

The Training Camp for Nurses
at
Vassar College

Under the auspices of the
National Council of Defense
and
The American Red Cross

Poughkeepsie, N. Y.

1918

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Professor of Economics, Vassar College

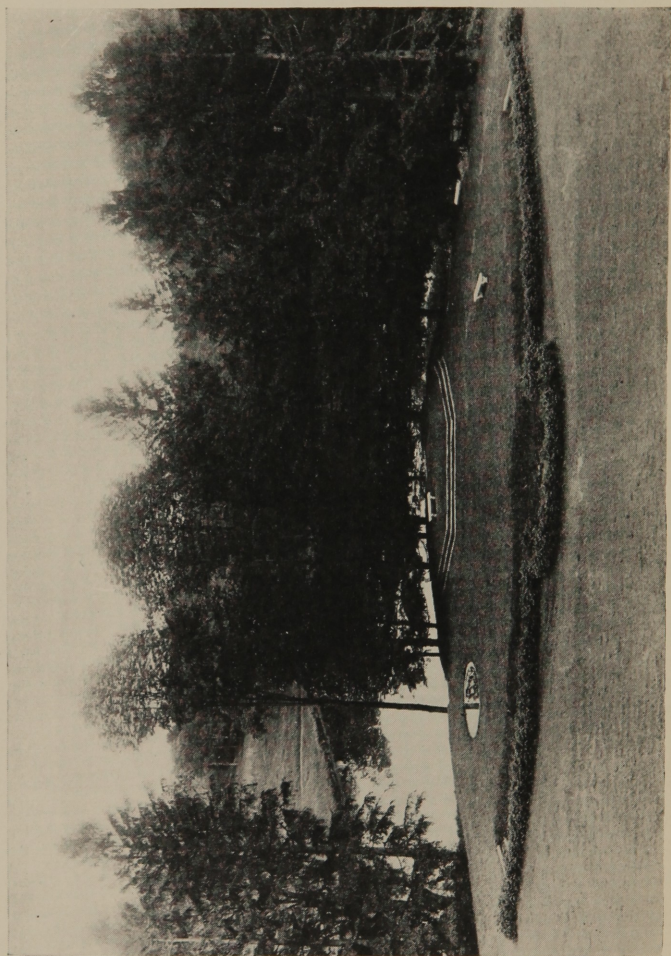
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Director of Publication Bureau

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Social Adviser (first term)

MISS MARY MACCOLL, A. B.,
Social Adviser (second term)



THE OPEN-AIR THEATRE, SCENE OF PAGEANTS AND CLASS DAY CEREMONIES

Faculty

(As only a few of the instructors and assistants have as yet been appointed, there are named here only those who have accepted the more important positions. The names of the entire staff will be published later)

Dean

Herbert Elmer Mills, Ph.D.

A. B., 1883, University of Rochester; A. M., 1887; Ph. D., Cornell, 1890; Associate Professor of History and Economics, Vassar College, 1890-1893; Professor of Economics, Vassar College, 1893—Member Editorial Board *American Economic Review*.

Anatomy and Physiology

Professor in charge

Florence Rena Sabin, M.D., Sc.D., Professor of Histology, John Hopkins University.

S. B. Smith College, 1893, Sc. D., 1910, and Assistant in Zoology, 1895-96; M. D., Johns Hopkins University, 1900; Assistant, Instructor, Associate and Associate Professor of Anatomy, 1902-1917; Resident House Officer, 1900-1901; Holder of Woman's Fellowship in Anatomy, 1901-1902; Co-editor of the Anatomical Record.

Instructor

Elsie Richards Graff, A. B., M. D., Instructor in Physiology, Vassar College.

A. B., 1897, Wellesley College; M. D., 1905, Woman's Medical College of Pennsylvania; private practice, 1915-1917.

Bacteriology

Professor in charge first term

Charles-Edward Amory Winslow, M.S., M.A., Professor of Public Health, Yale School of Medicine.

B. S., 1898, Massachusetts Institute of Technology; M. S., 1899, Massachusetts Institute of Technology; A. M., Yale University, 1915; Assistant 1900-1901, Instructor Sanitary Bacteriology, 1902-

1905, Assistant Professor Sanitary Biology, 1905-1910, Massachusetts Institute of Technology; Assistant Professor Bacteriology, University of Chicago, 1911; Associate Professor Biology, College City of New York, 1910-1914; Professor Public Health, Yale Medical School, 1915—Curator of Public Health, American Museum of Natural History, New York; Lecturer Department of Nursing and Health, Teachers College; Member Public Health Council, State of Connecticut; Chairman Advisory Council National Organization for Public Health Nursing; Member Committees on Nursing, Medical Advisory Board, Council of National Defense.

Professors in charge second term

William H. Park, M.D., LL.D., Professor of Bacteriology and Hygiene, New York University; Director of Bureau of Laboratories, New York City Health Department.

A. B., College of the City of New York, 1883; M. D., College of Physicians and Surgeons, 1886; Professor of Bacteriology and Hygiene New York University, 1897-; Director New York Health Department Bureau of Laboratories, 1894-; Consulting Bacteriologist, New York State Department of Health, 1914-.

Anna W. Williams, M. D., Assistant Director Bureau of Laboratories, New York City Health Department.

Lecturer on Bacteriology and Hygiene, New York University; Instructor in Pathology, Bacteriology and Hygiene at the Woman's Medical College of the New York Infirmary for Women and Children; Member of the War Service Committee of the Medical Women's National Association.

Instructors

Margaret Hotchkiss, A. B., Instructor in Botany, Vassar College.

A. B., Vassar College, 1915; graduate work and subsequently Assistant in Bacteriology New York University and Bellevue Hospital Medical College, 1915-1917; Laboratory Assistant New York State Department of Health, 1916-1917; Assistant Bacteriologist, State Department of Health, 1917; Instructor in Botany, Vassar College, 1917—.

Virginia Langworthy, M. S., Division of Laboratories and Research, New York State Department of Health.

B. S., Michigan State Agricultural College, 1913 and M. S., 1915; Assistant in Bacteriology Michigan State Agricultural College, 1913-

1915; Assistant Botany, Vassar College, 1915-1916; Instructor in Botany, 1916-1917; in research laboratories Parke, Davis and Co., 1916; Division of Laboratories and Research New York State Department of health, 1917—.

Chemistry

Professor in charge

Otto Knut Olof Folin, Ph.D., Sc.D., Professor of Biological Chemistry, Harvard Medical School.

B. S., 1892, University of Minnesota; Ph. D., 1898, University of Chicago; Sc. D., 1915, Washington University; Assistant Professor Physiological Chemistry, University of West Virginia, 1899-1900; Research Chemist, McLean Hospital, Waverly, Mass., 1900-1908; Professor of Biological Chemistry, Harvard Medical School, 1907—.

Assistant Professor of Chemistry

Annie Louise Macleod, Ph.D., Assistant Professor of Chemistry, Vassar College.

B. A., 1904, Magill University; Ph.D., 1910, Magill University; Resident Fellow, Bryn Mawr College, 1909-1910; Research Fellow, Bryn Mawr College, 1910-1912; Assistant in Chemistry, Barnard College, 1908-1909; Demonstrator and Reader in Chemistry, Bryn Mawr College, 1912-1914; Instructor in Chemistry, Vassar College, 1914-1916; Assistant Professor of Chemistry, Vassar College, 1916—

Dietetics and Cookery

Professor in charge

Helene M. Pope, A.M., Assistant Professor of Nutrition, Margaret Morrison Carnegie School, Carnegie Institute of Technology.

A. B., Mount Holyoke College; A. M., Columbia University; Instructor in Dietetics, Teacher's College, 1914; Member of the National Committee on Dietetians for the American Red Cross; Member of Consulting Dietetians on the City Committee for Food Conservation Pittsburgh, Pa.

Hygiene

Professor in charge

Charles-Edward Amory Winslow, M.S. M.A., Professor of Public Health, Yale School of Medicine.

(See under Bacteriology for academic history)

Practical Nursing

Nina D. Gage, A. B., R. N., Superintendent of Nurses, Hunan-Yale Hospital, Changsa, China.

A. B., 1905, Wellesley College; Graduate School of Nursing, Roosevelt Hospital; Superintendent of Nurses, Hunan-Yale Hospital, Changsa, 1909-1917; Superintendent of Nurses, Hunan Red Cross Hospital, 1913-1917.

Anna D. Wolf, M. A., R. N., Assistant and Instructor of Nurses, Johns Hopkins Hospital Training School for Nurses.

A. B., 1911, Goucher College; graduate Johns Hopkins Hospital Training School for Nurses, 1915; R. N., State of Maryland, 1915; M. A., Columbia University, 1916; Assistant and Instructor of Nurses Johns Hopkins University Training School for Nurses, 1916-.

Bertha Harmer, B. S., R. N., St. Luke's Hospital Training School for Nurses

Graduate Training School for Nurses of the Toronto General Hospital; subsequently Instructor in the same hospital; B. S., Columbia University, 1918.

History of Nursing

Professor in charge

Isabel Maitland Stewart, R. N., A. M., Assistant Professor of Nursing and Health, Teachers' College, Columbia University.

B. S., Columbia University, 1911; A. M., 1913.

Elementary Materia Medica

Professor in charge

Nina D. Gage, A. B., R. N., Superintendent of Nurses, Hunan-Yale Hospital.

(For academic history, see above)

Psychology

Professor in charge

Margaret Floy Washburn, Ph.D., Professor of Psychology, Vassar College.

B. A., Vassar, 1891; M. A., Vassar, 1893; Ph. D., Cornell, 1894; Professor of Philosophy, Wells College, 1894-1900; Warden Sage College, Cornell University, 1900-1902; Lecturer in Psychology Cornell University, 1901-1902; Associate Professor of Psychology (in charge of department) University of Cincinnati, 1902-1903; Associate Professor of Philosophy (in charge of Psychology) Vassar College, 1903-1908; Professor of Psychology, 1908—

Physical Training

To be announced

Social Economics

Professor in charge

Herbert Elmer Mills, Ph.D.

(For academic history, see above)

Assistant Professor

Elsa M. Butler, M. A., Field Director for the State of Missouri in the Department of Civilian Relief of the Southwestern Division of the American Red Cross.

A. B., Vassar College, 1905; M. A., Washington University, 1914; Certificate from Chicago School of Civics and Philanthropy, 1912; Graduated from St. Louis School of Social Economy, 1914; Social Service work St. Louis Children's Hospital, 1912-1913; Assistant Head Worker in same hospital, 1913-1914; Dispensary of Barnes Hospital, Washington University, 1914-1915; Head Worker Social Service Department of the Hahnemann Hospital, Philadelphia, 1916-1917; Field Director for the State of Missouri in the Department of Civilian Relief of the Southwestern Division of the American Red Cross, 1918—.

America Needs Nurses

"Nurses and more nurses, if America is to win the war," is the cry of the nation to her women to-day. There are at present about 7,000 nurses in active service, and the first contingent of the American army is scarcely in the field. Men are being called to the colors by the hundreds of thousands. Whether they will be protected and cared for when sick or wounded depends on whether American women are willing to make the same sacrifices their brothers are making. Failing in this they will have done incalculable harm to the efficiency and morale of our troops.

That the women are not responding to-day to the call as they should, is not because they are slackers, or unwilling to serve, but because they do not realize the vital need of the country for their work.

Over 500,000 men are in training in the American cantonments to-day. In a few months there will be a million. Though the American Army is known as the strongest, healthiest in the world, there must in the nature of things be some sickness. In order that the sick may be properly cared for and the well protected we must provide a system of hospitals, with doctors, nurses and equipment, equal to that of our largest cities; for these cantonments are, as a rule, far away from any usual facilities for caring for the sick.

About 2,000 women have to date been assigned to active duty in cantonment hospitals and several hundred more to the Navy Nurse Corps. Women are also work-

ing in the sanitary zones about the cantonments. As new armies are called many thousands more will be needed.

Outside of actual work in the armies there is a tremendous responsibility upon nurses to-day to aid in the protection of public health. With the new conditions incident to war, taken in addition to the fact that so many nurses have already been called for military service the problem becomes acute. It cannot be satisfactorily solved unless thousands of women will come forward, both to meet the new needs and to take the places of those who have gone.

In the bitter struggle of the past three years our allies have strained every resource to the breaking point, and we must be ready to take gradually upon our shoulders the burden of caring for their sick and wounded as well as our own.

The woman who has not had the necessary training can find her largest opportunity for service by taking it now. From the moment she enters a nurses' training school she will be helping solve the present nursing problem, and when the war is over she will be in a position to aid in the tremendous rehabilitation work which must follow in its wake.

Jane Delano,

Chairman of the
National Committee on Nursing Service,
American Red Cross.

Jan. 24, 1918.

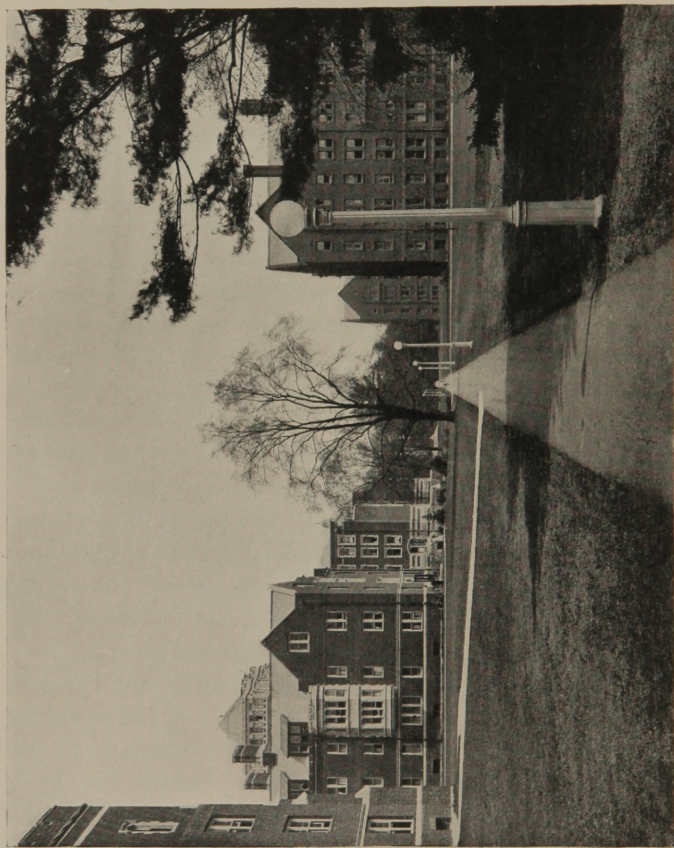
Vassar Responds to this Need

It is to help meet the great need for nurses as outlined in the foregoing appeal that the Training Camp for Nurses at Vassar College has been planned. The initiatory step was taken by the Provisional Alumnae Council at Vassar College which had a meeting on June 9, 1917, and passed a resolution which was in part as follows:

"If the present world war continues through the coming year and if it seems probable that it will continue longer and that therefore there will arise an increasing need for the services of trained women, we request the Board of Trustees at Vassar College to grant the use of as much of the college plant and as many of the buildings as may hereafter be determined upon for use during the summer of 1918 as a training school for young women for patriotic service in whatever lines of work offer the greatest opportunities or present the greatest needs".

This resolution was submitted to the college trustees June 11, 1917, and by them referred to a committee consisting of three members, Mrs. John Wood Blodgett, Chairman, Frank R. Chambers, Frank L. Babbott. This committee on January 8, 1918, reported as follows:

"That it is the unanimous opinion of this committee that the fundamental need at the present moment for women is in the department of nursing; that the country is facing a serious shortage of professional trained women, which will become more acute as the war goes on; that if a skilled service is to be available for the care of the wounded abroad, as well as the sick at home, the necessary supply of trained nurses must be greatly increased. Our committee would therefore recommend that such



THE NORTH QUADRANGLE, SHOWING FOUR RESIDENCE HALLS

buildings at Vassar as may later be designated be given over to a summer school for intensive theoretical training of hospital nurses, and limited to college graduates, who shall be recruited from all the colleges recognized by the A. C. A. beginning with the graduates of 1918 and extending back ten years." Subsequently the trustees of the college voted approval of this plan.

On December 20, 1917, the Committee on Nursing of the Council of National Defense passed the following resolution, which was moved by Miss Goodrich and seconded by Miss Wald: "That this Committee considers the suggested offer of special preliminary summer courses at Vassar for women of college rank an important educational step both for the college and for the training schools for nurses and would gladly take up the matter and cooperate in endeavoring to work out a practicable plan of putting it into effect."

In view of the close relation of this plan to the need of the American Red Cross for a larger supply of nurses, a request for financial aid was submitted to that organization and on January 9, The Red Cross War Council passed the following resolution: "That from the Red Cross War Fund the sum of Seventy-Five Thousand Dollars (\$75,000) be, and it is hereby appropriated, of which so much as may be necessary shall be expended for the ESTABLISHMENT AND MAINTENANCE OF A SCHOOL OF SCIENCE APPLIED TO TRAINED NURSING AT VASSAR COLLEGE, during the summer of 1918, under the auspices of the American Red Cross, as specified in a letter from President H. N. MacCracken of Vassar College to the Vice-Chairman of the Red Cross, dated January 3, 1918."

In order that this course might be kept closely in touch with the needs of the nurse for practical training, with the best methods of nursing, and with the professional standards of the vocation, the cooperation of the National League of Nursing Education (composed of superintendents of training schools) was sought. The response of the League to this request is well set forth in the following sentence from a letter by one of its prominent members: "We have realized keenly for several years the urgent need of bringing into our schools of nursing many more soundly educated women than it has hitherto been possible to attract into them and it will be a valuable contribution to public health and consequently to National welfare if through this step taken by a leading college like Vassar, a considerable number of women of college training should be brought into this field of work". The League appointed the following committee to cooperate in arranging the curriculum and organizing the Camp on the side of practical nursing:

Miss Isabel M. Stewart, A.M., Assistant Professor of Nursing, Teachers College, Columbia University;

Miss Elizabeth Burgess, B.S., State Inspector of Training Schools for Nurses, State Education Department, Albany N. Y.

Miss Anne Strong, R. N., A. B. (Bryn Mawr), Assistant Professor of Public Health Nursing, Simmons College.

The Associate Alumnae of Vassar College at once undertook the arduous work of publicity and recruiting. Its committee, consisting of Miss Ada Thurston, Chairman, Miss Katharine C. Reiley, Mrs. Wm. A. Kirk,

Mrs. John Humpstone, Mrs. H. C. Geer and Miss Frances A. Smith, Secretary, opened headquarters at the Woman's University Club, 106 East 52nd Street, New York City, and began a vigorous campaign of recruiting.

General Plan of the Summer Preliminary Course

This plan does not propose any lowering of the standards of requirement for the diploma of registered nurse, nor does it propose to give a superficial and hasty preparation. It is rather to make the calling of the nurse more attractive to the college woman by the recognition of the work she has already done and by a rearrangement of the special training course that will be more suitable to her general fitness. By these means the training course will be reduced from three years to two years and three months. This plan of reducing the regular three year course for women with full college preparation has already been accepted as a war emergency measure by a number of leading hospital training schools in the country, the idea being that young women with this sound educational preparation may be pushed forward more rapidly into positions of responsibility and thus help to take the places of Head Nurses, Teachers, Supervisors, and Public Health Nurses who have been drafted into national service. These training schools are simply adopting the general policy of the Army and Navy who are recruiting their officers for the new national forces largely from the men's colleges. There is no doubt that among the students and graduates of women's colleges there is much excellent material for the many

teaching, organizing, and administrative positions in nursing; and it has been quite evident that, especially since the war began, many of these women have become keenly interested in nursing and anxious to serve in the nursing ranks. The length of the three years' course has been the chief obstacle in keeping them out of this important calling and now that the college work is being credited for part of this period of preparation, very much larger numbers are entering our nursing schools. The course will be open to graduates of approved colleges.

In choosing this plan for a preparatory course in nursing, Vassar College has had three main purposes in mind: first, the urgent need to increase as rapidly as possible the number of nurses available for enrollment in the Red Cross. By drafting into this extra summer class a large group of highly qualified student recruits, and giving them a period of intensive preparatory training, it is felt that they can get more directly into active service in the wards of the hospitals and will be able somewhat earlier to take the places of the senior nurses who will be steadily graduating into the Army and Navy service. Since very few hospitals are able to carry on summer classes, the students under this new plan will be able to begin their regular training in the fall instead of waiting until that time to commence their preparatory course. They will thus be at least three months ahead in their preparation and the hospital will be able to put them immediately into regular ward work without having to give them the initial period of instruction and practice which is necessary for any safe and intelligent service to the sick.

Another very important consideration which Vassar

College has in view is the desire, if possible, to relieve hospitals from some of the heavy burden they are now carrying. With very seriously depleted nursing and medical staffs and growing expenses of maintenance, hospitals are still making every effort to respond to the country's need by admitting more classes and training larger numbers of pupil nurses, often at considerable additional expense and trouble. It is evident, however, that if other educational institutions can take over any of the necessary teaching work without loss to the students, it will be not only a privilege but a duty, especially in this time of crisis, to offer to relieve the hospitals of some of this work.

In the third place, it is the hope of those who have planned this course that a considerable number of educated women will be prepared for the important leading positions in nursing in its social aspects, ready after the war to take part in important reconstruction work. The demand for supervisors, for visiting nurses, for nurses in hospital, social service work, in after care work, for the psychopathic clinics, and other similar lines of service, is now large and constantly growing. That the nurse who has the advantage of broad outlook, good general education, and high purpose, will have a great opportunity in the future is beyond question.

This plan is not entirely a new idea. There has been an increasing tendency in recent years, especially in nursing schools with affiliated universities, to transfer part at least of the preparatory work from the hospitals to the classrooms and laboratories of the college or university. This relieves the hospital of the most expensive and difficult part of the theoretical training, it gives

the student the advantage of better instruction in the scientific subjects, and better educational facilities generally. While it is possible that the student suffers some disadvantage from the loss of early contact with patients which helps to bring a richer meaning and a more definite purpose into her theoretical work, this seems to be more than counterbalanced by the greater thoroughness and intensiveness of a preparatory course which is not broken into by the exacting practical demands of the hospital wards.

Curriculum

It must be distinctly understood that this is no easy "get-nursing-quick" scheme for the woman who is afraid of work. There will be much hard serious effort and triflers are not desired. The three months' course will extend from the middle of June till the middle of September and will be divided into two terms of six weeks each. The work will require from six to eight hours daily in class, demonstration room, and laboratory. The required courses will be Anatomy and Physiology, Chemistry, Bacteriology, Hygiene and Sanitation, Nutrition and Cookery, Elementary Materia Medica, Elementary Nursing and Hospital Economy, Historical and Social Aspects of Nursing. For those who may have covered some of these courses satisfactorily in their previous college work, elective courses in Psychology, Social Economy and possibly Physiological Chemistry will be offered. A number of lectures on interesting phases of nursing and social work will also be given.

The amount of time to be devoted to the different subjects has been fixed provisionally as follows:

Required Subjects	Hours
Anatomy and Physiology	72
Bacteriology	45
Chemistry	45
Hygiene and Sanitation	30
Elementary Materia Medica	24
Nutrition and Cookery	45
Elementary Nursing and Hospital Economy	60
Historical and Social Aspects of Nursing	12
Special Lectures (by experts in the various subjects)	12

Those who have completed satisfactorily any of the required subjects may make up a program by selecting from the following subjects:

Elective Subjects	Hours
Psychology	30
Social Economy	30
Physiological Chemistry	30

For students who have taken in college one year of good work in Chemistry and Bacteriology there may be provided short review courses making a more direct application to nursing. For those who have had advanced courses in physiology, a separate course in anatomy will be given, but the average student will be required to take the whole course as outlined.

Content of the Courses of Study

Anatomy and Physiology. A practical working knowledge of the structure and function of the normal human body as the essential basis for the study of hygiene, dietetics, materia medica, massage, pathology, etc., as well as for the understanding and safe application of all nursing measures.

Chemistry. Those chemical materials and reactions which are of practical and economic importance in nursing work, with special reference to the study of physiology, dietetics, hospital housekeeping, materia medica and the analysis of body fluids.

Bacteriology. The general characteristics and habits of micro-organisms with special reference to the pathological varieties and their methods of propagation and control. Practical application will be made to hygienic and sanitary precautions, disinfection and sterilization, methods of surgical asepsis and other housekeeping and nursing procedures.

Nutrition and Cookery. The nutritive value of foods, the arrangement of balanced dietaries for different types of normal and mildly ill patients, and the principles and methods of simple cookery and food service for the well and sick. The dietary treatment of disease will come later after the student has entered the hospital.

Drugs and Solutions. The appearance and use of the commoner drugs, weighing and measuring of drugs accurately, practice in making up all the standard solutions used in the hospital wards, and command of the terms and symbols commonly used in materia medica. A good deal of drill in problems of propor-

tion and percentage, and absolute familiarity with the metric and other system of measurement will be required. The therapeutic action of drugs is taken up later in the hospital training.

Elementary Nursing. The fundamental principles of nursing and procedures which would be needed in the earlier stages of training in the hospital. Some practice may be carried out in the college laboratory, but the student will have to wait till she reaches the hospital to secure the kind of experience and training which will give her skill in the handling of sick patients and the observation of disease. This subject will be the central one in the course and should serve as a kind of clearing house for problems arising on other subjects. It will also give the student a basis for the practical housekeeping duties which are an essential part of good nursing, introduce her to the organization of the hospital, emphasize the importance of economy and intelligence in the use of hospital equipment and materials and outline the principles of efficiency and good management, as applied to a nurse's work.

Historical and Social Aspects of Nursing. The splendid traditions and ideals of nursing, arousing the interest of the student in the leaders who have built up our modern profession, and showing them the wonderful opportunities that await them in the future. This course will emphasize the importance of the social and economic functions of the nurse and will introduce some of the outstanding social problems she will meet in the hospital.

Psychology. Fundamental knowledge of modern psychology and, for those already in possession of that, some of the applications of the science especially useful to the nurse.

Social Economy. An introduction to the social and economic conditions which contribute to the production of diseases and accident, some general idea of the types of social maladjustments which are represented by such patients as the rounder, the prostitute, the tramp, the criminal, the pauper, the foundling, etc.

Physical Training. Exercises with special reference to posture and the avoidance of physical defects which might prevent general efficiency in nursing. While physical training will in general be optional, it may be required of those who because of broken arches or other conditions, seem especially to need it.

Special Lectures

Special Lectures upon topics related to the work of the nurse will be given by eminent men and women engaged in public health and nursing. Several eminent in their special lines of scientific or practical work have already promised to address the Camp, and others will undoubtedly cooperate with them.

Relation of the Summer School to the Subsequent Course

It should be clearly understood that the summer training course for nurses is an integral part of the whole preparation necessary to become a nurse. It should not, therefore, be taken by any excepting those who will go on for the remaining two years of work in the

hospital. Only because of illness, or unsuitability for the work of a nurse as detected in this summer course, can a student without violating a strong moral obligation give up her training at the end of the summer's preliminary work. It is expected that every person admitted to the Training Camp will, before the work begins, have made arrangements with the particular hospital in which she is to carry on her subsequent work. Since, however, inevitable delays will occur, candidates may enter the Training Camp before final acceptance by a hospital with the understanding that they are not thereby relieved from the obligation to complete arrangements for the hospital course in the early weeks of the summer course. Information as to the method in which this will be done will be sent to all applicants

Cooperating Hospitals

Since the purpose of this plan is to provide the country with a group of nurses so well prepared that they will be able to assume positions of leadership, it is essential that the training of the hospital wards shall be done under the direction of the hospital training schools for nurses which are of excellent standing. Many hospitals which are admirable from the standpoint of the patient, have neither the funds nor the staff to give the highest class of instruction to their nurses. For this reason, therefore, it is of the utmost importance that those who take the preliminary summer course should enter a training school of high rank. Under the general advice of the Advisory Committee, arrangements are being made with a number of such hospitals into which it is

expected that all of those who complete successfully the summer course will enter. Admission to the hospitals will be conditional upon satisfactory work during a short probationary period (probably not more than a month) which will be counted in the year of required residence. Since these hospitals will individually give such training and practice as seems to them advisable, no statement universally true can be made regarding the nature of the work during the last two years of the course. To indicate what may probably be characteristic of the work from hospital to hospital, we give here the recommendations made by the Advisory Committee on Nursing to the training schools which have been asked to cooperate with us:

"Our Advisory Committee recommends the following general division of time for the practical training in the hospital. Medical Nursing (4-5 months), Surgical Nursing (5 months), Children's Nursing (4 months), Obstetrical nursing (2-3 months) and if possible Nursing in Communicable Diseases (3 months) and Nursing in Mental and Nervous Diseases (2-3 months)".

"They recommend also that the theoretical work of the first year should cover approximately the following subjects: Advanced Nursing Procedures, Nursing in Medical, Surgical and Communicable Diseases (including skin) and in the Diseases of Infants and Children, Materia Medica and Therapeutics and Diet in Disease. In the second year the following subjects (approximately) would be recommended: Orthopedic, Gynecological and Obstetrical Nursing, Operating-room Technique, Nursing in Mental and Nervous Diseases and in the Diseases of the Eye, Ear, Nose and Throat, and Professional

Problems. If possible to include them, courses in Massage, Special Therapeutics and the introductory principles of Public Health Nursing would be very desirable. It is believed that not less than four to five hours weekly would have to be spent in lecture and class work during the two academic years, to cover the ground in any satisfactory way. It is suggested that the general proportion of time to be given to the different subjects should follow approximately that recommended in the Standard Curriculum for Nursing Schools”.

Whether this course in the hospital will include work growing out of the war and special training in military hospitals, will depend upon the course of events in the next two years. It is hoped that if the war continue, the hospitals will be able to arrange for special training in military hospitals as a part of the two years' course. To those who feel a special call to do war work, attention may be called to the fact that quite certainly returning wounded soldiers will to a greater or less extent be sent for treatment to the wards of the hospitals in this country and that quite certainly students who are taking this course will have their share of such work.

Work Subsequent to this Course

At the completion of the two years and three months course, students will be prepared to take examinations for the diploma in nursing and the title of Registered Nurse, according to the laws of the different states. While it is hoped that there will be a feeling of strong obligation on the part of all who have had these special advantages to render some form of public service, no

promise to that effect is expected. Undoubtedly the Red Cross will be glad to avail itself of any nurses who are well prepared to execute the duties of nursing in its various fields. The Red Cross is constantly in need of nurses for use in various kinds of emergencies and while the war continues will be making greater and greater drafts upon the nursing staff of the country. Opportunity to render public service is not contingent upon the continuance of the war. Reconstruction work, in which the trained nurse will be preeminently useful, will continue in all the countries involved in the war. For years to come there will be increasing demand for trained nurses who have broad education and qualities that make for leadership to direct social reconstruction.

Conditions of Admission

The course is open only to graduates of approved colleges. The basis for determining colleges whose curriculum and equipment seems such as to insure satisfactory preparation will be the list of colleges officially recognized by the Board of Regents of the State of New York. From such colleges there will be eligible graduates in the classes from 1909-1918. In cases where the age of the candidate is not too high, exceptions may be made. Such cases will be considered on their merits individually. Every applicant must be in good health and sound physical condition. None with organic defects can be admitted to the course.

Those desiring to enter the Training Camp should write for application blank at once, as ap-

plications should be sent to the Dean before May 10th. Since the space in laboratories, demonstration wards, diet kitchen and residence halls is limited, students cannot be taken above the number for which proper accommodation and equipment are provided.

Calendar

The Camp will open on Monday, June 24th, and continue until Friday, September 13th. It will be divided into two terms of six weeks each. Excepting for a half holiday Saturday afternoon, work will occupy the greater part of each week day.

Expenses

The charge for tuition will be \$25 and that for board and room for the twelve weeks of the course, with limited amount of laundry, \$70. Of this total charge of \$95 the sum of \$10 must accompany the application for admission. The remainder must be paid not later than June 27th. As all financial arrangements for the school must be made in advance on the basis of the number of students admitted, no allowance will be made in the tuition charge to students who withdraw. In case the course is interrupted by illness, individual adjustments will be made in the matter of rebate for the charge for board and room.

The cost to the student during her two years in the hospital training school will be determined largely by her own taste. The hospital training schools quite generally provide tuition, room, board, laundry, uni-

forms. In addition some hospitals pay students from five to ten dollars a month after the probationary period.

Scholarships

The first American nurse to die at the front was Amabel S. Roberts, 1913, Vassar College, and also a graduate of the nurses' training school of the Presbyterian Hospital of New York. In her memory the class of 1913, Vassar College, has raised a fund which will provide three, and possibly four, scholarships of \$350 each. Two of these scholarships will be reserved for students who continue their work in the Presbyterian Hospital of New York. The others are not so restricted. While the donors prefer that Vassar graduates be the recipients, they do not insist upon this restriction. These scholarships will be "awarded before the opening of the Camp to those who for financial reasons, and who because of their character, ability and physical fitness seem to be the most deserving."

Miss Louise P. Sheppard, Associate Warden of Vassar College, has given a scholarship of ninety-five dollars to enable some student to take the course who otherwise could not. Preference will be given to a graduate of Vassar College.

The New York Branch of the Vassar Students' Aid Society will give a scholarship of ninety-five dollars.

The class of 1910, Vassar College, will give a scholarship of ninety-five dollars.

Mrs. R. B. Williams, Jr. of Ithaca, N. Y., has given a scholarship of twenty-five dollars to cover the charge for tuition for a deserving student.

Mr. Herbert E. Mills, of Vassar College, will give two scholarships of fifty dollars each, open to members of the class of 1918 in any of the colleges from which graduates are received.

Mrs. Frank J. Squires, of Plainfield, New Jersey, has given a full scholarship of ninety-five dollars,

Application for these scholarships, accompanied by full information regarding financial condition, should be sent to

The Dean,
Training Camp for Nurses,
Vassar College, Poughkeepsie, N. Y.

Since many who desire to take this course will not be able without financial aid, an urgent appeal is made to those who for other reasons cannot take this course to give scholarships which will remove this hindrance in the way of those who are otherwise able.

Religious Exercises

While no regular and required services will be held, voluntary vesper services in the college Chapel several evenings a week are planned, at which it is hoped that excellent organ music will be provided.

Nearly all denominations have places of worship in Poughkeepsie, and these various churches always extend a hearty welcome to members of the Vassar community. Students at the summer school will be welcomed at once, and will find themselves taken as completely into the church life as their own inclinations permit.

On occasional Sundays visiting preachers of distinction may address the students in the college chapel.

Social Life and Recreation

The social life of the summer school will be definitely organized, with a competent director responsible for its maintenance. Within the college property are pleasant walks several miles in length, including paths around the shores of the two campus lakes, along the brookside and over the farm.

Several of the college tennis courts will be at the disposal of summer students, as well as the athletic circle, with its running tracks, grounds for hockey, basket ball, etc. One of the campus lakes is supplied with boats and canoes.

There are many points nearby as objectives for pleasant excursions, with longer trips to such points as Lake Mohonk, New Paltz, Newburgh, West Point, Lake Minnewaska, the Ashokan Reservoir, Mount Beacon and the John Burroughs country at West Park. The Hudson River steamers may be used to reach some of these places of interest.

The Open-Air Theatre will be equipped with a moving picture outfit which can be utilized either for instruction or entertainment. The Students' Building has a stage fully equipped with all of the facilities for dramatic entertainments, with the scenic and lighting effects of a modern theatre.

Health

Throughout the summer Metcalf House, a well equipped infirmary, will be kept open to care for such cases of illness as may occur. It will be managed upon

the same general lines as obtain during the college year, and will be in charge of one of the physicians connected with Vassar College.

Location of Vassar College

Vassar College is situated on high ground, two miles east of the Hudson River, just outside the city of Poughkeepsie. An electric streetcar line runs direct to the college from the Poughkeepsie station on the main line of the New York Central Railroad. Many of the fast through trains between New York City and the west, as well as all locals between New York and Albany make this a stopping point. Trolleys also connect the college with the Poughkeepsie station of the Central New England Railroad, and with the Hudson River boat landing, as well as the ferry to Highland and the West Shore Railroad.

The Vassar campus consists of two hundred acres beautifully laid out with trees, gardens, and athletic grounds. The entire college property consists of eight hundred acres, including farm and garden, wooded park land and two lakes.

History

As the college is placed so fully at the disposition of this summer school a word about Vassar is appropriate here. It was founded by Matthew Vassar, a citizen of Poughkeepsie, who gave two hundred acres of land and \$788,000 by gift and bequest, and devoted the later years of his life to its well-being. It was incorporated as Vassar Female College in 1861, and was open to stu-

dents in 1865; the present corporate name of Vassar College being substituted in 1867. It was the first fully endowed woman's college to place higher education for women on a par with that for men, demanding for its degree proof of scholarly attainment similar to that required in the leading universities of the country at that time.

The original endowment was increased by other members of the Vassar family, and later by friends of higher education for women in various parts of the United States, until the endowment on January first, 1918, including fellowships, amounted to \$2,750,000 with eight hundred acres in campus and farm.

The physical equipment of the college, exclusive of faculty residences, includes twenty-seven buildings, seven of them residence halls; a farm of 675 acres, maintaining vegetable gardens and a model dairy operated for the benefit of the college dining rooms; an open air theatre, athletic grounds, flower gardens and conservatories.

Buildings

The Vassar College buildings of chief interest to summer school students are the following.

Main Building. One of the three buildings that constituted the college in 1865. In February 1918 a wing was partially destroyed by fire; but so effective were the fire-walls constructed as part of the original building in 1865 that the fire was confined entirely to the single wing, and students were able to return to their rooms for residence a few days later. This build-

ing contains the administrative and business offices of the college, the book store and the post office, and living accomodations for about four hundred students and officers. A large assembly hall, the original college chapel, containing a fine organ, was destroyed in the fire.

Olivia Josselyn Hall. The gift of Mrs. Russell Sage. It is a residence hall, built and equipped at a cost of \$225,000, containing a large dining room, and a library and reception room intended as a center for the social life of the residents. The best known methods of fire proofing were followed in the building's construction. It accomodates about one hundred and twenty students, and was opened in September, 1912. The officers and faculty of the Training Camp will reside in this hall.

Strong, Raymond, Lathrop and Davison Halls. Four residence halls, forming a quadrangle in the northwestern section of the campus. Each accommodates about one hundred students, in single rooms and suites of three rooms for two occupants. They are brick buildings of modern fire-proof construction, with large dining halls and rooms for social gatherings. They are lighted throughout by electricity, have an abundant supply of water, and there is a passenger elevator in each. These four buildings will house the students of the Training Camp.

Rockefeller Hall. A building devoted entirely to classrooms, seminary rooms and offices. Erected in 1897, the gift of Mr. John D. Rockefeller. There are two

lecture amphi theatres, each seating three hundred. The latest improvements in ventilation and acoustics were added to these rooms in 1917. Classrooms in this building will be used by the Training Camp.

The College Chapel. A stone building in the Norman style of architecture, with a seating capacity of about fourteen hundred, the gift of Mrs. Mary Thaw Thompson, of the Class of 1877, and Mrs. Mary Morris Pratt, of the Class of 1880. Among its interesting features are a set of chimes and some stained glass windows of unusual excellence, by Mr. John La Farge, and also by the Tiffany Studios and the Dodge Studio.

Taylor Hall. Erected in honor of the late president of Vassar, James Monroe Taylor. It was presented to the college by Mr. Charles M. Pratt, and stands on the site of the old college lodge, at the main gateway. It houses the art collections of the college, among which are several permanent collections of paintings and casts of great interest, representing various schools of ancient and modern art. The building contains a lecture theatre and studios for practice in art, a library, offices, and apartments for residence.

The Vassar Brothers Laboratory. A brick building designed for laboratory use; erected in 1879, the gift of John Guy Vassar and Matthew Vassar, Jr. The department of Physics occupies three floors. There are two lecture rooms, each equipped for projection and for lecture table experiments. Four large laboratories are provided for elementary and advanced work by the students themselves; another room is used as a depart-

ment library, and provision is made also for the proper housing of the very considerable stock of apparatus with which the department is supplied. A shop for the construction and repair of scientific apparatus is a recent and valuable addition to the equipment. A laboratory for experimental psychology occupies the entire third floor. The building is equipped with electric power for machine work, and apparatus is ample for the needs of undergraduates.

The Sanders Laboratory of Chemistry. The gift of Dr. Henry M. Sanders, erected in 1909. It has three floors devoted exclusively to chemistry, and provides in its main laboratories accommodations for 432 students, with individual tables fitted with all the necessary facilities. Special laboratories are provided for water analysis, study of foods, electrolysis, physical chemistry, etc. The lecture room, 43 by 50 feet, has seats for 200. The building contains also a library, a balance room, six private laboratories for instructors, abundant storage room for chemicals and apparatus, a working museum and two minor classrooms. A very complete system of ventilation has been installed providing exhaust from each student's table. Compressed air and vacuum systems extend to all parts of the building where required.

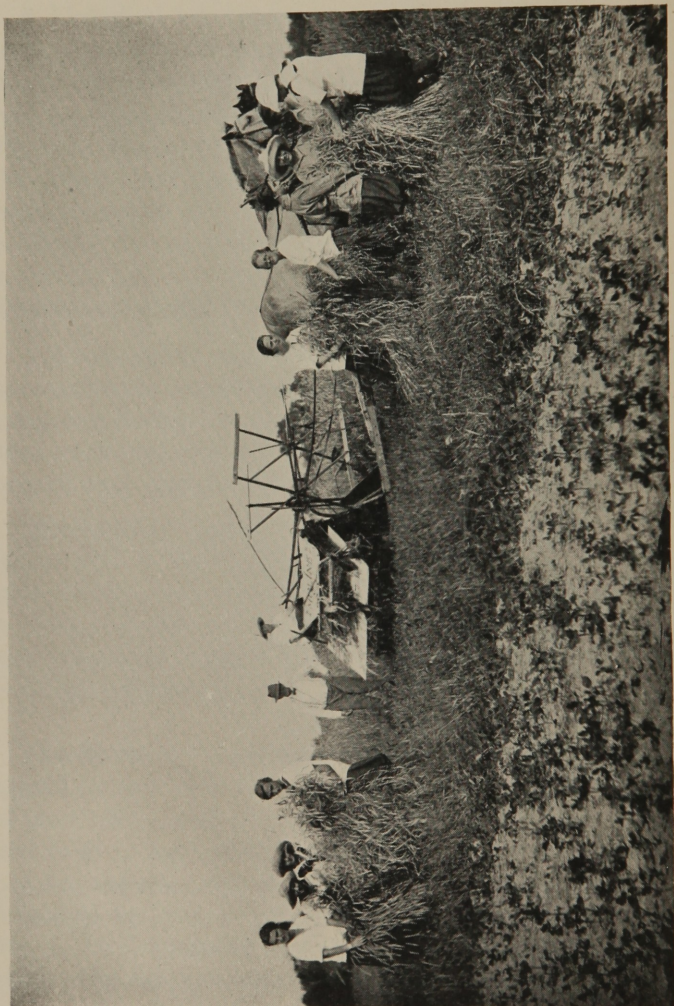
The New England Building. A laboratory building of brick and stone, the gift of the New England Alumnae, completed in December, 1901. It provides accommodations for the departments of Zoology, Botany, Biology, Physiology, and Geology and Mineralogy, and contains the following equipment.

A biological laboratory containing, besides the large lecture room used also by other departments, twelve rooms including storage, aquarium and dark rooms as well as separate laboratories for Zoology and Botany. Museum specimens most often used in the work of the department are kept in the laboratory. Students also have access to the extensive collections on permanent exhibition in the College Museum. In addition to the conservatory, a botanical and a water garden supply abundant material for the work of the department.

A physiological laboratory containing articulated and non-articulated skeletons, a complete dissectible manikin magnified dissectible models of the eye, ear, larynx, etc., dessicated and other specimens, comprising all that is needed to elucidate the topics studied.

Mineralogical and geological laboratories containing collections of representatives specimens intended for study by the students in the laboratory. The laboratory is equipped with the necessary apparatus, microscopes, instruments of various sorts, and models for work in geology, mineralogy and paleontology.

The Swift Memorial Infirmary. A college hospital named in memory of Charles W. Swift, charter trustee of the College, and erected by his daughter, Mrs. Caroline Swift Atwater of the class of 1877. It is well equipped for the care and comfort of the sick and has been furnished by special gifts from Mrs. F. F. Thompson, Mr. S. D. Coykendall and the undergraduates of 1900-1903. Special arrangements have been made in its construction for the isolation of contagious diseases.



UNDERGRADUATE VOLUNTEERS AT WORK ON THE VASSAR FARM

Metcalf House. An important adjunct to the hospital plant of the College, the gift of Mr. and Mrs. J. H. Metcalf, of Providence, Rhode Island. Every room has access to a veranda, and it is therefore especially adapted for convalescents and rest cases. An apartment has been arranged on the first floor for the use of the resident physician. The building also contains a pathological laboratory and a large consulting room, which is especially useful for the physical examination of students.

The Students' Building. An auditorium and office building, in the Virginia colonial type of architecture, an anonymous gift to the College for the use of the student body. Vassar College has a well organized system of undergraduate self-government. This building furnishes offices for the various student organizations, and a fine auditorium equipped with modern stage, and all accessories for meetings and entertainments. Its ownership and control rests wholly with the students, and it is their unanimous wish that it be placed at the disposal of the summer school.

The Out-Door Theatre. An open-air theatre at the southeastern corner of the campus, the gift of an anonymous donor. It was planned by Loring Underwood, the landscape architect of the College, and has seating capacity for three thousand people. The utilization of natural advantages, such as a semicircle of pine trees and running water for background, and the successful treatment of a natural hillside give it a unique place among the best theatres of its kind in the country.

The Frederick Ferris Thompson Memorial Library. A gift to the College by Mrs. Frederick F. Thompson as a memorial to her husband, who was a trustee of the College from 1885 to 1899, and one of its chief benefactors. The completed building was formally presented June 12, 1905. It is perpendicular Gothic in style, the exterior of Germantown granite, the trimmings and interior of Indiana limestone. The tapestries, the stained glass window in the west wing, and the furnishings throughout were given by Mrs. Thompson.

Three large wings with galleries extend from a central hall. These wings are divided by bookstacks into alcoves, providing space for about 100,000 books and about 400 readers, with free access to the shelves. There are eight seminary rooms. The basement contains additional book-stacks and work-rooms. The Library contains about 96,000 catalogued books and pamphlets, besides several thousand classified but uncatalogued pamphlets. About 400 periodicals are currently received. Additions average about 4,500 volumes a year.

A recent gift of \$75,000 from Mrs. Thompson makes possible two additions now nearly completed. These will contain twelve study alcoves, three seminary rooms, a treasure room, a map room, and basement book-stacks.

The Good Fellowship Club House. A Club House for the maids employed in the College, erected by the Students' Association. It is under the immediate care of a trained supervisor, and is designed to provide larger opportunities than had formerly been possible for the social comfort of the maids, and facilities for the classes which have been maintained on their behalf.

