to the Building Fund for the James Martin Student Nurses' Residence
1968-- 25,000.00 to the Building Fund for Jefferson Alumni Hall and the Scott Library
1973-- 100,000.00 pledged to the Sesquicentennial Campaign. This pledge was completed in 1978
1976-- 1,000.00 to the Peter A. Herbut Memorial Fund

Following is a listing of presidents of the Association from its inception 87 years ago:

1895-1905 - Susan C. Hearle 1938-1939 - Marian McCormack
1905-1907 - Ann E. Laughlin 1940-1941 - Berenice Freudenberg
1908-1909 - Ella B. King and Katherine Patterson 1941-1942 - Dorothea B. Watson
1909-1913 - Maude Clippinger 1943-1947 - Martha E. Riland
1913-1914 - Mary Prime 1948-1950 - Dorothy Ranck
1914-1916 - Anna Conran 1951-1952 - Dorothy Edgar
1916-1918 - Emma Pie 1952-1954 - Anna Kuba
1918-1919 - Edna B. Jackson, Helen Bateman, 1955-1956 - Dorothy Edgar
   Lydia Black 1957-1958 - Marion Ramp
1920-1922 - Emma Pie 1959-1961 - Vivian Moyer
1922-1923 - Lydia Black 1962-1963 - Perma E. Davis
1923-1925 - Ella M. Shoemaker 1964-1965 - Mary A. Stauffer
1929-1931 - Emma Pie 1971-1972 - Florence Roche
1933-1934 - Edna Scott 1979-1982 - Perma E. Davis
1934-1937 - Helene Weber

* From 1895 until 1976, when the first male student graduated from the School of Nursing, the Association used the feminine suffix ae after “Alumn” in its name. The new co-ed character of the School prompted the change to the more comprehensive “Alumni” form.
Let us lift our voices loud and sing
the praises
Of our dear old Alma Mater Jefferson
With hearts sincere and voices loud
that raises
Our joy for the glorious work we've done.

CHORUS:
All hail and sing the praises
of dear Old Jefferson,
Thro' the years we'll always take
our place beside you,
And sing when the glorious deeds are done.

Let us breathe a prayer that we
may ever cherish
And honor Jefferson with noble name,
That we may do the work that's set
before us
And thus achieve our grand and glorious fame.

Author Unknown
I sit before my window and gaze upon the sky,
I think of many distant lands, never knowing why.
Places that I do not know, and will probably never see,
And yet I wonder why these places mean so much to me.
I gaze some more and now I see a link within a cloud,
The answer so apparent now, so clear, so strong, so loud.
People are this link between myself and distant lands,
I meet them every single day with open, outstretched hands.
The biggest to the very small I greet them at the door,
A welcome smile, a warm hello, your room is number four.
I read a chart and make a note and hurry down the hall,
A bell is on, there is a need, I mustn't miss my call.
Before me stand so many drugs to help them to get better,
I give them all and chart them now with my own initial letter.
I'm in the middle of my lunch and remember I have the keys,
I hurry back and quietly say, "I'm sorry, forgive me please."
I hear a siren on the street, make ready for one more,
I'm prepared to help them as they hurry through the door.
I wonder why I chose this life, what does it mean to me?
It means a deed of kindness and help that's given free.
To know that I am needed and that I'll always have,
A knowledge to give my aid to those, be they good or be they bad.
To learn from one that I in turn may educate another,
That we may then continue to search and to discover.
The pathway ever winding, always different every day,
A challenge truly present to conquer without delay.
They'll make machines to take the place of many a typing hand,
But compassion, aid and guidance can only come from man.
I'll be a light along the way, ever shining bright.
For those who tire, stumble and fall I'll guide them through the night.
When morning comes I'll pick them up and we'll go on together,
Showing grateful love that neither height nor depth can sever.
And for those people here and now, we'll work with a little love,
To do our all and know that we'll have help from up above.
To see them in this home of mine and help those with great need,
We form a bond of friendship without hatred, fear or grief.
The journey's long and often hard to reach this destiny,
But I give my heart, my mind, my hands the very best of me.
The end of the day has now arrived, I slowly remove my cap,
So tired and upset at times, but tomorrow?...I'll be back.
And now my dream of distant lands and of people I shall meet,
This dream of willfully serving, finally is complete.
Because I love I ask no change to put within my purse,
Just to live as I do now, BECAUSE I AM A NURSE.

Miss Nancy Lingsch, S.N. '63
3/24/63
NURSES' HOME COMMITTEE / SCHOOL OF NURSING DEPARTMENT
WOMEN'S BOARD, JEFFERSON MEDICAL COLLEGE HOSPITAL

Throughout its history, the School of Nursing enjoyed the support and assistance of other components of the Jefferson community. This spirit of helpfulness found full expression in the activities of the Nurses' Home Committee of the Women's Board of Jefferson Medical College Hospital. The kindness and generosity of the committee members greatly enriched the lives of the student nurses in making a "home away from home" for them.

The Nurses' Home Committee "adopted" the School when it was barely out of its infancy. Annual reports from the early 1900's mention gifts of reading lamps, newspapers, furnishings, and decorations. Summertime treats included ice cream parties, outings to the seashore and country, and the purchase of hammocks for backyard relaxation. A special room was set aside in the hospital for ailing student nurses, and members of the committee visited them faithfully with flowers and books in hand to cheer them up.

One of the principal functions of the committee, that of furnishing and improving the older nurses' homes (e.g., Spruce Street), became outdated with the opening of the new Martin Residence building in 1959. Although the committee continued to provide such amenities as Christmas and Easter decorations, magazine subscriptions, theatre tickets, and other special favors, it chose to concentrate its attention on contributing to the support of the School's curriculum and its physical facilities. This decision prompted a name change to the School of Nursing Department of the Women's Board.

The switch in identity, however, made no difference in the generous spirit that had motivated the members of the former Nurses' Home Committee as far as the welfare of the School was concerned. The new School of Nursing Department provided books for the faculty library, funds for in-service education, money for audiovisual aid materials, supplemental contributions to the purchase of closed-circuit TV equipment, and other means of support for the School right up to the time of its closing.

Since the object of its loyalty and devotion for so many years was passing from the scene, the School of Nursing Department, in early 1982, was renamed the Burt-Melville Department of the Women's Board of Thomas Jefferson University Hospital and transferred its interests to the Rehabilitation Department of the hospital. The dual name was derived from: 1) Charlotte (Moore) Burt, '29, a very dedicated Committee member and long-time member of the Women's Board; and 2) Clara Melville, '10, Director of the School of Nursing from 1915-1937.
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A Commitment to Excellence

Thomas Jefferson University
College of Allied Health Sciences
School of Nursing

CHRONOLOGY

1825 The State of Pennsylvania granted an extension of the charter of Jefferson College, Canonsburg, Pennsylvania to include the granting of medical degrees. The newly created medical school was known as the Medical Department of Jefferson College of Canonsburg, Pennsylvania.

1838 On April 12, the Governor of the State of Pennsylvania approved an Act of the Legislature by which the Medical Department of the Jefferson College at Canonsburg was created a separate and independent body corporate under the name of “The Jefferson Medical College of Philadelphia” with the same powers and restrictions as the University of Pennsylvania.

1891 The Training School for Nurses was established in connection with the Hospital. There were three nurse executives to supervise the thirteen students who were enrolled. The course of instruction covered two years. The Directress of Nurses, Ella Benson, was assisted in the teaching of the students by members of the attending staff who gave a prescribed course of lectures.

1893 In March, the School consisted of three nurse executives and thirteen students. The course of instruction was lengthened to three years.

On May 22, the first Nurses’ Home was formally opened at 518 Spruce Street.

On November 24, the first Graduation Exercises were held in the clinical amphitheatre of the Hospital when five nurses were awarded the diploma of the Training School. Miss Benson remained but a short time and was succeeded by Effie Darling.

1894 On November 10, Miss Susan C. Hearle assumed charge of the Jefferson Medical College Hospital Training School for Nurses with 30 student nurses. Miss Hearle received her early training under Florence Nightingale; later she graduated from the Training School of the Philadelphia General Hospital. For 14 years she wisely and thoughtfully guided the administration of the School and laid the foundation for its future success.

By this time the Nursing School had become firmly established. Its conduct was in charge of the Directress of Nurses, subject to the General authority of the Board of Trustees.

The Nurses’ Residence was moved to 226 South 7th Street.

Jefferson Nurses’ Alumnae Association was organized by Susan Hearle.

1898 During the Spanish and American War, the mortality rate of the American troops was high, due to the epidemic of typhoid fever and inadequately trained nursing personnel. Two of our graduates, Misses Adelaide O’Laughlin, ’99, and Katherine Baker, ’98, were detailed to “train service” and were sent on a service train to Camp Fernandina, Florida. They returned with 50 very ill soldiers, with one death in transit. A number of our graduates volunteered their services at this time without remuneration.

1900 During the Galveston Flood, a leading Philadelphia newspaper sent a group of Jefferson graduates to render aid and assistance to the sick and injured.

1903- In answer to the call for nurses sent out from Butler, Pennsylvania, to care for the victims of the severe epidemic of typhoid fever then at its height, four of the pupil nurses, Margaret Hicks, ’05, Jessie Mitchell, ’05, Katharine Shaw, ’05, and Elizabeth Supplee, ’05, were detailed for this emergency duty. Charlotte Lane,
then assistant to the Directress of Nurses, Miss Hearle, was in charge of the group.

1907 On June 8, the new Hospital on 10th Street (now Main Building), adjoining the old Hospital on the east, was formally opened.

The Nursing School increased as the Hospital was enlarged. There were now 15 nurse executives, a Directress of Nurses, an Assistant Directress of Nurses, and 13 Supervisors; 93 pupil nurses were enrolled. Additional living quarters were needed to properly house the nursing staff. To meet this need, the old Hospital was renovated and furnished as the Nurses' Home.

The first classroom at 1020 Sansom Street provided for the introduction of the first audiovisual aids—the Chase doll and a skeleton.

1908 Anna E. Laughlin, ’06, a graduate of the School and the Chief Nurse of the Hospital's operating room, succeeded Miss Hearle as Director of the School, serving until February 1915.

She made only a few changes and continued with the policies upon which the School was founded.

1915 Miss Clara Melville, '10, who had been assistant to the former Directress, succeeded Miss Laughlin and acted in that capacity until her death in 1937.

1918 Miss Nora E. Shoemaker acted as Directress of Nurses in the absence of Miss Melville, who was on active duty as Chief Nurse of Base Hospital #38 stationed in Nantes, France.

1922 The Nurses' Home at 1020 Sansom Street was demolished to make way for the Samuel Gustine Thompson Annex to which the first patients were admitted on November 1, 1924.

The building is 16 stories in height, fireproof throughout, based on the most recently approved plan for modern hospital construction. On the first floor were the staff rooms, the Social Service and Occupational Therapy Departments; class and demonstration rooms for the School of Nursing.

Several Spruce Street homes were renovated and furnished as nurses' residences.

1924 Nora E. Shoemaker was appointed the first full-time instructor of nurses in the School. Prior to this time, nursing education was one of the many duties of the Director of Nursing.

1925 A six-story section of the new Nurses' Home in back of 1012 Spruce Street, about two blocks from the Hospital, was completed and occupied.

1931 Curtis Clinic Building was completed, having School of Nursing classrooms and offices on the 10th, 11th and 12th floors.

1933 Nosokomos first used as the title of the Year Book. The title comes from two Greek words: "nosos", the study of the sick and "komos", a female who attends.

1936 A nursing library consisting of 1,200 volumes was presented to the School by Ross V. Patterson, M.D.

Choral Club initiated.

Dramatic Club initiated.

1940 Major curriculum changes were initiated to bring curriculum in line with "Curriculum Guide for Schools of Nursing," published in 1937 by the National League for Nursing Education (later National League for Nursing).

1942 Newspaper, White Caps, initiated—a two-page mimeographed paper containing news, social events, and current happenings of interest to students and alumni groups.

U.S. Army Base Hospital No. 38 was reactivated with 90 Jefferson nurses serving with 30 non-Jefferson nurses and 60 Jefferson physicians near Cairo.

1945 Began participation in the National League of Nursing Education Pre-Nursing and Guidance Test Program.


Fundamentals laboratory refurnished.

On March 8, the 38th General Hospital was awarded the Meritorious
Service Unit Plaque.

1947 Basketball team (Southeastern Basketball League for Schools of Nursing) began under supervision of Margaret Cossman, '47, with Helen Baxter, coach, and Elinor Duke, '48, captain.

1948 Classes were divided into sections—
one section on clinical practice while the other section was in class; clinical practice was four days, class two days, and one day off per week.
Application submitted to the National League for Nursing (NLN) for full accreditation; denied because the Board of Review felt that the school was not yet ready for a survey for this purpose.

1949 Interim Classification of Schools of Nursing offering basic programs based on data voluntarily submitted by 1,156 schools and supplementary data on hospital facilities published by AHA and AMA.
Basketball championship — Anne Granger, '49, captain; Jean Beard, '49, co-captain; Helen Baxter, coach; Elinor Duke, '48, sponsor.

1950 Full-time counselor appointed, responsibilities included counseling and curriculum planning.
Forty-four hour week initiated for students and staff.

1951 National Nursing Accrediting Service established a program for temporary accreditation. Schools (Jefferson included) listed in the Interim Classification not meeting criteria for full accreditation were to remain on the list for five years.

1953 Mabel C. Prevost, '29, became Director of Nursing. Student-Faculty Committee originated to discuss common problems.

1955 Whitter Hotel at 15th and Cherry Streets was leased as temporary residence. Home visits and nursery school observation were initiated in pediatrics. Block system tried.

1956 Students appeared on T.V. as recruitment effort.
Classroom and office space was secured in the hospital.

A Commitment to Excellence

100% graduates passed State Boards, the first class in at least ten years to have no failures.
Concurrent theory and clinical practice were provided in the operating rooms, maternity and pediatrics.
Basketball team won second place.
Cheerleaders won championship.

1957 In May, application for full accreditation was submitted to NLN.

1958 School surveyed for full accreditation by NLN. Program placed on provisional accreditation list.
Ground was broken in October for a new residence for student nurses on the corner of 11th and Walnut Streets.
Card Club was initiated. Dramatic Club revised.

Organization of the Nursing Department of the Hospital was changed, creating two departments of nursing— the School of Nursing and Nursing Service. Doris E. Bowman, '42, became Director of the School of Nursing; Mabel C. Prevost, '29, moved forward to a position in Hospital Administration as Assistant Hospital Director.

1959 The James R. Martin Student Nurses' Residence was dedicated by Mrs. Martin as a memorial to her late husband, who served as the associate dean of the Medical College.
Caps 'N Caps published for the first time.
One-piece uniform adopted (striped pink pinfeather material).

1960 School of Nursing Program approved for full accreditation by the National League for Nursing. (Through a series of routine re-survey visits and progress reports, accreditation has been maintained to the present time.)

1961 Basketball team won second place; cheerleaders, championship.
February 1961 class was the last February class to graduate.
Margaret C. McClean, R.D., became the first non-nurse on the full-time faculty at Jefferson.
Faculty development (in-service) program initiated. This program con-
Appendices

continued for 20 years, providing faculty with an opportunity for professional growth.

Rating Scale for Nursing Education Teachers initiated.

1962 -1965—Graduate Follow-up Study conducted.
Jean Little, '63, elected president of Area #1 SNAP.
SHOWBOAT: Minstrel show written by students.
Miss Jefferson Contest was initiated.
Participated in NLN Cost Analysis study. (Study of costs incurred by and for student program.)

1963 Eileen Cancelli, '64, elected president of Area #1 SNAP; Judith Snyder, '65, elected second vice-president.
Eunice Kisner, '65, selected as Miss Christmas Seal.
Return of SHOWBOAT: Minstrel show written by students.
Presented a 17-week series entitled, "Healthful Living in the Community," via Channel 6, University of the Air.
Hobby room on top floor of the Residence provided through a gift from anonymous donor.
Scholler Foundation gift of $5,000 for T.V. equipment.

1963- A Follow-Up Study of Graduates of the Jefferson Medical College Hospital School of Nursing

1964 Seniors participated in City Health Department immunization program against polio.
A FAIR TO REMEMBER: Student show.
Basic nursing techniques first taught via closed circuit T.V.

1964- An Analysis of an Availability Sampling of Results in the College Entrance Examination Board's Scholastic Aptitude Test Taken by Students in the Classes of 1964 to 1970 in the School of Nursing
Data Focus on 1967 Graduates: From Pre-Entrance Through State Board Examinations

1965 Ruth Kessler, '65, represented Jefferson in SNAP Area #1 Outstanding Student Nurse Contest.

A MUSICAL MISTAKE: Student show.

Correlation Study—A Psychometric Evaluation of Pre-Entrance Test, State Board Examination, and Achievement Test Scores for Jefferson Medical College Hospital Nursing School
"Pit" demolished to make way for new Emergency Department.
Block rotation in maternity and pediatrics provided concurrent theory and practice.

1966 75th Anniversary of the School of Nursing. The Class of 1966 brought the total of graduates to nearly 4,000.
Seven members of the Class of 1966 were commissioned in the Armed Forces.
Initiated plans, under Nurse Training Act of 1964, to expand facilities to include an educational building for the School.
Revised curriculum in terms of anticipated behavioral outcomes.
FANTASTIC FURLough: Student Show.

1967 Marie Seebauer, '69, represented Jefferson in Area #1 SNAP Outstanding Student Nurse Contest.
Kosalyn Feller, '68, and Shirley Dubis, '68, won Area #1 SNAP Nursing Bowl, competing against teams from Einstein and Temple.
Basketball championship—Ann Rutledge, coach.
Conference on Nursing Education (4/10/67) to explore the future of nursing at Jefferson. Speakers:
Alameda Martin, Assistant to the Dean, St. Petersburg Junior College, St. Petersburg, Florida
Ruth Sleeper, formerly Director of Nursing, Massachusetts General Hospital, Boston, Massachusetts
Lulu W. Hasenplug, Director of the School of Nursing, University of California at Los Angeles, Los Angeles, California
Margaret J. Mackenzie, '63, Assistant Instructor in Pediatrics, became full-time counselor. Responsibilities included counselling and recruitment.
Dr. Richard T. Weagley, West Chester State College, presented an inservice program on audio-visuals.
Student Council Officers served as guides for tours through the Ship Hope.

1968 Administratively, the School became part of the newly organized College of Allied Health Sciences.
Program shortened from 36 to 35 months.
Complete block rotation initiated for the Class of 1970.
Home school provided instructors for students assigned to Philadelphia State Hospital.
Psychiatric experience changed to include two weeks at Eastern State School.
Studies initiated:
Student Evaluation of Courses in Nursing Education
An Analytical and Comparative Study of the Performance by Jefferson Graduates on State Board Examinations
Relation of Psychological Type to Nursing School Success at Jefferson (Class of 1968)
Student Council initiated “Welcome Packets” (student handbook, guide to center city, etc.) for incoming students.
First student-faculty picnic in Fairmont Park.
CEEB became an admission requirement.

1969 Psychiatric experience changed to include six weeks at Philadelphia State Hospital and six weeks at Philadelphia Psychiatric Center.
Dr. Dennis Hauver, Temple University, presented an in-service program on test construction.
Communicable disease affiliation (Henry R. Landis) eliminated.
Program shortened from 35 to 33 months.
College credits (3 per course) granted for psychology and sociology.
The Jefferson Medical College and Medical Center became Thomas Jefferson University on July 1, 1969.

1970 Remedial program given for disadvantaged, beginning June 1970, for six weeks.
Philadelphia State contract was terminated and Philadelphia Psychiatric Center was used for a psychiatric nursing experience.
Initiated graduate follow-up study to be conducted for five years.
Chemistry lab was eliminated.
Developed a plan to include an experience for team leadership.
All-out effort to avoid disease oriented teaching; teaching related to patient problems and nursing needs.
To 1972—In-Service Program, “Objectives in Education.” Mr. Robert B. Sharps, Penn State University.

1971 Five college credits granted for microbiology.
Night duty was eliminated.

1972 Capitation grant awarded for graduate follow-up study, recruitment and leadership course development.
Basketball league championship; Jefferson tournament championship, Sol Binik, coach.
Annual Capitation Grant Proposals

1973 Male students accepted.
Basketball championship, Jefferson tournament championship and cheerleading championship.
Bonnie Zaiss, ’73, received special award from the American Hospital Association Centennial Club for outstanding ability in meeting the needs of hospital patients.

Capitation Grant Projects:
The Model Unit for the Practice of Team Nursing
A Program for Recruitment Development for the Diploma Program
A Five Year Graduate Follow-Up Study

Community Health became an eleven-week (one quarter) course of the senior year curriculum.
O.R. became part of the junior surgical rotation.
Classrooms, administrative and faculty offices moved to the Health Sciences Center.
Appendices

Strong Vocational Interest Blank administered to incoming freshman students as part of a three-year study. Responsibility for the Martin Residence was transferred from the Director of the School of Nursing to the Director of Auxiliary Services.

Development of a full third trimester for freshman students.

Donna Till, '76, and Carol Morrow, '76, served on the St. George's Cancer Nursing Society Council.
Participated in Philadelphia Fire Department Office of Emergency Preparedness disaster drill, "EPEX-75", at Veterans Stadium.
Therapeutic nutrition integrated throughout curriculum rather than taught as a course.
Patty Jones, '74, and Donna Ranieri, '75, won the local free-throw competition, sponsored by Timex and the National Basketball Association, winning trips to San Diego, California for national competition.
Luisa Ficca, '77, spoke on Students' Rights and Responsibilities at the meeting of the National League for Nursing Council of Diploma Schools Workshop on Student Rights, Philadelphia.
Annual Thomas Jefferson Invitational Basketball Tournament Title; cheerleading championship.
"Capping" approved as a student project.

1976 David J. Snyder first male nursing student graduated.
English added to curriculum and college credits (three per course) granted for English 101 and English 205. (English 205 has since been renumbered English 102.)
Name of Alumnae Association changed to Alumni Association.
Barbara Winnemore, '77, represented Jefferson in the Southeastern Pennsylvania Heart Association Queen of Hearts Contest.
Capitation grant received for Continuing Education and Geriatric Patient Education.

Participated in the University's Middle States accreditation activities.
Faculty in-service program on "Affective Teaching" by Dr. Edward Betof, Temple University.

1977 Lori McCullough, '78, crowned Queen of Hearts by the Southeastern Pennsylvania Heart Association and elected Chairman of the Youth in Heart Committee of Southeastern Pennsylvania.
Students no longer required to live on campus.
Student Admissions transferred to College Office of Admissions in September.
Faculty certified in CPR and began certification program for all senior students.

Director of the School appointed to the College of Allied Health Sciences Ad Hoc Committee on Nursing Education.
Conceptual framework developed in terms of health-illness continuum.
Basketball championship; cheerleading championship.
Lori McCullough, '78, attended the first annual Youth in Heart Conference, Dallas, Texas.

1979 Task Force appointed with Linda Kofroth and Joan Kane as representatives of the School of Nursing. Charge of committee was to plan a baccalaureate program with clinical excellence.
Continuing Education Program in Geriatric Nursing.
In-Service program on Test Construction.
Faculty recommendation that the class entering the School in 1979 (Class of 1982) be the last class was submitted to the Dean and subsequently approved by the Board of Trustees.
TJUH disaster drill.
Blue Cross/Blue Shield Health Fair — screening at the Gallery East.
Albert Einstein, Daroff Division, used for psychiatric nursing experience.

1980 Barbara Kominsky, '82, served as President of the Common's Board for 1980-81.

1982 June 10—Final commencement; Linda Yarnall became the 5,087th graduate. History of the School, A Commitment to Excellence, by Andrew Shearer, presented to Dean Lawrence Abrams by Miss Bowman as part of the closing ceremony.

Alumna Kathleen Carlson, R.N., Assistant Executive Director of the Pennsylvania Nurses Association, was the speaker for commencement.

Doris E. Bowman named Emeritus Professor of Nursing, the first member of the College of Allied Health Sciences faculty and the first woman in Thomas Jefferson University history so honored.

Spring 1982 Allied Health Review carried a feature article on the history of the School, "A Special Time, A Special Place," which announced that "With the closing of the program, the designation School of Nursing will be permanently retired."
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*Please see preceding subject index also.
a basketball team, to share a cold splash in the Otter Pond, and to join in the kisses, hugs, and tears at commencement, when that coveted diploma is at last in hand. Through vignettes and vivid memories of the graduates themselves, the joys, the sorrows, the trials and triumphs of life as it was at „Jeff” take on a fresh animation.

When the last graduate of the Class of 1982 wound her way through the traditional Rose Arch at commencement on June 10, it was time to say “goodbye” not only to a truly great institution, but to the end of an epoch as well. In one sense, the School was the victim of its own success in its never-failing commitment to unmatched standards of excellence. When, as a result of shifting trends in nursing education, it felt that it could no longer attract the numbers of high-caliber students to which it was accustomed, a wrenching decision was made to close its doors.

But a school that produced a legion of highly skilled nurses year after year never really dies by the mortal definition. Surely, the traditions and standards it established will be an inspiration to nurses of the future, whose profession is now in greater demand than ever before in world history. The „Jeff” nurse will show them the way to the real meaning of dedication and service.