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Spring 1947

Alumnae News

Yale School of Nursing

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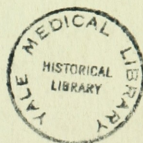
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ALUMNAE NEWS

1947



YALE UNIVERSITY
SCHOOL OF NURSING

YALE UNIVERSITY
SCHOOL OF NURSING

Alumnae News

1947

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THE NURSE, THE PATIENT, AND EMOTIONS

MARION E. RUSSELL, '29

*Psychiatric Social Worker, California State Department
of Mental Hygiene*

I REMEMBER how our training at the Yale School of Nursing considered not only the physical difficulties of the patient, but the patient himself as an individual. It was there that I gained the first realization that every physically ill person is potentially an emotionally upset person. Some fear and anxiety are associated with every illness.

Since my graduation from Yale, the interrelating influences of physical, emotional, and social factors in illness and in health have received increasing recognition in medicine. In the past few years we have developed increasing understanding of the psychoneuroses as well as of the emotional components in the behavior of the so-called normal person. We have seen more clearly that concentration solely on the physical condition of a person does not necessarily insure recovery despite the best of medical care; that discouragement, anxiety, fear, uncertainty, dependency, secondary gain, also influence the physical health of a person. We have seen how patients after repeated tests and treatments and operations develop symptoms which are not accounted for by medical findings. After repeated unsatisfactory medical experiences, an underlying deep anxiety is occasionally stirred up in a patient to the extent that he is controlled by his worries about his health. We have all seen patients in whom a relatively unimportant injury has released emotional outbursts and difficulties which were previously latent, but which became crippling when not treated with sympathy, insight, and skill.

Fortunately, it is becoming less common to divide the patient hypothetically into physical and emotional entities, to consider that he either has an actual organic difficulty or is psychoneurotic. We know now that anyone who complains actually does have something the matter, regardless of the cause; that the symptoms of an emotional illness are not imagined ones, but are painful and undeniable to the patient.

With the recognition that every illness is both organic and functional, a wealth of potential service has opened up to the nurse. Bed-side nursing no longer means primarily bed baths and treatments;

it means, also, constant alertness to the expressions of thinking and behavior which show how this patient is reacting to his illness and knowledge of how these reactions can be used in a way to further his progress. Although every illness expresses the interaction of physical, emotional, and social forces, in one patient the organic forces will predominate, and in another the emotional, depending on the pressure of the factors involved. Since the nurse has extensive contact with a patient at a period when he feels helpless and when his defences are down, she meets reactions which he ordinarily covers up and is in a position to see where he might be helped. A patient who does not appear emotionally disturbed may actually be able to face his illness with the kind of strength that will help him get back on his feet expeditiously. On the other hand, such a bland or cheerful appearance may show the patient's way of reacting to difficulties, by denying them, by covering up. The basic discouragement of this type of patient will eventually show itself in little ways, in attitudes or gestures or comments which reveal that if the patient could only talk about his situation and be helped to see and face the reality in it, his convalescence could be shortened. The use or misuse of opportunities to work with what the patient feels determines to a noteworthy extent the progress of our efforts to help him recover.

The nurse may occasionally have the care of a patient in whom no organic findings substantiate his complaints and whose symptoms are therefore assumed to be of an emotional nature. If, in this absence of demonstrable illness, the nurse gets the feeling that the patient's incapacitation or pains are not real, she may use the doctor's diagnosis in a punitive way and make demands or claims which only add to the patient's pains and anxiety. Aside from performing her tasks, she can actually remove the patient from any assistance connected with her by an unsympathetic attitude which adds to his resistance.

The superficial attitude of the patient to the nurse is determined to a large extent by her interest in winning his confidence, her sincerity, and her capacity to help him. However, the patient's response to the nurse is also determined by factors which are not at all apparent: by his experience in the past in similar situations of helplessness, by past dependence on someone who had the responsibility of taking care of him and the power to get around while he himself was confined to a small space. The patient is bound to transfer to the nurse his feelings about the person who took care of him in an earlier helpless situation. Indeed, these earlier experiences and his feelings about them are the very things that set the tone for his responses in his present helpless situation. And these predetermined

reactions to the nurse can be modified one way or another by her understanding and acceptance of them and her way of responding to them.

We all know of the patient who develops a strong feeling for a certain nurse, often a night nurse, without anything in the objective situation that would make this feeling warranted. The night nurse is perhaps most often the recipient of strong feelings because the patient is more alone at night and feels more receptive to whatever contacts come his way; his underlying feelings come to the fore. She not only is the only one who gives him personal care and attention, but she is the sole person to be observed and speculated about; she has the advantage of being ambulatory when he is confined. In his isolation he attaches to her the kind of importance and feeling he has for the person who helped him when he was helpless earlier. Although this transfer of emotions is seen frequently in patients in hospitals, the same mechanism functions in well people also, but is often less easily recognized because of various factors which divert and modify its expression.

Because of this relationship intrinsic in the situation the nurse becomes unwittingly and to some extent a therapist, someone whose most ordinary duties and most casual speech assume a value which is out of proportion to the actual situation, heavily weighted by the patient's unknown earlier-determined feelings about her. The physically ill person is an especially susceptible carrier of feelings connected with previous situations which have similarity to the present one. Because of this, the way the nurse builds into the patient's feelings or helps modify them by her conversation, activities, and approaches becomes particularly important in accelerating or retarding recovery.

The feelings of love, or hate, or anxiety, or fear, or guilt which the patient expresses toward the nurse may make her, in turn, feel helpless, since they have an unpredictable quality. The patient is apt to express his love for the nurse in terms of dependence and over-obedience, his hate in terms of disobedience and touchiness. If the nurse has insight into how the patient's emotions are being displaced from a previous situation to the current one, she can handle his behavior tolerantly and helpfully. She will then continue to be accepting of the patient, regardless of his behavior. The goal in working with the patient is to be consistently sensitive to his needs, cautious yet spontaneous, respectful (as one appreciative human being to another), and alertly considerate.

If the nurse does not understand the over-emotional reactions of

the patient, but rather feels maternal and reacts simply to his behavior, she is apt to respond to his over-obedience by praising him and preferring him to less obedient patients. Thus she encourages him to be more obedient in his need for her praise and deprives him of the initiative and the griping which could actually be more beneficial to his progress. On the other hand, a nurse may not like to have a patient dependent on her and over-obedient, but may be afraid of being involved in a maternal role. If so, she will "professionally" discourage the patient from leaning so much on her and will be so impersonal and brief with him that he in turn may be thrown into more complicated emotions arising from perplexity over the nurse's change in attitude.

To some extent the nurse is caught in a dilemma. On the one hand, concentration on the emotional and social components of illness naturally brings about resentment in a medical staff absorbed and busy with physical tests and treatments. On the other hand, ignoring the emotional and social components of illness adds burdensome and often unnecessary physical examinations, laboratory tests, and surgical operations. Between these extremes, the nurse can be of help to both the doctor and the patient so long as she does not become aggressive in her concern with emotional and social problems. She is in an advantageous position to help the patient in his relation to his doctor, who also represents emotionally great power to the patient and who therefore is invested with all the hopes and frustrations attached to a powerful figure. She can help the patient understand what the doctor has actually said and is really trying to do for him.

At times a patient appears uncoöperative and goes counter to a doctor's orders. Such "uncoöperativeness" may simply mean that the patient is unable to accept the medical information, since what he thinks it involves is intolerable to him. Further, it is sometimes difficult for a patient to be coöperative when the nurses and doctors know secrets about him which they keep from him in compliance with professional ethics. Their knowledge is sometimes protected in a "professional" way by "I don't know . . .," which can be very frustrating to a patient. In order to change him into a coöperative patient it is necessary to understand how to interpret the medical information in a way that will make the situation tolerable to him. In his thinking there is often a bizarre misunderstanding due to his non-comprehension of medical terms and of what is involved in them. Some of this misunderstanding and not-knowing is due to lack of opportunity of the patient to know. But some misunderstanding and

lack of information are due instead to lack of readiness of the patient to accept available information because of past experiences that make him want to sidetrack the facts. If the nurse can pass her observations on to the doctor, she can help him use the patient's attitudes both toward medical care and toward himself in a progressively helpful way. Doctors as well as others vary, of course, in their ability to "take" the antagonisms and frustrations of patients. The nurse learns to gauge her information to the tolerance of the recipient.

All acute feelings of the patient can provoke comparable or opposite feelings in the person who does not understand their meaning. By skillful handling of the situation, the nurse can give current grounds to the already displaced attitudes of the patient or can help modify them. It helps decrease our own involved emotions if we ask ourselves *why* the patient is so difficult, find a logical answer in terms of the patient's probable experience, and then act accordingly.

In spite of most thorough technical training the nurse cannot help being thrown into an emotional turmoil of conflicting attitudes and feelings because of forces outside herself, of external difficulties which find a deep, though perhaps unrealized, response in her own attitudes and emotions. Interestingly, she herself is often obedient in a displaced kind of way. In her job obedience to orders is an intrinsic part of her functioning. She cannot express disobedience, but she can be over-obedient. Over-obedience to orders can often cover some real feeling of dislike or punishment to a patient, to a doctor who has written the orders, to an agency which enforces them, or even to herself for being in a situation she does not like.

For a large proportion of a working day the nurse is expected by most people to be dependable in tact, accuracy, and function and to be uncomplaining, patient and cheerful, while at the same time self-effacing. These are perfectionist, better-than-human standards. The nurse, however, has the same human problems and difficulties as the patient. Not every patient is the right kind of person for the abilities of a particular nurse. The hospital or agency cannot allocate patients according to a nurse's ability to work well with certain types of people. The only way to avoid maternalism, anger, indifference, contempt, or punishing behavior is to acquire insight into the reasons why we ourselves tend to feel and react in certain patterns as well as to try to understand the behavior of our patients. We must know the kinds of people we work with best, and why we do not work so well with others, in order to increase our usefulness with all people.

What we do and say, how we interpret a patient's reactions, depend on how well we are adjusted or how severe, aggressive,

dependent, or indifferent we are. Without words, hidden attitudes make themselves felt and become decisive in the response of patients. Some people are intuitively helpful with patients. But helpfulness is a learned skill also; by learning to understand ourselves better we can increase the varieties of people and problems we can work with skillfully.

“OH—WERE YOU A NURSE?”

PRISCILLA HUMPHREY HALPERT, '27

Oklahoma City, Oklahoma

FROM a Yale nurse, the past tense of that frequent question brings an almost belligerent response. Nurseship cannot be relegated to the past any more than other integral parts of one's personality. But how should one describe the status of a nurse who is not performing contracted professional services? The designation "housewife" encompasses her varied activities within the home, but fails to include the outside interests of the modern socially minded woman. "Inactive" is an understatement when applied to a busy, healthy, intelligent individual. "Retired" is an unwelcome designation of a person not yet in the geriatric class. "Unemployed" is perhaps technically correct, yet one hastens to add "but not idle."

What may a Yale nurse professionally not employed do in her community? Recently the editor of a woman's magazine was quoted as scoring the ineffectiveness of women over forty in their "leaf raking" efforts at community enterprise. Candor requires the Yale nurse to admit that participation as a citizen in community affairs is often less effective, less rewarding, and less satisfying to the ego than activity in her own profession. Any project for community betterment moves so slowly and laboriously, and the impact of any single individual is so slight, that volunteer busying has many moments of complete frustration. In such crises the reminder that one's only personal obligation is to one's home brings stability, and an exacerbation of domestic efforts provides suitable outlets. Yet if the Yale nurse not professionally employed can succeed in making her nurse-ship a continuous, contributing factor in her life she is capable of something more than "leaf raking."

Only a fraction of the total number of nurses continues full time professional employment during their active years. When "training" has created only a set of skills which become useless without constant professional practice, the human waste in education of young women as nurses is enormous. The value to the individual of any education can probably be assessed only after years have passed. The value to society of professional education for women who may not continue their careers is even more difficult to estimate. It is a tragic commentary if one can only say "I used to be a nurse." A woman with a

basic liberal education, temperamentally susceptible to the philosophy of the Yale University School of Nursing, exposed to the educational experiences of its program, and further developed by mature professional practice, need not, and should never, put her nurseship behind her. Rather it should be a source of personal satisfaction and social usefulness throughout her life.

Skills every nurse acquires, and the Yale nurse does not lack the traditional dexterity. Her short cuts to efficient living bring her out of the kitchen earlier than her neighbors and free her for other activities. Even more important than the skills is the habit of giving first attention to major needs and the knack of safely carrying along several projects simultaneously. The practice which the nurse received during her clinical assignments helps her later in any personal or community situation.

The cultivated sense of responsibility and the compulsion to meet obligations are also a part of the nurse's development. These habits make the nurse always a welcome working member of any group. The coöperative relationships and sharing of duties learned in the hospital are translatable into outside activities, particularly where the nurse citizen deals with other professional persons.

A professional worker herself, the nurse has a respect for the techniques practiced by any specialists. This gives her a better understanding of and a higher respect for all workers, be they other nurses, doctors, social workers, teachers, journalists, radio broadcasters, street cleaners, or garbage collectors.

The clinical content of the curriculum prescribed by Yale is intended to equip the nurse to deal with sick and well, of all ages and in all conditions of life, in the home, hospital, and community. There is a recurring need for application of such knowledge in the family life, in the circle of friends, and in committee and board meetings. In retrospect and without prejudice, it often seems that of all the clinical specialities it is psychiatric nursing which has given the most useful experience in dealing with one's associates!

Her functions as a teacher and promoter of health have been so impressed upon the Yale nurse that she is never likely to neglect the educational approach. As a citizen she is alert to the public relations aspect of any campaign, the necessity of presenting the facts of a situation clearly and honestly so as to stimulate wholesome action by the group.

The founders of the Yale University School of Nursing were committed to the democratic system, with consideration for the rights and needs of the individual, be the individual a patient, a faculty mem-

ber, a doctor, or a student nurse. Such a tradition has not prevailed in every institution for nurse education. This tradition has conferred added advantages upon the Yale nurse, and along with them added obligations to support, to defend, and to have patience with the democratic way of life.

To those who were fortunate in having participated in the Yale program as students and graduates, education as a Yale nurse remains a constant, vital influence. This influence remains with her whether she continues to pursue a professional career in any of the fields of nursing or whether, just as a citizen, she deals with family, group and community problems. Therefore, even if one is professionally unemployed, the answer to the question in the title is a proud "I am a Yale nurse!"

A MESSAGE

ANNIE W. GOODRICH

Dean Emeritus, Yale University School of Nursing

THE privilege of a message through the ALUMNAE NEWS is keenly appreciated, for it gives me the opportunity of which I was robbed by circumstances that prevented my attendance at alumnae meetings. I was looking forward eagerly to those meetings and longed to discuss with you in person rather than through this weak implement, my aged pen, certain aspects of the rich experience of my recent sojourn in New Haven, an experience into which was woven so much that was reassuring and inspiring in a still distraught world.

Could a more fitting episode be conceived for the last chapter of a professional life, unremittingly concerned with the educational problems of nursing, than the opportunity to experience personally a surgical interference, designated as a major operation, before, during and after which the nurses' interpretation of their part was of no small importance to the patient?

What a miracle of growth and development in half a century! How almost superficial, in the light of such progress, the early methods of diagnosis and treatment would seem were it not for the highly developed senses of the gifted practitioners of those, comparatively speaking, pioneer days of medicine. In 1890 the hospital was still an eleemosynary institution but was being rapidly forced, through the developments in the field of surgery, to a far broader interpretation of its service: a visiting staff, interns, two or three graduate nurses, student nurses. In 1947 all that twentieth-century science has to offer in relation to the human organism has been assembled and released for the study, care, and, if possible, cure of every case. How inadequately the words portray the machinery involved, means too familiar to require enumeration—the host of carefully trained, highly skilled specialists in the many facets of this fascinating picture, the central figures of which at a given moment are the surgeon and his patient; then the aftermath with its new conception of rapid healing reducing almost phenomenally to a few days the weeks of recovery demanded in the very recent past.

I speak sincerely in asserting that when in the evening hours I open the floodgates of memory none will be more satisfying than the

recollection of those twelve days in the New Haven Hospital, for I believe it to be more than a dream that such skill, such expert care as I experienced, will be the experience of all who need it regardless of "race, color, creed" and financial status. Is it not reasonable to believe that an ever-broadening social vision will awaken not only to the democratic implications of such a service, but to its economic soundness as well? The furtherance of this objective is a challenge to our School, whose highly qualified graduates are being sought throughout the world.

Never was there a moment in the history of the world that called more sharply for the forces versed in the medical and social sciences to interpret their acquired knowledge to the peoples of the world, a knowledge that asserts the intrinsic value of every human being. This is the foundation stone of the democratic ideology that gave us our Constitution and that has led us step by step until we find, penetrating to the farthest corners of the earth, members of that great peace army, the public health movement, a vital part of a social awakening that has created and brought to our shores the greatest undertaking of the ages, the United Nations. The unity of nations is not a political enterprise; it is the anguished cry of the people of all nations for a better way of life.

This is a great moment in the history of our country, noted for its mastery of arising problems, rapidity of action, and organizing ability. Surely under the aegis of the United Nations, in no small measure of our own creation, ways and means can be devised to avert starvation, bring order out of chaos, and retain control where needed. Only through such action will we allay fear and further the democratic way of life.

What part or power in an integrated world program, you ask, have we, a program including such vital issues as the rejection of the policy of military intervention, the abandonment of the race in atomic armaments, the use of our resources for relief to the homeless and starving of the world, and the international control of the Dardanelles, the Suez Canal, and the Panama Canal? I can only reply that as citizens, teachers, and nurses to whom science has opened her doors, we have knowledge and, through our intimate and continuous association with individuals, we have influence. Our part may be small, but let us play it with intelligence and integrity through human understanding.

ADVENTURE IN NEW MEXICO

LUCILLE OLSON POND, '34

Taos, New Mexico

WHEN we moved to New Mexico in 1936, family and friends sympathized and wondered why we should want to live in the desert. Christmas greetings still come with expressions of envy for our winter warmth. Few people realize that Taos, 7,000 feet high, is in a valley surrounded by mountains with peaks up to 14,000 feet. It is well known for its wonderful climate summer and winter, especially by Texans and Oklahomans who swarm here in the summer to escape the heat and come back in the winter to ski. We bask in sunshine the year 'round, but never do we pack away the wool blankets.

Climate, beauty, the famous Indian pueblo, artists and writers make Taos a "must" on the list of any tourist coming to New Mexico. The three cultures of the Indians, Spanish-Americans, and the minority group of Anglos make living here a rich experience. During our first year here Eleanor King, who was then at Pecos, brought Grace Lyman up and I still remember Grace's look of amazement as she said, "It doesn't seem real—I feel as though I were looking at a huge stage setting."

A majority of people feel as Grace did, that this truly is the land of enchantment, yet it is amusing to see the occasional tourist who appreciates none of the beauty and sees only the drabness of the desert and the adobe houses, the dirty streets, the lack of proper sanitation. We are not proud of the dirt nor of the poor sanitation nor of the high infant mortality rate. In the last, Taos ranks among the highest in the nation, but in ten years we have seen real progress in health conditions.

I shall forever be sorry that I failed to keep a diary of our first year in Taos. We came the year after the death of old Dr. Martin, who had practiced here some forty years and was beloved by all. At that time there were more stories about him than about Kit Carson and San Geronimo together. This one was told me by one of the old-timers: Someone asked Dr. Martin how he managed to deliver so many babies and his reply was, "Nothing to it! Just set a bowl of chili and beans at the foot of the bed and the little — (he was a

man rough in manner and speech) sticks his head right out for some."

A hotel room was Ash's office for a month until we could get into the sprawling old adobe house which served as office, living quarters, and hospital for the first year. While we were in the hotel, a native father called Ash to see his baby who had a huge abscess on the buttocks. On being questioned, the father said he had taken the baby to an old doctor who had done nothing for it. We tried to explain why the abscess could not have been opened a week before and, being very ethical, told him to take the baby back to Dr. O. We then went to Dr. O. and were invited to stay and help. When the baby arrived and was on the table, Dr. O. poured some iodine all over the buttocks, picked up a dusty scalpel from a shelf, and ran a saliva-moistened finger over the blade to test its sharpness. When he handed the scalpel to Ash and invited him to make the incision, Ash sputtered and politely declined. We went home speechless and wondered just what we had let ourselves in for in moving to Taos.

There were no hospitals and I found myself caring for patients, doing the office nursing, setting up for operations in the office and boiling instruments in a copper wash boiler on a kerosene stove, making our own transfusion apparatus (even to treating the rubber), and assisting in operations which Ash would have preferred not to do but which had to be done. A hot appendix formerly had bumped over the road to Santa Fe and was usually ruptured on operation. For a long time we never saw an unruptured appendix because people, knowing there was no hospital, would wait till the patient was really sick, hoping the pain would subside. Our first major operation was on a nineteen-year-old girl with an active tuberculous knee. The widowed mother had no funds to take her anywhere. The operation was a success, the patient stayed with us two weeks, and we eventually were paid \$35. An osteopath specialized in abortions and a midwife in using instruments. Some of their victims recovered in our one-bed hospital, our "spare" room.

It was not long before the Indian hospital at the Pueblo was rebuilt and a well-known and much-married (for the past twenty-five years to an Indian) writer offered a huge and beautiful house for a hospital to the village. The community was not financially able to accept it, so it was given to the Sisters of Nazareth. This can be called a home missionary field not only in religion, but in education and health. The Holy Cross Hospital continues to be run by the Sisters and the only other hospital nearby, besides the Indian hospital, is one operated by the National Board of Missions of the Presby-

terian Church. In addition to our public schools, mission schools throughout the county are run by Catholics and Protestants.

Health education has erased much of the fear of doctors and hospitals and substituted a demand for care. Well-baby clinics, examination of school children through the Red Cross, pre-school round-ups through the P.T.A., better doctors, hospitals, maternal and infant care programs (especially the program caring for servicemen's wives during the war), and the distribution of educational material have all helped; better educated people are demanding and getting better care.

The Spanish-American women flock to the hospital to have their babies. Before the war almost the only Indian babies born in the hospital were illegitimate ones. After the war the deliveries were many, but now a new Pueblo governor has decreed that it is against the tribal law and religion to have babies born in the hospital.

The fight against superstition goes hand in hand with that for safe drinking water, sanitary privies, and screens. The only answer seems to be more and better health education in the schools. This is also the land of *mañana* and the tomorrow will come when the people themselves will want a healthier environment in which to live and do not feel that we Anglos are thrusting it upon them.

The nurse, doctor's wife, and mother in Taos finds herself filling in at the hospital, training office help for the Pond Clinic, serving on committees and more committees, doing Brownie scout work, teaching Sunday School, and now and then taking care of her family! When things pile up too high, we take a day off and go skiing.

ONE WORLD IN NURSING

EFFIE J. TAYLOR

Dean Emeritus, Yale University School of Nursing

Education has pushed back the narrow walls of prejudice, misunderstanding and ignorance. It has opened to us the knowledge of the natural world and given us our own home-place within it. It has shown us the road from the long past to the longer future, and has set guide posts along the way. It has made us acquainted with human beings, their thoughts and their institutions and has demanded that we recognize ourselves as integers in the solution of the problems of mankind. It has aroused our latent powers and driven us toward effective spiritual living.

SO wrote Harriet M. Allyn, Academic Dean, Mount Holyoke College, in one of its recent *Quarterlies*. The title of the article was "Education for Something and for Somebody."

Casual readers and those who interpret education only as the acquisition of knowledge, an intellectual pursuit, may fail to see a relationship between these thoughts and nursing. They may miss the subtle fact that by its nature nursing education must be an intellectual as well as a highly skilled and technical pursuit. Since nursing is intimately concerned with human life from its inception to its close, nursing education must be built upon a body of knowledge through which nursing can be adapted to every phase of human life and environment. It is therefore obvious that nursing education has a place within the writer's concept.

There will be no disagreement with the idea that nursing education is for "something and for somebody;" the conflict may come, however, in defining the scope of the fields in which nursing should make its contribution. With the long past of nursing, its failures and its achievements, we are familiar, but the still longer future lies ahead and it is of the utmost importance that we have a clear vision of its functions and have courage to cope with the personal, social, and economic problems which confront our profession in practically every country in the world.

Since my last contribution to the *ALUMNAE NEWS* I have had the opportunity to meet nurses from a number of countries where small and large groups were gathered together to exchange ideas. In this country much has been accomplished in developing nursing schools on a stable educational basis. Very few schools in other countries

have effected any type of college affiliation, and the entrance requirements in some countries are considerably lower than they are here. Conditions of living for nurses and students in certain countries, however, are excellent and, were it not that there are not enough graduate nurses available to meet the hospital demand for service, appreciable advancement could be made as nurse educators in practically every country have vision beyond their powers to achieve.

While the majority of countries in which organized nursing is known have suffered economically through the war years, the policy of providing health protection and retirement allowances is in common practice. This policy has had a salutary influence in stabilizing all nursing staffs. Salaries, on the whole, are lower than those paid in the U.S.A. and in Canada, but the lower costs of living must not be overlooked.

During the summer of 1946 a momentous Congress was held in Oslo, Norway. Twenty-four hundred nurses were registered from the five Scandinavian countries—Iceland, Finland, Norway, Sweden, and Denmark. Miss Schwarzenberg, the executive secretary of the International Council of Nurses, and I, president of the Council at that time, were invited to attend. The inspiration we received made the long trip rewarding. The gracious hospitality would be difficult to duplicate. Only by self-denial over a long period of time were the nurses enabled to entertain the large number of guests so magnanimously. With a new awareness of the suffering of Northern nurses and what it meant to get together again after five years of isolation, we were *proud* to be associated professionally with women of such courage and standards of loyalty. The fact that they were free once more to live their own lives without the occupation of foreign troops was sufficient to make them happy, notwithstanding the fact that they had little wealth or personal belongings.

We were, moreover, thrilled by the hospitality the nurses in more favored countries extended to those who needed help. Such nurses as lacked money were supplied. Clothes and food were given to others living in countries where these commodities were absent or very scarce. The sick were sent to sanatoria and the nurses discharged all obligations for their colleagues. No one felt that she was doing more than was her privilege, and the recipients invariably were made to feel that "under one heaven there is only one family."

The Congress just mentioned was but a forerunner of the 9th Quadrennial International Congress of Nurses which was held in Atlantic City this past May, the first international meeting since 1927. The American Nurses Association invited the Congress to

convene in San Francisco in 1915, at which time Miss Goodrich was the president, but because of the first World War only a board meeting was held. Again in 1941 the A.N.A. invited the Congress to meet in this country, but the second World War intervened. For the third time extensive plans were undertaken and this time successfully completed.

The board of directors of the International Council of Nurses is made up of the honorary officers and presidents from the thirty member countries, and the grand council is composed of the board of directors and four delegates from each country. These met in Washington, D.C., for a week preceding the Congress and were entertained not only by the American Nurses Association, but by certain branches of our government and by some of the foreign embassies.

The meeting in Atlantic City was well attended; delegates from all the countries were present, but the number was limited, owing to the difficulties of the European nurses in financing their transportation and the rigid regulations imposed regarding the transfer of funds to foreign countries. We were pleased that many of our alumnae were in attendance at this Congress to aid in welcoming our sister nurses from foreign lands and discussing our common problems.

A BRIEF FOR THE COST ANALYSIS

BETTY UPDEGRAFF, '36

*Consultant for Nurse Education, Division of Nursing,
U.S. Public Health Service*

THE passage of the Bolton Act establishing the United States Cadet Nurse Corps brought into sharp focus the dearth of knowledge related to the cost of nursing education. Only a few schools of nursing, at that time, had made analytical studies to determine the costs of their programs. The number was insufficient and the information too limited for use as a guide on which to base estimates for "reasonable tuition and fees for the course of study and training"* stipulated in the regulations under which this Act was administered. It was necessary, therefore, upon inauguration of the Federal nurse training program, to accept as the best test of reasonableness of tuition and fees the previous rate a given school of nursing had charged its students.

During and immediately following the first year of this program a review of the costs of nurse preparation in the approximately eleven hundred (1100) participating schools of nursing showed an extreme variation in tuition costs alone. In some instances further study failed to reveal the basis upon which tuition or other fees were charged by these schools of nursing.

A wartime emergency in nursing called for a consideration of the national resources of nursing service and the means whereby additional nurse-power might be produced. The costs of producing this nurse-power then became a matter of the utmost concern to both the producer and the consumer. The peacetime expansion of all health programs with emphasis on the promotion of health toward the common goal of optimum health points further to the need for an accurate determination of costs.

Thoughtful administrators of schools of nursing and hospitals interested in sound administration have long been cognizant of the problem of analyzing costs and its basic importance to over-all operation. The fact is recognized that only through an analysis of the costs will certain fundamental questions related to the school of nursing be answered satisfactorily. These questions might include: Does the

*Regulations of the Surgeon General, U.S.P.H.S., Governing Payments to Provide Training for Nurses.

quality of the school program determine its cost? Do the costs limit the quality of the program? Can consideration be given the provision of additional instructors or an increased number of affiliations from the standpoint of costs? How are the costs affected by the size of student enrollment? Can a superior program be offered for the current tuition and fees charged? An analysis of costs could be of the greatest assistance in formulating answers to these questions and ultimately to the development of new concepts.

For the most part schools of nursing in this country are operated by hospitals and their funds are included as an integral part of the total funds of the institution. The same may or may not be true of collegiate programs with reference to the clinical portion of the preparation. It is extremely important, therefore, that any cost analysis undertaken must be a joint operation; it cannot be accomplished either by the hospital or the school of nursing alone. The combined undertaking is absolutely necessary for the collection of all pertinent information and data.

Income and Expenditures are the two main categories to be considered in the cost analysis. In general sources of income to a school of nursing include nursing service rendered the hospital by the students in the school and tuition and fees paid by the students. Not infrequently gifts and endowments to the school supplement the income. When these sources of income are inadequate to meet the total operating expense of the school, hospital funds must be drawn upon. When the value of the student service, tuition, fees, and school endowments more than cover the expenditures of the school, the excess income is credited to hospital funds.

As a first step in the cost study the school of nursing, through the director and her assistants, must accumulate and compile specific statistical data. In addition to actual known expenditures consideration must be given the class hours and those spent in clinical practice both for individual students and for all students to determine replacement values of service. The nursing staff should be consulted and replacement values accepted which are mutually satisfactory to all concerned. The dual functions of certain personnel, nursing service in the hospital in addition to nursing education, is a fact which bears consideration and recognition. The apportionment of time chargeable to nursing service and education for those persons with dual responsibilities must be determined.

A study of approximately fifty selected schools of nursing has recently been completed by the Division of Nursing of the United States Public Health Service in an attempt to develop a technique

which might be utilized by the hospital and the school to determine operating costs. A Manual describing this method has been released and institutes have been and will continue to be conducted by this Division to assist with and encourage the use of recommended methods and techniques.

The common understanding of problems and the clarification of the cost-income relationship basic to the future development of nurse education can be a direct outgrowth of a fact-yielding cost analysis.

REPORT FROM ALASKA

ELIZABETH EVANS ERICKSON, '40

Public Health Nurse, Territorial Department of Health

EVERYTHING that has been said about Alaska is partly true. The feature writer making a ten-day tour has one viewpoint; the teacher working in an isolated village for twenty years has another. My viewpoint, too, is prejudiced. I have never been beyond Kodiak, Prince William Sound, the Matanuska Valley and Southeastern Alaska. Then, too, since the day I arrived, I have been under the spell of the sharp mountain peaks coming down to the sea. It is a great country. If you like mountains and salt water, duck hunting and clam digging, stay far away or the spell of Alaska will entangle you forever.

If one can generalize about Alaska at all, one might say it is made up of isolated islands of civilization. My apartment in Cordova, a town of about 1,500 population, had steam heat and an electric stove. The regular dances at the Elks Club called for evening clothes. Yet a five minutes' walk in any direction would take you beyond the limits of high heels and sheer stockings. And when feeling very smug and safe from the elements, you might hear of someone freezing to death ten miles away while tending a trap line.

The same contrast is characteristic of the nursing work. The usual round of work with ex-school teachers and their babies and attractive, educated native families is apt to be spiced by a native woman who does not speak English and who has standards of morals and hygiene similar to those which the Russians apparently found years ago, or by a Scandinavian hermit fisherman with a butcher knife in his back.

A generalized public health nursing service has been established by the Territorial Department of Health in the fourteen communities where there are usually doctors. Most of these communities have local hospitals and dentists as well. For the areas in between the centers of population, mobile units are being developed. A boat, the *Hygiene*, carries a doctor, nurse, x-ray and laboratory technician, secretary, and crew and equipment for medical emergencies and teaching and diagnostic surveys. A dentist is to be added soon. This boat stops especially at small villages where medical and nursing care are not available. A truck gives similar service to people living along the highway from Anchorage and Valdez to Fairbanks. Other mobile units are planned to cover other areas.

The Office of Indian Affairs still maintains nurses, especially in the remote villages far from medical care. In centers where there are Territorial Department of Health nurses, the services are coördinated and frequently combined to prevent duplication and to spread the service to more communities. In Cordova I covered natives as well as whites, offering the same service to both groups. In Juneau we are in the process of combining the services. In Ketchikan the nurses share the Health Center, but carry separate programs.

Our public health nursing program is not too different from State-side programs. Medical standing orders read much like those of the New Haven V.N.A., except that school nursing is added. The community understanding and acceptance of the program are outstanding and make for solutions where difficulties seem insurmountable. Action may come slowly when it depends on community feeling, but it carries over from one nurse to the next. I am thinking of the years of private action in Cordova to hospitalize tuberculosis patients in sanatoria in the States, political action from many communities of such increasing pressure that finally we are getting some Alaskan sanatoria. The Cordova water supply chlorinators were installed in much the same way. It is truly stimulating to have more service demanded than is available, to see health programs pushed up from the people.

The Health Centers may sometimes be small, but they are well equipped. The Welfare Department, courts and other specialties are represented by part-time lay workers with itinerant professional people working out of the large towns. The fields of sanitation, nutrition, health education, and laboratory are represented mainly by mail from the divisional headquarters. This sounds as if the nurse might be a jack-of-all-trades. It is true that it takes constant effort to interpret the needs in the allied fields and to arrange for service, but it can usually be done. And now that war travel restrictions are lifted, Alaskans are allowed free reign to their passion for traveling. X-ray surveys, annual clinics for crippled children, and nursing institutes are getting started again to help make big city resources and contacts available in spite of small population units.

I have been in Juneau, the capital city, since June, 1946, and find the work considerably heavier. A long-promised replacement for the second nurse's job is coming soon. After reading of nursing shortages elsewhere, we should feel a bit humble in our good fortune. The Territorial Department of Health has been able to keep most of the current vacancies filled with qualified people. However, as more nurses are available, programs can be expanded.

PROGRESS NOTES

ELIZABETH S. BIXLER, '27

Dean, Yale University School of Nursing

THE cornerstones of our School are Policy, Program, and Personnel. Our policy, stated long ago, is to give the best professional education, in the shortest time consistent with good educational practice, to prepare nurses who can assume places of service and leadership in health and social welfare. To accomplish this, it is a continuing policy of the School to experiment with methods of teaching, with content, and with curriculum building; in this research the whole School—faculty, students, alumnae—is engaged.

The program with which to implement the policies is, again, not new, except in details of development. We should provide better salaries for the faculty, better living conditions for the students, and better facilities for offices and classrooms. Another million dollar endowment is needed. As was stated by the President of the University in his report to the Alumnae nearly twenty years ago:

If, and when, the School (of Nursing) secures a building of its own for its educational work and has added another million to its endowment, the entire energy of its staff can be given to the intensive development of its program, and its services to the clinics and the hospital.

Obviously we could not exist without personnel, students, and faculty. To be consistent with our policies we must be selective in our choice of students to be admitted and retained in the School. We believe that we are wise in keeping the admission requirement to a baccalaureate degree from a recognized college or university. We believe, also, that "guidance and counseling" are the responsibility of every member of the faculty; the students are free to seek individual help as needed. The faculty must be well balanced between Yale and non-Yale graduates; each must be a specialist in her own field, yet capable of seeing herself as part of the whole, fertile with new ideas, and wise and sympathetic in her leadership.

In the fall of 1946, forty-eight students entered the School, the first postwar class. The last class on the accelerated schedule, sixty-three in number, finished officially in January. Four of this class have

joined the faculty as ward instructors, assigned to medical and surgical wards. The need for close supervision of the students, especially in their first experience on the wards, is obvious, for better learning experience for the student, better care of the patients, and as a means of releasing the head nurse for her many other responsibilities.

All of the students in the School are now on the "block system," with close correlation of theory and practice. Whenever practicable we are cutting down on didactic lectures and increasing the number of ward classes or conferences where the students, in small groups, can learn the rationale of the work they are doing on the wards. The emphasis always is on *nursing* in the broader concept of that term.

Our student body has been enlarged through an affiliation with the University of Connecticut whereby the students from that School come to us for a year and a half of clinical experience. Because their Dean (Carolyn Ladd Widmer, '29) is one of our alumnae, we are particularly happy to have this coöperative arrangement. Miss Josephine Dolan, Assistant Professor in the University of Connecticut School of Nursing, is here with her students to assist in their teaching and supervision.

Margaret Hulburt, '40, Assistant Professor on our faculty, was given a three-month travel grant last fall by the Rockefeller Foundation for the purpose of studying methods of teaching "psychosomatic" nursing. She is in the process of putting these principles into practice on the wards, and we are watching with interest this new program. One innovation is a weekly conference for both nursing and medical students on the medical and surgical services, conducted by a psychiatrist and participated in by a medical social worker, for discussion of the inter-personal relationships of doctor and nurse to the patient as well as the understanding of the patient's personality in his illness. Among other things, it is hoped that this method of teaching will show the students the value of the doctor-nurse-patient team.

Eleanor King, '32, Associate Professor of Public Health Nursing, joined the faculty last fall as director of the graduate program for public health nurses. She has a joint appointment on the faculties of the Schools of Nursing and Medicine and is active in the Yale Department of Public Health.

We are most happy to report that with the termination of the war and the easing of travel restrictions we have again been privileged to receive a large number of visitors from foreign countries. Among those who have spent varying lengths of time at the School since the issuance of our last ALUMNAE NEWS are:

- From *Norway*: Miss Agnes Rinestad, Director of Nursing and the School of Nursing, Municipal Hospital, Oslo, and Miss Borghild Kessell, Public Health Supervisor in the same institution.
- From *Finland*: Miss Irja Pohjala, Director of Central Preliminary School, State School of Nursing, Helsinki, and Miss Venny Snellman, Inspector of Nursing Education, State Medical Board of Finland.
- From *Denmark*: Miss Betty Gotterup, Assistant Director of Hospital and School, Fredericksberg Hospital, Copenhagen.
- From *Sweden*: Miss Astrid H. Janzon, Director, State School of Nursing, Stockholm, and Miss Gerda Hojer, new President of the International Council of Nurses.
- From *Chile*: Miss Lucrecia L. Rekela, Instructor in Pediatrics, University School of Nursing, Santiago.
- From *China*: Miss Lily Liang Yu Chen, Superintendent of Nurses, National Shanghai Medical College Hospital; Miss Grace Liang Chiung Chen, Assistant Superintendent of Nurses, Sino-American Hospital, Shanghai; Miss Beulah Li, Member of the Technical Committee on Nursing Education, Ministry of Education, Nanking.

Many of you know that Miss Goodrich was a patient in our hospital for a brief time this past winter. During the day she was cared for by senior students, and a Connecticut Training School graduate specialised her nights. All of the nurses commented on what a privilege it was to be with Miss Goodrich, and she herself wrote to me soon after she left the hospital: "God speed the day when every patient can have the comfort and pleasure those lovely neophytes gave me, and that quiet, experienced nurse at night."

The goal of good nursing care for every patient is still of paramount importance in all our planning, whether it be in nursing education, in the study of the structure of our professional organizations, or in the furtherance of the economic security program for nurses. There are some who fear we have lost sight of this goal, but I believe we are on the right path as long as our students are giving the type of care which calls forth the patient's expression of appreciation and as long as our graduates are truly "teachers of positive health," whether as mothers in the home or as nurses in the public health field, at the bedside, or in important administrative positions throughout the country.

ALUMNAE FUND

THE ANNIE WARBURTON GOODRICH ENDOWMENT FUND

DEFINITION AND HISTORY

THE Annie Warburton Goodrich Endowment Fund is an outgrowth of the Milestone Fund started by the alumnae of the Yale University School of Nursing in 1942 to mark the event of five hundred graduates from the School. The Milestone Fund was given its permanent name on February 6, 1941 in honor of Annie Warburton Goodrich, the founder and first Dean of the Yale University School of Nursing. The Fund now totals \$9,487.15.

PURPOSE

THE purpose of the Annie Warburton Goodrich Endowment Fund is to assist in the furthering of education in nursing in Yale University.

PLAN OF OPERATION

THE Annie Warburton Goodrich Endowment Fund is administered by the Alumnae Association. The Treasurer of Yale University serves as the Treasurer of the Fund. The money is invested by the University for the School of Nursing. All interest accruing on this Fund has been added to the principal. To date the amount has been entirely subscribed by contributions from the membership and friends of the Alumnae Association. It is the hope of all that others can be interested in contributing to this Fund.

SUGGESTED AMOUNT OF CONTRIBUTION

ANY amount may be given by a graduate, undergraduate, or friend of the University and anyone interested in nursing.

METHOD OF CONTRIBUTION

A GIFT may be sent to the President or Treasurer of the Yale University School of Nursing Alumnae Association or to the Treasurer of Yale University. Checks should always be made payable to Yale University, or Yale University School of Nursing Alumnae Association, and earmarked for the Annie Warburton Goodrich Endowment Fund.

THE ALUMNI UNIVERSITY FUND

DEFINITION AND HISTORY

THE Fund in Yale University was established in 1890 at the request of New York Alumni.

PURPOSE

THE objects of the Fund as stated in the Constitution of the Alumni Fund Association are: "To obtain contributions applicable to any uses of the University, but preferably to general University purposes the benefits of which are shared by all departments, as distinguished from the particular purposes of the several departments, and otherwise to increase the resources and advance the interest of Yale University."

PLAN OF OPERATION

THE Fund is managed by the Yale Alumni University Fund Association, its officers and thirty directors chosen from the alumni body. The Treasurer of the University serves as Treasurer of the Fund. Direct communication with the alumni is carried on, for the most part, through Class Agents. There is one or more of these for each class and several others for the Graduate and Professional Schools.

SUGGESTED AMOUNT OF CONTRIBUTION

ANY amount from one dollar up may be given by a graduate, undergraduate, or friend of Yale. The fundamental object is to encourage universal *annual* contributions of gifts, large or small, for general University use.

METHOD OF CONTRIBUTION

A GIFT may be sent to the Treasurer of Yale University, or to the School of Nursing Agent. Checks should always be made payable to Yale University and earmarked for the Alumni University Fund.

ALUMNI FUND AND Y.U.S.N.

A CONTRIBUTION to the Alumni Fund by a Y.U.S.N. graduate is indirectly a contribution to the School of Nursing, for each year the University makes up the deficit of the School of Nursing from the resources of the Alumni Fund.

THE ARMS OF YALE UNIVERSITY

THE coat of arms of Yale University is: *azure*, upon an open book, edges gold, covers and ties silver, the letters אורים ותמים *sable*. The motto *Lux et Veritas* is usually inscribed beneath the arms on a ribbon.

The arms first appeared in the early eighteenth century as the central device upon the seal of Yale College. The unknown designer identified the Book as the Bible by the use of words familiar to the scholar who would study the scriptures in the original Hebrew. Then he added a translation in vernacular. The characters read "Urim and Thummim," probably names of sacred lots to be cast for the purpose of ascertaining the divine will (cf. Exodus 28.30; I Samuel 14.40 f.; Ezra 2.63). Written across an open book they suggest that the book contains divine revelations. When the first translation of the Old Testament was made in Greek, the real meaning of "Urim and Thummim" was no longer known and different words were used in different passages to translate them. Among the renderings given were "Light" and "Truth," and it is this interpretation which was chosen for the Yale seal-legend and placed outside of the shield in Latin: *Lux et Veritas*.

The seal is the property of the President and Fellows of the University. It is used by them to authenticate signatures on documents and for other official purposes of the University as the legal symbol of the authority of the Corporation.

The distinctive Yale decoration used by members and graduates of the University is not the seal but the coat of arms. The arms may be displayed in full color or in black and white; they may be surrounded by ivy, laurel or elm leaves. They may appear in any proper ornamental border or cartouche but without helmet, crest or mantling.

LAST ISSUE OF ALUMNAE NEWS

AT the annual meeting this past June, members of the Alumnae Association voted to discontinue the NEWS in favor of the less costly, more newsy, quarterly *Alumnae Bulletin* initiated last year. The *Alumnae Bulletin* will feature up-to-the-minute news of alumnae and School and will contain a full directory of alumnae once a year.

The present directory doubtless contains some inaccuracies. To make the directory for next year complete and correct, please send any changes of names, addresses, or positions to the Alumnae Office.

During the past year the new quarterly *Alumnae Bulletin* has printed most of the news items about alumnae; hence no news by classes is included in this last issue of the ALUMNAE NEWS. Whatever news sent to the NEWS is still news will appear in the fall *Bulletin*. Further items about marriages, births, jobs, et cetera, should be sent to the editor of the *Alumnae Bulletin*, Charlotte Perkins, '46, at the Y.U.S.N. Alumnae Office, 310 Cedar Street, New Haven, Connecticut.

DIRECTORY

CLASS OF 1926

- AUGUR, PRISCILLA (Mrs. Boris Kublanov), Route 1, Box 231, Lyme Conn.
BIRELY, CHARLOTTE (Mrs. Gustaf E. Lindskog), 50 Marvel Rd., New Haven 15, Conn.
FITZGERALD, HELENE, 350 Congress Ave., New Haven 11, Conn., Head Nurse, Y.U.S.N. Infirmary.
GAUYA, WINA, 722 W. 168th St., New York 39, N.Y., Acting Director of Nurses, New York State Psychiatric Institute.
GOODRICH, ANNE (Mrs. F. C. Sanford Waters), 160 E. 38th St., New York 16, N.Y., Self Welfare Photography.
PINKNEY, DORIS (Mrs. Stanton T. Allison), 141 East 88th St., New York, N.Y.
SPAULDING, CATHERINE, 41 Thompson St., Winchester, Mass.
SWEENEY, GLADYS (Mrs. William Gabriel), 328 Marine Ave., Brooklyn 9, N.Y.
TAYLOR, MARY (Mrs. Walter Swoboda), Norwich, Vt.

CLASS OF 1927

- BIXLER, ELIZABETH, 145 Deepwood Dr., Hamden 14, Conn., Dean, Y.U.S.N.
BUDDINGTON, GRACE (Mrs. John Thornberry), 3661 Janssen Pl., Kansas City, Mo.
GILBERT, RUTH, 3711 Whitney Ave., Mt. Carmel, Conn., Assistant Professor, Teachers College, Columbia University.
HALL, EVANGELINE (Mrs. Cecil R. Morris), 38 Riverdale Rd., Wellesley Farms 82, Mass., Assistant Professor, Public Health Nursing, Simmons College.
HENNESSY, HELEN, 139-19 87th Ave., Jamaica, N.Y., Acting Supervisor of Nurses, Queen's Association for Aid of Crippled Children.
HUMPHREY, PRISCILLA (Mrs. Bela Halpert), 925 Northeast 20th St., Oklahoma City, Okla.
KEPLER, AURA, 49 Englewood Ave., Brookline, Mass., Public Health Nursing Supervisor, Massachusetts State Department of Health.
KIRK, VIRGINIA, Franklin, Tenn., Psychologist, Vanderbilt University.
McCORKLE, MAE, 100 Howe St., New Haven, Conn., Maternity Supervisor, New Haven V.N.A.
PALMER, SYBIL (Mrs. George A. Bellos), 631 Steamboat Rd., Greenwich, Conn., Director of Town Nursing Service, Greenwich, Conn.
PANGBURN, EVANITA (Mrs. Arthur H. Morse), 141 Deepwood Dr., Hamden, Conn.
RICHARDSON, ANNIE (Mrs. William F. Durand), Manlius, N.Y.
TUCKER, MARJORIE, 102 E. 22d St., New York 10, N.Y., Assistant Director, Nursing Service, North Atlantic Area, American Red Cross.
WATERBURY, ELIZABETH, Bureau of Public Health Nursing, State Department of Health, Lansing, Mich.
WEBSTER, MARJORIE (Mrs. Harrison A. Beckley), Box 214, Madison, Conn., Public Health Nurse, Madison Public Health Nursing Association.
ZURRER, GERTRUDE, Deceased.

CLASS OF 1928

- DOWNEY, LAURA (Mrs. Edward P. Robinson), Box 414, Belen, New Mex.
HOLBROOK, CAROL (Mrs. Carol H. Burt), William W. Backus Hospital, Norwich, Conn.
HOWARD, ALICE, 15 Prospect Ave., Moorestown, N.J.
LEWIS, ELEANOR, Grasslands Hospital, Valhalla, N.Y., Assistant Director of Psychiatric Nursing.

MUNSON, BARBARA, 1921-8th Ave., San Francisco, Calif., Assistant Professor and Supervisor Pediatrics, University of California Hospital.
 NASH, MARY (Mrs. Herman A. Brautigam), 12 Serpentine Dr., New Rochelle, N.Y.
 NORMAN, MARION (Mrs. Donald M. Burns), Fairfield State Hospital, Newtown, Conn.
 PERRY, OLIVE (Mrs. Herbert F. Hahn), 319 W. 89th St., New York, N.Y.
 RITCHIE, HELEN (Mrs. Phillip C. Kyle), 611 N. Main St., Tacoma, Wash.
 WALKLEY, OLIVE, Fairfield State Hospital, Newtown, Conn., Director of Nursing.
 WIGGIN, FAITH (Mrs. Frank M. Exner), Deceased.

CLASS OF 1929

BENZ, LAURA (Mrs. William J. Dunn), 126 Chestnut St., Winnetka, Ill.
 CRANDALL, SARA (Mrs. Henry Washeim, Jr.), 2646 Edgewood Rd., Utica 3, N.Y., Assistant Director of Nursing, St. Luke's Hospital.
 ENCHES, HELEN, 42 Dunlap St., Memphis, Tenn., Director of Nursing Service, Assistant Professor Psychiatric Nursing, Gailor Memorial Hospital, University of Tennessee.
 FEAR, DOROTHY, 204 Dudley St., Dunmore, Pa., Case Worker, Scranton Family Welfare Association.
 HEIST, LUCILLE (Mrs. Everett S. Brown), Belvedere Court, 3999 S. Atlantic Ave., Daytona Beach, Fla.
 LADD, CAROLYN (Mrs. Robert Widmer), University of Connecticut, Storrs, Conn., Dean, School of Nursing.
 LINGHAM, GERTRUDE, Madison College, Madison, Tenn., Director of Nursing Education and Professor of Health.
 MONRAD, RUTH (Mrs. O. H. Thom), Route 1, Box 26, Isabel, Kans.
 MOYLE, ELINOR, 61 8th Ave., Brooklyn, N.Y.
 RUSSELL, MARION, 1048 Union St., San Francisco 11, Calif., Psychiatric Social Worker, State Department of Mental Hygiene.
 SIMMONS, ELIZABETH (Mrs. Leo W. Simmons), 36 Short Hill Rd., Hamden, Conn.
 SNYDER, JEANNETTE (Mrs. F. R. Hiller), 11 Ridge Rd., Washington, D.C.
 VAITCH, MARIA, M.D., Velika Kinkinda, Kara-Dor-Deva-33, Yugoslavia.
 WENRICH, MARIAN, Mary Kirkland Hall, Vanderbilt University, Nashville 4, Tenn., Assistant Professor of Obstetrics and Gynecology.
 WHITE, JANE, Lapeer, Mich.

CLASS OF 1930

ARMSTRONG, ELIZABETH (Mrs. Henry H. Bucholz), 52 Pendleton St., New Haven, Conn.
 BOWLES, HAZEL, 115 Elm St., Northampton, Mass., Public Health Nurse, Smith College.
 BRANDSON, NANNA (Mrs. John A. Hillsman), c/o Dr. Brandur J. Brandson, 216 Medical Arts Bldg., Winnipeg, Manitoba, Canada.
 CROOKE, FLORANE (Mrs. Elisha Canning, Jr.), 11 Meda Pl., White Plains, N.Y.
 DANIELS, ANTOINETTE, 995 Forest Rd., New Haven, Conn., Private Duty.
 HARRIS, ELIZABETH (Mrs. Francis L. Barton), 20 Coolidge Hill Rd., Cambridge, Mass.
 ISENSEE, GAYLE, R.F.D. 3, Box 113, Marshall, N.C.
 JOHNSON, JEAN (Mrs. Gerald E. Fraser), Route 1, Falmouth, Nova Scotia, Canada.
 MCNAIR, MARIAN, Florham Park, N.J., Field Supervisor, Morris County, New Jersey Tuberculosis Association.
 MASON, GRACE (Mrs. T. C. Allenbach), 128 Sheffield Rd., Columbus, Ohio.
 METT, JANE FRANCES, Deceased.
 NEGUS, MILDRED, Medical College of Virginia, Richmond, Va.
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ALPHABETICAL LIST

- | | | | |
|------|--|------|---|
| '34 | Abelson, Miriam
(Ness, Mrs. Robert) | '36 | Angier, Mrs. James S.
(Edwards, Anita) |
| '39 | Abrams, Estelle
(Siegel, Mrs. Richard S.) | '32 | Archer, Helen E.
(Bosworth, Mrs. Edward B.) |
| '34 | Adams, Mrs. Myron J.
(Duncan, Lillias) | '39 | Areson, Mrs. Robert H.
(Ryman, Lois) |
| '40 | Adams, Sage
(Hall, Mrs. George E., Jr.) | '30 | Armstrong, Elizabeth
(Bucholz, Mrs. Henry H.) |
| '43 | Adelson, Elsie
(Adelson, Mrs. Irving) | '40 | Armstrong, Mrs. H. E.
(Leinbach, Emeline) |
| '41 | Affinito, Elinor Ann
(Ingelido, Mrs. Michael) | '46 | Arnold, Harriet Agnes |
| '45W | Ahern, Elizabeth Margaret | '46W | Ashley, Marcia Files
(Ashley, Mrs. Albert) |
| '31 | Aldrich, Dorothy | '26 | Augur, Priscilla
(Kublanov, Mrs. Boris) |
| '43 | Alexander, Florence | '31 | Austin, Barbara
(Kavanagh, Mrs. Arthur J.) |
| '45W | Alexander, Jessie Geneva | '35 | Avery, Mrs. Stuart B., Jr.
(Dewing, Abigail) |
| '38 | Allan, Mary F.
(Turner, Mrs. Harry J., Jr.) | '35 | Back, Mrs. Russell
(Parker, Pauline) |
| '36 | Allara, Mary Louise
(Searle, Mrs. Clark P.) | '46 | Badgley, Selma Goerke |
| '37 | Allen, Katherine B.
(Whitaker, Mrs. William F.) | '35 | Bailey, Mrs. Robert L., Jr.
(Birney, Dorothy) |
| '40 | Allen, Mrs. Wilbert A.
(Frick, Marjorie) | '42 | Baillie, Muriel |
| '30 | Allenbach, Mrs. T. C.
(Mason, Grace) | '31 | Baldwin, Jessie Adelle
(Lanoue, Mrs. Ulric A.) |
| '26 | Allison, Mrs. Stanton T.
(Pinkney, Doris B.) | '46W | Balginy, Evelyn Miller
(Balginy, Mrs. John A.) |
| '38 | Allyn, Lucia | '46W | Ball, Jean Cameron |
| '44 | Almas, Rita A.
(Johnson, Mrs. M. E. K.) | '38 | Ballard, Olive |
| '33 | Amidon, Violet | '44 | Bancroft, Constance L. |
| '46W | Amiot, Jeanne L.
(Bruce, Mrs. Robert) | '35 | Band, Pauline
(Hirsch, Mrs. Joseph) |
| '46 | Amsel, Anita Starr | '42 | Bardin, Mrs. John F.
(Yalowich, Rhea) |
| '45 | Amsel, Mrs. Milton
(Sally, Sara) | '38 | Bare, Thelma |
| '39 | Anderson, Esther
(Werminghaus, Mrs. Max) | '40 | Barkhorn, Mrs. Henry Charles, Jr.
(Butler, Helen J.) |
| '45 | Anderson, Maja | | |

- '44 Barnes, Evelyn Stewart
(Barnes, Mrs. Thomas W.)
- '45 Barrer, Margaret Dunn
(Barrer, Mrs. Donald)
- '39 Barrett, Kathleen
- '36 Barry, Elizabeth
- '45 Barth, Eunice
(Shaeffer, Mrs. Klaus)
- '30 Barton, Mrs. Francis L.
(Harris, Elizabeth)
- '39 Bastow, Barbara
(Moran, Mrs. Edwin G.)
- '37 Bastress, Catherine
- '31 Batchelder, Mrs. Ralph F.
(Harmon, Eleanor)
- '38 Bateman, Helen
(Sexton, Mrs. George)
- '40 Battin, Mrs. Richard
(Carver, Eleanor)
- '46 Bauman, Elaine Amalia
- '42 Bavis, Elizabeth
(Decker, Mrs. David F.)
- '36 Beaghter, Margaret
(Wells, Mrs. Merritt C.)
- '42 Beale, Mary
(Kenyon, Mrs. Edward H.)
- '40 Beardslee, Mrs. William A.
(Walker, Kathryn)
- '42 Bechdel, Rachel
(Glike, Mrs. Frederick P.)
- '39 Beckett, Mrs. Ronald S.
(Sweet, Elizabeth)
- '27 Beckley, Mrs. Harrison A.
(Webster, Marjorie)
- '33 Beekman, Mabel
(Fritts, Mrs. Donald H.)
- '31 Beers, Mrs. Daniel
(Houghton, Mary)
- '36 Behan, Elizabeth S.
(Cooper, Mrs. William G., Jr.)
- '41 Behrents, Grace
- '31 Beliavsky, Xenia
(Horn, Mrs. Francis)
- '36 Bell, Mrs. Sheridan W.
(Rich, Elizabeth)
- '27 Bellos, Mrs. George A.
(Palmer, Sybil)
- '46 Bemis, Barbara
- '37 Benninghoff, Mrs. S. Phillips
(Thorn, Catherine)
- '29 Benz, Laura L.
(Dunn, Mrs. William J.)
- '41 Berger, Mrs. Knute E., Jr.
(Haseltine, Margaret)
- '34 Berman, Lily
(Cleinman, Mrs. Joseph)
- '40 Best, Nelliana
- '42 Bevans, Frances
(Brezina, Mrs. Phillip S.)
- '34 Bevin, Mrs. Abner
(Chase, Thelma)
- '36 Bickford, Mrs. Franklin
(Ralph, Ellinor)
- '32 Biehusen, Irma
- '40 Bigelow, Mrs. E. N.
(Boyd, Ellen P.)
- '36 Birchard, N. Margaret
(Fillmore, Mrs. Daniel Hughes)
- '44 Birdzell, Dorothy J.
- '26 Birely, Charlotte
(Lindskog, Mrs. Gustav)
- '35 Birney, Dorothy
(Bailey, Mrs. Robert L., Jr.)
- '33 Bisby, Mrs. Spencer
(Peters, Helen)
- '27 Bixler, Elizabeth
- '46 Black, Betty Lohman
(Black, Mrs. Samuel)
- '46W Blake, Mrs. Marion Rohovec
- '38 Blandau, Mrs. Richard
(Lewellen, Olive)
- '39 Blinn, Alice
(Larkin, Mrs. John C., Jr.)
- '46W Bliss, Joan Elizabeth
- '31 Bliss, Lois Anne
- '46 Blodgett, Phyllis Hardy
(Blodgett, Mrs. Frederick)
- '34 Bloom, Mrs. A. R.
(Dvorkin, Esther)
- '35 Bloom, Mrs. Henry
(Rounds, Laura)
- '40 Bloomquist, Miriam
- '31 Boardman, Gladys
(Glass, Mrs. George C.)
- '32 Bohan, Mary K.
(Eagan, Mrs. Edward F.)
- '38 Boice, Louise
(King, Mrs. Alfred E.)
- '44 Bondareff, Helen E.
- '46 Bono, Ann Marie
- '46W Borland, Josephine
- '32 Bosworth, Mrs. Edward B.
(Archer, Helen E.)
- '46 Bouck, Helen Marjorie
- '35 Bowe, Agnes
- '30 Bowles, Hazel H.
- '40 Boyd, Ellen P.
(Bigelow, Mrs. E. N.)
- '34 Boynton, Mrs. Charles F.
(Fowler, Helen)
- '44 Bradley, Mrs. James L.
(Perkins, Mildred A.)

- '33 Bradshaw, Harriet
'30 Brandson, Nanna
(Hillsman, Mrs. John A.)
'28 Brautigam, Mrs. Herman A.
(Nash, Mary)
'42 Brezina, Mrs. Phillip S.
(Bevans, Frances)
'35 Briggs, Mrs. Lawrence E.
(Twiss, Mildred)
'46 Brockway, Elizabeth Marie
'45W Brodrib, Dorothy Janet
(Weed, Mrs. Lorin H., Jr.)
'36 Brooks, Margaret H.
(Wright, Mrs. Walter E.)
'46W Brooks, Martha Virginia
(Mangan, Mrs. Robert C.)
'31 Brooks, Priscilla
(Ward, Mrs. Donald)
'41 Brown, A. Marcella
'33 Brown, Mrs. Charles T., 2d
(Carlson, Shirley)
'29 Brown, Mrs. Everett S.
(Heist, Lucille)
'41 Brown, Mrs. J. Willcox
(Linton, Natalie)
'42 Brown, Lois B.
'45W Brown, Rosamond Rogers
'39 Bruchal, Anne
'30 Bucholz, Mrs. Henry H.
(Armstrong, Elizabeth)
'41 Buckley, Katherine
(Nuckolls, Mrs. Richard)
'39 Buckner, Mrs. James N.
(Curtis, Ruth)
'31 Budd, Esther
'27 Buddington, Grace
(Thornberry, Mrs. John)
'42 Bulkeley, Arne
'40 Bumstead, Ida
'33 Burcham, Ruth
'32 Burkhard, Mrs. Samuel T.
(Russell, Jean Warren)
'28 Burns, Mrs. Donald M.
(Norman, Marion)
'33 Burrow, Laura
(Long, Mrs. Armistead E., Jr.)
'28 Burt, Mrs. Carol
(Holbrook, Carol)
'46W Burton, Charlotte Lurene
'35 Bushnell, Mildred G.
(Yale, Mrs. Allen R.)
'46 Butler, Carolyn Harper
(Krements, Mrs. E. T.)
'40 Butler, Helen J.
(Barkhorn, Mrs. Henry Charles, Jr.)
'46W Butler, Mary Gray
'41 Buttolph, Mrs. John L., Jr.
(Howe, Marjorie)
'43 Byer, Muriel
'37 Byrne, Mrs. Sydney S.
(Case, Virginia)
'34 Cady, Mrs. James H.
(Gardner, Audria)
'43 Cahill, Imogene
'46 Cailliet, Suzanne
'44 Caldwell, Janet
'41 Campbell, Doris
(Lynch, Mrs. Vincent D.)
'45 Campbell, Marion
'30 Canning, Mrs. Elisha, Jr.
(Crooke, Florane)
'37 Carey, Mrs. Fabian
(Sullivan, Mary)
'33 Carlson, Shirley
(Brown, Mrs. Charles T., 2d)
'46 Carlucci, Angela Maria
'37 Carrington, Lucy
'41 Carroll, Mrs. William R.
(Dana, Harriet)
'40 Carson, Mrs. Joseph P., Jr.
(Hitchcock, Margaret)
'37 Carver, Celeste
(Holloway, Mrs. Vernon H.)
'40 Carver, Eleanor
(Battin, Mrs. Richard)
'37 Case, Virginia
(Byrne, Mrs. Sydney S.)
'46 Cavallaro, Nancy Venetia
(Marder, Mrs. Alfred L.)
'41 Cervin, Ruth
'35 Chalker, Margaret
(Maddocks, Mrs. Carl W.)
'34 Chapman, Katherine L.
(Francis, Mrs. Herbert C.)
'38 Chase, Mrs. Newton K.
(Kilbourn, Elizabeth)
'34 Chase, Thelma
(Bevin, Mrs. Abner)
'41 Chavkin, Madeline
(Schwald, Mrs. Benjamin N.)
'37 Cherney, Mrs. Leonid S.
(Morrill, Eleanor L.)
'41 Chidsey, Mrs. A. Dwight, III
(Howe, Virginia)
'33 Christian, Ruth B.
(Twaddle, Mrs. Paul H.)
'36 Claiborne, Mrs. Louis N.
(Longshore, Aldyth L.)
'43 Clapp, Mary Jeanne
'44 Clare, Kathleen J.

- '45 Clark, Ann Kiersted
(Clark, Mrs. Donald G. C.)
- '38 Clark, Beatrice L.
(Clark, Mrs. B. Franklin)
- '34 Cleinman, Mrs. Joseph
(Berman, Lily)
- '32 Clinton, Mildred
(Priestley, Mrs. S. E. Gerard)
- '46W Closky, Clytie Frances
- '42 Cobb, Mrs. Nina
- '45 Coffey, Mary F.
- '35 Cohane, Elizabeth R.
(Hurley, Mrs. Richard A., Jr.)
- '45W Cole, Anne Elizabeth
- '43 Cole, Dorothy
- '40 Cole, Nancy J.
- '46W Collier, Elouise
- '31 Colvin, Margaret
(Colvin, Mrs. Merl G.)
- '36 Comer, Mrs. Wayne F.
(Sanborn, F. Elizabeth)
- '43 Conley, Mrs. Bernard E.
(Lucy, Veronica)
- '40 Conly, Mary E.
(Haring, Mrs. T. Alton)
- '45W Connell, Mrs. Vernon A.
(Connell, Mary Virginia)
- '46 Connelly, Eleanor Harriet
- '44 Connor, Doris M.
- '46 Connors, Patricia Marie
- '38 Conroy, Mrs. Conde F.
(Murphy, Mary M.)
- '33 Cook, Mrs. Richard M.
(DeFoe, Rose)
- '44 Cooke, Gwendolyn W.
(Cooke, Mrs. Robert)
- '44 Cooke, Mrs. Ronald W.
(Ford, Frances C.)
- '36 Cooper, Mrs. William G., Jr.
(Behan, Elizabeth S.)
- '41 Corning, Charlotte
(Wright, Mrs. M. Webb)
- '34 Cornwell, Mrs. Phillip M.
(Perry, Elizabeth C.)
- '44 Countryman, Mrs. Frank
(Kosters, Betty Ann)
- '32 Cowan, Mrs. Clintice L.
(Lacount, Bernice K.)
- '35 Cowles, Mrs. John Todd
(Hovey, Viola M.)
- '31 Cowperthwait, Marion A.
(Roth, Mrs. William F., Jr.)
- '41 Craig, Phyllis
(Graves, Mrs. Ralph M.)
- '40 Craig, Mrs. Robert S.
(Monsees, Dorothy)
- '29 Crandall, Sara F.
(Washeim, Mrs. Henry, Jr.)
- '36 Crane, Margaret L.
(Sargent, Mrs. Morgan)
- '35 Crawford, Mrs. DeLisle
(Dingman, Ruth)
- '37 Cressy, Mrs. Norman L.
(Northrop, Harriet)
- '42 Criscuolo, Mrs. Joseph A., Jr.
(Jackson, Betty)
- '33 Cronin, Mrs. William F.
(Tierney, Catherine C.)
- '30 Crooke, Florane
(Canning, Mrs. Elisha, Jr.)
- '38 Crosby, Mrs. T. LeRoy
(Maxwell, Muriel)
- '45W Crouse, Marian Laura
- '46 Crowder, Juliet Reid
(Dammann, Mrs. Peter)
- '45W Crowley, Mrs. Lawrence G.
(Crowley, Madeleine Robb)
- '46 Crowly, Muriel C.
- '37 Crunden, Mrs. Allen B., Jr.
(Morse, Marjorie)
- '46 Cummings, Virginia
(Cummings, Mrs. S. R.)
- '41 Currie, Mrs. David M.
(Winn, Marguerite)
- '31 Curtis, Mary
- '39 Curtis, Ruth
(Buckner, Mrs. James N.)
- '35 Cushing, Aubigne
(Smith, Mrs. Hugh Allan)
- '37 Cushing, Winifred
- '37 Cutler, Mona
(Hull, Mrs. Gordon F., Jr.)
- '45 Dailey, Donna
- '41 Dana, Harriet
(Carroll, Mrs. William R.)
- '40 Danforth, Louise D.
(Malmo, Mrs. Robert M.)
- '42 Danforth, Margaret A.
(Kaminsky, Mrs. Abram)
- '30 Daniels, Antoinette H.
- '34 Dann, Helen
(Stringer, Mrs. Sydney W.)
- '39 Dariotis, Bessie
(Twyman, Mrs. James B.)
- '45 Davis, Adah
- '36 Davis, Mrs. Albert S., Jr.
(Kemper, Mary E.)
- '41 Davis, Althea
(Stadler, Mrs. Lawrence B.)
- '46W Davis, Frances

- '42 Davis, Marian
(Dubrule, Mrs. Louis)
- '31 Davis, Mrs. Rowland L., Jr.
(Tilton, Eleanor)
- '40 Davis, Sarah A.
(Wise, Mrs. William D., Jr.)
- '36 Dean, Ruth
- '42 Decker, Mrs. David F.
(Bavis, Elizabeth)
- '38 DeCoste, Angela
(Hauser, Mrs. Carl G.)
- '33 DeFoe, Rose
(Cook, Mrs. Richard M.)
- '38 Deretchin, Mrs. Allen N.
(Wolf, Laura May)
- '35 Dewing, Abigail
(Avery, Mrs. Stuart B., Jr.)
- '46 Dick, Dorothy Mae
- '35 Dingman, Ruth L.
(Crawford, Mrs. DeLisle)
- '31 Ditchburn, Eileen H.
(Troop, Mrs. Eric)
- '45W Doherty, Joan Marie
- '43 Dohm, Katherine
- '36 Dolowitz, Mrs. David A.
(Fleisher, Frances M.)
- '44 Donahue, Rosemond C.
- '43 Donaldson, Irene
(Donaldson, Mrs. George)
- '45W Dooley, Jean Winslow
- '33 Dotterer, Mrs. John E.
(James, Elizabeth)
- '28 Downey, Laura
(Robinson, Mrs. Edward P.)
- '41 Downing, Mary V.
- '35 Drake, Mrs. Alfred C.
(Rice, Elizabeth)
- '39 Draper, Marion
- '32 Drew, Mrs. J. Edwin
(Holloran, Margaret)
- '35 Drignat, Hilda
(Marwede, Mrs. William)
- '44 Droznin, Selma
- '42 Dubrule, Mrs. Louis
(Davis, Marian)
- '41 Dudley, Martha
(Gilbert, Mrs. Robert L.)
- '35 Dudley, Roberta
(Walker, Mrs. Exum B.)
- '46W Due, Betty Lucille
- '43 Dughi, Katherine
- '32 Duling, Mattie
(Lynch, Mrs. Benjamin P.)
- '34 Duncan, Lillias
(Adams, Mrs. Myron J.)
- '41 Duncan, Mrs. Peter A.
(Mulchay, Charlotte)
- '38 Dunn, Esther
(Milici, Mrs. Salvatore)
- '43 Dunn, Lois Adelaide
- '29 Dunn, Mrs. William J.
(Benz, Laura L.)
- '41 duPont, Carolyn
(Gibbons, Mrs. George)
- '27 Durand, Mrs. William F.
(Richardson, Annie)
- '45 Dury, Mary
- '34 Dvorkin, Esther
(Bloom, Mrs. A. R.)
- '33 Dye, Virginia
(Virgin, Mrs. Thomas E.)
- '32 Eagan, Mrs. Edward F.
(Bohan, Mary K.)
- '46W Eberhardt, Charlotte Ruth
- '38 Eckelberry, Grace
- '32 Edgerly, Mrs. Ronald P.
(Everingham, Marjorie)
- '36 Edwards, Adair
(Phifer, Mrs. Edward W.)
- '36 Edwards, Anita
(Angier, Mrs. James S.)
- '41 Eisenmenger, Hertha
(Flack, Mrs. James M.)
- '42 Eisnor, Aleena J.
(Young, Mrs. James A., Jr.)
- '34 Ekblom, Karin
(Engstrom, Mrs. Howard)
- '36 Eldridge, Mrs. Allan E.
(Yoho, Dee)
- '46 Ellenberger, Elsie Marie
- '34 Elliot, Ethel May
- '46 Ellis, Barbara
- '46W Ellis, Betty Jane
- '40 Ellis, Helen
(LaBarre, Mrs. George, Jr.)
- '29 Enches, Helen G.
- '34 Engstrom, Mrs. Howard
(Ekblom, Karin)
- '46W Epstein, Edna Celia
- '40 Erickson, Mrs. Donald
(Evans, Elizabeth)
- '46 Evans, Barbara
(Thayer, Mrs. Crawford B.)
- '40 Evans, Elizabeth
(Erickson, Mrs. Donald)
- '40 Evans, Mrs. John T.
(Sjoberck, Mary A.)
- '35 Evans, Ruth
(Silcox, Mrs. Louis E.)

- '37 Evenson, Ovidia
'32 Everingham, Marjorie
(Ederly, Mrs. Ronald P.)
'28 Exner, Mrs. Frank M.
(Wiggin, Faith)
'40 Faeh, Genevieve
(Fraga, Mrs. George P.)
'31 Fanselow, Mrs. John R.
(Lyman, Ruth)
'33 Farnham, Mrs. Moulton H.
(Raynor, Marion)
'40 Fasanella, Mrs. Rocko
(Henry, Marion L.)
'29 Fear, Dorothy L.
'33 Featherman, Mrs. Jay
(Kaufman, Sarah)
'34 Feldman, Mrs. Robert
(Thomas, Ruth)
'34 Ferguson, Elizabeth R.
(King, Mrs. Griffen W.)
'44 Field, Margaret M.
'36 Fillmore, Mrs. Daniel H.
(Birchard, N. Margaret)
'35 Fine, Mrs. Jacob H.
(Fleming, Katherine E.)
'33 Fischer, Sophia
(Thompson, Mrs. Samuel)
'46 Fish, Sara Hyde
(Fish, Mrs. Nicholas)
'37 Fisher, Eleanor
(Johnston, Mrs. Robert G.)
'26 Fitzgerald, Helene
'41 Flack, Mrs. James M.
(Eisenmenger, Hertha)
'44 Fladager, Lois J.
'36 Fleisher, Frances M.
(Dolowitz, Mrs. David A.)
'35 Fleming, Katherine E.
(Fine, Mrs. Jacob H.)
'45 Fletcher, Shirley B.
(Fletcher, Mrs. Murray)
'45W Foote, Amelia Lynde
'37 Forbes, Rosemary
(Henshaw, Mrs. Clement L.)
'44 Ford, Frances C.
(Cooke, Mrs. Ronald W.)
'45 Forman, Alice M.
'40 Foster, Emma Jane
(Petach, Mrs. John E., Jr.)
'35 Foster, Jane
(McConnell, Mrs. L. Grant)
'31 Foster, Mary
(Samuel, Mrs. Thomas)
'34 Fowler, Helen
(Boynton, Mrs. Charles F.)
'40 Fraga, Mrs. George P.
(Faeh, Genevieve)
'34 Francis, Mrs. Herbert C.
(Chapman, Katherine L.)
'46 Frank, Ruth Adele
'30 Fraser, Mrs. Gerald E.
(Johnson, Jean)
'46 Freeman, Annette L.
'44 Frelick, Jane Hayden
(Frelick, Mrs. Robert W.)
'46 French, Mary E.
'38 Freund, Julia
'41 Frey, Mrs. John R.
(Peoples, Mary)
'40 Frick, Marjorie
(Allen, Mrs. Wilbert A.)
'40 Friedman, Jeanette
'33 Fritts, Mrs. Donald H.
(Beekman, Mabel)
'44 Fritz, Marion E.
(Winchester, Mrs. James W.)
'38 Fuller, Mrs. Henry M.
(Hull, Helen)
'38 Fuller, Lucy M.
(Riley, Mrs. Gorden A.)
'26 Gabriel, Mrs. William
(Sweeney, Gladys)
'41 Galantowicz, Wanda
'34 Gardner, Audria
(Cady, Mrs. James H.)
'46W Garrett, Mary Adele
'36 Garrod, Ruth
(Kirkpatrick, Mrs. Charles L.)
'44 Gary, Barbara
'39 Gates, Mrs. Phillip H.
(Squier, Mary M.)
'26 Gauya, Wina L.
'44 Gelbaum, Beatrice
(Gelbaum, Mrs. Bernard)
'35 Giannou, Mrs. George C.
(Roberts, Marie)
'41 Gibbons, Mrs. George
(duPont, Carolyn)
'41 Gibson, Margaret
'33 Gieges, Mrs. F. T.
(Lehn, Caroline)
'38 Gifford, Mrs. Henry L.
(Johnson, Alice)
'31 Gilbert, Mrs. Benjamin
(Prentice, Madeline)
'41 Gilbert, Mrs. Robert L.
(Dudley, Martha)
'27 Gilbert, Ruth
'43 Gill, Mrs. Francis
(Mahoney, Frances L.)

- '38 Gill, Mrs. Harry W.
(Keating, Eleanor M.)
- '36 Gillespie, Mrs. Patrick J.
(McLaughlin, Catherine M.)
- '38 Gilman, Barbara L.
- '44 Gladding, Anne
- '31 Glass, Mrs. George, Jr.
(Boardman, Gladys)
- '46 Gleysteen, Anne
- '42 Glike, Mrs. Frederick P.
(Bechdel, Rachel)
- '33 Godehn, Marion
- '40 Goforth, Ethel
- '26 Goodrich, Anne Marvin
(Waters, Mrs. F. C. Sanford)
- '42 Goodrich, Jean
(Williamson, Mrs. Merritt A.)
- '37 Goodrich, Marion
(Sanford, Mrs. Edgar N.)
- '38 Gould, Elizabeth H.
- '45 Gould, Gertrude
- '41 Gould, Mrs. Phillip L.
(Murphy, Gertrude)
- '44 Grafton, Frances L.
- '37 Graham, Elizabeth R.
(Merwin, Mrs. William)
- '45 Grant, Virginia E.
- '41 Grass, Mrs. Edward
(Hansen, Ethel)
- '38 Graves, Jean F.
- '41 Graves, Mrs. Ralph M.
(Craig, Phyllis)
- '42 Gray, Betty
- '36 Gray, Eleanor
(Howells, Mrs. Clarence B.)
- '45W Grigg, Elizabeth S.
- '45 Grim, Dorothy E.
- '38 Groh, Eleanor E.
- '33 Gross, Clara C.
(Lawrence, Mrs. Dennison H.)
- '39 Groves, Ruth
- '46 Grunberg, Mrs. Emanuel
(Hoffman, Eleanor)
- '46 Gulden, Constance-Meredith Scott
- '42 Guptil, Barbara
(Guptil, Mrs. Richard S.)
- '44 Haberlin, Marcia Creecy
(Haberlin, Mrs. John P.)
- '46W Haga, Mathilda Amanda
- '46 Hagan, Mary Therese
- '40 Hager, Elizabeth B.
- '36 Hahn, Mrs. George C.
(Hawkins, Cynthia C.)
- '28 Hahn, Mrs. Herbert F.
(Perry, Olive)
- '27 Hall, Evangeline
(Morris, Mrs. Cecil R.)
- '40 Hall, Mrs. George E., Jr.
(Adams, Sage)
- '44 Hall, Marion E.
- '40 Hall, Rachel S.
(Turney, Mrs. John R., Jr.)
- '39 Hallfors, Helen E.
- '42 Hallwhich, Doris K.
(Hallwhich, Mrs. William)
- '42 Hallwhich, Mrs. William
(Van Horn, Elizabeth)
- '27 Halpert, Mrs. Béla
(Humphrey, Priscilla W.)
- '31 Hamann, Mrs. Carl H.
(Wilgus, Katherine)
- '43 Hampson, Grace
(Richardson, Mrs. Baxter K.)
- '39 Hankins, Florence J.
- '41 Hansen, Ethel
(Grass, Mrs. Edward)
- '33 Hansen, Martha L.
- '32 Hanson, Louise
(Hanson, Mrs. Ole C.)
- '40 Haring, Mrs. T. Alton
(Conly, Mary Elizabeth)
- '31 Harmon, Eleanor
(Batchelder, Mrs. Ralph F.)
- '40 Harms, Mrs. Charles
(Waffensmith, Aileen)
- '42 Harrington, Elizabeth
- '30 Harris, Elizabeth
(Barton, Mrs. Francis L.)
- '43 Harris, Florence
- '35 Harrison, Suzanne H.
- '36 Harshberger, Jane Y.
- '45 Hart, Dorothy N.
- '35 Harte, Virginia
(Hulbert, Mrs. George H.)
- '37 Hartman, Mrs. Bernhard
(Hays, Alberta)
- '38 Hartman, Mrs. Frederick B.
(Haskins, Isabella R.)
- '33 Harvey, Shirley
- '40 Harvey, Mrs. Thomas S.
(Shawkey, Eloise)
- '41 Haseltine, Margaret
(Berger, Mrs. Knute E., Jr.)
- '45W Haskins, Dorothy Mae
- '38 Haskins, Isabella R.
(Hartman, Mrs. Frederick B.)
- '45 Haughey, H. Rosemary
- '38 Hauser, Mrs. Carl G.
(DeCoste, Angela)
- '46W Hausman, Mary-Miles
(Morser, Mrs. Calvin S.)

- '45W Haw, Mrs. Nathan Smith
(Oesterle, Mary E.)
- '36 Hawkins, Cynthia C.
(Hahn, Mrs. George A.)
- '31 Hawkins, Elizabeth D.
(Wilson, Mrs. Clement S.)
- '39 Haynes, Mrs. J. Richard
(Ward, Eleanor)
- '37 Hays, Alberta
(Hartman, Mrs. Bernhard)
- '44 Heck, Mrs. Charles S.
(Hillman, Alice)
- '29 Heist, Lucille
(Brown, Mrs. Everett S.)
- '39 Hemenway, Mrs. Richard M.
(Knott, Gertrude Dorothea)
- '38 Henderson, Mrs. W. H.
(Wilson, Kathleen)
- '27 Hennessy, Helen
- '40 Henry, Marion L.
(Fasanella, Mrs. Rocko)
- '37 Henry, Mary Luise
(McFarland, Mrs. Ward J.)
- '37 Henshaw, Mrs. Clement L.
(Forbes, Rosemary)
- '35 Herman, Helen H.
(Werner, Mrs. Hugo B.)
- '32 Herrick, Carolyn
- '45 Herrington, Eunice T.
(Herrington, Mrs. Ulysses S.)
- '46 Hestad, Mrs. Erling
(Livingston, Helene S.)
- '44 Hibbard, Saisie
- '43 Hicok, Harriett
- '35 Hill, Emma Jean M.
- '46W Hilliker, Wanda Louise
- '44 Hillman, Alice
(Heck, Mrs. Charles S.)
- '35 Hillman, Frances
- '30 Hillsman, Mrs. John A.
(Brandson, Nanna)
- '35 Hirsch, Mrs. Joseph
(Band, Pauline)
- '37 Hirst, Esther Mary
- '40 Hitchcock, Margaret
(Carson, Mrs. Joseph P., Jr.)
- '44 Hitchcock, Sally B.
- '40 Hixon, Elizabeth
(Neighbor, Mrs. J. E.)
- '41 Hodges, Mrs. Graham
(Russell, Elsie)
- '35 Hodgson, Mrs. Robert R.
(Sprague, Katherine)
- '46 Hoffman, Eleanor
(Grunberg, Mrs. Emanuel)
- '37 Hogan, Josephine
(Oakes, Mrs. William)
- '28 Holbrook, Carol
(Burt, Mrs. Carol H.)
- '37 Holden, Jane
- '33 Holland, Kathleen
(Sherman, Mrs. Lawrence F.)
- '39 Hollander, Elizabeth
(Nelson, Mrs. Harry L.)
- '32 Holloran, Margaret
(Drew, Mrs. J. Edwin)
- '40 Holloway, Marion
(Rosenbaum, Mrs. Jack)
- '37 Holloway, Mrs. Vernon H.
(Carver, Celeste)
- '35 Holmes, Margaret
(Rodgers, Mrs. James William)
- '42 Hooker, Nancy
(McNamara, Mrs. Thomas J.)
- '45 Hooper, Sarah L.
- '31 Horn, Mrs. Francis
(Beliaevsky, Xenia)
- '34 Hotchkiss, Anna
- '46 Houck, Clara Eleanor
- '31 Houghton, Mary
(Beers, Mrs. Daniel)
- '46 House, Thekla Reiniger
(House, Mrs. Clarence)
- '34 Houzvicova, Amalia
- '35 Hovey, Viola M.
(Cowles, Mrs. John Todd)
- '28 Howard, Alice G.
- '31 Howe, Isabel
(Wegman, Mrs. Myron E.)
- '41 Howe, Marjorie
(Buttolph, Mrs. John L., Jr.)
- '41 Howe, Virginia
(Chidsey, Mrs. A. Dwight, III)
- '36 Howells, Mrs. Clarence B.
(Gray, Eleanor)
- '43 Howes, Esther
- '32 Howland, Elizabeth
- '46W Huber, Grace Wenonah
- '31 Huey, Dorothy A.
- '39 Hughes, Kathleen
(Robinson, Mrs. Eugene)
- '35 Hulbert, Mrs. George H.
(Harte, Virginia)
- '40 Hulburt, Margaret
- '37 Hull, Mrs. Gorden F., Jr.
(Cutler, Mona)
- '38 Hull, Helen
(Fuller, Mrs. Henry M.)
- '43 Humez, Arvilla
(Vaughan, Mrs. John A.)
- '27 Humphrey, Priscilla W.
(Halpert, Mrs. Béla)
- '44 Hundstad, Myrtle B.

- '45 Hunter, Helen B.
'33 Huntington, Arria
'34 Huntington, Mary W.
(Shaw, Mrs. Lynn W.)
'32 Huntington, Mrs. Robert W., Jr.
(Upchurch, Katherine)
'36 Hurley, Mrs. Francis H.
(O'Brien, Claire M.)
'35 Hurley, Mrs. Richard A., Jr.
(Cohane, Elizabeth R.)
'43 Hurlin, Barbara
(Zovickian, Mrs. Anthony)
'35 Hutchinson, Mary E.
(Peticolas, Mrs. Sherman)
'39 Hutt, Eleanor Phillips
(Hutt, Mrs. Phillip)
'39 Iglehart, Marion D.
(Richardson, Mrs. Charles R.)
'36 Iglehart, Nannie
'36 Iglehart, Nettie
(Lawrence, Mrs. Walter)
'41 Ingelido, Mrs. Michael
(Affinito, Elinor Ann)
'35 Ingraham, Dorothy
'46W Ireland, Marion Leslie
'30 Isensee, Gayle
'33 Isely, Mrs. Thomas A.
(Stockwell, Beatrice)
'42 Jackson, Betty
(Criscuolo, Mrs. Joseph A., Jr.)
'44 James, Britta
'33 James, Elizabeth
(Dotterer, Mrs. John E.)
'43 Jaskilka, Norma Blick
(Jaskilka, Mrs. Samuel)
'36 Jayne, Martha
'44 Jensen, Mrs. Everett J.
(Werner, Beatrice P.)
'38 Johnson, Alice
(Gifford, Mrs. Henry I.)
'37 Johnson, Helen
'30 Johnson, Jean
(Fraser, Mrs. Gerald E.)
'44 Johnson, Mrs. M. E. K.
(Almas, Rita A.)
'32 Johnson, Ruth C.
'37 Johnston, Mrs. Robert G.
(Fisher, Eleanor)
'39 Jorgenson, Lorraine M.
(Kohler, Mrs. Allen A.)
'43 Judd, Harriet S.
(White, Mrs. Herbert)
'44 Jund, Janis E.
'42 Kaminsky, Mrs. Abram
(Danforth, Margaret A.)
'41 Kaplan, Jeanne
'38 Kaufman, Sarah
(Featherman, Mrs. Jay)
'45W Kautsky, Hilde A.
'31 Kavanagh, Mrs. Arthur J.
(Austin, Barbara)
'38 Keating, Eleanor M.
(Gill, Mrs. Harry W.)
'44 Keefe, Pauline J.
'33 Keller, Mrs. Raymond E.
(Ohline, Dorothy)
'41 Kellogg, Mrs. DeRoss
(Morehouse, Bessie)
'36 Kemper, Mary E.
(Davis, Mrs. Albert S., Jr.)
'44 Kenefick, Edith M.
(McGeehan, Mrs. Richard)
'42 Kenney, Mrs. William
(Mortimer, Marjorie)
'42 Kenyon, Mrs. Edward H.
(Beale, Mary)
'27 Kepler, Aura
'39 Ketcham, Katherine
'38 Kilbourn, Elizabeth
(Chase, Mrs. Newton K.)
'45 Kincov, Bertha F.
(Brownstein, Mrs. Murray)
'38 King, Mrs. Alfred E.
(Boice, Louise)
'32 King, Eleanor M.
'34 King, Mrs. Griffen W.
(Ferguson, Elizabeth R.)
'45W King, Ruth Marie
'39 Kingsley, Frances E.
(Plaut, Mrs. Jules A.)
'39 Kinney, Mrs. Thomas D.
(Roberts, Eleanor)
'45 Kinports, Mary A.
(Singleton, Mrs. Eugene R.)
'27 Kirk, Virginia
'36 Kirkpatrick, Mrs. Charles L.
(Garrod, Ruth)
'45W Kirkwood, Elizabeth Scott
'33 Kneisley, Mrs. John A.
(Stebbins, Iva)
'39 Knight, Eleanor
'43 Knight, Grace Nichols
(Knight, Mrs. Douglas M.)
'39 Knott, Gertrude Dorothea
(Hemenway, Mrs. Richard M.)
'39 Kohler, Mrs. Allen A.
(Jorgenson, Lorraine M.)
'46 Kopenhaver, Mary Elizabeth

- '39 Korson, Mrs. Henry
(Scott, Abigail A.)
- '44 Kosters, Betty Ann
(Countryman, Mrs. Frank)
- '37 Kozak, Ruth F.
- '36 Kozak, Stephany
- '38 Krinsky, Dorothy
(Stein, Mrs. Morris)
- '44 Krogslund, Dorothy
(Krogslund, Mrs. Nelson)
- '26 Kublanov, Mrs. Boris
(Augur, Priscilla)
- '45 Kuehner, Grace B.
- '44 Kummer, Pauline V.
- '41 Kurtz, Elizabeth
(Puzak, Mrs. Michel)
- '28 Kyle, Mrs. Phillip C.
(Ritchie, Helen)
- '40 LaBarre, Mrs. George, Jr.
(Ellis, Helen)
- '32 Lacount, Bernice K.
(Cowan, Mrs. Clintice L.)
- '29 Ladd, Carolyn
(Widmer, Mrs. Robert)
- '44 Laffay, Lola
- '35 Laird, Thelma
- '46W Lalli, Lillian
- '41 Landauer, Barbara
- '33 Langdon, Doris
- '43 Langdon, Helen
(Langdon, Mrs. Benjamin B.)
- '40 Langmuir, Evelyn
- '31 Lanoue, Mrs. Ulric A.
(Baldwin, Jessie Adele)
- '39 Larkin, Mrs. John C., Jr.
(Blinn, Alice)
- '45W Lavens, Ellen Patricia
- '33 Lawrence, Mrs. Dennison H.
(Gross, Clara C.)
- '36 Lawrence, Mrs. Walter
(Iglehart, Nettie)
- '34 Lawton, Elizabeth
(Shippy, Mrs. Samuel)
- '45 Leach, Margaret E.
(Schleske, Mrs. Edward)
- '35 Leffingwell, Anne
(Leffingwell, Mrs. Dana J.)
- '33 Lehn, Caroline
(Gieges, Mrs. F. T.)
- '40 Leinbach, Emeline
(Armstrong, Mrs. H. E.)
- '38 Leis, Marie
(Pearce, Mrs. Paul C.)
- '42 Leonard, Claire
(Sandersen, Mrs. Gerard L.)
- '46 Leonard, Theona
- '43 Le Seur, Marcia
- '36 Leshner, Mabel
- '39 Levitt, Sylvia
- '38 Lewellen, Olive
(Blandau, Mrs. Richard)
- '28 Lewis, Eleanor W.
- '42 Lewis, Janet
- '31 Liang, Mrs. Shih Chung
(Sun, Mrs. Sze Lin)
- '33 Life, Charlotte
(Warden, Mrs. W. B.)
- '26 Lindskog, Mrs. Gustav
(Birely, Charlotte)
- '29 Lingham, Gertrude
- '46W Lingle, Edith Ann
(Hollan, Mrs. Roger)
- '41 Linton, Natalie
(Brown, Mrs. J. Willcox)
- '46 Livingston, Helene S.
(Hestad, Mrs. Erling)
- '45 Llewellyn, Jean D.
- '37 Logan, Elizabeth
- '33 Long, Mrs. Armistead R., Jr.
(Burrow, Laura)
- '45 Long, Elizabeth F.
- '36 Longshore, Aldyth L.
(Claiborne, Mrs. Louis N.)
- '46W Lopes, Olga Weaber
- '44 Lord, Mary Alice
- '35 Lothrop, Mrs. Guy C.
(Raymond, Virginia)
- '42 Louis, Olga
(Zagraniski, Mrs. Raymond)
- '36 Lounsbury, Mrs. James B.
(Thomen, Beatrice)
- '36 Loupret, Virginia
- '45 Lucas, Barbara M.
- '31 Luce, Marguerite
(Young, Mrs. James L. R.)
- '43 Lucey, Veronica
(Conley, Mrs. Bernard E.)
- '46W Lutz, Mrs. Josephine Beljan
- '31 Lyman, Grace
(Price, Mrs. Terrill E.)
- '43 Lyman, Helen D.
- '31 Lyman, Ruth
(Fanselow, Mrs. John R.)
- '32 Lynch, Mrs. Benjamin P.
(Duling, Mattie)
- '46 Lynch, Kathryn Mary
- '34 Lynch, Martina
- '41 Lynch, Mrs. Vincent D.
(Campbell, Doris)
- '44 Lynn, Theresa
- '39 MacDonald, Katherine
- '44 MacInnes, Naida

- '33 MacIntyre, Margaret Irene
'33 MacLean, Jean
'45W MacMahon, Miriam
'36 MacNeish, Mrs. William J.
(Wertz, Anna F.)
'33 MacWilliam, Margaret
'35 Maddocks, Mrs. Carl W.
(Chalker, Margaret)
'43 Mahoney, Frances L.
(Gill, Mrs. Francis)
'42 Maines, Mrs. Lawrence H.
(Wright, Elizabeth)
'40 Malmo, Mrs. Robert M.
(Danforth, Louise D.)
'46 Malone, Mary Geraldine
'37 Maloy, Mary L.
'44 Maltby, Janice M.
'37 Manley, Mrs. Felix A.
(Warren, Janet G.)
'46 Mardus, Clorinda
(McAteer, Mrs. Charles)
'46 Markham, Margaret O.
'44 Markley, Roslyne Govendy
(Markley, Mrs. Henry E.)
'37 Marshall, Mary
'43 Martin, Mary
'40 Martin, Ruth
'35 Marwede, Mrs. William
(Drignat, Hilda)
'30 Mason, Grace
(Allenbach, Mrs. T.C.)
'45W Mason, Louise Hadden
(Mason, Mrs. Howard F. R., Jr.)
'45 Matheke, Joan M.
'46 Matthews, Barbara E.
'40 Matthews, Grace J.
'39 Matthews, Katherine E.
(Nobel, Mrs. Alfred)
'43 Mattingly, Capitola
'38 Maxwell, Muriel
(Crosby, Mrs. T. LeRoy)
'46 McAteer, Mrs. Charles
(Mardus, Clorinda)
'38 McBride, Mrs. Frank
(Wasgatt, Cynthia)
'46 McClure, Catherine T.
'35 McConnell, Mrs. L. Grant
(Foster, Jane)
'27 McCorkle, Mae D.
'34 McCormick, Frances M.
'42 McEachern, Eula
'37 McFarland, Mrs. Ward J.
(Henry, Mary Luise)
'43 McGarry, Dorothy
(Stark, Mrs. Meritt W.)
'44 McGeehan, Mrs. Richard
(Kenefick, Edith M.)
'30 McKay, Mrs. Gordon
(Noyes, Helen)
'46W McKenna, Clara Morrison
'40 McKeown, Mrs. Dwight
(Nylen, Betty)
'31 McKeown, Mrs. R. M.
(Van Cleve, Charlotte)
'36 McLaughlin, Catherine M.
(Gillespie, Mrs. Patrick J.)
'35 McLean, Hester
(Moran, Mrs. Hester McLean)
'45W McMurray, Nancy
'30 McNair, Marion G.
'42 McNamara, Mrs. Thomas J.
(Hooker, Nancy)
'45 McQuade, Eileen C.
'36 Mendillo, Mrs. John C.
(Wetmore, Emily)
'42 Meneely, Delia Marshall
(Meneely, Mrs. John K.)
'44 Menken, Doris K.
(Robertson, Mrs. Stuart)
'46W Mercier, Jeanne d'Arc Elizabeths
'37 Merwin, Mrs. William
(Graham, Elizabeth R.)
'30 Mett, Jane Frances
'38 Meuser, Elsbeth
'44 Meyer, Susette L.
'45 Meyersburg, Cynthia V.
(Schwartzman, Mrs. Borah)
'45 Michaels, Jeanne H.
'38 Michelson, Violet
(Windus, Mrs. Charles)
'46W Mick, Bertha Genevieve
'36 Middlemiss, Anne E.
'43 Miles, J. Virginia
'38 Milford, Mrs. John
(Snyder, Anna)
'38 Milici, Mrs. Salvatore
(Dunn, Esther)
'40 Miller, Ann
'44 Miller, Eleuthera A.
'46 Miller, Marian Gene
'46 Miller, Martha Bayard
'46W Milligan, Jean Beattie
'43 Monk, Carolyn
'29 Monrad, Ruth
(Thom, Mrs. O. H.)
'40 Monsees, Dorothy
(Craig, Mrs. Robert S.)
'32 Moore, Jeanette
'35 Moran, Mrs. Hester McLean
(McLean, Hester)
'41 Morehouse, Bessie
(Kellogg, Mrs. DeRoss)
'37 Morrill, Eleanor L.
(Cherney, Mrs. Leonid S.)

- '27 Morris, Mrs. Cecil R.
(Hall, Evangeline)
- '31 Morris, Margaret
(Scammon, Mrs. John H.)
- '43 Morrison-Smith, Marjory
(Sarich, Mrs. Bozidar B.)
- '43 Morrow, Bess Burton
(Piggott, Mrs. James R.)
- '27 Morse, Mrs. Arthur H.
(Pangburn, Evanita)
- '37 Morse, Marjorie
(Crunden, Mrs. Allan B.)
- '42 Mortimer, Marjorie
(Kenney, Mrs. William)
- '37 Mosher, Helen E.
- '42 Moss, Margaret
(Schoenknecht, Mrs. Walter R.)
- '46W Mowbray, Kathryn Krenz
(Mowbray, Mrs. M. Vincent)
- '29 Moyle, Elinor
- '43 Mudge, Janet
- '45 Muhley, Katherine L.
- '41 Mulchay, Charlotte
(Duncan, Mrs. Peter A.)
- '32 Munger, Jessie
(Wry, Mrs. Charles)
- '28 Munson Barbara
- '44 Munson, Shirley
(Stiles, Mrs. Robert E.)
- '38 Murphy, Eva
(Wright, Mrs. W. L.)
- '41 Murphy, Gertrude
(Gould, Mrs. Phillip L.)
- '38 Murphy, Mary M.
(Conroy, Mrs. Conde F.)
- '43 Murphy, Mary Nissley
(Murphy, Mrs. Edwin D.)
- '46W Murray, Mary Edwina
- '30 Myers, Mrs. Clifford M.
(Perry, Hope)
- '28 Nash, Mary
(Brautigam, Mrs. Herman A.)
- '33 Nassif, Mrs. Phillip
(Vrooman, Ruth)
- '32 Neal, Lora
- '30 Negus, Mildred
- '40 Neighbor, Mrs. J. E.
(Hixon, Elizabeth)
- '40 Neilson, Margaret
(Daman, Mrs. Herbert)
- '39 Nelson, Mrs. Harry L.
(Hollander, Elizabeth)
- '38 Nelson, Vivian
(Wies, Mrs. Frederick A.)
- '34 Ness, Mrs. Robert
(Abelson, Miriam)
- '46 Newsom, Charlotte E.
(Shedd, Mrs. Donald)
- '43 Nickerson, Mary Jean
(Nickerson, Mrs. Robert E.)
- '39 Nobel, Mrs. Alfred
(Matthews, Katherine E.)
- '46 Noland, Mildred C.
- '28 Norman, Marion
(Burns, Mrs. Donald M.)
- '37 Northrop, Harriet
(Cressy, Mrs. Norman L.)
- '30 Noyes, Helen
(McKay, Mrs. Gordon)
- '43 Nuessle, Mary Louise
- '40 Nysten, Betty
(McKeown, Mrs. Dwight)
- '37 Oakes, Mrs. William
(Hogan, Josephine)
- '36 O'Brien, Claire M.
(Hurley, Mrs. Francis H.)
- '46 O'Brien, Mary Alice
(O'Brien, Mrs. John)
- '45 Ochiai, Mary K.
- '43 O'Donoghue, Florence
- '45W Oesterle, Mary Ellen
(Haw, Mrs. Nathan Smith)
- '37 Ogden, Ruth P.
- '40 Ohle, Mrs. Elpenor R.
(Wheeler, Mary)
- '33 Ohline, Dorothy
(Keller, Mrs. Raymond E.)
- '34 Olson, Lucille
(Pond, Mrs. Ashley)
- '42 Opdycke, Mrs. Natalie P.
- '46W Osborne, Margaret Ellen
- '39 Oster, L. Elisabeth
- '31 Owen, Mrs. Benton B.
(Slocum, Katherine)
- '46W Page, Esther Helene
- '27 Palmer, Sybil
(Bellos, Mrs. George A.)
- '27 Pangburn, Evanita
(Morse, Mrs. Arthur H.)
- '31 Park, Kathryn
- '45 Parke, Priscilla C.
- '35 Parker, Pauline
(Back, Mrs. Russell)
- '39 Parkinson, Jessie
- '46W Parks, Frances Margaret
- '45 Pastore, Matilda M.
- '41 Pastorius, Mrs. Robert B.
(Severance, Katherine)

- '35 Payne, Mary
(Sullivan, Mrs. William M.)
- '38 Pearce, Mrs. Paul C.
(Leis, Marie)
- '32 Pearson, Mrs. Ovid
(Warren, Ruth)
- '32 Peck, Dorothy E.
- '39 Peck, Marjorie
(Somers, Mrs. Robert W., Jr.)
- '45 Pellett, Jane L.
- '37 Pendergast, Anne
(Reed, Mrs. William L.)
- '37 Penn, Elizabeth
(Shaw, Mrs. Darrel)
- '41 Peoples, Mary
(Frey, Mrs. John R.)
- '43 Peppler, Mrs. Leonard
(Rafalowska, Edwiga)
- '46 Perkins, Charlotte E.
- '44 Perkins, Mildred A.
(Bradley, Mrs. James L.)
- '46W Perna, Josephine
- '34 Perry, Elizabeth
(Walter, Mrs. James E.)
- '34 Perry, Elizabeth C.
(Cornwell, Mrs. Phillip M.)
- '30 Perry, Hope
(Myers, Mrs. Clifford M.)
- '45 Perry, Margaret M.
- '28 Perry, Olive
(Hahn, Mrs. Herbert F.)
- '40 Petach, Mrs. John E., Jr.
(Foster, Emma Jane)
- '33 Peters, Helen
(Bisby, Mrs. Spencer)
- '35 Peticolas, Mrs. Sherman
(Hutchinson, Edna)
- '30 Pettigrew, Margaret
(Westbrook, Mrs. John H., Jr.)
- '36 Phifer, Mrs. Edward W., Jr.
(Edwards, Adair)
- '43 Piggott, Mrs. James R.
(Morrow, Bess Burton)
- '32 Pincheira, Sofia
(von Ungern, Mrs. Enrique E.)
- '26 Pinkney, Doris B.
(Allison, Mrs. Stanton T.)
- '40 Pitman, Delora A.
- '41 Pitou, Hope
- '39 Plaut, Mrs. Jules A.
(Kingsley, Frances Ellen)
- '46W Plummer, Elizabeth Mary
- '36 Pohl, Mrs. Arnold
(Sowizdral, Olga)
- '34 Pond, Mrs. Ashley
(Olson, Lucille)
- '35 Poole, Raidie
- '39 Popham, Louisa
- '46W Porter, Dorothy Louise
- '42 Porter, Elaine Morrison
(Porter, Mrs. Giles S.)
- '34 Portlock, Kineta
- '43 Power, Mrs. George C., Jr.
(Rogers, Jeanne)
- '39 Pratt, Lucille L.
(Rowe, Mrs. Robert)
- '31 Prentice, Madeline
(Gilbert, Mrs. Benjamin)
- '46W Price, Nancy Bunting
- '31 Price, Mrs. Terrill E.
(Lyman, Grace)
- '32 Priestley, Mrs. S. E. Gerard
(Clinton, Mildred)
- '41 Puzak, Mrs. Michel
(Kurtz, Elizabeth)
- '46 Quinlan, Mary E.
- '43 Rafalowska, Edwiga
(Peppler, Mrs. Leonard A.)
- '36 Ralph, Ellinor
(Bickford, Mrs. Franklin)
- '46 Rankin, Bonnie I.
- '46W Rayle, Grace Celeste
- '35 Raymond, Virginia
(Lothrop, Mrs. Guy C.)
- '33 Raynor, Marion
(Farnham, Mrs. Moulton H.)
- '46W Ream, Lois Margaret
- '37 Reed, Mrs. William L.
(Pendergast, Anne)
- '46W Reese, Rosamond
- '45W Reichert, Mary Elizabeth
- '37 Rekers, Mrs. Paul E.
(Simpson, Katherine F.)
- '41 Reynolds, Carol
- '30 Reynolds, Ina B.
- '30 Rhoads, Elizabeth
- '35 Rice, Elizabeth
(Drake, Mrs. Alfred C.)
- '46W Rice, Helen Joan
- '36 Rich, Elizabeth
(Bell, Mrs. Sheridan W.)
- '46W Richard, Agnes Yvette
- '45W Richards, Aline Henrietta
(Green, Mrs. M. R.)
- '27 Richardson, Annie
(Durand, Mrs. William F.)
- '43 Richardson, Mrs. Baxter K.
(Hampson, Grace)
- '39 Richardson, Mrs. Charles R.
(Iglehart, Marion D.)

- '41 Ricklefs, Betty
(Zwicker, Mrs. Robert W.)
- '46 Rieman, Mildred H.
- '38 Riley, Mrs. Gordon A.
(Fuller, Lucy M.)
- '28 Ritchie, Helen
(Kyle, Mrs. Phillip C.)
- '43 Ritchie, Mary Tyrrell
(Thayer, Mrs. Calvin G.)
- '38 Roache, Mrs. J. Benedict
(Whittier, Margaret)
- '37 Robb, Elizabeth
- '39 Roberts, Eleanor
(Kinney, Mrs. Thomas D.)
- '40 Roberts, Gertrude
- '35 Roberts, Marie
(Giannou, Mrs. George C.)
- '44 Robinson, Ann
- '28 Robinson, Mrs. Edward P.
(Downey, Laura)
- '39 Robinson, Mrs. Eugene
(Hughes, Kathleen)
- '35 Rodgers, Mrs. James William
(Holmes, Margaret)
- '43 Rogers, Jeanne
(Power, Mrs. George C., Jr.)
- '33 Rogier, Mrs. Jean
(Smith, Verna)
- '31 Roklitzer, Therese
(Visnjovski, Mrs.)
- '46 Root, Mary A.
- '40 Rosenbaum, Mrs. Jack
(Holloway, Marion)
- '41 Ross, Alice
- '33 Rossetter, Mrs. F. Paul
(Wilson, Tabitha)
- '46 Roth, Mildred Woodworth
(Lafferty, Mrs. Edward)
- '31 Roth, Mrs. William F., Jr.
(Cowperthwait, Marion A.)
- '35 Rounds, Laura
(Bloom, Mrs. Henry)
- '39 Rowe, Mrs. Robert
(Pratt, Lucille L.)
- '46 Rowley, Sarah R.
- '46 Rubin, Reva
- '45 Rudd, Edith R.
- '39 Rudd, Mrs. Kenneth W.
(Wilcox, Marion L.)
- '44 Rudd, Mary C.
(Rudd, Mrs. Ralph)
- '39 Russell, Barbara
- '41 Russell, Elsie
(Hodges, Mrs. Graham)
- '32 Russell, Jean Warren
(Burkhard, Mrs. Samuel T.)
- '29 Russell, Marion E.
- '33 Ryle, Anne
- '39 Ryman, Lois
(Areson, Mrs. Robert H.)
- '46 Ryshpan, Pearl C.
- '39 Sadusk, Marion W.
(Sadusk, Mrs. Joseph F., Jr.)
- '45 Sally, Sara
(Amsel, Mrs. Milton)
- '31 Samuel, Mrs. Thomas
(Foster, Mary)
- '36 Sanborn, F. Elizabeth
(Comer, Mrs. Wayne F.)
- '42 Sanderson, Mrs. Gerard L.
(Leonard, Claire)
- '37 Sanford, Mrs. Edgar N.
(Goodrich, Marion)
- '43 Sanford, Mildred Shaddock
(Sanford, Mrs. Marcus E.)
- '36 Sargent, Mrs. Morgan
(Crane, Margaret L.)
- '43 Sargent, Sophie
(Thompson, Mrs. Anthony)
- '43 Sarich, Mrs. Bozidar R.
(Morrison-Smith, Marjory)
- '45 Savage, Joan L.
- '31 Scammon, Mrs. John H.
(Morris, Margaret)
- '46W Schaake, Ethel Virginia
- '45 Schleske, Mrs. Edward
(Leach, Margaret E.)
- '38 Schneider, Lois
(Stowe, Mrs. Lyman)
- '43 Schneider, Matilda E. C.
- '40 Scholl, Anna C.
- '41 Schorske, Florence
- '45 Schultz, Anne M.
- '31 Schultz, Mrs. M. A.
(Shaw, Lucy H.)
- '41 Schwaid, Mrs. Benjamin M.
(Chavkin, Madeline)
- '45 Schwartzman, Mrs. Borah
(Meyersburg, Cynthia V.)
- '39 Scott, Abigail A.
(Korson, Mrs. Henry)
- '44 Sealey, Mary Jane
- '36 Searle, Mrs. Clark P.
(Allara, Mary Louise)
- '41 Severance, Katherine
(Pastorius, Mrs. Robert B.)
- '43 Severson, Eleanore
- '38 Sexton, Mrs. George
(Bateman, Helen)
- '32 Seyffer, Charlotte

- '45 Shaeffer, Mrs. Klaus
(Barth, Eunice)
- '37 Shaffer, Emma L
- '34 Shaffer, Mrs. Thomas E.
(Stratton, Frances)
- '37 Shaw, Mrs. Darrel
(Penn, Elizabeth)
- '31 Shaw, Lucy H.
(Schultz, Mrs. M. A.)
- '34 Shaw, Mrs. Lynn W.
(Huntington, Mary W.)
- '40 Shawkey, Eloise
(Harvey, Mrs. Thomas S.)
- '33 Sherman, Mrs. Lawrence F.
(Holland, Kathleen)
- '36 Sherwood, Mrs. William W.
(Yonick, Yvonne)
- '38 Shewell, Anne
- '45W Shimmon, Kathryn Louise
(Crowther, Mrs. Ira M.)
- '32 Shingle, Shirley
(Speir, Mrs. Edward B.)
- '34 Shippy, Mrs. Samuel
(Lawton, Elizabeth)
- '39 Siegel, Mrs. Richard S.
(Abrams, Estelle)
- '35 Silcox, Mrs. Louis E.
(Evans, Ruth)
- '38 Silliphant, Jean M.
(Silliphant, Mrs. William)
- '38 Simmons, Mrs. Bradford
(Yelland, Margaret)
- '29 Simmons, Elizabeth
(Simmons, Mrs. Leo W.)
- '37 Simpson, Katherine F.
(Rekers, Mrs. Paul E.)
- '45 Singleton, Mrs. Eugene R.
(Kinports, Mary A.)
- '46W Siveke, Marian Elizabeth
- '40 Sjobeck, Mary A.
(Evans, Mrs. John T.)
- '38 Skehan, Bernice
- '30 Slavin, Mary
- '31 Slocum, Katherine
(Owen, Mrs. Benton B.)
- '42 Smith, Antoinette
- '46W Smith, Barbara Hogue
(Baughman, Mrs. John)
- '33 Smith, Eleanor
- '35 Smith, Helen
- '35 Smith, Mrs. Hugh Allan
(Cushing, Aubigne)
- '46 Smith, Jean
- '42 Smith, June
(Dotterweich, Mrs. Frank R.)
- '45 Smith, Katherine D.
(Welch, Mrs. William)
- '40 Smith, Mary
- '33 Smith, Verna
(Rogier, Mrs. Jean)
- '46W Smith, Vivian Madelyn
- '38 Snyder, Anna
(Milford, Mrs. John)
- '29 Snyder, Jeannette
- '37 Snyder, Mary
(Steele, Mrs. Forrest)
- '45 Sollitt, Jean S.
- '39 Somers, Mrs. Robert W., Jr.
(Peck, Marjorie)
- '41 Southon, Helen
(Taffel, Mrs. Max)
- '36 Sowizdral, Olga
(Pohl, Mrs. Arnold)
- '26 Spaulding, Catherine
- '32 Speir, Mrs. Edward B.
(Shingle, Shirley)
- '34 Spencer, Doris
(Wallis, Mrs. John)
- '44 Sprague, Elizabeth F.
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