NURSING SCHOOL
FOUNDED AT YALE

Rockefeller Foundation Endows
First University Training
Course for Public Health.

ENDS APPRENTICE SYSTEM

Inclusive Educational Plan Fits
Graduate for Profession in
About 28 Months.

NEW HAVEN, Conn., April 24.—President Angell announced today the establishment at Yale of the first university undergraduate school of nursing in the United States, the funds for which are to be provided by the Rockefeller Foundation.

Because 50,000 public health nurses are needed in the United States, and only 11,000 are properly trained to meet the demand, emphasis will be placed on public health nursing in the training course at Yale. The school is new in education, first, because of its organization, and, second, because of its curriculum.

It will be the first school of nursing organized as a separate school in a university, with its own dean, its own faculty, buildings and budget. Heretofore, nursing schools have been dependent upon medical schools and hospitals. In its curriculum the Yale school will break away from the present apprenticeship system of nurse training, which, subject as it is to hospital labor needs, no longer provides satisfactory preparation for the nursing profession. The Yale school of nursing will focus attention upon the educational training of the student, eliminating many routine tasks which contribute little or nothing to this training.

By adopting this educational plan, the period of preparation for nursing can be shortened. Recent studies indicate that a period of about twenty-eight months will be required for the course.

The requirement for admission to the Yale University School of Nursing will be a high school course or its equivalent. Primarily for the girl without college training, provision will be made for an elective pre-nursing period of university work, chiefly in the sciences.

In the course patients will not be considered as hospital "cases" only, but such factors as heredity, environment, child development, psychology, economics, sociology, industry and public health will be presented. Such a plan will emphasize sickness in its true relationship as a family, community and public health problem, and properly to develop such a conception the new school will embrace field work and community nursing as a part of the basic training.

The general plan will permit graduates to enter directly into community, hospital or private duty nursing, or to proceed into one of the various special branches of nursing, opportunities for which will ultimately be developed as a part of the Yale program.

Whether the graduate intends to go into administrative nursing, public health nursing, or to enter the nursing of contagious diseases, tuberculosis or mental diseases, she will have had a well-rounded preparation and understanding of the community as well as the bedside aspects of nursing and some understanding of the factors which contribute to sickness, the control of which makes the prevention of disease possible.

The plan includes a co-ordination of the educational work of the New Haven Visiting Nurse Association, one of the best community nursing organizations in the country, and of the Connecticut Training School for Nurses in the New Haven Hospital.

The Rockefeller Foundation, after a survey of the United States, has decided upon the support of nursing education at Yale. It found New Haven a community of the best size for health activities as well as a university center. The Yale Medical School is well organized, with the public health conception and a full-time staff. The New Haven Hospital has all services effectively represented. In New Haven visiting nursing is well under way at present, adequately supported and properly organized. All these facilities will be used in the development of the new contribution to education, medicine and the public welfare.

unds Appropriated for Five Years.

The Rockefeller Foundation has appropriated funds to maintain for a five-year period the new school of nursing at Yale University, the establishment of which was announced from New Haven today. Commenting on the new school, Edwin R. Embree, Secretary of the Rockefeller Foundation, who has been in special charge of the Foundation's hospital and nursing studies, said:

"The plans of Yale University for its new school of nursing represent a striking educational project. They include three significant features: the basing of the student's instruction and experience upon an educational plan; the shortening of the period of training, and the inclusion in the course of public health and community work as well as hospital service. These changes are introduced in the belief that the nurse is a significant factor in gaining results for humanity from curative and preventive medicine and that the training for so important a service should be based upon the soundest educational principles."
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For Sale of Luggage

Furage Fourth Less
May 22, 1922.

President Harry Pratt Judson,
The University of Chicago,
Chicago, Illinois.

Dear President Judson:

At a meeting of the Faculty of Rush Medical College, May 16th, a Committee was appointed, of which I was made Chairman, to act jointly with a committee from the Presbyterian Hospital Training School and the University of Chicago in a study of the nursing situation.

The other members of the Rush Committee are Dr. Dean Lewis, and Dr. George E. Shambaugh.

We shall be glad to arrange a meeting whenever a committee representing the University is prepared to consider this subject.

Yours very truly,

Wilber E. Post
May 26th, 1922.

President Judson
University of Chicago.

Dear President Judson:

I have your note of the 22nd in regard to the Committee for the study of Nurses Training. I note that Drs. Bensley and Wells are to be the other two members of the University committee and that Drs. Post, Lewis and Shambaugh will represent Rush Medical College and Presbyterian Hospital.

May I ask whether a committee has been appointed to represent the nurses training schools? It would, of course, be highly desirable to have such a committee. If you deem it wise to appoint such a group may I recommend that it include two members of the training school of Presbyterian Hospital, perhaps Mr. A. M. Day and Miss McMillan, and as the third member, Miss Martha Wilson.

May I also be allowed to recommend that Dr. Post or some other member of the medical committee be made Chairman of the whole group, including the nine members, to organize the work. I believe we can make more rapid and more accurate progress from now on in meetings of the group as a whole.

Sincerely yours,

J.S.-ES
June 15, 1923.

Dr. Ernest DaWitt Burton,
President, University of Chicago,
Chicago, Ill.

My dear Dr. Burton:

The Board of the Illinois Training School for Nurses is considering affiliation with a university in our city. Ours was the pioneer school of nursing in the Middle-west, and we have always maintained a high standard of theoretical, as of practical work in the field of nursing. We feel that the time has come for broadening the educational advantages we offer our students and we have in mind something similar to the arrangement for nursing education at Minnesota State and Iowa State Universities and at Columbia, whereby a student after completing the required University and Hospital training receives a University degree.

Knowing that the University of Chicago is making plans for enlarged opportunities in research for medical and allied professions, I am writing to ask if such plans might include affiliation with a school like ours. We should be very glad to discuss the matter with you, if your plans are not already definitely made. We are sending you, under separate cover, our catalogue of this year.

Hoping to hear from you soon, I am

Sincerely yours,

Hedwig P. Gottfried
(Thm. c. M.)
President of the Board.
June 17, 1939

Dear Dr. Doty:

I am writing on behalf of the Illinois Training School for Nurses to communicate with you concerning the recent letter to President C. Wheeler of the University of Chicago, regarding the possibility of the School of Nursing at the University being a part of the University. I am writing to you as its Dean and President of the Board of Directors.

The purpose of the Illinois Training School for Nurses is to provide nursing education and training for the people of our state. The School has a long history of excellence and a strong tradition of excellence. We feel that this is an opportunity to further strengthen the relationship between the University and the School, and we hope that you will consider this proposal.

Sincerely yours,

[Signature]

President of the Board
June 27, 1923.

My dear Mrs. Gottfried:

I am sorry that the pressure of duties in connection with the closing of the Spring Quarter and the opening of the Summer Quarter have delayed unduly my acknowledgement of your very kind letter of June 15th. I write now to say that I should be glad for opportunity of conference with you at an early date. May I inquire whether it would be possible for us to have a conference on the afternoon of Friday the 29th, or some day in the latter part of the following week. If you would indicate your convenience in the matter I shall be glad to endeavor to adjust my appointment to yours.

I am enclosing herewith a copy of a Report on Training Schools for Nurses recently prepared by a Committee of the University which may perhaps interest you if you have not already seen it.

Very truly yours,

Mrs. C. M. Gottfried,
509 South Honore St.,
Chicago, Ill

EDB:CB
June 29, 1923

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

Dear Mr. Burton:

My suggestion is to answer Mrs. Gottfried of the Illinois Training School for Nurses, acknowledging her letter, saying that University plans are unsettled at the moment and that you would be glad if she would write you again later in the summer; then send copy to Dr. Post and ask him to consider and report as to their standing and his views in the matter.

In the meantime, I shall try to make some inquiries also, both as to their professional standing and their financial situation.

Yours cordially,

[Signature]

Harold H. Swift
July 18, 1923.

My dear Dr. Post:

Could you find time between July 23rd and 31st to go with me to call on Mrs. Gottfried of the Illinois Training School for Nurses, or is this an unnecessary and burdensome draft on your time? If the latter is the case, I should like to have a few words with you to refresh my mind on the situation.

Very truly yours,

Dr. Wilber E. Post,
122 S. Michigan Avenue,
Chicago, Illinois.
July 16, 1938

My dear Dr. Post:

I hope you find time between July 26th and 8th to go with me to call on Mrs. Osgood at the Illinois Training School for Nurses, as it is quite an interesting and informative place to visit. In my letter I have talked of my liking for the nurses and found my mind on the situation.

Very truly yours,

[Signature]

Dr. William E. Post
Illinois Hospital
Office, Illinois

EB: 05
July 30, 1905

My dear Prof. Stieglitz:

I am not sure whether I have time to write a letter today, but perhaps I may write a note to you later.

Dr. Post and I had a conference yesterday at the University of Chicago with Mr. Carl H. Gottfried, Mrs. August J. Magnus, Mrs. Ira Couch, and Mrs. Thomas Lampig of the Board of Directors of the Illinois Training School for Nurses. We discussed the possibility of some plan of cooperation between the University and the School, and whether the six or eight quarters of college work be best before or after the Practical Training?

We agree that the Preliminary Training was taken as the basis of discussion. It seemed clear that the Preliminary Training mentioned on pages 6 and 7 of your report could best be given on the west side and that it might be moved to the University, as it was felt that several institutions might combine in giving it at one point - perhaps at the Illinois School.

2. That the Practical Ward Training outlined on page 8 of your report must necessarily be given in a hospital and as concerns the Preliminary Report been approved by the University, or can the Illinois Training School do it?

3. That the six or eight quarters of college work must of necessity be done at the University.

The following questions were considered:

1. Can the Preliminary Training be given cooperatively by the Illinois Training School and the Presbyterian Hospital, and whether affiliation is practicable and desirable, and if so proposing a plan of cooperation?
perhaps allowing children's Hospital, the University approving the staff, and course and agreeing to give credit for the work.

2. Could it be done by University of Chicago teachers at the Illinois Training School, or at the University, the Illinois Training School and Presbyterian Hospital bearing the expense? What is the plan of cooperation between the two above mentioned schools and give credit for it?

3. Can the six or eight quarters college work be best done before or after the Practical Training?

4. If done before the Preliminary Training would it displace Dr. Julius Stieglitz's report or change the matter?

5. Can admission to the course of Preliminary Training be determined by several institutions as to scholastic requirements, to which is added training at the Illinois School?

6. Can the preliminary training continued on pages 3 and 4 be given in a hospital and on unaffiliated schools of high standing, having 14 affiliated schools in various states?

7. May I inquire whether you would be willing to take the chairmanship of a committee to study this whole matter, inquiring whether affiliation is practicable and desirable, and if so proposing a plan of cooperation.
In the context of developing self-organizing quantitative methodologies, we explore the interplay between complex systems and emergent phenomena. The framework developed involves analyzing network structures that emerge from the interactions of individual components. This approach allows for the identification of patterns and behaviors that are not apparent at the macrolevel.

The core of our methodology is based on a data-driven approach, where empirical evidence is used to validate theoretical models. This ensures that the developed frameworks are robust and applicable across various domains. By focusing on the dynamics of these systems, we can better understand the underlying mechanisms that govern their evolution.

The results of our analysis suggest that by incorporating principles of self-organization, we can achieve a higher level of accuracy in predictions and a more intuitive understanding of complex systems. This is particularly relevant in fields such as economics, ecology, and social sciences, where the ability to model and forecast is crucial for decision-making.

In conclusion, the self-organizing methodologies developed in this research provide a powerful tool for analyzing complex systems. Through rigorous testing and validation, we are confident in the applicability and effectiveness of these approaches in addressing real-world challenges.
I suggest as such a Committee Mrs. Stieglitz, Jordan, Mary E. and Irene, Mrs. Gottfried, Mrs. Lamping, and Miss Wheeler.

I am aware that this is a large request. It is the pride of efficiency that one is called upon to do things of the Illinois Training School for Nurses with reference to which I am asking you to be helpful.

Very truly yours,

Dr. Julius Stieglitz
Chicago, Illinois

1. That the Practical Training outlined on pages 6 and 7 of this report could best be given on the West side and that it was possible for several institutions to combine in giving it at one point or perhaps at the Illinois School.

2. That the Practical Ward Training outlined on page 8 of this report must necessarily be given in a hospital and that the School be given a school building on Monroe Street.

3. That the six or eight quarters of college work set as a necessity by some of the University-saying it affiliated schools to various Board of Directors questions were considered.

4. Can the 36 weeks preliminary training be given outside of the Illinois Training School in its building, forming an Illinois Training School and the Presbyterian Hospital, and

Generating a plan of cooperation.
August 3, 1923

President E. D. Burton
University of Chicago

Dear President Burton:

I should be glad to act as chairman of the committee to study the question of a combined college and nurses' training course as outlined in your letter of July 10. May I ask whether it would be possible to add the name of Dr. Katharine Blunt to the committee? Miss Blunt was on the original committee of three, is in some respects better informed as to details of the work at Columbia, Minnesota, etc. than I am, and her help would relieve me of a considerable burden of detail work that eventually will be necessary.

I presume that you would like to have the committee take up the problem at once, and not wait until the Autumn Quarter.

Yours sincerely,

Julius Steely

* These lines have been crossed out.
August 30, 1923.

My dear Dr. Stieglitz:

I am very glad to receive your acceptance of my request to act as Chairman of the Committee to study the question of a combined College and Nurses Training Course. I cordially assent to your addition of Miss Katharine Blunt to the Committee. I assume that you will notify her.

Very truly yours,

Dr. Julius Stieglitz,
The University of Chicago.
August 30, 1928.

My dear Mrs. Gottfried:

Dr. Stieglitz has consented to act as Chairman of the Committee to study the question of a combined College and Nurses Training Course, and a strong Committee has been appointed to act with him. I hope you will be free to correspond and confer with him. I confidently hope that we shall be able to work out some plan that will be mutually advantageous.

Very truly yours,

Mrs. C. M. Gottfried,
Illinois Training School for Nurses,
509 S. Honore St.,
Chicago, Ill.
Mr. Great Mr. Great Mr.

Dr. Watson was concerned to
see the opinions of the Committee and
the decision of the Company. He read the
minutes of the Board of Directors to the
market. He was pleased to see the growth
and his report. If I hope you will please to communicate
and consent with him I certainly hope these
will work out some plan
that will do maximum advancement.

With extra concern.

Mr. C. Mr. Great Mr.

In the training room for teaching
the officer. If

ED602
November 27, 1923.

Mrs. Bender,
Office of the President.

Dear Mrs. Bender:

Dr. Irons was appointed by President Burton as a member of the Committee on the possibility of cooperation between the Illinois Training School for Nurses and the University of Chicago.

Possibly notification of his appointment was sent out but failed to reach him. Perhaps you would be willing to send another notice.

Yours sincerely,

[Signature]

JS: F

Dr. E. E. Irons
122 S. Michigan Ave.
September 21, 1925

Dear Colonel,

I am forwarding to you the enclosed copy of the letter received from the Committee on Special Courses and Preparatory Work for Nurses. It contains a statement of the Illinois Training School for Nurses that the new course in training for nurses at the University of Chicago is not comparable to the regular training course in nursing at the School of Nursing, University of Chicago.

Sincerely yours,

[Signature]

[Handwritten note: "As requested"]

[Handwritten note: "Mr. President"]

[Handwritten note: "September 21, 1925"]
September 28, 1923.

My dear Dr. Irons:

Your letter of September 27th is received. I am sorry that through some misunderstanding Dr. Irons did not receive the notification of his appointment on the Committee on Cooperation between the Illinois Training School for Nurses and the University.

I shall see that the formal notification is sent to him.

Very truly yours,

Dr. J. Stieglitz,
The University of Chicago.
September 28, 1923.

My dear Dr. Irons:

Would you be kind enough to serve as a member of the Committee on the possibility of cooperation between the Illinois Training School for Nurses and the University of Chicago of his appointment. The Committee consists of:

Dr. Stieglitz, Chairman
Dr. Jordan
Dr. Irons and the University
Mrs. Gottfried
Miss Lamping
Miss Mary C. Wheeler.

Very truly yours,

Dr. E. E. Irons, M.D.
122 S. Michigan Ave., Chicago
Chicago, Ill.
Mr. Shaw's letter sent to Dr. Post.

THE PRESBYTERIAN HOSPITAL OF THE CITY OF CHICAGO

Chicago, Illinois

October 9, 1923

Mr. Ernest D. Burton, President
The University of Chicago
Chicago, Illinois

Dear Sir:

Sometime ago the school for nurses connected with the Presbyterian Hospital asked to be affiliated with the University of Chicago. I understand from Miss McMillan, principal of the school, that a committee of the University had a conference with her on the subject, and she was under the impression that we were to hear further from them regarding it, but up to the present date we have had no report of their conclusion.

Our people feel that this affiliation would be of great value to our school, and in view of the possible relation of the hospital to the university, I venture to call the matter to your attention, with the hope that it may receive early and favorable consideration.

Yours very truly,

(Signed) F. S. Shaw
President.

COPY for the office.
Original sent to the Post.
THE PRESBYTERIAN HOSPITAL OF THE CITY OF CHICAGO
Chicago, Illinois

October 6, 1936

Mr. Ernest G. Burtin, President
The University of Chicago
Chicago, Illinois

Dear Sir:

Sometime ago the Board of.

nurse connected with the Presbyterian Hospital spoke

the error with the University of Chicago I

understood from Miss Mollison, principal of the school

sent a communication to the University and a conference

with the president was arranged. I am sorry for the misunderstanding that may have arisen out of the matter, and we were under the

impression that we were to receive further correspondence.

Here is a copy of the letter which we have

received.

Our people feel that this mistake

would be of greatest value to our school and in view of

the possibility of our coming to the University, I

would like to call the matter to your attention. I

hope that you will receive early and take appropriate

consequences.

Yours very truly,

(Signed) H. G. Shaw
President.

C. C. P. X. for the office

Copy
October 24, 1923

My dear Mr. Shaw:

I beg pardon for my delay in answering yours of October 4. The Committee to which you refer was appointed before I came into this office and it has required some inquiry to discover the exact facts.

I am writing now to say that the Committee was duly appointed but has apparently not made much progress. Later, at the request of the Illinois Training School for Nurses another committee was appointed which is just about beginning its work. I have under consideration the merging of these two committees, in which case I am sure the joint committee would enter upon their work immediately.

You may expect to hear from me again within the next few days.

Very truly yours,

Mr. F. S. Shaw, President
Presbyterian Hospital of the City of Chicago
Chicago, Illinois

BDB:HP
My dear Mr. Smith,

I feel the time has come for me to resign from the Committee to which I am a member. The circumstances of October 1st have made it necessary for me to do so. I have taken the opportunity before the meeting to make my resignation known to the Committee.

I am writing now to say that I have been told by the Chair that the Committee are going to change the rules of the Office of the Works Department in order to expedite the work. I was apprised of the change by the Chairperson who read the new rules out to me.

I have been informed that the work is going on and that the Commission is being carried out as planned. I am sure the new Commission will be able to carry out the work efficiently and effectively. You can expect to hear from me again within the next few days.

With best wishes,

[Signature]

Mr. P. S. Smith, President
City of Office Department
Office of the Works
October 30, 1923.

My dear Dr. Post:

Dr. Stieglitz approving my suggestion to you of a joint committee on the two schools for nurses and the addition of Miss MacMillan adds also the suggestion that you designate some woman member of the Board of the Presbyterian Hospital School for Nurses. He also indicates that if you approve my suggestion for a joint committee he would call a meeting of the Committee for Friday, November 9th. I understand that he would not ask your presence at that meeting, but will prepare the business for your subsequent consideration.

Very truly yours,

Dr. Wilber E. Post,
122 S. Michigan Ave.,
Chicago, Ill.
Mr. Garet, Dr. Post

DR. GARET, I have some serious concern for you.

As you are aware, the committee for the two schools for nurses and the
division of the National Association for the Advancement of
you suggest some woman member of the board of the
preparatory board for the schools. He also

If you approve my suggestion for a joint committee
be willing offer a meeting of the committee for Tuesday.
I understand that you would not ask
presence of the meeting and will prepare the\n
for your approval consideration.

Very truly yours,

Dr. Garet, Mr. Post
ISS. Misseler, V.A.
Office, 111

Mar'02
October 31, 1923.

President E. D. Burton,
The University of Chicago,
Chicago, Illinois.

My dear President Burton:

Please accept my apologies for having taken so long to consider your request that I serve on the Joint Committee on Affiliation of Nurses' Schools with the University. It is an important piece of work and will require time. My delay was due to the fact that I could not see my way clear to give that time. I heartily approve of the suggestion for a joint committee on the two schools for nurses and for having Miss McMillan a member of that committee. For the woman member of the Board of the Presbyterian Hospital School I shall have to make inquiries.

Regarding my taking the chairmanship of the Committee, the time factor makes me hesitate. I should be very glad to serve on the Committee and give my judgment regarding plans that may be developed by those who give more time to the details. I would prefer, however, that some other person act as chairman.

Now that I have expressed freely my feeling in the matter, I shall yield to your judgment in every way. A meeting of the Committee for Friday, November 9th, will be agreeable to me if it can be arranged at a suitable hour, either in the forenoon or the evening.

Yours sincerely,

[Signature]

WEP MM
November 5, 1923.

My dear Dr. Stieglitz:

Dr. Post consents to serve as Chairman of the Committee on the Affiliation of Nurses Schools with the University with the understanding, however, that in view of his many other duties his chairmanship will be mainly nominal. It seems to me desirable that in matters of this importance we should keep up the cooperation of Trustees and Faculty, and in such cases also to assign the chairmanship to a member of the Board of Trustees, and the vice-chairmanship, which is really the active chairmanship, to a member of the Faculty.

Very truly yours,

Dr. J. Stieglitz,
The University of Chicago.

EDB:CB
My great Dr. Secretary

Dr. Post commences to serve as
Chairman of the Committee on the Affiliation
of National Schools with the University MP

The superintendent, however, is to view of
the National Schools and the superintendents with
the much greater number of the superintendents with
respect to this matter. It seems to me desirable to
meet in matters of this importance at least
read on the cooperation of the faculty and
practically and in many cases into to ensure
the cooperation of a member of the faculty of
the National Schools and the vice-president of
the National Schools to a member of
the faculty.

Very truly yours,

The University of...
November 7, 1923.

President E. D. Burton,
The University of Chicago,
Chicago, Illinois.

Dear President Burton:

Replying to your generous favor of November 5th I accept the chairmanship of the Committee on the Affiliation of Nurses Schools with the University with the provision stated. I have already written to Dr. Stieglitz my general suggestions.

Yours sincerely,

WEP. MM

Wilber E. Post
Dear President E. L. Burton,

Chief Executive Officer

The University of Chicago
Chicago, Illinois

November 8, 1939

Dear President Burton:

Referring to your letter of November 6th and your letter of December 2nd, with the Universit's information with the proviso that I may now mention to

Yours sincerely,

[Signature]

[Address]
November 8, 1923

President E. D. Burton
University of Chicago

Dear President Burton:

I had planned to call a meeting of the committee on the affiliation of nurses' schools for November 9, but this plan has been held up because I still have no woman on the committee representing the Board of Governors of the Training School for Nurses of the Presbyterian Hospital. Dr. Post wrote you that he would inquire into the matter of nominating some woman of this Board, but had not done so by this morning. I therefore sent a special delivery letter to Dr. Post asking his permission to make this inquiry myself so that I can present the name to you and thus complete the committee. We can then meet, I trust, without fail on November 16.

To have called a meeting without the representatives of the Presbyterian School would have seriously hurt their feelings, I believe.

Yours truly,

Julius Steegly

JS/MS
The red word "tag" is written twice on the page. The text appears to be a mix of English and another language, possibly German or Dutch. The handwriting is quite messy, making it difficult to decipher fully. The last line reads: "332420."
President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

My dear President Burton:

In reply to your request for suggestion of the name of a woman on the Woman's Board of the Presbyterian Hospital Training School for Nurses suitable for membership on the Committee of the University, I find that the woman's Board of the Training School is only an auxiliary or advisory Board. It has no authority and does not even help in determining the policies of the school. The Training School is under the business management of the Board of Managers of the Presbyterian Hospital. The policies are determined by Miss MacMillan. Miss MacMillan tells me that Mr. Shaw prefers that she act on the Committee for them. She wishes two of her assistants to act with her - Miss Russell and Miss Carolyn Martin.

Miss MacMillan also suggests that a representative of the Council of the Nurses Federation be on this Committee and that Miss Martha Wilson be the representative. She is the daughter of the late John P. Wilson and the most outstanding supporter of the development at the Children's Memorial Hospital.

Yours very truly,

[Signature]

Dr. Stieglitz has since phoned me that he would confer with Mr. Shaw regarding representation of their Board. He will communicate with you W.E.P.
Your very truly,

W. H. H. M.
November 10, 1923

Mrs. Caroline Bender
President's Office

Dear Mrs. Bender:

I am enclosing drafts of letters which I would suggest should go out from the President's Office (of course, on the President's paper) signed by Dr. Burton, to President F. S. Shaw of the Presbyterian Hospital, Miss M. Helena McMillan, Superintendent of the Training School for Nurses, Presbyterian Hospital, and Miss May Russell of the Training School.

I am calling a meeting for Friday November 16, and would appreciate it if the above letters went out without delay.

Yours sincerely,

[Signature]

JS/MS
Miss M. Helena McMillan, B.A., R.N.
Superintendent, Training School for Nurses
Presbyterian Hospital
Chicago, Illinois

Dear Miss McMillan:

I am glad to hear from Professor Stieglitz that you have consented to serve on the committee to study the possible relationship between the University and training schools for nurses.

The committee will act under the chairmanship of Dr. Wilber E. Post and the vice-chairmanship of Professor Stieglitz, and an early meeting will be called.

Yours very truly,

[Signature]

Same letter to Miss May Russell
Training School for Nurses
Presbyterian Hospital
Chicago
President F. S. Shaw  
The Presbyterian Hospital  
of the City of Chicago  
Chicago, Illinois  

My dear President Shaw:

We have found it desirable to reorganize the committee to study the possible relationship between the University and schools for nurses training by forming a single larger committee from the two existing committees which had been appointed in connection respectively with the Training School of your own hospital and with the Illinois Training School for Nurses. This single larger committee will take up the problem for both training schools, and will act under the chairmanship of Dr. Wilber E. Post, a Trustee of the University. Professor Stieglitz will be the vice-chairman. I am delighted to hear from Professor Stieglitz that you are willing to represent the Presbyterian Hospital on the committee, and am writing to assure you that I confidently expect that there will be no further delay in the thorough consideration of this problem, so important for both of our institutions.

I am writing Miss McMillan and Miss May Russell to represent on the committee the Training School for Nurses of the Presbyterian Hospital from the technical side.

Very truly yours,
November 21, 1923

President E. D. Burton
University of Chicago

Dear President Burton:

I beg to report that the meeting of the committee on nurses training held Friday, November 16 on the west side, was a very harmonious one, and we covered the ground of the general principles involved so completely that Dr. Post and I expect to be ready to send you definite recommendations for presentation to the Board of Trustees at their next meeting in regard to the basis on which affiliation with a nurses training school would be possible. I will push the matter of the preparation of this final report as rapidly as possible, and see it through the preliminary stages so that it will reach you in good time. Am I right in the idea that the next meeting of the Board of Trustees will be held on December 15?

If the Board passes regulations, the question of final negotiations with each of the training schools on the west side, the Illinois Training School for Nurses, and the Training School of the Presbyterian Hospital, can be taken up individually with each hospital by a small committee. The hospital authorities have acquiesced in our general recommendations, and the main problem remaining will be that of inspection of their courses and facilities to see that they come up to the standards the University would insist upon. They have individually declared their willingness to accept any conditions the University might make.

Yours sincerely,

[Signature]

JS/MS
December 7, 1923

President E. D. Burton
University of Chicago

Dear President Burton:

I am having prepared mimeographed copies of the report of the local committee on the combination college and nurses' training course leading to the baccalaureate degree. This report conforms with the report made in March, 1922 to President Judson except that it incorporates certain details brought out in the conference with the representatives of the training schools on the west side under the chairmanship of Dr. Post. The report has also been submitted to Dr. McLennan.

If the faculty approves the plan I presume the matter will go to the Board of Trustees on December 13, and if they approve of the plan, specific negotiations with the boards of the individual training schools will no doubt be undertaken for the preparation of individual contracts between the schools and our Board of Trustees. These negotiations which will deal with the work of the training school as distinguished from the work in college will be, I imagine, under the direction of the larger committee of which Dr. Post is the chairman. The study of the conditions of the curriculum and equipment of the training schools is so very largely one demanding medical training that I would recommend that this part of our work be undertaken by small committees, in each case, of from one to three medical men selected by Dr. Post. These smaller committees can report to the larger general committee of which Dr. Post is chairman, and then the proper recommendations to the Board of Trustees can be made by the larger committee. I have discussed this with Dr. Post and he would agree to this procedure.

Assurances were received from the representatives of the two training schools that they would be glad to meet all the requirements of the University as outlined in the report.

I think with the carrying through of these steps, the project can be launched without further delay and in time for announcement by the University and the training schools for the program for next year. Of course, the training schools are very anxious that this be done.

Yours sincerely,

[Signature]

J. S. Stegby
December tenth
1 9 2 3

My dear Miss Talbot:

I am glad, in compliance with your request of November twenty-first, to relieve you of further responsibility in connection with the nursing courses. Dr. Stiglitz replies to me that he has now worked out a satisfactory report which will be in my hands for presentation at the meeting of the Board of Directors in a few days.

Yours very sincerely,

Dean Marian Talbot
The University of Chicago

EDS:8
December 10, 1923.

President E. D. Burton,
University of Chicago.

Dear President Burton:

The success of the plan of granting a collegiate degree for a combination course of college work and nurses training will depend ultimately of course on the quality of the work done at the nurses training schools which will cooperate with us.

Inasmuch as no member of the committee has had any experience in the matter of a combination course, and such courses have been entirely successful at Columbia University, the University of Minnesota, etc., I would like to recommend that if our faculty and the board of trustees approve of the general plan, you consider calling upon some prominent member of the Department of Nursing and Health of Columbia University or of the University of Minnesota to give us, for a short period of time, expert and experienced advice in going over the situation in the training schools on the West Side. Columbia and Minnesota were the originators of the general plan, and have been most successful. I should be glad to have your authorization to state to the faculty of the colleges this afternoon that we shall have this expert help in some form or other.

As stated in a previous letter, the authorities of the training schools on the West Side are eager to comply with the standards which we shall set, and with all the conditions of cooperation.

Yours sincerely,

[Signature]

Julius Steiglitz
Dear [Name],

I am writing to express my strong interest in the position of [Position] with [Company Name].

I have [Number of Years] years of experience in [Related Industry], and I am confident that my skills and experience make me a strong candidate for this role. My background includes [relevant experience details].

I believe that my experience and skills align well with the requirements for this position. I am particularly interested in [specific aspects of the position that interest you].

Thank you for considering my application. I look forward to the opportunity to discuss my qualifications further.

Sincerely,

[Your Name]
The University of Chicago
Office of the Recorder and Examiner

December 12, 1923

President Ernest D. Burton
Faculty Exchange

My dear Mr. President:-

On suggestion of Dean Wilkins, I enclose herewith carbon copy of a letter which I have just written Professor Stieglitz.

Yours very truly,

Recorder-Examiner

WAP&M
Office of the Registrar and Examiners

December 16, 1933

To President Hunter of the University of Chicago,

Dear Sir,

I am writing to express my appreciation for the letter of recommendation I have just received from Professor...

Yours very truly,

[Signature]

Registrar-Examiners
Mr. Julius Stieglitz  
Faculty Exchange  

My dear Mr. Stieglitz:-  

I am requested to call attention to an action of the Faculty of the Colleges of Arts, Literature, and Science, of April 12, 1919, to the effect that a student entering with advanced standing must complete at least four majors of his principal sequence in the University.  

This legislation was enacted because of question having been raised many times as to whether a student entering the University with advanced standing including a sequence of nine majors of professional work, Law, for example, could obtain the Bachelor's degree of the University, having his nine advanced standing majors approved for the principal sequence. The Faculty was, according to my memory, unanimous in its opinion that an appreciable amount (they decided on four majors) of the principal sequence should represent accomplishment in University of Chicago classes.  

This principle is involved in the recommendation with reference to the proposed combined college and nurses training course.  

Yours very truly,  

Recorder-Examiner
Dr. Julius Stieglitz,  
The University of Chicago.  

My dear Dr. Stieglitz:

President Burton tells me that you are considering some questions connected with a school for nurses in connection with the Medical School and has asked me to call your attention to the fact that there has been recently passed a new Medical Practice Statute approved June 30, 1923, which relates to persons who practice medicine or any of its branches or mid-wifery or any method or system "of treating human ailments without the use of drugs or medicine and without operative surgery."

This statute is not yet in full operation and the regulations of the Department of Registration and Education have not yet been fully organized. Consequently at this date it is not known definitely what application, if any at all, the statute may have directly or indirectly to a school for nurses.

In the statute approved June 19, 1919, in regard to the practice of nursing, which requires that nurses shall complete a course of at least twenty-four months of nursing, there is a requirement that schools of nursing shall be inspected and approved by the Department of Registration and Education.

I am not advised what routine the Department of Registration and Education goes through in inspecting and approving a school of nursing.

If this material is not sufficient for your present purpose, I should be glad to inquire and report further.

Very truly yours,

G. O. Fairweather.

Copy to Dr. Burton.
December 26

To: The Staff of the University of Chicago

From: C. F. Reynolds

The University of Chicago

The Department of Education

Subject: Notice of Change in Administration

Dear Colleagues,

I am writing to inform you of an important change in the administration of the University of Chicago. Effective immediately, Dr. E. M. Taylor has been appointed as the new Dean of the Graduate School of Education.

Dr. Taylor brings with him a wealth of experience and a strong commitment to the growth and development of the University. He is looking forward to working with all of you to ensure the continued excellence and success of our educational programs.

Please join me in welcoming Dr. Taylor to his new role. I am confident that his leadership will bring many positive changes to our institution.

Best regards,

C. F. Reynolds

Dean of the Graduate School of Education
December 14, 1923

President E. D. Burton
University of Chicago

Dear President Burton:

I am enclosing a copy of a letter to Mr. Fairweather regarding the relation of our nurses training plans to the statutes of this state.

I understood from Dr. McLean that beyond the mere assumption that we would have a nurses training school connected with the hospital, no definite steps toward its organization and toward provision for the housing of the school had been taken. Perhaps you would like to ask the committee on the organization of the medical school and on the hospital to study this question so as to be ready to have a definite plan for consideration when the problem of the hospital crystallizes.

Yours sincerely,

[Signature]

J3/23
December 14, 1925

Mr. G. O. Fairweather
Downtown Office

Dear Mr. Fairweather:

I have your letter of December 12 in regard to the statutes concerning schools for nurses. The granting of the diplomas for nurses training will be left entirely to the nurses training schools with which the University is contemplating affiliation. The University will have no legal responsibility for this phase of the proposed cooperation. The nurses training schools, of course, are fully alive to the requirements of the Departments of Registration and Education.

The problem will come up before us when the University proposes to organize its own training school for nurses in connection with the proposed hospital, and of course when that subject is taken up, due consideration must be given to the new Medical Practice Statute.

I am

Yours sincerely,
December 19, 1923

President E. D. Burton
University of Chicago

Dear President Burton:

The conference with the superintendents of the nurses' training schools on Monday made it clear that it would be feasible to use the protective devices for the insuring of the maintenance of the level of our S.B. degrees without danger to the general plan. On the basis of the new information and the ideas which have been brought out by this discussion, our committee will present a revised report to the faculty which I think will meet the objections raised.

Thanking you for your personal help in the matter, I am

Yours sincerely,

[Signature]

JS, MS
December 16, 1965

President of the Department

[Paragraphs of text are cut off and difficult to read due to handwriting]

Sincerely yours,

[Signature]

[Additional text is added with a later date in the bottom right corner: 21.12]
BULLETIN IX
DEC 26 1923
PRELIMINARY REPORT OF UNIVERSITY SCHOOLS OF NURSING

MEMBERS OF COMMITTEE

M. Adelaide Nutting, Honorary Chairman, Director Department of Nursing and Health, Teachers College, Columbia University.

Isabel M. Stewart, Chairman Assistant Professor, Department of Nursing and Health, Teachers College, Columbia University.

Mary Roberts, Secretary Associate Editor of The American Journal of Nursing.

Helena McMillan, Superintendent of Nurses, Presbyterian Hospital, Chicago.

Carolyn Gray, Assistant Professor Western Reserve University, Cleveland, Ohio.

Louise Powell, Superintendent of Nurses, University Hospital, University of Minnesota, Minneapolis, Minn.

Elizabeth Burgess, Secretary State Board of Nurse Examiners, New York State.

S. Lillian Clayton, Superintendent of Nurses, Philadelphia General Hospital, Philadelphia, Pa.

Ada Belle McCleary, Superintendent Evanston Hospital, Evanston, Ill.

Effie Taylor, Associate Superintendent Nurses, Johns Hopkins Hospital, Baltimore.

Laura Logan, Professor of Nursing and Health, Cincinnati University, Cincinnati, Ohio.

Anne H. Strong, Professor of Public Health Nursing, Simmons College, Boston, Mass.

Helen Wood, Superintendent of Nurses, Barnes Hospital, Washington University, St. Louis, Missouri.

Sally Johnson, Superintendent of Nurses, Massachusetts General Hospital, Boston, Mass.

Maud Landis, Superintendent of Nurses, Stanford School of Nursing, San Francisco, Cal.

Elizabeth Fox, Director Public Health Nursing Service, American Red Cross, Washington, D.C.

Prepared by the Committee on Education of the National League of Nursing Education

1 Copies of this pamphlet may be ordered from Headquarters National Nursing Associations, 370 Seventh Avenue, New York City.
II. Stages in the Development of University Education for Nurses—Types of Courses Already Organized

1. The first stage was the establishment of university hospitals for the clinical instruction of medical students. The nursing schools of such hospitals, though not directly connected with the university, have often enjoyed many of the advantages and privileges of a university connection. This was especially true in great medical centers where clinical facilities were abundant, where the spirit of medical research penetrated into every phase of hospital life, and where the teaching staff of the nursing school was drawn almost entirely from the university medical staff. Unfortunately, however, the educational standards in some of these so-called university schools have been almost entirely untouched by university influence and have indeed been far below the standards of many schools which had no such connection.

2. The first university to receive nurses as regular students and to give them the recognition of a college degree, was Columbia University. Since 1899, when two nurses entered Teachers College for an advanced course in “Hospital Economy,” there have been over 1,000 nurses regularly enrolled as students in that university, many of whom have received the B.S. and A.M. degrees, and special professional diplomas in Training School Administration, Teaching and Public Health Nursing.

Since 1910, when the first university course in Public Health Nursing was started in Teachers College, a number of colleges have united with visiting nurse associations in offering special training for public health nurses. Simmons College and Western Reserve University both started such courses in 1916, and there have been several others since that date. All these courses have been for graduate nurses or for student nurses in the senior year.

3. In the early years of 1900 some of the higher technical schools, among them Pratt Institute, Drexel Institute, and Simmons College, introduced short preparatory courses of from 4 to 8 months for students expecting to enter nursing schools. These courses did not prove very successful, except where they were definitely linked up with the curriculum of some good nursing school and were required of all students. Most of them have been discontinued, but some have developed into the five-year, combined liberal arts and professional course described later.

In a few cases, an arrangement has been made between a college or university and one or more nursing schools to teach certain of the regular preparatory subjects such as Anatomy and Physiology, Chemistry, Bacteriology, etc. Such schools cannot be considered in any sense as uni-
versity schools, though they may enjoy some of the benefits of university teaching.

4. The University of Minnesota was the first (1909) to establish a school of nursing as an integral part of the university system. From the beginning, nursing students were admitted on the same educational basis as other college students, their nursing course was under university auspices from beginning to end (3 years) and on graduation they received a special professional degree from the university. A number of other universities have taken over the complete professional training of student nurses, among them Indiana, Cincinnati, Michigan, Nebraska, Missouri, and Northwestern.

5. The latest development in university education for nurses is the five year, combined, liberal arts and professional program, leading to the college degree, and the professional diploma. Since 1916, a number of universities, among them Cincinnati, Columbia, Leland Stanford, California, Colorado, Baylor, Nebraska, Northwestern Indiana, Minnesota, Michigan, Ohio, Washington, British Columbia in Canada, and a few colleges—Simmons, Mills and the Milwaukee Downer, have agreed to credit the professional training in nursing as a part of the requirement toward the A.B. or B.S. degree and to organize a major which leads directly toward the professional field of nursing but which at the same time includes most of the academic subjects usually required in a regular college course. The object of this combined program is to give the young high school graduate an opportunity to continue her general education in college for at least two years, before taking up her hospital training, and to have the whole course knit together and carried on under the auspices of the university from beginning to end. The idea is to ensure not only a broader cultural background for the nurse, but a sounder scientific foundation for her professional work.

It is not assumed that all students entering the work in a university school of nursing would be able to take this longer course leading to the degree, but it would be open to all who qualify, and if the academic subjects cannot be taken in the beginning most of the universities allow the student to make these up later, and thus complete the requirement for the degree.

6. Up to the present time, therefore, regular instruction in universities and colleges has been provided for four different groups of students interested in nursing.

(a) Graduate Nurses, wishing to prepare for advanced work along such lines as Administration in Nursing Schools, Teaching in Nursing Schools, or Public Health Nursing.

(b) Pre-Nursing Students expecting to enter Nursing Schools and wishing to get a better scientific foundation for later work.

(c) Student Nurses (during Professional Course). The instruction here sometimes covers the entire three-year course or may only cover a few subjects in the preparatory or final years.

(d) College Students Working toward a College Degree and wishing to include in their major, the regular professional course in nursing.

Some universities provide for all of these groups, some for one or two only. Since it would be impossible in this limited report to discuss all the varied types of university courses in nursing, it has been decided to center attention on the five-year combined course and the regular professional course in nursing under university schools.

III. What are the Main Arguments in Favor of Establishing Schools of Nursing in Universities?

1. There is no question that universities provide superior educational opportunities which are eagerly sought by all types of professional schools. Medicine, law, dentistry, pharmacy, engineering, commerce, agriculture, social work, journalism,—these and many other modern vocations have found a place within our universities and are receiving support from university funds. Nursing has an equal claim to the benefits of university education and very much needs the support and help which universities can give.

2. The modern nurse is in a very special sense a public servant. She is employed in our schools, our boards of health, our public hospitals, our Army and Navy and our Public Health Service. Society lays upon her heavy responsibilities, not only for the care of the sick, but for the protection of community health and the conservation of our human resources. If the nurse is poorly prepared, or if the conditions of work or training are such as to discourage capable women from entering this profession, the public suffers. It is, therefore, to the public's interest to see that the education of the nurse is carried on under the best possible conditions and established on the soundest possible basis.

3. There are over 1,900 nursing schools in this country connected with hospitals. Their educational work has been seriously hampered by the fact that they have no independent financial resources and are unable to provide the kind of instruction which is demanded by the newer needs of the nursing field. This makes it increasingly difficult for them to attract the better educated women who are wanted everywhere in nursing.
to-day. The only way to bring these women into nursing and to prepare them as they need to be prepared, is to build a sounder and more comprehensive system of education on the basis of our present system, which is in many respects exceedingly good.

4. By connecting the hospital with the university, and using the resources of both, it has been proven that a very practical and flexible system of nursing education can be worked out, preserving the best elements in the older system, correcting many of its weaknesses, and providing for expansion and growth in accordance with current needs. The hospital gains, rather than loses by such a relationship, because it still retains the services of the student nurses but is relieved of the main responsibility for their education which is now assumed, under certain definite specified conditions, by the university.

The fact that practically all genuine university nursing schools are able to attract and keep large groups of well prepared students, while most other schools are suffering from a shortage of applicants, shows that they are able to offer those young women something which appeals strongly to them and satisfies them.

5. The subjects of study which nurses require for their preparation, are most of them found in any well established university, or can readily be supplied. The contents of a good course in nursing compares very favorably with the content of similar professional courses in other fields. Nursing requires a broad social and scientific groundwork and the close application of these sciences to the nursing care and treatment of sick patients and to the building up of good standards of home and community health.

While there is no question of the gain to nursing schools from a closer connection with the university, such schools or departments have made their own distinct contribution to the university, also, enriching its curriculum, broadening its interests, and bringing it into closer contact with social conditions in the world outside.

6. It is not the purely scientific and professional subjects only, which are of interest to the nursing student. At present many ambitious young women have had to choose between nursing and a college education; they could not take both. There seems to be no reason why the rich store of human knowledge should not be freely open to the girl who chooses nursing as her profession. The prospective nurse as well as the prospective physician, needs all the cultural background she can get, and it is one of the great advantages of the university connection that the student who wishes to spend a longer time may broaden her course to include literature, history and language, and other so-called liberal subjects which are essential to an all-round college education.

The university also offers the nurse the opportunity of going as far as she is capable of going, and winning any degrees which are open to other students. Nurses have shown themselves as keen in scholarship and as capable of meeting university standards as are other groups of students, and a considerable number have already won, not only the Bachelor's, but the Master's degree.

IV. What Standards Must Be Met in Order to Admit Any Professional School or Department to University Status?

1. It has already been pointed out that no school can really be called a university school until it conforms with university standards and becomes an integral part of the university system. In seeking a university connection, the professional school must be prepared to accept certain definite obligations and to live up to certain conditions. These will vary somewhat with different universities, but the following would usually be considered fundamental in all.

2. The professional school must be accepted by the university on an equal basis with other professional schools. Its director or dean must be represented on the university council or senate and all the members of its teaching staff must qualify as members of the university faculty with titles of professor, instructor, assistant, etc., according to their relative rank.

3. The professional school may have its own independent endowment or it may receive its funds from the university, but it must have a sufficient, assured income to guarantee its ability to maintain university standards of instruction and administration.

4. Students of the professional school must qualify for admission on the same basis as other students. Matriculation to practically all universities means the completion of four full years of high school work in a school of recognized standing. Some colleges and universities require an entrance examination in certain fundamental subjects. Others accept certified records from an accredited high school or from the College Entrance Board. Students who fail to meet all these requirements may sometimes be admitted with slight deficiencies to be made up after entrance, but they cannot matriculate until these requirements are met.

5. The standards of instruction in the professional school must measure up to the standards usually accepted in college work. This would mean among other things:
(a) Thoroughly prepared instructors who have themselves reached a fairly high grade of scholarship and professional training. (Most college instructors are required to have at least the A.B. or B.S. degree.)

(b) Well equipped classrooms and laboratories. It is understood in all colleges that scientific courses in Biology, Chemistry, Bacteriology, etc., must be accompanied by individual laboratory work conducted in accordance with modern scientific methods.

(c) Classes and lectures must be held regularly for the full period scheduled, and the work both in class and outside, must be systematically organized and conducted in such a way as to require a fairly high degree of individual effort and initiative on the part of the students.

(d) All courses for which college credit is given should be continued for a period long enough to ensure a good command, and not simply a "smattering" of the subject. As a rule no course of less than thirty hours would be considered worthy of college credit.

6. Students should be required to attend classes promptly and regularly and to complete all prescribed work before receiving credit for the course. Students who miss more than a certain proportion of their class work or whose general grade of work is poor would be required to repeat their courses until satisfactorily completed or to discontinue their work.

7. The student in a college is expected to do more independent work, to master more difficult subject-matter, and to proceed more rapidly than the students in schools of ordinary standing. As a rule, an hour in class or lecture presupposes an hour and one-half to two hours of outside study or preparation, and every program of work should provide for this study time, as well as for class time. University schools are also expected to provide ample library facilities for their students.

8. A full set of records must be kept for each student and these must be available for future reference. These records usually include:

(a) Certified records of previous education.
(b) Registration records with general details as to age, personal history, etc.
(c) A list of courses taken in the university with a record of grades and credits received. (Additional records of health and character are usually required by nursing schools.)

9. Graduation from the university or the awarding of certificates or diplomas, are conditional upon the satisfactory completion of the full required course of study. Students in all departments usually graduate together at the annual commencement and receive their degrees and diplomas from the president of the university.

10. Many universities admit a certain number of students who are not eligible for degrees or diplomas but who may be allowed to follow a special program of work for which they demonstrate their fitness. The proportion of such students should be strictly limited in order to maintain the general standing and scholarship of the group.

11. Students of all departments of a university should be eligible to all its privileges and should share to as full an extent as possible in its life and interests. This would usually include:

(a) Admission to special entertainments, public lectures, festivals, etc.
(b) Use of libraries, social rooms, etc.
(c) Membership in clubs, religious organizations, student council, etc., and representation on the college paper.

V. SUGGESTIONS FOR THE ORGANIZATION OF A NURSING SCHOOL OR DEPARTMENT ON A UNIVERSITY BASIS

Essential Elements in the Structure:

1. The general standing and resources of the university or college should be studied carefully, to determine:

(a) Whether it is a progressive and a sound educational institution;
(b) Whether it offers the kinds of subjects needed for any considerable part of the nursing course;
(c) Whether it has classroom and other facilities to accommodate a new group of students;
(d) Whether it can secure financial resources to put this new branch of work on a good basis.

2. The available hospital facilities should also be studied. No matter how good the university, it would be unwise to offer a university course in nursing unless the hospital facilities were of the highest type. A good hospital field for laboratory work in nursing would include:

(a) A wide variety of clinical material, representing the acute rather than the chronic diseases;
(b) Active services in medical, surgical, obstetrical and pediatric work with mental and contagious services available, if possible. (Some of these may be secured through affiliation.)
(c) Good methods of organization and administration, public spirited
personnel, high standards of medical and nursing service, and good morale. A commercial hospital or one with a large proportion of private cases would not be considered a suitable laboratory.

(d) The conditions of life and work for student nurses such as would maintain good standards of health, assure the happiness of the student body, and make every day of hospital work educationally profitable. This would usually mean, among other things, attractive and comfortable living quarters, hours not more than fifty-two weekly, the employment of paid helpers for most of the routine housekeeping work, provision for wholesome recreation and social life and probably for some form of student government.

3. In order to provide some experience in public health nursing, it would be necessary to arrange for some field where this could be carried on under the same good conditions. As a rule this would mean affiliation with a well-organized visiting nursing association, having a group of trained supervisors and a fairly wide variety of activities, including, at least, maternity, child welfare, and prenatal work.

4. Having all these essentials provided, the next thing would be to decide on the basis of organization. There are several forms in operation:

(a) Type 1.—Where the hospital is owned by the university for the use of the medical school, the nursing school may be a part of the medical unit as in the University Hospital, Minneapolis; Robert W. Long Hospital, Indianapolis; Lane Hospital, San Francisco; and others.

(b) Type 2.—Where the hospital and university are both owned and financed by the city, but under different departments. This is the case in Cincinnati. The School of Nursing and Health in the Medical College is a part of the University which has control of and is responsible for the medical work, teaching, and nursing in the City Hospital by provision of the city charter.

(c) Type 3.—Where the university has no hospital of its own, but secures the necessary practical experience for its students through affiliations with one or more hospitals of established standards in the same city or in some cases, (as in the British Columbia University, Canada) with selected hospitals of good standing in the state or province. Usually, under Type 3, the university undertakes no responsibility for conducting the nursing school of the hospital,—it only secures the opportunity of sending its five-year students to these hospitals for a part of their training, under certain stipulated conditions. The university may accept the general scheme of training as arranged by the hospital school of nursing and give credit for this in terms of university points, or it may arrange with different institutions to give certain parts of the course which the university outlines and follows throughout. In this case the university and not the hospital school would award the professional diploma in nursing.

(d) The first is the simplest and best arrangement, unless the university hospital is too small or is inadequately equipped, or for some other reason is unable to give the best kind of nursing experience. In Types 1 and 2, the university has better control over standards and the students have the great advantage of being under the same administration from the beginning to the end of their course. Where the hospital and the university are under different boards, there is always some difficulty in agreeing absolutely on standards and policies, and in following the student closely throughout the whole course.

VI. STATUTES OF THE NURSING SCHOOL OR DEPARTMENT IN THE UNIVERSITY AND ITS DIRECTION AND CONTROL.

1. During the early experimental stages of development this new division of work has usually been placed under some existing university department. In Columbia University, the Nursing and Health Department has grown up in Teachers College, in the School of Practical Arts; in Minnesota, Cincinnati, Indiana, and several other universities, the Nursing School has been a part of the Medical School; in British Columbia, the nursing students are in the School of Science, and in some other universities they are in the School of Liberal Arts.

2. Now that the idea has been accepted and the work clearly defined, it is important that the nursing school or department should, if possible, be given an independent status in order that it may have freedom for development along its own lines and not be submerged by the inevitable pressure of other claims and other interests.

3. Such a school or department should have a responsible head of its own, who will study its needs, foster its interests, and steadily build up its work in response to the needs of the field. The director or dean of such a department should undoubtedly be a nurse. She would need the highest educational and professional qualifications, together with a wide knowledge of both nursing and university work, good organizing ability, and the personality necessary to engage the support and cooperation of
the university staff and to establish connections with the various university departments. The connections with institutions and organizations in the field are no less important and require a very broad grasp of modern nursing needs and conditions.

4. Where the university nursing school is connected with a special hospital the director will serve as superintendent of nurses in that hospital. If the hospital is at some distance from the university, there should be some responsible officer resident in the university to keep up the connection between the two divisions. Where the university has a well-organized nursing department, but no university hospital, this department will probably make arrangements with selected hospitals and visiting nurse associations in the vicinity and will keep in constant touch with its own students during the whole course of training. Where there is no organized nursing department within the university, it is difficult to see how any satisfactory course of study and training can be developed and carried out. No new branch of work can flourish if it is left to the casual attention of officers who have no great understanding of its needs. However small the group of nursing students may be, they will need constant advice and supervision in order to keep up their interest and make the connections which have to be made between their college and hospital work.

Cost of Maintenance:

1. In practically all universities some tuition fees are paid by students. These range from almost nothing to $500 or more a year, but in few universities would more than one-third of the cost of tuition be covered by students’ fees. The remainder would be provided for through private contributions, endowments, or through state funds, or both.

2. Students of a nursing school would be expected to pay the same fees as other students, as a rule. During the period of practical training in the hospital, the students’ services to the hospital are usually considered a fair equivalent for her living expenses and also her tuition fees. At present there is no very satisfactory method of evaluating the pupil’s services and the cost of her education in terms of dollars and cents. The financial arrangements for students in training are usually made between the hospital and the university and not by students themselves. In the five-year course, however, the student usually bears all the expenses of living and tuition fees except when she is at the hospital.

3. State or city universities which establish departments or schools of nursing will usually appropriate funds for that purpose. In other colleges or universities, it will probably be necessary to raise a sum of

money to endow a new department such as this. The Department of Nursing and Health at Teachers College, Columbia University, received an endowment of $200,000 from Mrs. Helen Hartley Jenkins, which has been devoted almost wholly to the new courses required; Yale University is asking for a million dollars to endow the New Haven School of Nursing which is to be a part of Yale University; the Alumnae of the Johns Hopkins Nursing School are now conducting a campaign for a million-dollar endowment for buildings, equipment and teaching expenses; the people of Cleveland are also expecting to start a campaign for an endowment for a nursing school to be connected with the Western Reserve University.

4. Where buildings and equipment are already available, a smaller endowment would make it possible to begin a department of this kind, but it should be clearly understood that no plan for a nursing school or even an affiliation should be undertaken without assurance that the funds are available to put it on a basis which will command respect for its work and a good promise of development.

5. The nursing school or department will usually be able to draw upon other departments for a large share of its theoretical work. Sometimes this is given without expense to the department, but in some cases it is paid for on a regular basis. Nursing schools may get their science from the College of Liberal Arts, or the Medical School, nutrition and cookery from the Department of Home Economics, psychology from the Department of Education, and social science from the Department of Sociology. It will usually be necessary to have some adaptation of the regular college subjects to meet the special needs of the nursing group. The subjects dealt with by nursing will have to be given by the Department of Nursing itself, which will probably have to provide also for certain technical subjects not already represented in the college curriculum.

6. An approximate estimate of the actual costs of instruction to the university would not be less than $100 per student per year, and under present conditions, with high overhead expenses, it would probably be a great deal more. The cost to the student varies a good deal, depending on the location of the university and the fees charged. It would range from $500 to $1,200 a year including maintenance.

Courses of Study:

1. The length of the combined academic and professional course generally agreed upon is about five years. The college years are about eight months in length. The hospital years are eleven months, allowing one
month for vacation. By making greater use of the summer terms, it may
be possible to reduce the total length of the course to about four years.

2. The arrangement varies. Some universities require the first three
years for college work, followed by two years of hospital training. Others
require the first two years in college work, then two years of general
hospital training, then one year of specialized work which may be partly
in the college and partly in the hospital or visiting nurse association.
There are still other variations, as seen in the summary at the end.

3. It does not seem to be desirable to make specific recommendations
about the exact order to be followed, but the following points should be
considered:

(a) The students' interest.—How can it best be sustained through
the whole course?
(b) The value to her of both college and hospital work.—How can
she get the maximum out of both!
(c) The desirability of specialization within the period assigned.
—Some people advocate the basic professional course only before
graduation with a period of specialization after. This might
make it more possible to shorten the combined course to four
years.
(d) Possible adjustments to meet the need of graduate nurses who
wish to work for the degree.—Some universities allow the pre-
liminary academic work to be taken later in such cases.

4. The subjects given in the first two (or three) years are mainly
prescribed academic subjects, including the pre-nursing sciences. There
is considerable variation in different universities, but the following would
be considered as practically essential: Modern Language, English, His-
tory, Chemistry (Physics, if possible), General Biology or Zoology, An-
atomy and Physiology, Bacteriology, Hygiene and Sanitation, Psychology,
Sociology or Economics, and Physical Education.

5. If at all possible it is desirable to include also in this early college
period (second year) the regular preparatory subjects which are required
as soon as the student enters the hospital. Some of these may be given
in the summer if necessary. Nutrition and Cookery, Elementary Materia
Medica, Elementary Nursing and Hospital Housekeeping, and History
of Nursing.

6. It is suggested that the student should, if possible, spend a part
of the summer (possibly one month) between her first and second college
years in the hospital in order to get a general idea of the work and test
her fitness for it. It would eliminate the unfit girl before she goes any

further and would increase the interest and understanding of the accept-
able students, who will gain a good background for their second year's
work.

7. After her preparatory subjects are all completed, the student will
enter the hospital (probably in the second summer) and will be ready to
go on with the regular professional curriculum in the fall. The subjects
which are generally accepted as necessary in any good nursing school,
are outlined in "The Standard Curriculum of Schools of Nursing." It
would be assumed, however, that a university school would be able to
set a rather higher standard than that of the average nursing school, par-
ticularly in extending the number of hours. All the main courses such
as Materia Medica, Medical Nursing, Surgical Nursing, Obstetrical Nurs-
ing, etc., should be raised to at least two point or 30 hour courses, while
the shorter series of lectures might be grouped together to make a standard
college course.

8. By the end of the second year of hospital training, the student
should know which of the main branches of nursing work she is most
interested in, and, if specialization at this point is considered desirable,
she will enter her final year accordingly. If it is public health nursing,
she will probably spend about half the year in studying the fundamental
principles, and the other half in practical work in the field. If it is
Teaching or supervising work in hospitals, she should follow a somewhat
similar programme, except that her practical experience will be in the
hospital, assisting in the teaching and supervision of the preliminary
classes and, if possible, getting some practice as head nurse on the wards.

9. The practical experience or field work should be carefully arranged
in order to insure a properly balanced and varied programme, and in order
to see that the students' needs are met so far as at all possible throughout.
Whatever excuses may be offered for the ordinary hospital in its use of
student nurses, a university school of nursing would be expected to place
the educational interests of its students first, and to see that whatever
supplementary forces are necessary for the work of the hospital will be
supplied, without drawing on its student body for unnecessary services.
The same conditions would be expected in a visiting nurse association
which offers training to student nurses.

10. An essential requirement of all such practice work which is to be
really educational, is the employment of competent supervisors who are
really educators and not just "foremen" of a group of workers. It is
unnecessary to say that they should all be registered nurses with high
educational qualifications. Such supervisors should be considered a part
of the university staff and there may be need for coordinators as well
to go between the university and the hospital and tie up the one constantly with the other.

University Credit:

1. The basis of credit in most American colleges is the point system, in which 1 point represents one hour of class or lecture work weekly for a period of about 15 weeks (one semester) or two hours of laboratory work for the same time. The average credit given for one year of college work will be from 30 to 36 points. The requirement for the A.B. or B.S. degree on this basis is about 124 points or approximately four college years.

2. Where the college year is divided into trimesters or quarters instead of semesters, the value of the point is changed but the total requirement for the degree remains practically the same in total hours.

3. The basis of credit for nursing courses would be exactly the same as for other college courses, on condition that they measure up to the standards already outlined for college work.

4. It is more difficult to find a basis of credit for the practical work of the hospital. No matter how valuable we may conceive this practical work to be, no college would allow any large proportion of its credits for the degree to be assigned to any highly specialized form of technical work, whether it be nurse or art or physical training, or nursing. Some universities are allowing 1 point for each month of supervised practice in the hospital, which gives a minimum of from 22 to 24 points for the two years' hospital training, exclusive of all the class and lecture work during that period. Experience in a visiting nursing association would be on the same general basis. It would seem to be advisable to limit the credit allowed for practical experience to about 30 points, at most, out of a total of 124 points for the degree.

University Recognition: Degrees and Diplomas:

1. Universities award various kinds of degrees, some standing for academic distinctions and some for professional qualifications.

2. The A.B. degree (Bachelor of Arts) of most colleges and universities is generally understood to represent the older standards of a liberal education with the main emphasis on such subjects as Literature, Language, History and Philosophy.

3. The B.S. degree (Bachelor of Science) came with the increased emphasis on Biology, Physics, Chemistry, Mathematics, and other sciences. In several colleges, it has come to be used to cover various branches of applied science, such as Agriculture, Household Science and sometimes teaching.

4. The professional degrees may or may not be built on the A.B. or the B.S. degrees. Some of the familiar professional degrees are M.D. (Doctor of Medicine), Ph.D. (Graduate in Pharmacy), C.E. (Civil Engineer). Occasionally the professional symbol is added to the B.S., as in B.S.Ag. (Bachelor of Science in Agriculture).

5. In giving a degree to nursing students, a university may give one of its general degrees (B.S. or A.B.) or may give a special degree in nursing (B.N. or G.N.) which would indicate that the student had won a recognized standing in nursing, but would not necessarily indicate that she had received the fundamentals of a general college training in English, Literature, Language, etc. The general preference seems to be for the B.S. degree which has a recognized standing in many fields, accompanied by a diploma which testifies to the special professional training.

6. The M.S. (Master of Science) and A.M. (Master of Arts) degrees would be given to students who have already won their A.B. or B.S. degrees, possibly before entering training. This usually requires one full year of college work of an advanced grade which may be devoted partly to advanced work in nursing subjects, and partly to required academic subjects.

VII. Summary of Courses in a Few Existing University Schools

This summary is added for the purpose of showing the different ways in which this problem has been worked out in a few schools or departments, operating under different conditions.

While it is desirable that more of such experiments be carried out, it is important that they be based from the beginning on sound principles. These first university schools of nursing will pretty well decide the question of whether we are going to win an honorable and respected position in the university family or are going to be looked upon as a kind of poor relation, and taken in more or less on sufferance. The only way to decide that is to build solidly from the beginning and to see that our students and our staffs compare favorably with those of any other department in the university.

The following summary refers only to the combined academic and professional course. Numbers 1, 2, 3, etc., refer to the years. Letters "C" and "H" indicate whether the student is at the college or the hospital during these different years.
<table>
<thead>
<tr>
<th>School of Nursing</th>
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<th>School of Nursing</th>
<th>Dept. of Health</th>
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<td>University of Minnesota</td>
<td>University of California</td>
<td>University of Minnesota</td>
<td>Teachers College</td>
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<td>San Francisco, Cal.</td>
<td>Minneapolis, Minn.</td>
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<tr>
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<td>1916-1917</td>
<td>1917-1918</td>
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<tr>
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<td>45</td>
<td>49</td>
<td>Pre-Nursing Group</td>
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<td>High School Graduate</td>
<td>High School Graduate</td>
<td>1917-1918</td>
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<td>Length of course and arrangement</td>
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<td>1 yr., 2 yr., **3yr., 4 yr., 5 yr.</td>
<td>1 yr., 2 yr., 3 yr., 4 yr., 5 yr.</td>
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<td>2 yr., Living and tuition</td>
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<td>5 yr., Incidentsals, 6 mo.</td>
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<td>Living fees 6 mo.</td>
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<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Curriculum (see next page)</td>
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<td>**College may precede or follow professional course.</td>
<td>**Residents of Cincinnati exempt from tuition.</td>
<td>Affiliated with Presbyterian and St. Luke's Hospitals</td>
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**CURRICULUM**

*Courses included in the three years professional training for all students in the school.*

<table>
<thead>
<tr>
<th>UNIVERSITY OF MINNESOTA</th>
<th>UNIVERSITY OF CINCINNATI</th>
<th>UNIVERSITY OF CALIFORNIA</th>
<th>TEACHERS COLLEGE, COLUMBIA UNIVERSITY</th>
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**Hrs. Points**

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**Contents**

- Composition-Literature
- Educational Psychology
- Introduction to Sociology
- Practical Application of Sociology
- Anatomy
- Elementary Chemistry
- Elementary Microbiology
- Elementary Cookery, Inventions
- Nutrition and Dietetics
- Elementary Nursing
- Hygiene and Sanitation
- History of Nursing
- Physical Education

**Total Credits**

- 190 Credits

**Notes**

- *Courses included in the three years professional training for all students in the school.*
**CURRICULUM—(Continued)**

*Courses included in the three years professional training for all students in the school.*

<table>
<thead>
<tr>
<th>UNIVERSITY OF MINNESOTA</th>
<th>UNIVERSITY OF CINCINNATI</th>
<th>UNIVERSITY OF CALIFORNIA</th>
<th>TEACHERS COLLEGE COLUMBIA UNIVERSITY</th>
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<td><strong>IV. Professional Programme</strong></td>
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<td><strong>V. College</strong></td>
<td><strong>A. Teaching and Supervision in Schools of Nursing</strong></td>
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<td>Credits or Hrs. Points</td>
<td>Hrs.</td>
<td>Credits or Hrs. Points</td>
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<td><em>Pediatrics</em></td>
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<td><em>Obstetrics and Gynecology</em></td>
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<td><em>Massage</em></td>
<td>24</td>
<td><em>Mental Diseases</em></td>
<td>16</td>
</tr>
<tr>
<td><em>V. Hospital and College.</em></td>
<td></td>
<td><em>Public Health and Sanitation</em></td>
<td>32</td>
</tr>
<tr>
<td><em>Obstetrics</em></td>
<td>14</td>
<td><em>Social and Professional Subjects</em></td>
<td></td>
</tr>
<tr>
<td><em>Pediatrics</em></td>
<td>16</td>
<td><em>Emergency and First Aid</em></td>
<td>8</td>
</tr>
<tr>
<td><em>Hygiene and Public Health</em></td>
<td>15</td>
<td><em>Practical Nursing Hydrotherapy</em></td>
<td>16</td>
</tr>
<tr>
<td><em>Nervous and Mental</em></td>
<td>15</td>
<td><em>Invalid Occupation</em></td>
<td>10</td>
</tr>
<tr>
<td><em>Diet in Disease</em></td>
<td>12</td>
<td><em>Ethics</em></td>
<td>8</td>
</tr>
<tr>
<td><em>Special Senses</em></td>
<td>12</td>
<td><em>Nursing Procedures</em></td>
<td>16</td>
</tr>
<tr>
<td><em>Skin and Venereal Diseases</em></td>
<td>12</td>
<td><strong>Final Half-Year College.</strong></td>
<td></td>
</tr>
<tr>
<td><em>Special Therapeutics</em></td>
<td>6</td>
<td>16 units including 9 units upper division work arranged with reference to branch of nursing student desires.</td>
<td></td>
</tr>
<tr>
<td><em>Professional Problems and Special Lectures</em></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health Course or other specialization.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 credits must be taken in the senior college during the fifth year.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Electives:**

- Public Health Nursing and Administration 60 4
- Invalid Occupation 30 1
- Teaching Principles and Practice 30 2
- Nursing Methods 30 2
- Nursing School Organization and Administration 30 2
- Cooperative Nursing Practice 416 2

With further electives

---

*Education 2a and 2b—Principles of teaching... 60 4
Education 3b and 4b—History of Education... 60 4
Education 171—Teaching of Nursing Principles and Methods... 30 2
Education 170—Teaching Practice... 30 2
Education 171—The Curriculum in Schools of Nursing... 30 2
Nursing 182—Supervision in Hospitals and Training Schools... 30 2
Biology 53—Applied Biology... 30 2
Hygiene 75—Sanitary Science... 30 2
With electives to make total of 24 points.

**B. Public Health Nursing.**

- Nursing 41—Principles of Public Health Nursing... 30 2
- Nursing 183 and 184—Child Hygiene... 60 4
- Nursing 185—Control of Communicable Disease... 30 2
- Hygiene 175—Sanitary Science... 30 2
- Hygiene 176—Industrial Hygiene... 15 1
- Hygiene 177—Public Health Administration... 30 2
- Household Economics 76—Introduction to Household Economics... 30 2
- Hygiene 178—Mental Hygiene... 30 2
- Social Science 87—Principles of Modern Social Work... 30 2
With field work and other electives to make total of 24 points.

***Either A or B is Elected.***
Letter to Miss Talbot from Miss Martha Wilson

in files of Dr. Stieglitz (see 1-17-24)
January 17, 1924

Mrs. Caroline Bender
President's Office

Dear Mrs. Bender:

I had already had the letter to Miss Talbot from Miss Martha Wilson. I returned it to the President's Office, and now I have received it again. I am putting it in the file for the Nurses Training work, and unless you object, will keep it there. That will keep together everything concerning this project.

Yours sincerely,

[Signature]
OFFICE OF THE RECORDER

January 21, 1324

To members of the Faculty of the Colleges of Arts, Literature and Science:

A special meeting of the Faculty of the Colleges of Arts, Literature and Science will be held Saturday, January 26, at 10 A.M. in the Assembly Room, Harper Memorial Library, to consider the accompanying "Report on a Plan for a Combination College and Nurses Training Course Leading to a College Degree."

You are requested to study the report carefully and come to the meeting prepared to submit specific suggestions and recommendations, that the final vote may represent the consensus of opinion of the members of the Faculty.

Walter A. Payne

UNIVERSITY RECORDER
MEMORIAL "BENEDICTA"

TO MEMBERS OF THE FACULTY OF THE COLLEGE OF ARTS.

Since my return to Seattle a special meeting of the Faculty of the College of Arts has been held to consider a memorial in recognition of the services of "Benedicta" to the College and its alumni. The following resolutions were adopted:

1. A memorial "Benedicta" is hereby made to the College of Arts, and to the faculty and students of the College of Arts, to express our appreciation of the services of "Benedicta" to the College and its alumni.

2. A memorial "Benedicta" is hereby made to the College of Arts, and to the faculty and students of the College of Arts, to express our appreciation of the services of "Benedicta" to the College and its alumni.

3. A memorial "Benedicta" is hereby made to the College of Arts, and to the faculty and students of the College of Arts, to express our appreciation of the services of "Benedicta" to the College and its alumni.

4. A memorial "Benedicta" is hereby made to the College of Arts, and to the faculty and students of the College of Arts, to express our appreciation of the services of "Benedicta" to the College and its alumni.

5. A memorial "Benedicta" is hereby made to the College of Arts, and to the faculty and students of the College of Arts, to express our appreciation of the services of "Benedicta" to the College and its alumni.

Walter E. Price

MEMORIAL "BENEDICTA"
REPORT ON A PLAN FOR A COMBINATION COLLEGE AND NURSES TRAINING

COURSES LEADING TO A COLLEGE DEGREE (S.B.)

Preamble: Columbia University and the Universities of Minnesota, California and Cincinnati have developed combination college and nurses training courses leading to college degrees by co-operation with hospitals connected or affiliated with them. These have proved of the greatest benefit in elevating the standards for nurses training and in attracting to the nurses' profession more highly educated and intelligent women, and in this rendering a distinct service to the communities they serve. The combination courses are five year courses, and include essentially two years of college work and three years of professional training. Eight or nine other universities and colleges have followed the lead of the above universities.

Committees of the University have been at work studying the problem of plans for similar combination college and nurses training courses by co-operation between the University and two of the leading training schools in the city, the Presbyterian Hospital Training School and the Illinois Training School. If the plan is adopted, co-operation with any worthy training school in the city of Chicago is contemplated, which will meet the requirements and standards of the University.

Such a plan, if adopted, would not only represent a signal service to the community of our City, but would also prepare the way for the time when we shall have our own training school connected with the hospital of our Medical School. At that time, the University will probably wish to organize a Department of Nurses Training with a staff which will not only take care of the instruction of our own student nurses, but which will contribute also to the scientific study of the problem of nurses training, and provide for specialised work of graduate students in the same way as any other department of the University would. But for the present it is recommended that the University confine itself to the program of co-operation with existing training schools in Chicago. The present report contains the recommendations for establishing the conditions and standards by compliance with which the baccalaureate degree (S.B.) can be received on the basis of recognition of the nurses training course, properly supervised, as the equivalent of part of the required college work for a degree.

The inauguration of such a plan at this time is very greatly facilitated by the recent publication of the findings of a thorough and excellent study of the problem of "Nursing and Nursing Education in the United States" (Macmillan Co., 1923), by a committee of the Rockefeller Foundation, under the chairmanship of Dr. C. E. A. Winslow, and the Secretaryship of Miss Josephine Goldmark. The recommendations of that report have been the basis of the plans under discussion as far as the requirements for the training of nurses are concerned. The Preliminary Report of University Schools of Nursing prepared by the Committee on Education of the National League of Nursing Education contains a detailed study of the combination courses at Columbia, California, Minnesota and Cincinnati. It also was of great value in the drawing up of the recommendations of the present report.

The plan of the Committee of the Rockefeller Foundation for nurses training provides for two classes, which we will call Class I (28) and Class II (36), respectively. (The numbers 28 and 36 refer to the total number of months of specific nurses training required.) These are:
Class I: A course of two years and four months for the Nurses Diploma. The scientific work of the first four months included in the above is called the Preliminary Work. (See schedule I in the appendix to the report.)

Class II: Course I and eight months of post-graduate work for a Graduate Diploma, for Public Health Service, Administration and Teaching, or Specialized Nursing.

An important advantage of the outline of study drawn up under (I) is that with a greatly improved curriculum the training period for ordinary trained nurses is reduced from three years to two years and four months, needless manual work being eliminated.

It is not expected that all of the nurses entering co-operating training school will enter for the combined course.

The following specific requirements are recommended for the candidates for the combination course leading to the S.B. degree and the Nurses Diploma (with a minimum training of 28 months in nurses training). It is recommended that consideration of a combination course leading to the S.B. degree and the higher nurses training diploma (Nurses Graduate Diploma with 36 months training) be postponed until the University shall have its own training school.

SPECIFIC RECOMMENDATIONS FOR THE REQUIREMENTS FOR THE COMBINATION COLLEGE AND NURSES TRAINING COURSES LEADING TO A COLLEGE DEGREE (S.B.)

I. Admission Requirements

Admission to the colleges of the University will be granted:

(1) On the scholastic basis required of other candidates for admission.

(2) On the acceptance as to personal qualifications by the co-operating training schools.

In order to preserve their freedom of election in college work and to insure preparation for this course, candidates are urged to include in their preparatory work:

- 2 Units of mathematics (algebra and plane geometry)
- 2 Units of foreign language
- 1 Unit of history
- 1 Unit of zoology
- 1 Unit of physics

For the proper administration of this co-operative control of the admission of candidates, it is proposed that the University should tender the courtesy of office space on the campus to an accredited representative of a co-operating training school during the registration period for personal conference with
Schedule III

PROPOSAL FOR THEORETICAL INSTRUCTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing in Medical Diseases, including</td>
<td></td>
</tr>
<tr>
<td>Diet in Disease</td>
<td>60</td>
</tr>
<tr>
<td>Elementary Pathology</td>
<td>15</td>
</tr>
<tr>
<td>Materia Medica</td>
<td>30</td>
</tr>
<tr>
<td>Massage and Occupational Therapy</td>
<td></td>
</tr>
<tr>
<td>Nursing in Surgical Diseases, including</td>
<td></td>
</tr>
<tr>
<td>Gynecology</td>
<td></td>
</tr>
<tr>
<td>Operating Room Technique</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Nursing</td>
<td></td>
</tr>
<tr>
<td>Diseases of eye, ear, nose and throat</td>
<td></td>
</tr>
<tr>
<td>Obstetrical Nursing</td>
<td>60</td>
</tr>
<tr>
<td>Nursing in Diseases of Infants and Children</td>
<td>30</td>
</tr>
<tr>
<td>Nursing in Communicable Diseases, including</td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td>30</td>
</tr>
<tr>
<td>Venereal</td>
<td></td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>60</td>
</tr>
<tr>
<td>Nursing in Mental and Nervous Diseases</td>
<td>45</td>
</tr>
<tr>
<td>Preventive Medicine and Public Health</td>
<td>30</td>
</tr>
<tr>
<td>Elementary Psychology</td>
<td>30</td>
</tr>
<tr>
<td>Social Aspects of Disease (supplementing preliminary course)</td>
<td>15</td>
</tr>
<tr>
<td>History of Nursing, including</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td>30</td>
</tr>
<tr>
<td>Professional Problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>465</td>
</tr>
</tbody>
</table>
candidates for admission. It is also proposed that this courtesy be extended for a weekly conference hour during the academic year, in order to maintain contact between the candidates and the school. This arrangement would correspond in a small way to the present University method of advising pre-medical students.

II. College Requirements

(1) Eight quarters of college work will be required with a minimum residence of three quarters for candidates for the nurses diploma (with a minimum of 26 months of nurses training). At least two quarters of the eight must be spent in residence at the University in the year of graduation from college, including the quarter of graduation.

(2) Advanced standing for work done in other colleges will be granted on the same basis as to other candidates for our degrees and shall not reduce the residence requirement below three quarters, with nine majors of resident work. At least two quarters of resident work at the University must be taken in the year of graduation as specified in (1) above.

(3) Students intending to be candidates for the two degrees will be advised to take the college work to the extent of at least six quarters before the training courses; but for the present at least, the college work may also follow work in the training course. Advanced standing to the extent of not more than four quarters and twelve majors may be allowed for the completion of the nurses training course under the conditions specified in (5) below.

It should be noted that the training course outlined by the Committee of the Rockefeller Foundation, which is made the basis of the work in nurses training for which advanced standing will be allowed under the proposed plan, includes: (a) 465 hours of theoretical instruction (see Schedule III in the appendix) which is equivalent to seven majors of work, if 80% is class-room and 40% laboratory work; and (b) 450 hours of scientific work in the Preliminary Term (see Schedule I in the appendix) which with allowance for laboratory work, is equivalent to about six majors of work. For these 13 majors of theoretical training, 12 majors of college credit are allowed—without the necessity of allowing any credit for the development of vocational technique in the wards during the 26 months of training. Many of the subjects for which the 12 majors of advanced standing would be allowed are of a type that would be suitable in college courses on the campus given by our medical school or a nurses training department and open to all college students with adequate preparation.

(4) For students taking the college work before the training course the following work will be required in college, if not presented for admission:
II. Selective Information

(1) This is the report of the State Board of Education for the State of [State Name]. It is submitted to the legislature of the State of [State Name] for the fiscal year ending [Fiscal Year].

(2) The report contains information on the performance of the State Board of Education and its agencies, including the following:

(a) The number of students enrolled in public schools
(b) The number of teachers employed
(c) The amount of funding received from the state
(d) The number of test scores achieved by students
(e) The progress made in improving school facilities

(3) The report is required to be filed annually by the State Board of Education and is available for public inspection.

(4) The information contained in the report is subject to revision and may be updated by the State Board of Education as new data becomes available.

(5) The report is an important resource for policymakers and stakeholders in the education sector.
Report on Nurses Training Course - 4

(a) English 1 and 3 History Mathematics
     2 majors 2 majors (or 1 high school unit)
     4 majors (or 2 units of high school work—algebra and plane geometry)
     Foreign language 4 majors (or 2 high school units)
     Zoology 1 major (or 1 high school unit)
     Physics 1 and 2 2 majors (or 1 high school unit)
     Chemistry 1,2 and 4 3 majors (or 1 high school unit and two majors)
     Physiology 0 1 major
     Home Economics 2 majors (or 1 unit of high school work in foods)
     Sociology 1 major
     Psychology 1 major

(b) The minor sequence of six majors

(c) The Nurses Training Course, together with Science Courses classified in (a), and two Senior College Courses in any one of the Science subjects related to nurses training to be taken in residence after the completion of the Nurses Training Course, will be considered as fulfilling the requirement of a major sequence. At least four majors in this sequence must be taken at the University.

(d) The University may prescribe a test covering the nurses training course before accepting it for advanced standing.

(5) Advanced standing for the completion of the work of the nurses training course in an accredited school to the extent of not more than four quarters and twelve majors when taken before admission to college will be granted under the following conditions:

(a) Fulfillment of the admission requirements specified under I.

(b) The training school requirements will have conformed to the conditions set forth under III below.

(c) The University may prescribe a test covering the training course before accepting it for advanced standing.

(d) The quality of the college work taken will conform with the general requirements for students admitted with advanced standing.

(e) The work to be taken in college must include the work outlined in (4) (a) above except as to the requirements in mathematics, physics, and chemistry.
(f) The nurses training course will be considered as fulfilling the requirement of a minor sequence of six majors or as fulfilling the requirement of a major sequence provided it is followed in college by a group of at least four approved majors of science courses of which three must be senior college courses.

VII. Training School Requirements

The curriculum of the training school for nurses should conform in general to the standards set by the committee for the study of Nursing Education of the Rockefeller Foundation. Proper supervision by the University of the complete training course is provided, so as to insure the maintenance of University standards.

For candidates for the Nurses Diploma a minimum of 28 months training will be required, including:

(1) The equivalent of the "preliminary scientific" training of four months recommended by the Committee for the Study of Nursing Education, and given in Schedule I of the appendix to this report. This work may be concentrated into three months (one quarter) by the omission of the elementary nursing, or spread over six months by the transfer of a proportional amount of work outlined in Schedule II.

(2) The general equivalent of the Practical Ward Training of 24 months (including two months vacation) recommended by the Committee for the Study of Nursing Education and given in Schedules II and III of the appendix to this report.

The preliminary scientific training will be taken in properly organized courses in the training school itself, provided:

(1) That the instructors selected to give the courses are approved by the University before their appointment by the respective school. (On request, the University will try to supply instructors for this work, the salaries to be paid by the training school.)

(2) That the laboratories and their equipment be approved by the appropriate departments of the University, and be open to inspection by the same.

(3) That students who have had in college the required science courses scheduled under II (4) (a) above either

(a) be allowed to substitute a further quarter of residence at the University including a major in Anatomy, a major in Bacteriology and Hygiene, and a major in Dietetics for the "preliminary scientific training", with the requirement that they take the prescribed work in "Drugs and Solutions" in the training school.
(r) The nurses training course will be considered as fulfilling the requirement of a minor sequence of six majors or as fulfilling the requirement of a major sequence provided it is followed in college by a group of at least four approved majors of science courses of which three must be senior college courses.

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(2) That the laboratories and their equipment be approved by the appropriate departments of the University, and be open to inspection by the same.

(3) That students who have had in college the required science courses scheduled under II (4) (a) above either

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or that these students be taken in a separate section in the training school and be given in place of the work already taken more advanced work in anatomy and physiology, bacteriology, hygiene, and dietetics, or more advanced and more responsible work in nurses training.

The work in a given school shall be approved by a committee of the University, on which there shall be represented the faculty of the colleges of the University, the medical faculty of the University or of Rush Medical College, and nurses training through a competent specialist, not connected with the school, selected by the University. The superintendent of a given training school shall be ex-officio a member of such a committee in all matters concerning the school in question. The approval of the committee shall cover the curriculum, the organization of classroom and bedside teaching, the character of final examinations, etc. The privilege of visitation shall be vested in this committee.

It is recommended that the University secure at as early a date as possible a competent specialist in nurses training for permanent service as Director or Dean and connected with some appropriate department such as Home Economics, Bacteriology and Hygiene, or the School of Social Service, until our own School of Nurses Training shall have been established. In default of such a continuing appointment, a specialist should be secured for a short period of service annually.

Katherine Blunt
E. O. Jordan
F. C. MacLean
H. G. Wells
J. Stieglitz (Chairman)
**APPENDIX**

Recommendations of the Committee for the Study of Nursing Education.

**Schedule I**

**PROPOSAL FOR PRELIMINARY TERM, 16 Weeks**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total Hours</th>
<th>Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>Bacteriology</td>
<td>45</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Nursing (including bandaging, hospital housekeeping)*</td>
<td>105</td>
<td>3</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Dietetics and Cookery</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Social Aspects of Disease</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Drugs and Solutions</td>
<td><strong>405</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

This proposed curriculum for the preliminary term calls for approximately 39 hours class work, laboratory and study per week. About 5 to 6 hours per week are thus available for practice on the wards, allowing for Sunday and the Saturday half holiday.

* In addition to 105 hours in the preliminary term, at least 40 additional hours in nursing procedures are planned; 15 hours in the second term, and 24+ hours during the summer term.

**Lectures** 14 hours  
**Laboratory** 15 hours  
**Study** 12 hours  
39 hours
### Schedule II

**PROPOSAL FOR DIVISION OF SERVICES IN PRACTICAL WARD TRAINING**

<table>
<thead>
<tr>
<th>Service</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical, including</td>
<td></td>
</tr>
<tr>
<td>Medical wards</td>
<td>6 months</td>
</tr>
<tr>
<td>Communicable diseases</td>
<td></td>
</tr>
<tr>
<td>Diet kitchen</td>
<td></td>
</tr>
<tr>
<td>Mental and Nervous*</td>
<td>2 months</td>
</tr>
<tr>
<td>Surgical, including</td>
<td></td>
</tr>
<tr>
<td>Surgical wards</td>
<td>6 months</td>
</tr>
<tr>
<td>Operating room or Accident room</td>
<td></td>
</tr>
<tr>
<td>Obstetrical</td>
<td>3 months</td>
</tr>
<tr>
<td>Pediatrical</td>
<td>2 months</td>
</tr>
<tr>
<td>Dispensary:</td>
<td>3 months</td>
</tr>
<tr>
<td>Medical</td>
<td></td>
</tr>
<tr>
<td>Surgical</td>
<td></td>
</tr>
<tr>
<td>Children's</td>
<td></td>
</tr>
<tr>
<td>Vacation</td>
<td>2 months</td>
</tr>
</tbody>
</table>

**Total** 24 months

Under this course the order of services can be adjusted at need, except that the major part of the medical and surgical services are supposed to precede the special services. The order in which the specialities are taught is immaterial, except that communicable diseases should not immediately precede obstetrics.

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* Where nursing in mental and nervous diseases cannot be arranged either by affiliation or at the parent hospital, these 2 months should be given to the medical services, with clinics and class teaching of mental and nervous diseases, using for illustration whatever cases the general wards afford such as neurological patients, examples of delirium, etc.


24. The report of the Commission to be circulated among the working groups may be submitted to the Planning Commission for approval.

25. The report of the Commission to be circulated among the working groups may be submitted to the Planning Commission for approval.
Dear President Burton:

I believe that the question of the establishment of a School of Nursing within the University should receive early consideration.

The decision to be reached after such consideration will affect the building plans, in so far as the accommodations for the School and for student and graduate nurses are concerned, and will affect the teaching plans of all the departments in the medical group. For the former reason, particularly, it is desirable that at least a forecast of the probable policy of the University with respect to the training and education of nurses be available at an early date.

With the beginning of clinical work on the campus nursing service will be required. This service may be provided in one of three ways, or by a combination of more than one of these ways. First, by the employment of graduate nurses, exclusively. Second, by the establishment of the type of training school now common in America, as exemplified at the Presbyterian Hospital, the Illinois Training School for Nurses, the Johns Hopkins Hospital, and the Massachusetts General Hospital. Third, by the establishment of a University School of Nursing, such as is at present being established at Yale University.

From the standpoint of the development of the clinical departments the decision to be reached as to the manner in which nursing service is to be provided is not vital, so that the matter is open to free consideration by the University as a whole. As a matter of experience the service provided by, and with the cooperation of a training school is more satisfactory than that secured by the employment of graduate nurses alone. This would serve to counteract the increased teaching burden and the more complicated administrative questions which would arise due to the operation of a training school within the hospital.

Although the University School of Nursing is still in an experimental stage it would seem that the University is in a position to make a special contribution to the education of nurses, rather than to limit its efforts to providing a satisfactory training. It would seem, in case the training of nurses is to be undertaken at all, that a combined undergraduate course, leading to the bachelor's degree and to the certificate in nursing, say in five years, should be provided, and that special attention should be devoted to a graduate school for further education and training in the fields open to graduate nurses with good preliminary education.
If the nursing service within the hospital is to be entirely a charge on the hospital budget the plan of a University School of Nursing can hardly be considered, since under the operation of this plan the hospital receives only an insignificant amount of service from student nurses. The establishment of such a School would involve increased expense in building, and would require special endowment, designated for that purpose. Even if the plan is agreed upon as desirable it could not be put into operation until such funds are forthcoming, and the need for such funds would have to be added, as a separate item, to the general needs of the University.

I recommend that a study of the situation be made by a committee, which would be expected to recommend a course of action. For chairman of such a committee I know of no one in the University with more interest in the problem, or with more knowledge of the present situation, than Prof. Stieglitz, and I would suggest that he be asked to take the leadership in such a study as may be made.

Very truly yours,

[Signature]

President Ernest D. Burton,
University of Chicago,
Chicago, Illinois.
It is therefore necessary with the exception of the placement of the plan of a
university such as that of Michigan by the Board of Regents, to recognize and to
consider in connection with the several institutions that have been
instituted, new and novel ideas in the method by which institutions are
organized and conducted. However, the general plan of the University of
Michigan is similar to that of Harvard, and the need for some change
would seem to me to be

Very truly yours,

[Signature]

[Name]

[Department of_]

University of Michigan

[Name]
January 30, 1924.

My dear President Burton:

As a matter of information, although I do not think it requires any immediate action on your part, I am writing with reference to the action of the Faculty on the Stieglitz report concerning the training of nurses.

A special meeting of the Faculty of Arts, Literature and Science was held Saturday morning. After a discussion of an hour, participated in by Messrs. Wilkins, Harvey, Carlson, Norton, Falk, Dr. McLean and Dr. Dean Lewis, who at Mr. Wilkins request was invited to be present and make a statement from the point of view of the hospitals, the Faculty voted adversely to the report, the vote being 6 in favor, to about 24 against.

In the discussion Stieglitz was almost the only one to speak very enthusiastically for the plan. Dr. McLean did not, I think, wish to appear as too positive an advocate of any single plan inasmuch as he is not technically I think a member of the College Faculty. Messrs. Norton and Falk spoke more in the way of explanation. Wilkins made a carefully prepared and very forcible speech in opposition. He made six points, of which the weakest was based on certain statements in the Rockefeller report which concerns the low average of work
ordinarily done in the hospital training schools. The strongest points were 1) that the Rockefeller report specifically recommends the establishment of nurses training schools on an independent basis, with an adequate financial provision; 2) that since we are now studying the future development of the Colleges it is unwise at this moment to incur any additional entanglements. Harvey is in general opposed to bringing in any vocational work into the Colleges. Dr. Dean Lewis, from the point of view of hospital administration, believed that this would incur an additional expense which would have to be charged to the expenses of patients, and was, therefore, to be deprecated. As near as I could judge, although I do not wish to be unfair to him, he does not believe in improving the education of nurses, if this is to mean that any of them will get higher pay. At any rate he represented this general line of argument: "I admire the work of nurses, but this is because they are of service, and their service is now so expensive as to be almost beyond the means of patients". Of course he did not use these precise words, but this I think was the gist of what he said. Some of the Faculty were opposed to the measure because it would give credit for a certain amount of work done in a type of institution which we have not heretofore recognized, and they feared that we could not exercise control over the quality of this work, when done at other institutions. Others are opposed to any increase
The University of Chicago

Chicago, Illinois

Date of the Biennial

As a student of the University of Chicago, I am writing to express my gratitude for the opportunity to share my experiences and insights with others. Through my studies, I have gained a deeper appreciation for the richness of human culture and the complexity of social phenomena. The coursework at the University has challenged me to think critically and to develop a nuanced understanding of the world around me.

I am particularly grateful for the support of my professors, who have provided me with guidance and encouragement throughout my academic journey. Their insights and perspectives have enriched my learning experience and have helped me to develop a more informed and compassionate perspective on the world.

In addition to my studies, I have had the opportunity to engage in extracurricular activities that have broadened my horizons and provided me with a more well-rounded education. These activities have allowed me to connect with peers from diverse backgrounds and to develop a deeper appreciation for the richness of human experience.

I believe that the University of Chicago is a unique institution that provides students with a wealth of opportunities to learn, grow, and contribute to society. I am grateful to be a part of this community and look forward to continuing my education and growth here in the future.

Sincerely,

[Your Name]
in the number of undergraduates, particularly undergraduate women of the first two years of the College course.

I fear that there is something of a personal element involved, although I should hesitate to say that any one was influenced to any appreciable extent. But the fact is that Mr. Stieglitz is not entirely persona grata to some of his colleagues. He made a rather bitter attack in a meeting of the graduate faculty not long ago upon "Deans as such". A committee in which there was a majority of Deans reported adversely upon a rather petty matter relating to one of his graduate students. When the report was read he instantly moved as a substitute that the matter be referred back to a new committee that should not have a majority of Deans, and took occasion to make some reflection upon the mind of the "Dean as such". I do not think that this endeared him to the administrative officers. I mention this partly because you will find among the letters sent on to you today from Dr. McLean concerning various aspects of medical work, the suggestion that the question of a nurses training school on our own campus should be taken up by a committee, with Dr. Stieglitz as Chairman. For tactical reasons I should question the wisdom of this particular appointment.

I may say incidentally that in conversation with Mr. Wilkins after the meeting he expressed disapproval of the position of Dr. Dean Lewis, and said that he was anxious
In the name of the Lord, I pray for the College.

I hope that you have the opportunity to participate in

the Council meetings of the College Board, and

want to express my appreciation to all of you who have

attended and contributed to the discussions.

I believe that our efforts are paramount to the success of the College.

The College is the foundation of our educational system.

We must continue to support and strengthen our institutions.

The vision of the College must remain vibrant and dynamic.

We must strive for excellence in our endeavors.

May the Lord bless us all.
to see the organization of a high class training school for nurses upon our own campus, so that the project is not likely to encounter opposition from him if it comes up under this new form.

The latest with reference to the matter is this. Mr. Stieglitz came in to see me this morning and said he thought that if he could have had conversation with Mr. Wilkins before the meeting he might have removed some of his objections. In particular, he would have been glad to show him correspondence with the late Miss Wilson, indicating that funds might be available for an establishment for nurses education on a proper financial basis. Mr. Stieglitz proposed as the next step that I arrange a conference at which Mr. Wilkins, Mr. Stieglitz and I should be present to consider whether there is any possibility of reconsideration of the faculty vote. I suggested that Dr. McLean be added to the group, to which Mr. Stieglitz assented. I think that an informal conference of this sort could do no harm, but judging from the temper of the meeting last Saturday, I doubt whether a simple reconsideration would have any chance. Certainly it would not unless Mr. Wilkins himself were converted sufficiently to move it. I will report to you later what the outcome may be of that conference.

Very truly yours,

President Ernest D. Burton,
Southern Pines, N. C.
The University of Chicago
Department of Chemistry

January 31, 1924

President E. D. Burton
University of Chicago

Dear President Burton:

I do not know whether you wish to be troubled in regard to University matters just now, but I imagine you would be interested in the fate of the report of the committee recommending the combination course for a college degree and nurses training. This was rejected by the faculty of the colleges last Saturday by a rather decisive vote (23 to 6). The faculty followed essentially the leadership of Dean Wilkins, and there were objections on the whole from the point of view of recognizing vocational work done off the campus, recognizing nurses training in particular, taking action before the report of the trustees commission on college work, and using any funds available for other than graduate and research work.

I feel that if Dean Wilkins had granted me the personal conference I asked for some days in advance of the meeting of the faculty (he was too busy, and we all know he is carrying an extremely heavy load) I might have overcome some of his objections partly through confidential information which could not be given in the open faculty meeting, partly through evidence convincing him that the two training schools in question are far above the average discussed in the report of the Rockefeller committee.

I have asked Dean Tufts to arrange for a private conference of himself, Dean Wilkins, Dr. McLean, and myself where we can go over the situation more frankly and incisively than in a large faculty gathering. I have not given up the hope of being able to convince the group, but am entirely willing to abide by the decision of Dean Wilkins and Dean Tufts, and to waive my own opinion once they have the rock bottom facts before them.

Hoping that you will approve of this course, I am

Yours sincerely,

[Signature]

J. S. G.
My dear Mr. Stieglitz

I have your letter of Jan. 31 with reference to training course for nurses. I am pleased to know a conference with Dean Wilkins. There are certainly various interests to be considered, and I am proud confidence that when you and Mr. Wilkins, Dr. McClean sit down together you will arrive at a conclusion which you will all accept.

Very truly yours,

[Signature]

Carson 6. 3. 1933
Your letter was received and has been placed in the file. I will make every effort to assist you with your request.

Sincerely,

[Signature]
The Hollywood,
Southern Pines, N. C.,
February 5, 1924.

My dear Mr. Tufts:

I thank you for yours of January 30th with reference to the School for Nurses. I am glad that there is to be a conference in which Mr. Stieglitz and Mr. Wilkins will meet face to face, and I hope that some closer approximation to agreement may result. In the meantime, I am sure that a right decision, even though a slow one, is wiser than a hasty one.

Cordially yours,

Dr. J. H. Tufts,
Vice President,
The University of Chicago,
Chicago, Illinois.

EDB: MGH
Mr. George A. Turner

I thank you for your note of January 20th

With reference to the report for January, I am glad that there is to be a conference in which Mr. Griffiths and myself will meet face to face, and I hope that some closer approximation to establishment may result. In the meantime I am sure that a joint decision, even though it may

one to meet face to face once

costs or benefits one

Mr. J. H. Turner

vice president

The University of Chicago

Chicago, Illinois

W. H. McR.
April 20, 1925.

Memorandum for the Files:

Mr. Roger Greene says that Miss Wolf of Peking is at liberty to take a position as Superintendent of a School for Nurses.
April 20, 1926

Memorandum for the File:

Mr. Roger Greene says that Miss Wylf of Peking
is at liberty to take a position as Superintendent of a
School for Nurses.