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Varney Burst, Helen CNM, MSN, DHL (Hon.), FACNM, "Yale School of Nursing : celebrating 90 years of excellence ; YSN: a brief history" (2013). *Yale School of Nursing Alumni Newsletters and Magazines*. Book 182.
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Yale SCHOOL OF NURSING

*Celebrating
90 years
of Excellence*

Yale University Graduate Nursing Programs



1923–2013

YSN: A Brief History

HELEN VARNEY '63
Professor Emeritus



YALE UNIVERSITY SCHOOL OF NURSING HERALDRY

The Pin of the Master of Nursing Program (1923-1958)

The pin of the Master of Nursing Program is based on the coat of arms of Yale University. According to documents from the Office of the Secretary of the University:

“The use of Hebrew characters identifies the book as the Bible. The inscription “Urim and Thummim” refers to the names of sacred lots, cast for the purpose of ascertaining the divine will (cf. Exodus 28:30; Numbers 27:21, I Samuel 14:40 f.; Ezra 2:63).

“When the Old Testament was translated into Greek in the third century B.C., the literal meaning of the terms Urim and Thummim was no longer clear. Several different words were used to translate them. Among the ancient renderings given were “Light” and “Truth”, the interpretations that the unknown designer chose for the seal-legend and placed outside the shield in Latin: Lux et Veritas. It is not known why these particular interpretations were chosen.”

For the Master of Nursing pin, the Yale University coat of arms was placed within the shape of a shield and the letters Y.S.N. added.

The Arms (Shield) and Banner of the Yale University School of Nursing

The shield was originally designed for the banner, first carried in 1959 and designed by Theodore Sizer, Professor (Art) and Pursuivant of Arms of Yale University.¹ The upper third shows the “chief”, i.e., the coat of arms of Yale University (without the Lux et Veritas ribbon). The lower two-thirds show the eight-pointed white cross (Maltese Cross or Cross of Eight Points) on a black background of the Hospitallers or Knights (Order) of St. John of Jerusalem, the earliest nursing order of Christendom.²

The Pin of the Master of Science of Nursing Program (1956-present)

The pin of the Master of Science of Nursing Program is based on the coat of arms designed by Professor Theodore Sizer for the Yale University School of Nursing banner. The details were agreed upon and the pin first worn in 1966. The pin is a round 10K gold disc upon which is enameled the white Maltese Cross onto a black background. A blue Y is superimposed on the cross.

¹ Nystrom, Karin. Pinning down a YSN tradition. *Yale Nurse*, September, 1998.

² Letter from Theodore Sizer to Florence Schorske (Wald) June 13, 1959

90TH ANNIVERSARY PREFACE AND ACKNOWLEDGMENTS

As part of the celebration of the 90th anniversary of the Yale University School of Nursing (YSN), Dean Margaret Grey asked me to update the monograph of YSN history I wrote for the 75th anniversary. I responded with some trepidation because since my retirement I was no longer as closely involved and knowledgeable about the School as I formerly had been. Dean Grey assured that help was forthcoming.



Help first took the form of the YSN Department of Public Affairs and the persons of John Powers and Meghan Murphy, Director and Associate Director respectively. Meghan Murphy involved others who worked with her and obtained needed materials for me. Shannon Romanos, Senior Administrative Assistant in the Office of the Dean, Dylesha Blackmon, Assistant Administrator, Business Services, and Diane Rodrigues, Director of Faculty Administrative Services of Yale University updated the faculty listing. Ellen Cole, Associate Editor of *Yale Alumni Magazine*, told us how to obtain copies of past YSN School Notes from *Yale Alumni Magazine*. Linda Caruso, Administrative Assistant in the Office of the Dean, got together the Annual Reports for the past 15 years. The YSN Department of Development and Alumni Affairs, Steve Varley, Director, Caitlin Sweeney, Assistant Director, and Paula Carney, Senior Administrative Assistant, put together the information I needed to make lists of the endowed chairs and scholarships. Through it all, Meghan Murphy was coordinating her efforts and communicating with me while John Powers and Veronica Good, Executive Assistant in the Office of the Dean, were contributing in many miscellaneous and helpful ways. It was also Meghan Murphy and John Powers who were in communication with Yale Printing and the intermediary between them and me in the production of the final product. They did all this with good cheer and efficiency. It was a true pleasure to work with both Meghan Murphy and John Powers. Faculty members Marjorie Funk, Lois Sadler, and Ann Williams were helpful in promptly responding to my request to share specific memories.

I want to also thank Dean Judith Krauss, Dean Catherine Gilliss, and Dean Margaret Grey who responded quickly and warmly to my requests for pieces of information and for review of their Dean's Profile and the update of the narrative. I especially want to additionally thank Dean Margaret Grey. Dean Grey was recipient of innumerable "Help, please" emails from me asking her to fill in gaps in information or to expand my understanding of events. She always responded with much appreciated help, patience, and swiftness.

Once again, writing YSN history filled me with appreciation for and pride in that history. It is an honor for me to share our history with you.

Helen Varney Burst
Addison, Maine



75TH ANNIVERSARY COMMITTEE

Helen Varney Burst, Chair
Mary Angelotti
Ann Cocks
Barbara Larkin
Alison Moriarty-Daley
Leslie Nield-Anderson
Karin Nystrom
Linda Pellico
Barbara Reif

ACKNOWLEDGMENTS

Dean Judith Krauss asked me to Chair the 75th Anniversary Committee and to write a monograph of the 75 year history of the Yale University School of Nursing (YSN) approximately one year ago. I said then that it would not be possible to do the 75 year history of YSN in that period of time on top of my full schedule and do it the way I would want to do it i.e., with uninterrupted time immersed in the archives of the School housed in the Manuscripts and Archives section of Yale University's Sterling Memorial Library. So a "Brief" history it is and this only with the superb help of some of the members of the 75th Anniversary Committee.

Mary Angelotti, YSN Reference Room Librarian, spent hours looking for the pictures I wanted, made the many trips between YSN and Manuscripts and Archives at Sterling Memorial Library and the Historical Library within the Harvey Cushing/John Hay Whitney Medical Library, and wrote the photo credits. Barbara Larkin typed the Faculty Appointments List from 16 1/2 linear inches of 4x6 index cards with all the faculty appointments made since 1923, most written in spidery handwriting. Ann Cocks, Alison Moriarty-Daley, and Linda Pellico helped communicate the art of the possible with computers which cut printing costs. Mary Angelotti, Ann Cocks, Barbara Larkin, and Barbara Reif found resource materials for me. Linda Pellico shared materials from the exhibits she was coordinating. Members of the 75th Anniversary Committee and Deans Wald, Diers, and Krauss made helpful editorial suggestions.

The 75th Anniversary Committee has been a wonderful committee of laughter and much work with a spirit of helpfulness that involved the members in all of the numerous projects and tasks we thought would contribute to the celebration: exhibits, a logo, mementos, a collection of faculty-authored books, alumnae/i weekend plans, a videotape, the restoration and hanging of the class photos, "favorite memory" survey, a list of "Firsts", and the monograph. We had the full support of Dean Krauss, the Alumnae/i Association, the Student Government Organization, the Student and Alumnae/i Affairs Office, and the faculty. We enjoyed the support of colleagues and staff elsewhere in the University who opened their resources to us. We basked in the fact that as our excitement and efforts became more visible, members of the YSN community became increasingly interested in YSN history. We came to know people, events, and places of other times and yet intimately connected with us. And through it all our pride in the Yale University School of Nursing was reinforced and magnified.

Helen Varney Burst
New Haven, Connecticut

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75th Anniversary Logo. Appreciation is expressed to Alison Moriarty-Daley, Linda Pellico, and John Pellico.

90th Anniversary Logo. Appreciation is expressed to Chris Inman, Visual Riot, LLC.

MN pin and MSN pin. Appreciation is expressed to Jim McKay and Fitzroy McLeggon, Yale University School of Nursing.

PHOTO CREDITS

C.-E. A. Winslow (Yale University, Harvey Cushing/John Hay Whitney Medical Library); Annie Warburton Goodrich (Yale University School of Nursing Special Collection); Milton C. Winternitz (Yale University, Harvey Cushing/John Hay Whitney Medical Library); James Roland Angell (Yale Picture Collection, Manuscripts and Archives, Yale University Library). Nathan Smith Hall (Yale University School of Nursing Special Collection); Sterling Dormitory (Yale University, Harvey Cushing/John Hay Whitney Medical Library); Brady Building (Yale University, Harvey Cushing/John Hay Whitney Medical Library); 855 Howard Avenue (Yale University School of Nursing Special Collection); 100 Church Street South (Yale University School of Nursing Special Collection); 400 West Campus Drive (Yale University School of Nursing Special Collection). Pictures of Annie Warburton Goodrich, Dean Effie Jane Taylor, Elizabeth Seelye Bixler, and Margaret Gene Arnstein, and Florence Shorske Wald are from the Yale University School of Nursing Special Collection. Picture of Dean Margaret Grey is courtesy of the University of Pittsburgh. Pictures of Donna Kaye Diers, Catherine Lynch Gillis, and Judith Belliveau Krauss are courtesy of Michael Marsland, Yale Photographer. Appreciation is expressed to Chris Connolly of Manuscripts and Archives, Yale University Library; and to Toby Appel and Kathy Makover of the Historical Library within the Harvey Cushing/John Hay Whitney Medical Library.

INTRODUCTION AND HISTORIOGRAPHY

This monograph was written on the occasion of the 75th and updated for the 90th anniversary of the founding of the Yale University School of Nursing. While the primary resources are rich, they are still to be fully mined and the historiography of the School is limited.

Sr. Elaine Alice Baumann, '46 wrote an article published in 1951 based on the responses to a questionnaire sent to 971 graduates. The study was funded by the Rockefeller Foundation. The article was entitled, What Yale graduates are doing, and was published in the *American Journal of Nursing*, 51:167-168, March, 1951.

Marcia Curtis, '57, conducted a study entitled *Autonomy: An Institutional Study; Yale University School of Nursing 1923-1934* for her doctoral dissertation at Boston University School of Education She completed her dissertation in 1969 and presented her work at a nursing research conference in 1972.

In 1980 Sr. Dorothy A. Sheahan finished a doctoral dissertation for New York University School of Education, Health, Nursing and Arts Profession entitled *The Social Origins of American Nursing and Its Movement into the University: A Microcosmic Approach*. The microcosm she used was the Yale University School of Nursing. Her dissertation ended with the closing of the Masters of Nursing program.

Three students in the 1998 graduating class are conducting historical research on facets of YSN history for their master's theses:

Ann Cocks. *Description of the Nursing Careers of the Living Graduates of YSN Classes 1926-1934: The Annie Goodrich Years*.

Jane Regan. *Social Responsibility and the Yale School of Nursing*

Katya Wilson. *The Integration of African-Americans at Yale University School of Nursing*.

In addition, there have been small pieces of history written for the *Yale Nurse* (or its predecessors) and *Yale Nursing Matters* through the years.

This monograph is an overview of the people and events that make up the 90 year history of the Yale University School of Nursing. It is the only history to date that covers the entire life span of the School. As such, it provides a guide for future researchers of the history of the Yale University School of Nursing who can explore more comprehensively the primary sources.

Helen Varney Burst

May, 1998 and August, 2013

THE YALE UNIVERSITY SCHOOL OF NURSING

A Brief History

FOUNDING

In 1918 the Rockefeller Foundation initiated and funded a group of fifty people to discuss the problem of preparing nurses for the field of public health. After this conference, the President of the Rockefeller Foundation appointed the nucleus of what became in 1919 the Committee for the Study of Public Health Nursing Education. In 1920 the scope of work was broadened to include all of nursing education as the Committee realized that the problems of nursing and nursing education relating to the care of the sick and to the prevention of disease were inseparable. The Committee was renamed the Committee to Study Nursing Education. *Nursing and Nursing Education in the United States, Report of the Committee for the Study of Nursing Education and Report of a Survey by Josephine A. Goldmark* was published in 1923. It became known as the Goldmark Report. Charles-Edward A. Winslow, Professor of Public Health at Yale University, was Chair of the Committee. Committee members included Annie W. Goodrich, M. Adelaide Nutting, and Lillian D. Wald. Josephine Goldmark, renowned for her achievements in social research, was the Secretary for the Committee.¹ Conclusions of the Goldmark Report included:

“That ... the average hospital training school is not organized on such a basis as to conform to the standards accepted in other educational fields; that the instruction in such schools is frequently casual and uncorrelated; that the educational needs and the health and strength of students are frequently sacrificed to practical hospital exigencies; that such shortcomings are primarily due to the lack of independent endowments for nursing education; that existing educational facilities are on the whole, in a majority of schools, inadequate for the preparation of the high grade of nurses required for the care of serious illness, and for service in the fields of public health nursing and nursing education ... (Conclusion 5)

That the development and strengthening of university schools of nursing of a high grade for the training of leaders is of fundamental importance in the furtherance of nursing education. (Conclusion 8)

That the development of nursing service adequate for the care of the sick and for the conduct of the modern public health campaign demands as an absolute prerequisite the securing of funds for the endowment of nursing education of all types; and that it is of primary importance, in this connection, to provide reasonably generous endowment for university schools of nursing.” (Conclusion 10)

On the basis of the Report’s conclusions, the Rockefeller Foundation funded an experiment in nursing education which was the creation and development of the Yale University School of Nursing. The funding was for \$150,000. for a period of 5 years. An additional \$35,000. was granted for teaching equipment and in 1926, the funding for the School’s operating costs was

increased by \$12,000. yearly. In 1929 Yale University accepted an endowment of \$1 million for the School of Nursing from the Rockefeller Foundation.² It was understood from the beginning that adequate teaching and residential facilities would be made available by the University.³

The first school to grant college credit for hospital nursing training was Teachers College which admitted properly qualified graduate nurses to the junior class in 1899.⁴ During the first decade in the 1900's, university courses were given to nurses and, in a few places, hospital schools of nursing affiliated with university medical schools for classroom instruction of clinical subjects and basic sciences in the university.⁵ In 1910 the first school of nursing was established as part of a university system at the University of Minnesota.⁶ Their graduates were awarded a "Graduate in Nursing".⁷ By 1920, 13 universities and 3 colleges had combined courses of 4 or 5 years in length which led to obtaining both a college degree as well as a nursing diploma. These generally had 2 years of liberal education followed by 2-3 years of nursing training.⁸ However, each of these schools or programs of nursing was organized under an existing department (e.g., Medicine, Science, Liberal Arts, College for Women) and subordinate to whatever conflicts of interest might arise; and the nursing instruction and experience was under hospital control.⁹

Two conclusions became obvious: 1) the need for autonomy within the university (i.e., a school with its own Dean, faculty, and budget, meeting the standards of the university), and 2) the need for nursing education to get out from under hospital control and come under university standards and influence.¹⁰ The Yale University School of Nursing was the first school of nursing to have these features and was to serve as a prototype. Annie Warburton Goodrich was selected to be the founding Dean; "the ideal choice as organizer and leader of the new school" according to Yale President James Rowland Angell.¹¹ In this capacity, Annie Warburton Goodrich also became the first woman dean at Yale University.¹²

Although Dean Goodrich graciously shared the honor of the Yale University school as "one of the first two schools of nursing to be established on a parity with other schools of a university,"¹³ the Yale University School of Nursing actually differed from the other school and is considered the first of its genre.¹⁴ Western Reserve University School of Nursing at Cleveland, Ohio, endowed by Mrs. Chester C. (Frances Payne) Bolton, was established in June, 1923 and also had its own Dean and faculty within a university. However, their curriculum continued to be a combined 5-year program that encompassed a diploma in nursing.¹⁵

The Rockefeller Foundation stated three specific requirements for their endowment of the Yale University School of Nursing:

1. That the course in nursing be given in the shortest possible period of time through the elimination, so far as wise, of non-nursing procedures.
2. That the theory be correlated with the practical experience.
3. That emphasis through the course be placed on preventive medicine.¹⁶

Miss Goodrich had her own additional agenda: 1) student clinical experience for educational purposes, 2) correlation of theory and clinical practice, 3) nursing education in accord with university academic standards, 4) preparation of nurses in preventive as well as curative care in a curriculum that integrates the two concepts, and 5) use of the case assignment teaching method for clinical experience rather than a series of nursing procedures.¹⁷ The comprehensive case method would enable the student not only to master required skills but also to integrate and understand the physical, psychological, social and economic factors in the origin of disease and aspects of nursing care. The school would prepare nurses qualified for public health as well as hospital nursing through the integration of public health concepts, community health content and experiences throughout the curriculum. The watchword was education and the reforms Miss Goodrich was initiating were the antitheses of apprenticeship training.

THE CONNECTICUT TRAINING SCHOOL – PREDECESSOR SCHOOL TO YSN

The Connecticut Training School (CTS) was founded in 1873, the first school of nursing in the United States to be chartered although not the first to be organized.¹⁸ It was also one of three American Nightingale Schools which meant that it was patterned after the school of nursing founded and developed by Florence Nightingale at St. Thomas Hospital in London, England. The hallmark of the Nightingale model was an independent corporate structure separate from the hospital.¹⁹ The hospital for the Connecticut Training School was the General Hospital Society of Connecticut, more commonly known as the State Hospital of Connecticut, in New Haven. In her dissertation on the social origins of American nursing and its movement into the university, Sr. Dorothy Sheahan identified two critical differences between the British model and the American model.

First, Miss Nightingale wanted a suitable learning environment and chose St. Thomas Hospital in part because it had nursing staff (ward sisters or head nurses) who were employed by the hospital and who would assist in training the pupil nurses for hospital duties.²⁰ St. Thomas Hospital also employed ward maids for domestic chores (i.e., cleaning) thereby minimizing the involvement of the pupil nurses in these activities.²¹ In contrast, the State Hospital of Connecticut employed “only female attendants and convalescent patients accountable to the hospital’s untrained overseer, a steward, and his wife who served as matron or housekeeper.”²² Thus the “pupil nurses” and the Superintendent of the School, who would also be the Superintendent of Nurses for the Hospital, would replace the existing staff and, according to the Agreement negotiated between the Hospital Society and the Connecticut Training School, were to do everything to clean up the hospital (sweeping cleaning care of lavatories, linens, cooking and serving special diets) and care for the sick.²³ The School opened on October 6, 1873 with a nursing superintendent, four pupil nurses, and 72 patients in the middle of a typhoid epidemic.

Second was the reform agenda of the middle-upper class philanthropic-minded sponsors of the Connecticut Training School.²⁴ This agenda encompassed both reform of hospital “care” and the provision of occupational training for women from lower socioeconomic classes with emphasis on moral character training of self-effacement, subservience, and compliance.²⁵ The result was apprenticeship without educational goals, little opportunity for learning, authoritarianism, and exploitation.

While instructional endeavors at the Connecticut Training School improved after the initial war on filth and disorder was won,²⁶ the basic principles were set: service over education and meeting the needs of the hospital and the physicians paramount over all. Until 1918, applicants to the Connecticut Training School needed only a minimum of one year of high school. By the end of the first decade of the 1900's the school of the reformers was in need of reform.²⁷ After years of service by the original sponsors,²⁸ replacements on the Training School Committee had newer ideas. An effort was made to establish an affiliation with Yale University. Although this did not come to fruition, it did reflect a changing attitude towards education and paved the way for them eventually to negotiate the replacement of the Connecticut Training School with the Yale University School of Nursing.²⁹ Miss Goodrich asked Effie Jane Taylor to join her in establishing the new school of nursing at Yale University and specifically to assume multiple roles: 1) as a faculty member of the Yale School of Nursing, 2) as Superintendent of Nurses in New Haven Hospital, and 3) as Superintendent of the Connecticut Training School.³⁰ Miss Taylor was the last Superintendent of the Connecticut Training School which graduated its fiftieth and last class in 1926, the same year as the graduation of the first class from YSN.

THE EARLY YEARS

Academic requirements for the first class which was admitted in February, 1924 were either on the basis of credentials gained at another college or by the College Entrance Examination. "Admission will in general be granted upon the same terms and by the same methods as are in force in the two Undergraduate Schools of the University, Yale College and the Sheffield Scientific School."³¹ According to the *Bulletins* for the admitting years of the first two classes, graduates were to receive a diploma upon completion of a 28 months course.³² There was also a pathway for "candidates with a bachelor's degree from a college of good standing and a diploma in nursing to register for courses leading to a certificate in Public Health."³³

"In 1925 the Corporation of Yale University authorized the Bachelor of Nursing [BN] degree for students presenting two years of approved college work and the successful completion of the 28 months of the professional course and later in the year advanced the entrance requirement to two years of approved college work"³⁴ This enabled those in the first two classes who had two years of approved college work to graduate with the BN degree. Of the 9 graduates of the first class, 2 received the BN: one entered the School with a BA and one had two years of college. Of the 15 members of the class of 1927, 13 received the BN: 12 entered the School with baccalaureate degrees and one had two years of college. The subsequent entrance requirement of two years of approved college work made the Yale University School of Nursing the first school of nursing in the country with such advanced academic standing.

With the awarding of the BN, a decision of a different nature needed to be made; specifically, what color of velvet on the academic hood would represent the nursing degree. On April 25, 1927 the faculty chose apricot which became the accepted color for the academic discipline of nursing throughout the world.³⁵

The 1926-1927 Bulletin first provides for a Master of Science degree for preparation in public health nursing, nursing education, and nursing administration for those nurses who "hold the BN of Yale University or its equivalent and fulfill all general requirements laid down for the degree of

Master of Science in Yale's Graduate School.”³⁶

Beginning in 1934, the requirement for admission “was the completion of a course leading to the bachelor's degree in arts, science, or philosophy in a college of approved standing.” With this admission requirement in place the degree now granted by Yale University was the Masters of Nursing (MN), first conferred in 1937.³⁷

The Yale University School of Nursing was an exciting experiment in nursing education as an autonomous school on a par with other schools in a university. Education was to take precedence over service to a hospital with training based on an educational plan rather than on service needs. Responsibility to the community was integrated throughout the curriculum. Miss Goodrich was committed to the development of nurses who would be “scientifically informed, technically expert, and socially experienced.” The success of the school, however, was dependent on how Miss Goodrich handled two consuming and interwoven handicaps: finances and staffing of the hospital.

Miss Goodrich inherited the expectation that a school of nursing staffs its affiliating hospital with the services of its students, specifically the staffing of the State Hospital of Connecticut by the Connecticut Training School of Nurses. This expectation was cemented in an agreement between Yale University, the General Hospital Society of Connecticut; and the Connecticut Training School for Nurses dated October 13, 1923. Miss Goodrich was able to make some changes in the expectation in order to protect the reform in nursing education that she was initiating at Yale University. One change was that she would have control over nursing service through an Associate Professor, Effie Taylor, who also was Superintendent of Nurses for the hospital. Another change was the reduction in the number of clinical hours for students to a range of 28 to 44 hours per week based on their needs for clinical practice. Other changes included the instigation of joint appointments between school and hospital for faculty and the hiring of graduate nurses. Control of nursing service and other changes still meant, however, responsibility for the staffing of the hospital for nursing care. Such responsibility affected the fledgling school in profound ways:

1. The use of some of the Rockefeller money to pay for graduate nurses and joint appointments in order to free Yale University School of Nursing students for educational purposes.³⁸
2. The faculty had joint appointments with the hospital from the beginning of the School.
3. An inordinate amount of administrative time³⁹ was given to the concerns of staffing the hospital.
4. The development of affiliations between Yale University School of Nursing and mostly small hospital nursing schools which provided staffing for the hospital but also committed Yale faculty to teaching students from the affiliations.⁴⁰

5. A constant pressure for Yale students to provide more clinical service. This pressure escalated first during the depression and then during and after the war years. Yale University School of Nursing alumnae were so concerned over this pressure in 1935 that they explored the idea of creating an endowment which would pay for graduate nurses for the hospital in order to protect the educational goals of the School for its students.⁴¹

The original curriculum was 28 months long. This was in accord with the requirements of the Rockefeller Foundation to reduce the number of months in nursing education (3 years) by eliminating non-nursing functions. It was designed to provide both instruction and experience in bedside care in institutions and instruction and experience in public health nursing. This would enable graduates to provide comprehensive patient care and also serve the larger community. Students were to learn to function in the prevention of sickness and conservation of health through health teaching.⁴²

Initially, clinical experience was obtained at New Haven Hospital, the University Clinic (Dispensary), and the New Haven Visiting Nurse Association. By 1926 the Children's Community Center (later the Cannon Nursery School and then the Clinic of Child Development in the Institute of Human Relations) and an affiliation at Butler Hospital in Providence, Rhode Island for psychiatric nursing experience were added to the curriculum. In 1932 the curriculum was expanded to 30 months in order to include a two-month experience at the William Wirt Winchester Hospital for Tuberculosis in West Haven. In 1936 the curriculum was made 32 months in length.⁴³

There were three advocates of university education for nurses at Yale University who were not only willing, but enthusiastic and helpful, compatriots of Miss Goodrich. These were President James R. Angell, Chairman C. -E. A. Winslow, and Dean Milton C. Winternitz. James Rowland Angell was a distinguished psychologist and educator who was President of the Carnegie Foundation at the time he was tapped to become President of Yale in 1921. He believed there should be an underlying intellectual foundation to professional education and strengthened the professional schools so that Yale had the "stature of a great university ... in all its parts: graduate and professional, no less than undergraduate".⁴⁴ Charles-Edward Amory Winslow, DrPH, "the leading theoretician of the American public health movement during the entire first half of the twentieth century",⁴⁵ had already committed himself with his work as Chair of the Rockefeller Foundation Committee to Study Nursing Education. His very presence as Professor and Chair of the Department of Public Health was undoubtedly instrumental in having the great experiment in nursing education come to Yale. Milton C. Winternitz, M.D., Dean of the Medical School from 1920 to 1935, believed that a strong, cooperative independent school of nursing responsible for quality nursing service was essential to good medical education and practice.⁴⁶ He provided the fledgling School of Nursing with faculty offices, classroom and laboratory space, a dormitory, expansion of the medical library to include nursing holdings, physical examinations for the students, and lectures by himself and other medical school faculty.⁴⁷

The School was first located on the top (third) floor of the Brady Building for offices, classrooms, and laboratory space. While adequate in space the close proximity to the animal rooms of the School of Medicine often made it "... almost unendurable. But, as Miss Goodrich said, 'We gradually came down as we went up.'"⁴⁸ By 1928 the School was located on the first floor of the Brady Building at 310 Cedar Street.⁴⁹

Students were initially housed in Nathan Smith Hall at 62 Park Street,⁵⁰ the former Elm City Hospital being used for Medical School faculty offices and classrooms at the time Miss Goodrich selected it for a nurses' dormitory. While C. -E. A. Winslow gladly gave his support to Miss Goodrich's choice, even though this meant moving his department's headquarters, other School of Medicine faculty were not as gracious and accused Dean Goodrich of being "the woman who deprived us of our teaching building".⁵¹ By 1930, students moved after the first term to Sterling Dormitory at 350 Congress, closer to the hospital and the School's offices.⁵²

As the early years drew to a close with YSN well rooted within Yale University, there began to be changes in administration. Dean Annie Warburton Goodrich retired in 1934 and Effie Jane Taylor became the second Dean of the Yale University School of Nursing. President James Angell stepped down after 14 years as President of Yale in 1937.

THE WAR YEARS

The War years had several effects on the Yale School of Nursing. Like everyone else, individual graduates, students, and faculty were making decisions about the nature of their participation in World War II. Participation took a number of different forms:

1. The national need for more nurses led to an increased number of students. The enrollment for the Fall admission was increased and for the first time a second class was admitted in April, 1943,⁵³ another in May, 1944⁵⁴, and a third in April, 1945⁵⁵ making the Class of 1947W the last "war" class. Housing for this number of students (approximately 110-120 for each admitting year) was a major issue solved only by turning single rooms into double rooms, some with double-decker beds.⁵⁶
2. The Cadet Nurse Corps.⁵⁷ Miss Taylor reported in 1944 that of 200 students in the School, 130 were members of the Cadet Nurse Corps. She also thanked the alumnae for their help in holding interviews and sending reports that helped in the admission process of so many applicants.⁵⁸
3. The curriculum was accelerated with a reduction from the 32 months taught in 1941 first to 30 months for the class of 1944 and then to 28 months for the class of 1945.⁵⁹
4. The increased number of hours worked by the students at New Haven Hospital in order for the hospital to continue functioning. Hospitals in general lost their nursing staff to the military with 69% of the nurses who served in the war drawn from hospitals.⁶⁰ This crisis was met in part by YSN students who worked overtime and voted unanimously to extend their clinical hours to forty-eight hours per week in order to enable the hospital to open closed wards.⁶¹ In addition to carrying a heavy load of evening and night duty, the work load was such that the theoretical portion of their curriculum could no longer be correlated with their clinical experience during the medical nursing course. Dean Taylor described these students as "contributing as truly to the world needs as if they were wearing a military uniform ...".⁶²

5. The teaching of Refresher Courses for inactive graduate nurses under the direction of Carolyn Ladd Widmer, '29 with financial assistance from the federal government.⁶³
6. The teaching of postgraduate courses in Operating Room Technique and Supervision.⁶⁴
7. The training of Red Cross aides.⁶⁵
8. Eighteen percent of Yale University School of Nursing graduates served in the armed forces⁶⁶ while still more served by staffing hospitals and performing defense program volunteer work.
9. As members of the Yale Medical Unit, General Hospital No. 39 that served from July, 1942 until October, 1945 first in New Zealand followed by a short tour of duty in New Caledonia en route to Saipan. Lt. Col. ANC, Esther Budd, '31 was the Chief Nurse.⁶⁷
10. As members of the American Red Cross Nursing Service or as the Student Reserve of the Red Cross (67% of the class of 1943).⁶⁸

Yale University School of Nursing struggled to stay true to its educational principles and also patriotically meet the demands of the hospital emanating from the war. Educational principles suffered, particularly use of the case method of teaching the correlation of theory and clinical, the number of lectures, and the use of clinical experience to the service of educational purposes rather than for staffing the hospital.⁶⁹

The immediate postwar years did not improve the situation of staffing the hospital. Military nurses did not return, as expected, to civilian positions in hospitals. Marriage, burnout and educational opportunities for veterans were some of the factors that mitigated against postwar relief for faculty and students carrying the burden of nursing service at the sacrifice of educational ideals.⁷⁰

It was during the war years that a socially significant action was taken by the Yale University School of Nursing. The first African-Americans, admitted in May, 1944, were graduated in 1946 and 1947. They were totally integrated into the living arrangements and social activities of the School.⁷¹ The first man was in the class of 1955.

Effie Jane Taylor retired as Dean in 1944 and Elizabeth Seeyle Bixler, '27 became the third Dean of the Yale University School of Nursing. C.-E. A. Winslow retired in 1945. Dr. Winternitz resigned as Dean of the Medical School in 1934 and retired in 1950.

CLOSING OF THE MASTER OF NURSING (MN) PROGRAM

From 1947 to 1955 the Yale University School of Nursing underwent a comprehensive study of its mission and future. During this process the faculty worked on a curriculum that would combine basic and graduate education and lead to a Master of Science in Nursing (MSN) degree. This work

was done in response to trends in nursing education at that time,⁷² in response to needs expressed by alumnae for advanced preparation for the types of leadership positions they were assuming, and based on a belief that they had the option of retaining the basic program which was the only program in the country designed specifically for college graduates. This was not however, a choice they had. A number of factors coalesced that led to the closing of the MN program and the opening of the MSN program. These factors included:

1. A change in the perspective of the Yale University School of Nursing, Yale University, and New Haven Hospital (now Grace-New Haven Community Hospital) regarding their separate responsibilities and interdependent relationships in relation to staffing the hospital.⁷³
2. Educational decisions by the Yale University School of Nursing faculty including giving priority to classes and conferences over hospital service needs; reduction of student clinical experience from 48 hours a week to 40 hours per week, insistence on lighter patient care assignments in order to derive educational benefits from the experience; opposition to pulling students from an overstaffed unit to an understaffed unit thereby negating clinical assignments with an educational purpose; reduction of the amount of evening and night duty; the introduction of the block system of moving students through major clinical areas; and an increase in the proportion of classroom time to clinical practice time.⁷⁴
3. A decrease in the number of students. For several years Dean Bixler, in her messages to the alumnae in what was now the *Yale University School of Nursing Alumnae Bulletin*, wrote of a decline in applications, at times “an alarming drop”, and her concerns on how this affected the finances of the School.⁷⁵
4. The need to restate the mission of the School since nursing education had changed since the founding of the Yale University School of Nursing,⁷⁶ the awareness of the need of graduates for preparation for the types of leadership positions for which their Yale education programmed them, and the change in attitude regarding responsibility for staffing the hospital and the faculty decision to terminate all affiliations with other schools of nursing.⁷⁷
5. A potential housing problem with the planned demolition of Nathan Smith Hall for construction of a thruway and reduction in the number of students Sterling Dormitory would be able to house after renovation. From the University’s viewpoint it would be cheaper to have a small select graduate program that could readily be housed in Sterling Dormitory than to build a new dormitory.⁷⁸
6. The lack of financial resources, an ever-increasing annual deficit, and related concerns expressed by Dean Bixler in messages to the alumnae.⁷⁹
7. President Griswold.

Alfred Whitney Griswold became the 16th President of Yale University in 1950. Sr. Sheahan, reporting on an interview she conducted with Professor Emeritus and Yale Historian George Pierson in 1978, writes that President Griswold “wanted to eliminate all vocational programs from the undergraduate schools of Yale. He thought professional training should be conducted on a graduate level and be of graduate caliber. He placed more emphasis on the graduate component (intellectual inquiry) than on the professional component (vocational training).”⁸⁰ He was also coping with an operating budget deficit for the university. On advice of President Griswold, who rejected the School’s proposal to establish a combined basic-advanced nursing program, the Yale Corporation Educational Policy Committee recommended “... approval in principle of the substitution for the school’s present program of nurse training of a program consisting wholly of advanced education. . .”. The full Corporation passed this resolution unanimously on January 7, 1956 and the Masters of Nursing basic nursing program was closed. The last MN class graduated in 1958.

The Dean was devastated, the faculty demoralized, and the alumnae, incensed. While the Dean and the faculty held the School together the alumnae waged a protest that, while it did not succeed in reversing Presidents Griswold’s decision to close the MN program, educated him about nursing and impressed him as to the quality and articulateness of the many alumnae, with whom he met. In a letter to President Griswold dated December 18, 1956, Dean Bixler submitted her resignation as Dean when her current appointment ended June 30, 1959 and asked to be relieved of her responsibilities on June 30, 1958.⁸¹

THE EARLY YEARS OF THE MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

The MN program was closed but the School was alive. Yale University School of Nursing now had a one-year graduate program leading to the MSN. President Griswold touted the new program on which “the University will concentrate all of its activities in nursing education” as “a major step forward in nursing education at Yale.”⁸² This was not, however, the first graduate program in nursing Yale University had ever had. Since 1926 a Master of Science degree was available through the Graduate School for nurses with first the BN and after 1937 the MN from the Yale University School of Nursing or its equivalent. Course work was in Administration, Teaching, and Public Health in addition to fulfilling the general requirements for the Masters of Science degree. Faculty included the Dean of the Yale University School of Nursing and other School of Nursing faculty members who directed the work of the students in addition to faculty from other schools and departments in the University.⁸³ A Master of Public Health through the School of Medicine as an option for qualified applicants along with the Master of Science option was first made available in 1947.⁸⁴ In 1949 an Advanced Program in Psychiatric Nursing leading to a Master of Science degree in the Graduate School was made available for graduate nurses with a baccalaureate degree who had “additional professional experience in psychiatric nursing as well as in public health nursing.”⁸⁵

In establishing the graduate program in the School of Nursing the Corporation also gave it degree granting authority for the MSN and the Master of Science degree for nurses through the Graduate School was no longer offered. The Corporation also authorized the granting of a Certificate in Nurse-Midwifery.⁸⁶ Starting in 1956, three majors were offered: Mental Health and Psychiatric

Nursing, building on the graduate program in Mental Health Nursing that had existed since 1949; Maternal and Newborn Health Nursing including Nurse-Midwifery; and Public Health Nursing. The length of the program was a calendar year (academic year plus a summer term) except for the major in Mental Health and Psychiatric Nursing which had an additional term following the summer. The first class had 12 students: 5 in Mental Health and Psychiatric Nursing, 4 in Maternity Nursing, and 3 in Public Health and graduated in 1957.⁸⁷

In late Summer/early Fall of 1957 three faculty members⁸⁸ met with Dean Bixler to request permission to meet with President Griswold because they were concerned that there was a lack of continuing communication between the School and the University. Dean Bixler granted permission but did not want to be involved herself. The discussion with President Griswold focused on another way of looking at graduate work in nursing that developed research about clinical practice but would take two years to complete. He invited them to describe and develop a new program and submit a proposal to him. The three faculty members then invited all members of the faculty who were interested in developing this proposal to join them. The resulting group developed a proposal for an expanded two-year curriculum and selected Florence Schorske to be their spokesperson.⁸⁹ This led President Griswold in January, 1958 to name Florence Schorske as Acting Dean effective July 1, 1958 for the year of Dean Bixler's leave-of-absence as she had requested for her final year.⁹⁰

A year later in January, 1959 Florence Schorske was named Dean effective July 1, 1959 upon the retirement of Dean Bixler.⁹¹ The two-year curriculum was accepted by the Yale University Corporation in January, 1959 as a three-year experiment and the first graduates of this program were in 1961. In May, 1962 the Corporation voted 'that the School of Nursing be supported as a permanent educational and research activity of the University and to that end be authorized to make appointments to its faculty without term.'⁹²

The early years of the MSN program were the research and theory development years. It was clear that henceforth research would be critical to survival at Yale but in 1959 research by nursing faculty in clinical practice was virtually unknown.⁹³ The faculty first addressed the nature, purpose and focus of research in nursing and the qualities and skills nurses need in order to conduct research. These questions grew out of the basic assumption made in the 1959 curriculum proposal "that nursing needed redefinition and a body of knowledge upon which its practice could be based; and therefore the faculty needed help to carry out systematic study and to help them convert the findings of their research into nursing practice theory".⁹⁴

Help had first come during the Spring term of 1958 with the appointment of Margaret G. Arnstein as the first Visiting Professor on the Annie W. Goodrich Endowment. During this term she began faculty development in research methodology. With the institution of the two-year curriculum, Dean Wald and the Department of Sociology created a joint appointment, filled by sociologist Robert Leonard (1960-1964), the nursing portion of which was to teach and give direction to the faculty and student research effort. The Brady hallway and offices during these early years echoed with the voices and work of faculty including Ida Jean Orlando (1954-1961)⁹⁵, Ernestine Wiedenbach (1952-1966)⁹⁶, Virginia Henderson (1953-1971)⁹⁷, James Dickoff (1962-1968), Patricia James (1962-1968), Lucy Conant (1957-1968) and Florence Wald (1957-1968). New MSN graduates, now research faculty, included Rhetaugh Dumas (1961-1974) and Donna Diers (1964-2013), who added their voices.

The entire School, faculty and students doing original clinical research for their theses, studied the deliberative nursing process as a means of identifying what the nurse does that is effective in the nurse-patient interactional process of providing patient care.⁹⁸ Seven nursing research projects were supported by federal funds in 1966, four of which were continuing projects and three were newly initiated.⁹⁹ In addition, Dean Florence Wald obtained a faculty research development grant from the Division of Nursing.

In 1966, Dean Wald “asked not to be considered for reappointment by the Yale Corporation so that she can return to full time teaching, research, and clinical practice”¹⁰⁰ but was willing to continue as Dean until a new Dean was found. On March 14, 1967, announcement was made of the appointment of Margaret Gene Arnstein as the fifth Dean of the Yale University School of Nursing effective July 1, 1967.¹⁰¹ She resigned as Dean due to ill health effective July 1, 1972. On June 10, 1972, it was announced that Donna Kaye Diers would be the sixth Dean of the Yale University School of Nursing.¹⁰²

EXPANSION

Several factors came together in the late 1960’s that affected developments for the next decade and a half of the Yale University School of Nursing:

1. The Nurse Practitioner movement.
2. The former employment of and continuing contacts by Dean Arnstein at the Division of Nursing of the United States Department of Health, Education and Welfare (DHEW).¹⁰³
3. A new effort for the School to have its own “home”.
4. The availability of construction funds from the Division of Nursing.
5. A new effort to develop a combined basic-graduate program.

The first nurse practitioner program was started in 1965.¹⁰⁴ It was a time of evolution and definition of nurse clinicians, clinical nurse specialists, and nurse practitioners sometimes by name, sometimes by function, sometimes by education. Since 1956 the Yale University School of Nursing had been preparing nurses in the specialty practice of psychiatric nursing and of nurse-midwifery. Public Health Nursing, the founding basis of the School, was also initiated in 1956 as a specialty in the new graduate program, had a hiatus that began in 1964 and was restarted in 1969. The idea of nurse practitioners educated on the graduate level with an emphasis on clinical scholarship that merged the research focus of the School on studying the effectiveness of nursing care with specialty practice was obvious.

In October, 1969, the DHEW Division of Nursing entered into a two-year contract with the Yale University School of Nursing “to purchase the planning and implementation of an

‘experimental training and demonstration program to prepare nurse practitioners in the clinical specialties of pediatrics and general medicine’. Under the contract, the results of the program would be documented and used to develop a ‘new advanced nursing curriculum in the Yale University School of Nursing.’¹⁰⁵ Dean Arnstein was Project Director. The two specialties became two tracks: pediatric nurse practitioner and medical nurse practitioner. Four nurses, two in each track, were in each of the contract years but were not enrolled as Yale students.¹⁰⁶ In 1969, there were no nurse practitioner programs on the graduate level of education.¹⁰⁷ Upon completion of the contract in 1971, the curricula for the two tracks were incorporated into the two-year Master of Science in Nursing degree program: the Pediatric Nurse Practitioner in 1971 within the Pediatric Nursing Program (which started in 1970) and the Family Nurse Practitioner in 1972 within the Public Health Nursing Program.¹⁰⁸ The years of the Deanship of Donna Diers (1972-1984) were ones of rapid development and expansion both in programs and in practice sites (and their politics) for faculty in the specialty practice roles. By 1975, the Yale University School of Nursing with 10 specialty programs and tracks, was at the vanguard of the education of nurse practitioners at the graduate level along with clinical nurse specialists and nurse-midwives.¹⁰⁹

A long held desire of the School was for its own building. In the 1940’s when enrollment peaked during the war years, concern focused on the need to more adequately and more appropriately house the students who were doubled up in single rooms. After the war years, Dean Bixler, in her Annual Reports to the President and Fellows of Yale University, continued to articulate the need “to feel that our philosophy of mental and physical health might be put into practice more effectively ‘at home.’”¹¹⁰ The need was apparent, made even more so with the demolition of Nathan Smith Hall in the 1950’s, but the answer was to reduce the need by closing the MN program. In the 1960’s the issue was no longer space for housing students but the need of the School for faculty, research, and administrative offices and for classroom space. The Brady corridor, one-half of the first floor, simply was inadequate. Multiple faculty were sharing offices, faculty offices were being used for classes and seminars, and there was only one real classroom.

Faculty criteria for a new location for the School included proximity to the hospital and the Medical School and having their own building.¹¹¹ In 1970 the School moved to 38 South Street which was the former St. John’s School. At the time this was considered a temporary move dependent on the anticipated relocation of the Child Study Center sometime during the next decade.¹¹² This didn’t happen. What did happen was the ability of Dean Donna Diers to persuade Yale University administration to renovate the St. John’s School building for the Yale University School of Nursing using in part the Margaret Arnstein Fund established at the time of her retirement and funds for construction from the Division of Nursing. The inadequacies of the unrenovated St. John’s School building were detailed and an announcement made of the planned renovation the Winter of 1974 to the Yale University School of Nursing Alumnae Association.¹¹³ The renovation was completed in the Spring of 1977 with dedication June 4, 1977.¹¹⁴ The School had gone from approximately 3500 square feet at 310 Cedar Street to over 21,000 square feet¹¹⁵ of renovated space including the entrance which changed the address from 38 South Street to 855 Howard Avenue.

Since 1926 a Master of Science degree for nurses through the Graduate School had been available in addition to first the BN and then the MN program in the School of Nursing. The original concept and curriculum work for a combined basic-graduate program in the School of Nursing

developed in the late 1940's/early 1950's had been rejected by President Griswold. The idea was revisited in the mid-1960's after the School was permanently ensconced within Yale University in 1962. Jean Barrett was the Chair of the new basic-graduate program task force which would combine some features of the MN Program with some features of the MSN Program.¹¹⁶ By 1970 the task force had "developed a rationale for a three-year program, outlined the necessary resources, and projected faculty needs and financial considerations".¹¹⁷ On April 22, 1970 Dean Arnstein announced that the Yale Corporation had approved the plan in principle.¹¹⁸ The old and the new were at long last united.

Plans started immediately for implementation of the idea which at the time was for two years of basic preparation and one year of specialty education leading to the MSN degree and to phase out the two year program.¹¹⁹ Of particular concern was funding. Planning funds were secured in 1972 from the Division of Nursing and from the Josiah B. Macy, Jr. Foundation.¹²⁰ Two years later in 1974 the Three-Year Program for Non-Nurse College Graduates admitted its first students with Ann Tomaino Slavinsky (Ameling), '67 as Coordinator of the Program.¹²¹ By this time the curriculum called for one calendar year of pre-specialty preparation and two years of specialty education. The two-year specialty programs for Registered Nurses with a minimum of a Bachelor's degree were to remain with the students from both groups joining in their specialty choice the first year of the specialty program (second year of the Three-Year Program).¹²² The taking of the State Board Examination in Nursing at the end of the second year of the Three-Year program was dictated by Connecticut State law and regulations.

The Three-Year Program, which made inherent good sense to the MN alumnae, ran into early difficulties elsewhere. Deans and faculty of other schools had difficulty grasping the underpinning of a Bachelor's degree, often in liberal arts, and understanding that the Three-Year Program is wholly graduate education. Thus, the Yale University School of Nursing does not have a Baccalaureate to Masters degree program. This understanding is basic to determining credentialing issues in licensure and accreditation. Eligibility for federal funds became another issue in understanding that these are graduate nursing students in specialty nursing programs. Sensitivity to wording regarding mandatory degrees for entrance into practice became critical (a mandatory baccalaureate in nursing mitigates against Three-Year graduates with their MSN).¹²³ Dean Donna Diers became the valiant defender and enabler of the Three-Year Program during its formative years. The graduates themselves have been the best ambassadors for disproving the naysayers and doubters that it is possible to prepare a Bachelor's educated non-nurse in a nursing specialty in three years. There were 12 students admitted to the first class of the Three-Year Program in 1974. In 1997 there were 52 students in the first year of the Graduate Entry Program in Nursing (the current name of the Program) and in 2013 there were 72 students in the first year of GEPN.

By 1984 there was a sufficient number of tenured faculty to constitute a Board of Permanent Officers (BPO).¹²⁴ Donna Kaye Diers resigned, after 12 1/2 years as Dean during a time of expansion and maturation of the faculty, to return full-time to the professoriate effective December 31, 1984. Judith Belliveau Krauss was Acting Dean from January -June, 1985 and then appointed the seventh Dean of the Yale University School of Nursing effective July 1, 1985.

SURVIVAL AND GROWTH

The School continued to be on the cutting edge of the inclusion of new specialty offerings: concentrations in diabetes and in home care and programs in gerontology and school nurse practitioner. Then several factors coalesced to focus critical attention of the University on the School of Nursing:

1. The effect of deferred maintenance on the operating budget of the University and the deficit budget of the School.
2. The development of a strategic plan for the School that included plans to start a doctoral program.
3. The desire of Yale-New Haven Hospital to have the land the School was on to build a Children's Hospital.

Benno C. Schmidt, Jr. became President of Yale University in 1986 and then learned "that Yale's facilities were in bad shape"¹²⁵ because of deferred maintenance policies during preceding years. He undertook the task of refurbishing Yale's buildings and establishing financial stability in the face of operating budget deficits. In so doing he brought academic programs and schools under review seeking places and ways to cut. He appointed a Committee on Restructuring the Faculty of Arts and Sciences which recommended a 10.7 percent cut in faculty over the next 10 years in a report released January 16, 1992. This recommendation included eliminating the departments of linguistics and operations research, making severe cuts in sociology and engineering, and trimming 27 other departments.¹²⁶ In his President's Message in the *Financial Report of Yale University* in June, 1991 he used the following phrases: "A deteriorating economic climate, combined with a number of problems ... made 1990-91 a difficult year for Yale. In spite of financial and political vicissitudes ... The University faces serious financial pressures in the next few years ... However, expenses grew faster than income ... budgeted expense reductions and the plans which are being developed for future years ... reductions are painful and often controversial, but there can be no compromise ... In view of the parlous state of the economy ... The financial challenges facing the University are pressing ..."¹²⁷

At the same time, there were troubling changes in Federal funding of advanced practice educational programs for nurses. The Yale University School of Nursing had come to rely on substantial training grant support for its expansion of programs and resultant operating budget. As the Federal government cut back, there were fewer dollars being spread among many more schools in the nation. The School began to experience modest operating deficits which could not be sustained by the existing reserves. The University covered the School's deficits over a five-year period, but this turned the spotlight on the School of Nursing just as President Schmidt began a series of systematic reviews of Yale's graduate and professional schools.¹²⁸

The faculty of the Yale University School of Nursing had identified the need for a doctoral program as a top priority but the idea was not new. In a document dated 1959, in which Dean Florence Wald discussed the proposed extension of the MSN program to two years and tied both the idea and

the experimental nature of it to words spoken by Annie Goodrich in 1928, reference is made to the need to investigate doctoral study in nursing.¹²⁹ In 1964 the faculty of the Yale University School of Nursing named a doctoral program as one of three priorities.¹³⁰ In 1966 establishment of a doctoral program was discussed with the Dean of the Graduate School,¹³¹ a committee was established, and in 1976 an approach was made to the University which Acting President Hanna Gray advised against pursuing based on the make-up of the Educational Policy Committee of the Corporation at that time.¹³² The 1983 NLN accreditation report prepared by the faculty stated the goal of establishing a doctoral program during the next 8 years of accreditation.¹³³ Dean Judith Krauss knew that implementing a doctoral program in the face of a budget deficit would be difficult and that she had to convince the Provost and the President that the addition of a doctoral program would ultimately improve the School's finances and citizenship in the University. She persuaded Katherine Nuckolls, '41 to accept an appointment as Visiting Professor and Project Director, Doctoral Planning Project for the 1986-1987 academic year.¹³⁴ The work of the Doctoral Program Task Force was incorporated into the long-range strategic plan requested by Yale President Benno Schmidt and developed during the Fall of 1989.

Also included in the long-range strategic plan was a new building for the Yale University School of Nursing. In 1989 Yale-New Haven Hospital entered into negotiations with Yale University for the School of Nursing property. They wanted it to build a Children's Hospital and connect it to the existing Memorial Unit and what was then the "new" wing. This would mean finding a new home for the School of Nursing as well as temporary housing while construction of the Children's Hospital began and a new School of Nursing building was built.¹³⁵ Plans were made for a new building at the corner of Howard and Congress Avenues,¹³⁶ the School moved into temporary quarters in the Grace Education Building at 25 Park Street in July, 1990, and the School of Nursing building at 855 Howard Avenue was demolished.

The long-range strategic plan was presented to Provost Turner and President Schmidt in the spring of 1990. The plan included the proposed doctoral program, faculty development and recruitment resources, new masters emphases, and new space for the School.¹³⁷ The response of President Benno Schmidt to the School of Nursing's long range strategic plan was to establish a review committee to advise the President, who would in turn advise the Corporation 'on the present condition and the potential of the Yale School of Nursing'.¹³⁸ This was in keeping with the review of programs, departments, and schools which had begun throughout the university during this time. The Committee for review of the School of Nursing was chaired by Professor Frank H. Ruddle¹³⁹ and became known as the Ruddle Committee. President Schmidt's instructions to the Ruddle Committee were to consider all possibilities, including closing the School. When President Schmidt told Dean Judith Krauss that closing the School was to be included in the options, she insisted that the other end of the spectrum also be an option, which would be approval of the proposed doctoral program and degree.¹⁴⁰

The Ruddle Committee held hearings and accumulated documents during the academic year 1990-1991 and wrote a report dated June, 1991 which rather weakly supported continuing the School of Nursing with a minority that supported closure.¹⁴¹ The tenured faculty found the report insulting, factually erroneous,¹⁴² and that it lacked understanding of how the Yale University School of Nursing differs from all other (especially state supported) schools of nursing. Members of the BPO wrote letters of response to the Report of the Committee to President Schmidt.¹⁴³ The BPO also agreed with Dean Krauss that the recommendations were achievable,¹⁴⁴ supported her new budget plan that would

restructure the School and cut \$450,000. in faculty costs, and together planned the implementation of Dean Krauss's strategy of nonconfrontational education of President Benno Schmidt, Provost Frank Turner, and the Yale Corporation.¹⁴⁵ The faculty were informed of the Report and the strategic plan to address the budget issues in an urgently called faculty meeting August 1, 1991.¹⁴⁶ The faculty struggled to be undaunted and not disheartened with the knowledge they had of the uncertain future of the School and the continuing occupation of "temporary quarters".¹⁴⁷ At the same time the faculty immediately set about the work of implementation of the strategic plan.

Dean Judith Krauss's plan to meet the financial balancing and "no risk" demands of the University continued to evolve and in the end included the following:¹⁴⁸

1. Administrative restructuring of the School which consolidated administrative units.
2. Decreased faculty costs accomplished through review of all programs, elimination of unnecessary positions, cutbacks from 12 to 9 month appointments for faculty not funded through grants or clinical income, establishing more joint appointments with clinical agencies funding their portion of the salary, and grant targets for research scientists.
3. The Family Nurse Practitioner Program was incorporated into the Adult Nurse Practitioner Program with a concentration available in pediatrics for students who wanted to qualify for both adult and family nurse practitioner certification.
4. The use of senior nurse researchers as Visiting Professors for needed faculty research development. This would also have the effect of not increasing commitments to tenure.
5. The development of a clinical track for productive faculty with a clinical commitment for continuing terms without a tenure demand or commitment. Helen Varney Burst '63 was appointed Chair of a Committee to Develop the Clinical Track. The Clinical Track was approved in May, 1992.
6. The identification of existing space which could be renovated for the new School of Nursing building using the funds realized from the sale of the School's property to the Hospital. This would be less costly than constructing a new facility for the School.¹⁴⁹

The nonconfrontation education strategy included a letter from the non-tenured faculty; a letter from the Yale University School of Nursing Alumnae/i Board; the provision of statistics that show that the School of Nursing has the highest level of participation in alumnae/i fund giving on an annual basis; and the provision of a list of names of advisors outside the University with whom to consult.¹⁵⁰ After news that the School's future was in question appeared in the Chronicle of Higher Education,¹⁵¹ letters began to arrive from deans of schools of nursing, presidents of major nursing organizations, tenured faculty of the School of Medicine, and heads of community agencies attesting to the School's leadership role and national stature, and the need for the School to continue making professional and scholarly contributions.

On February 25, 1992, Dean Krauss met again with the Ruddle Committee, reconvened by President Schmidt. On February 26, 1992, two top nursing leaders and distinguished YSN alumnae, Rhetaugh Dumas, '61 and Ada Sue (Cox) Hinshaw, '63 met with President Benno Schmidt. The Education and Policy Committee of the Corporation met with Dean Krauss that weekend and unanimously recommended the School's academic and strategic plan. By this time President Schmidt was in full support of the School's plan. However, the Corporation as a whole, having been exposed to the Ruddle Report, needed convincing. President Schmidt asked Dean Krauss to meet with the Corporation and lead a substantive discussion of the School's strategic plan and its financial future. Subsequently, the Corporation voted approval of the doctoral program and the DNSc degree, the clinical track, and the addition of the \$5.7 million from the sale of the property at 855 Howard Avenue to the School's General Fund to finance alternative space for the School.¹⁵² A memo "To the YSN Community From Judy Krauss, Dean" dated April 22, 1992 announced that the Yale Corporation had formally endorsed the YSN Academic and Strategic Plan. Dean Krauss called for an "exuberant celebration!"

The Yale University School of Nursing was not only alive but had been given the means by which to grow. The Master's program in Nursing Systems and Policy was started in the Fall, 1992. Dorothy Sexton was appointed Chair of the Doctoral Program Planning Committee. In this capacity she wrote a grant to support the cost of developing the doctoral program which was funded by the USPHS Division of Nursing in 1994. Margaret Grey, '76 was appointed the Independence Foundation Professor of Nursing and Associate Dean for Research and Doctoral Studies January 1, 1994. The first class of seven students started the doctoral program in the Fall of 1994, the first doctoral dissertation defense was by Wantana Limkulpong in April, 1998 and the first DNSc was conferred to three graduates during commencement the end of May, 1998.

Dean Krauss informed the alumnae/i that the search was on for suitable space for the School during the Fall, 1993.¹⁵³ It was found at 100 Church Street South, the former Lee High School, a building divided in quads with shared center atrium and cafeteria. The School occupies a little over one quad or nearly 50,000 square feet.¹⁵⁴ Dean Krauss spent 1994 with architects and builders, had a mock office built for individual faculty planning, and architectural drawings for faculty office selection. The School moved out of its temporary (five years) quarters in the Grace Education Building the Summer of 1995 and the building was dedicated during alumnae/i weekend on June 7, 1996.¹⁵⁵ It was indeed a "coming home" that reunited the School as a community. It is a place of pride and productivity, and bespeaks being valued by the University.

With the goals of the earlier strategic long-range plan realized, Dean Krauss and the faculty developed the next strategic plan during 1997. Based on a balanced operating budget and the development of a healthy reserve, goals were established for faculty development and recruitment, expansion of the clinical activities of the faculty, and the establishment of Centers of Excellence in policy, practice and research. Ruth McCorkle was named the first Director of the Center of Excellence in Chronic Illness Management in 1998.

In early 1997 Judith Belliveau Krauss submitted her resignation as Dean effective June 30, 1998. She declared that the School was in good health and the time was right to recruit a new Dean. In December, 1997 President Richard C. Levin announced the appointment of Catherine Lynch Gilliss as the eighth Dean of the Yale University School of Nursing effective July 1, 1998.



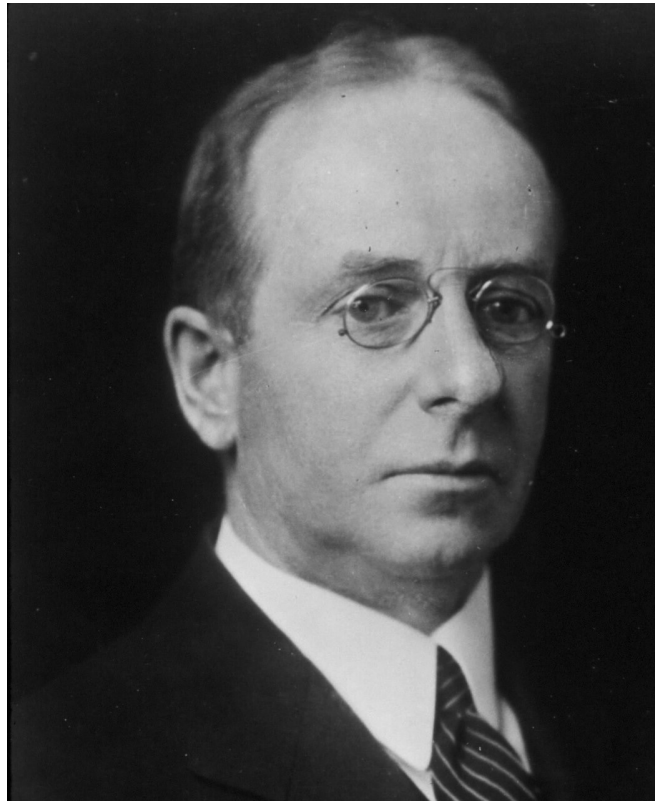
Charles-Edward Amory Winslow



Annie Warburton Goodrich



Milton C. Winternitz



James Roland Angell



Nathan Smith Hall



Sterling Dormitory



Brady Building



855 Howard Avenue



100 Church Street South



400 West Campus Drive

TRANSITION AND TRANSFORMATION

The groundwork was now laid for YSN to once again become a recognized force in nursing research and education. Under the leadership of Dean Judith Krauss, the School had been given a lifeline by the Yale Corporation. Without development in research and doctoral studies, the School would have been unable to compete on the national scene and would have had a slow death. Ironically, the first Director (1987-1994) of the National Institute of Nursing Research, founded in 1986 as the National Center for Nursing Research, was Ada Sue Hinshaw '63, who had graduated in the early heady days of nursing research and theory development at YSN (see pages 16 and 17).¹⁵⁶ The School, however, also focused on the preparation of public health nurses, psychiatric mental health nurses, and nurse-midwives with the start of the MSN program in 1956. Subsequently, YSN provided national leadership in the development of masters' level preparation of nurse practitioners and clinical nurse specialists from the late 1960s into the 1990s. The School also concentrated on the development and securing of the Three-Year Program during the 1970s and 1980s which served as a national model. Clinical practice was king pin and YSN was well-known as a leader in the historic development of advanced nursing practice. However, with advanced practice now well established nationally and recognized legally, other schools of nursing had moved on to establishing doctoral programs and research agendas. This also had financial implications as federal research grants generally bring in more money to the institution than do federal education grants.

YSN was now poised to base a research program on a rich foundation in clinical practice. This was epitomized by the fact the next two Deans were both nurse practitioners who built their research on their clinical practice. Dean Krauss hired Margaret Grey as a Visiting Professor on part-time leave from the University of Pennsylvania from 1992-1994 with the mission of faculty development in research prior to her appointment as Associate Dean for Research and Doctoral Studies in 1994. Thus was started a continuum of effort and process during the deanships of the next two Deans: Catherine Lynch Gilliss 1998-2004 and Margaret Jane Grey 2005-present. Professor Katherine R. Jones served as Acting Dean from September 1, 2004 to August 31, 2005.¹⁵⁷ Richard C. Levin was President of Yale University throughout YSN's transition and transformation. His 20 year tenure provided a period of stability both within the University and within the School.

DOCTORAL EDUCATION AND RESEARCH PROGRAMS

With a doctoral program now in existence and faculty development in research begun, it became imperative that the next Dean have an earned doctorate and be recognized in nursing research. Catherine Lynch Gilliss was the first Dean to have an earned doctoral degree and an established program of research at the time of appointment. She was also an Adult Nurse Practitioner. This signaled a transition from a sole focus on masters' level preparation of nurse practitioners, clinical nurse specialists, and nurse-midwives to one that placed equal emphasis on research of that practice and the necessary doctoral level preparation to conceptualize and develop programs of research.

A doctoral program long discussed since 1959 (see pages 20 and 21) came to fruition in 1994 (see page 23). According to Dean Judith Krauss, doctoral preparation at YSN started as a DNSc to "emphasize the dual nature of practice and research" ... with the goal "to convert the DNSc to a full PhD program within ten years".¹⁵⁸ Associate Dean Margaret Grey was the first director of the Doctoral Program from 1994-1998 and was sponsor for the first predoctoral and postdoctoral fellows to obtain

individual National Research Service Awards from the National Institutes of Health. Incoming Dean Gilliss divided her position in 1998, and Professor Grey became solely Associate Dean for Research Affairs and Professor Ruth McCorkle became Chair of the Doctoral Program from 1998-2004.

Deliberations about converting the DNSc to a PhD were begun during the deanship of Catherine Gilliss but lacked the support of Yale President Levin. Having President Levin's support for the PhD Program became a negotiating point in the discussions between him and Margaret Grey about her becoming the next Dean: "I told him in no uncertain terms that the School would ultimately fail in its research mission if we didn't have a PhD Program."¹⁵⁹ With President Levin's subsequent support, a proposal was prepared in 2005-2006 by Interim Associate Dean for Academic Affairs, Professor Lois Sadler, and the Director of the Doctoral Program who was now Professor Marjorie Funk. Funding for student support was secured by faculty research grants and an NIH Institutional Training Grant (T32) that Dean Grey had obtained.¹⁶⁰ The Executive Committee of the Graduate School approved the proposal to change from a DNSc Program in the School of Nursing to a PhD Program in the Graduate School on April 5, 2006. The Faculty of Arts and Sciences approved it on May 18, 2006.¹⁶¹ The first PhD students were admitted in September 2006 and Dr. Marjorie Funk as Director of the Doctoral Program (2005-2008) was the first Director of the PhD Program. The first graduates of the PhD program were in 2008. The last DNSc student graduated in 2009.¹⁶²

Critical to having a PhD Program was to have major programs of ongoing faculty research. Dean Grey was ready. Her preparation of faculty while Associate Dean had included individual review of grant applications, mentoring of faculty writing grant applications, formal mock reviews, seminars on various topics about grant writing and budgeting, providing for presentations on research in progress, and the founding of CERS (Colleagues Encouraging Research and Scholarship) . Other doctorally prepared senior faculty with well-established programs of research were recruited from the outside. Several Centers were established that focused research and provided mentoring in specific areas of endeavor.

The first Center was the Center for Excellence in Chronic Illness Care founded in 1999 by its first director Professor Ruth McCorkle^{163,164} The Center for Excellence in Chronic Illness Care examines the impact that chronic illness has on individuals, their overall experience of their illness, and the effect chronic illness has on patients, families, and survivors.¹⁶⁵ Also founded in 1999 was the Center for Health Policy and Ethics with Associate Professor Sally Cohen as first Director. It evolved into The Center for Health Care Policy and Ethics. Activities have included analysis of local, state, federal, and international issues in health policy and ethics; consultation and workshops on policy issues; and formulation of strategies to improve health care delivery system outcomes.¹⁶⁶

The Yale-Howard Partnership Center on Reducing Health Disparities evolved from the Yale-Howard Scholars Program established in 2000 by YSN Dean Catherine Gilliss in collaboration with her counterpart at Howard University, Dean Dorothy Powell. It was initially designed as a 6-7 week summer program to encourage students from under-represented minority groups to pursue graduate level education by exposing selected rising seniors from Howard University's College of Nursing to careers in advanced practice nursing and research. Howard scholars were teamed with YSN faculty mentors and engaged in the research process to develop their own research project and also have the opportunity to shadow nurse practitioners in clinical settings.¹⁶⁷ Subsequent Exploratory Center funding obtained by Dean Gilliss from the NIH National Institute of Nursing Research in 2002 enabled the Program to expand into a year-long program with mentors at both Yale and Howard.¹⁶⁸ The Yale-Howard Program "provided a prototype for similar initiatives across the country to develop a cadre

of nurse scientists who could contribute to the elimination of health disparities”.¹⁶⁹ The Yale-Howard Partnership Center on Health Disparities was later funded by the Josiah Macy, Jr. Foundation. Under the direction of Professor Barbara Guthrie, who received a federal grant, the program has expanded to include other health professionals.¹⁷⁰

The Center for Self and Family Management of Vulnerable Populations evolved from the clinical (Dr. Grey was a practicing Pediatric Nurse Practitioner) and research work of Dr. Margaret Grey on diabetes care and education of at-risk youth with Type I diabetes and others on the faculty whose work focused on assisting those with chronic conditions to better manage those conditions. The initial grant for a Center written by Dr. Grey was for an Exploratory Center on Self-Management Interventions for Populations at Risk funded in 2001 by the NIH National Institute of Nursing Research (NINR). This expanded in 2004 into a NIH NINR Core Center for Self and Family Management in Vulnerable Populations. A Core Center was designed as an integrative center and became The Center for Self and Family Management of Vulnerable Populations. Dr. Grey was its first Director.¹⁷¹ The Center served as a core think tank and source of mentoring that provided support, collaboration, shared resources, and input from participating colleagues from which emanated numerous pertinent faculty research grants. The Center also provided systems for management of the grant application and implementation processes. Emphasis was on translation and dissemination of research findings. In 2003, the Center launched a Pre- and Post-doctoral Training Program in Self and Family Management with NIH monies obtained by Dr. Grey.

The Yale Center for International Nursing Scholarship and Education was established in 2006 with Professor Ann Williams as the first Director (see later subsection on International Involvement). The Center concentrates efforts to promote excellence in all aspects of YSN’s leadership role in international work with an emphasis on collaborative scholarship, develop sustainable relationships that enhance student experiences and faculty scholarship, obtain funding for international health care research, and actualize the mission of YSN of “better health care for all” in the world beyond our national borders.¹⁷²

Examples of recent faculty collaborative and multi-million dollar efforts include multidisciplinary research training for individuals in nursing, medicine, or the behavioral sciences who will contribute to the field of behavioral research in type 1 diabetes with Dean Margaret Grey and Associate Professor of Pediatrics (endocrinology) Stuart Weinzimer as co-Principal Investigators and co-directors and the only such grant awarded in 2012 to a School of Nursing;¹⁷³ YSN Professor Nancy Redeker and Associate Professor of Internal Medicine Henry Klar Yaggi as co-Principal Investigators in a grant that funded a new Yale Center for Sleep Disturbance in Acute and Chronic Conditions;¹⁷⁴ in 2008 Professor Marjorie Funk obtained the largest grant ever awarded to a researcher at YSN (\$3.9 million) that funds a 16 site randomized clinical trial with the goal to improve nursing practices related to ECG monitoring for more accurate diagnosis and more timely treatment and better patient outcomes;¹⁷⁵ and in 2007, a grant nearly as large (\$3.47 million) was obtained by co-Principal Investigators Dr. Margaret Grey and Dr. Robin Whittemore that uses the internet to help teens cope with Type 1 diabetes.¹⁷⁶

With programs of research and the PhD Program solidly in place, serious discussions about a DNP at YSN started. After having the faculty hear outside speakers both pro and con, Dean Grey appointed a committee chaired by Associate Professor Sandra Talley to make recommendations about a DNP at YSN. A year later, the committee recommended a post-master’s DNP which was unanimously supported by the YSN Board of Permanent Officers on May 20, 2009.¹⁷⁷ Dean Grey then appointed a

task force eventually co-chaired by Professor Donna Diers and Associate Professor Margaret Moss to prepare a proposal which was subsequently approved by the Yale Corporation to offer a new degree. The Task Force subsequently fleshed out the proposal and the Doctor of Nursing Practice (DNP) Program admitted its first class of 14 students in 2012.¹⁷⁸ Along with an incoming class of 6 PhD students, the number of doctoral students enrolled in YSN more than tripled.¹⁷⁹

With two doctoral programs the Doctoral Program was split into the DNP Program with Director Dr. Margaret Moss and the PhD Program with then Director Professor Nancy Reynolds and in 2013 Associate Professor Robin Whitemore. Key features that distinguish the DNP Program is that it is:

- 1) a professional doctorate in contrast to the academic research PhD degree¹⁸⁰
- 2) designed for post-Masters mid-career senior clinicians who also seek leadership and policy roles related to the future of health care¹⁸¹
- 3) the first and currently only degree-granting hybrid online program at Yale¹⁸²

Graduates will also provide some relief to the shortage of practice-savvy nursing faculty in baccalaureate and master's programs.¹⁸³

During the deanship of Margaret Grey, the focus of faculty recruitment has been to strengthen the tenure track pipeline to assure a strong future for YSN. Excellent junior clinician scientists have been recruited. They are mentored to contribute to both practice and science with many of the same tools Dr. Grey used for faculty research development while Associate Dean.

COMMUNITY SERVICE

Community service has been a core value at YSN since its founding in 1923 based on public health principles and nursing education in a university. The first Dean, Annie Goodrich, wrote eloquently about the nurse in the community as a social force.¹⁸⁴ Florence Wald, the fourth Dean, led the School into providing emergency health care on the New Haven Green during the Black Panther Trials in 1970.¹⁸⁵ Donna Diers, the sixth Dean, was actively involved with supporting the development of community health centers in New Haven, specifically the Hill Health Center started in 1968 and the Fair Haven Community Health Center in 1971.¹⁸⁶ Faculty and students provided volunteer care services in the early years at both health centers. Then from 1974 to 1982 pro bono services were provided and responsibility assumed for the entirety of the obstetrical services at the Fair Haven Community Health Center by YSN nurse-midwifery faculty and students in collaboration with physician consultants.¹⁸⁷

One of the foci of Catherine Gilliss, the eighth Dean, was diversity and affirmative action. To this end she established the YSN Dean's Advisory Committee on Diversity from which came such events as an annual celebration of Martin Luther King, Jr. with honors going to individuals, corporations, non-profit organizations, and local health care centers for their contributions to the elimination of health disparities in diverse populations; and having Diversity Day training programs as part of student orientation.¹⁸⁸ This evolved into the YSN Diversity Action Committee and the Student Diversity Action Committee. The YSN Diversity Action Committee is grounded in the YSN Mission of better health

for all people, a commitment to eliminate health disparities, and dedication to educational goals that celebrate and promote diversity in all aspects of both the School and the University.¹⁸⁹

YSN faculty CVs are replete with volunteer work in the community. Examples include the New Haven Health Department; multiple programs at the Hill Regional Career High School such as mentoring, Career Against Tobacco, “Memories” (bereavement counseling and arts therapy), lectures on health care topics, interviewing skills, etc.; the Board of the Visiting Nurses Association of South Central Connecticut and the Regional Visiting Nurse Association; environmental groups; consultants to various state agencies; the New Haven Special Commission on Infant and Child Health; the Polly McCabe Center for pregnant teenagers; the Board of Women’s Health Services; various school committees; various religious organizations; various sports organizations; and Stand Down sponsored by the State of Connecticut to provide essential services, including health care, to homeless veterans. YSN involvement in Stand Down, an annual event, started in 1992 led by faculty member Linda Swartz ’84,¹⁹⁰ Connecticut Commissioner of Veterans’ Affairs since 2003 and recently nominated by President Obama for the position of Assistant Secretary of Veterans Affairs for Policy and Planning.^{191,192} Healthy Neighbors, a community partnership with the residents of the Church Street South Housing Development Apartments and the Yale health professional schools, provides quarterly health fairs, daily after-school tutoring and activities, and youth mentoring.

Four faculty have received the prestigious Seton Elm-Ivy Award for their work in the New Haven community (Leslie Robinson ’81 in 1999¹⁹³, Linda Pellico ’89 in 2001¹⁹⁴, Lois Sadler ’79 in 2007¹⁹⁵, and Alison Moriarty Daley ’94 in 2010¹⁹⁶). One of the most visible volunteer activities was started by faculty member Linda Pellico in 1997: “Have Bones, Will Travel”, an educational program with anatomical props that she takes to at least one local school classroom a week. She has enlisted dozens of YSN faculty and students to help not only with visits to school classrooms but also at community events such as New Haven’s annual International Festival of Ideas and Arts held on the Green.¹⁹⁷

YSN students have also been deeply involved in numerous community outreach programs in addition to working with faculty at Hill Career High School, Healthy Neighbors, and Have Bones, Will Travel. Examples include HAVEN Free Clinic, a student-run (nursing, medicine, physician associate, public health) free clinic in New Haven begun in 2005 in partnership with the Fair Haven Community Health Center¹⁹⁸; student-run (nursing, medicine, public health, and physician associate) hypertension and diabetes screening and information at the Downtown Evening Soup Kitchen; and involvement in the coordinating and collaborating activities of Students Engaged in Responsible Volunteering (nursing, medicine, public health, and physician associate).¹⁹⁹ Since 1994, YSN has annually presented a student with a Community Service Award in recognition of that individual’s outstanding contributions to the New Haven community.

INTERNATIONAL INVOLVEMENT

The Yale-China Association was founded in 1901 and formed in 1902 as the Yale Foreign Missionary Society (also called the Yale Mission or Yale-in-China) to be non-denominational and financially independent of Yale University although supported by individuals of the Yale community. The locale of its work was determined to be Changsha in Hunan Province in Central China. Its purpose was to establish a center of higher education (Yali) in Changsha starting with a middle school (known as the Collegiate School) followed by a College of Arts and Sciences which graduated its first class in 1917.

Medical services started in 1907 and a hospital opened in 1908. Two nursing schools were started in 1913 (one for men and one for women) and a medical school first admitted students in 1916. Central in the development of the nursing schools was Nina Gage, a Registered Nurse from the United States whose older brother was an 1898 graduate of Yale College, an ordained minister, and the Dean of the Collegiate School in Changsha. Nina Gage is attributed with helping to found Hsiang-Ya School of Nursing, the first school of nursing in Central China, and helping to found the Nurses' Association of China which she served as President from 1912-1914.²⁰⁰

Yale-China became more personally connected with YSN when a 1947 graduate, Drusilla Poole, served as an instructor at the Hsiang-Ya School of Nursing. Then in the 1990s, YSN alumnus and Helen Porter Jayne and Martha Prosser Jayne Professor of Nursing Ann Williams '81 started working intensively with the Yale-China Association bringing to China her expertise in HIV/AIDS care, education, and research and making her first trip to Changsha in 1996.²⁰¹ Eventually Dr. Williams became a member of the Yale-China Board of Trustees and since 2004 has been appointed as Guest Professor to the faculty of Central South University School of Nursing, the successor to Hsiang-Ya School of Nursing.²⁰² She helped in the development of their doctoral program.

Yale President Richard Levin brought commitment to global leadership and service in an increasingly interdependent world during his 20 years in office (1993-2013) and to Yale being a global university. The annual retreat of the Yale Corporation in 1997 was devoted to the topic of globalization and set the direction for focused internationalization efforts of the University.²⁰³ This involves a two-way street of both providing student experiences in other countries and bringing international scholars to Yale. All of Yale's Schools offer international opportunities for their students.²⁰⁴ YSN faculty and student international opportunities have included England, South Africa, Zambia, India, Saudi Arabia, Russia, Japan, Thailand, Vietnam, China, Hong Kong, Philippines, Belize, Haiti, Trinidad and Tobago, Nicaragua, Guatemala, Dominican Republic, Mexico, New Zealand, and Australia. YSN graduates have gone all over the globe. Nearly every issue of *Yale Nurse* and *Yale Nursing Matters* includes stories about the practice of YSN alumnae/i working in another country. The 1999 YSN Reunion Weekend Alumnae/i College was titled "YSN ... Spanning the Globe". In 2000, Dean Gilliss recognized then Associate Dean, Margaret Grey, as a "regular columnist for planetRx.com, the number two commercial website in the world, on which she is able to provide education about diabetes management to families around the globe".²⁰⁵ President Levin led a delegation to China in 2001 that included Dean Catherine Gilliss and Professor Ann Williams.²⁰⁶ Dean Gilliss then went to Hong Kong to sign a memo of understanding with Hong Kong Polytechnic University (HKPU) for YSN faculty to teach primary care courses at HKPU and help prepare the first nurse practitioners in Hong Kong.²⁰⁷

The YSN Office of International Affairs was established in 2002 by Dean Gilliss.²⁰⁸ By the Summer of 2004, YSN faculty and students had conducted projects in over 20 countries around the world.²⁰⁹ A renewed commitment to YSN's international work by Dean Margaret Grey led to the establishment of the Yale Center for International Nursing Scholarship and Education in July 2006 with Ann Williams as the first Director.^{210,211} As Dr. Williams wrote in 2010: "We were not launching a completely new mission, but rather building upon our eight decades of experience, seeking to strengthen and expand our international partnerships".²¹² Indeed, preceding Deans had been deeply involved in international efforts. The first Dean of YSN, Annie Goodrich, was President of the International Council of Nurses from 1912-1915.²¹³ The second Dean of YSN, Effie Taylor was also President of the International Council of Nurses from 1937-1947. The fifth Dean of YSN, Margaret Arnstein, was Chief Nurse for the Balkan Mission of the United Nations Relief Organization from 1943-1945 and directed

the first international seminar in nursing research in France in 1956. Donna Diers, the Sixth Dean of YSN, made her first trip to Australia in 1986.²¹⁴ This became an annual trip for her as she worked with organizations and Schools of Nursing in Australia and New Zealand on research, the management and data mining of large data sets, and policy;²¹⁵ and giving papers and teaching re DRGs, nursing intensity, nursing shortages, and casemix.^{216,217} Faculty exchanges and student dissertations evolved with Donna Diers given faculty appointments in three Australian and one New Zealand university schools of nursing.²¹⁸

In 2008 Dean Grey met with former President Bill Clinton to acknowledge the partnership between YSN, the Government of India, and the Clinton Foundation in the development of a center of excellence in HIV directed at nurses in India. Initially, YSN helped with the development of a curriculum for public health nurses focused on the prevention of HIV/AIDS for the new Indian Institute for Advanced Nursing (IIAN) in Chennai, India which serves as the national hub for nursing training, research and education on HIV/aids in India. The project has now expanded to include curriculum in 5 programs from one-month continuing education for nursing faculty to a PhD with an HIV specialty.^{219,220}

More recently the YSN partnership with Hong Kong Polytechnic University (HKPU) expanded to include Hong Kong Sanatorium and Hospital (HKSH) which is providing financial support to HKPU for a master's entry program in nursing similar to GEPN. YSN is providing consultation on adult learning and the development of programs of research.²²¹

In Fall, 2013, a Global Health Concentration was first made available to MSN students in their final year of study. The concentration is designed to prepare students to serve populations internationally or in domestic settings that serve global populations as clinicians, educators, scholars, and policy-makers.²²²

2013 AND 90 YEARS

Once again, the School needed both more space and a new infrastructure to accommodate the burgeoning programs of research and numbers of doctoral students in the past 15 years in addition to the on-going masters level preparation of advanced practice nurses and nurse-midwives. In 7 years, YSN ranks 3rd in the nation for its PhD program. In the 7 years after Dean Krauss hired Margaret Grey to return to her alma mater and Dean Gilliss made research and faculty development in research Dr. Grey's sole concern, the School had gone from 48th in receipt of NIH funds among Schools of Nursing to 7th. As a graduate school of nursing, YSN ranks 7th in the *US News and World Reports* in 2012.²²³ At the same time, the past 15 years have transformed the School into a world class global entity with faculty, students and graduates all over the world.

Dean Margaret Grey started a process of developing a new strategic plan in 2010. From this came a new mission statement that succinctly stated the message of previous mission statements: "better health for all people". Also from this process came a new values statement. Work groups were established to establish operational objectives and subobjectives for the identified strategic goals.

The strategic planning process also resulted in the adoption of a new organizational structure. In 2013, Professor Holly Powell Kennedy was named Executive Deputy Dean, and Professor Marty Swartz and Professor Tish Knopf were named Division Chairs of the Primary Care Division and the Acute Care & Health Systems Division respectively. The Executive Deputy Dean is responsible for the day-to-day

operations of the School which will allow the Dean to travel and raise funds for YSN. The Division Chairs are responsible for academics, faculty development, and budgetary decisions for the tracks within their Divisions. There is a Coordinator for each of the specialties.²²⁴ One goal of the new structure is to assure continuity across areas and promote community in scholarship, practice and teaching.²²⁵

In addition, the School relocated to Yale's West Campus located on 136 acres seven miles west of downtown New Haven. Yale has underwritten the move that gives the School its own building and bespeaks the respect the university has for YSN. Spacious and full of light, the building has been renovated to meet current and future needs of faculty, students, and staff. The space is flexible and suited to modern teaching, simulation, research, and lab needs. This includes video conferencing and distance learning capability and a biobehavioral laboratory.²²⁶ The move of 450 students, staff, and faculty took place during the summer of 2013. Shuttle bus service between West Campus and the Medical School occurs every 20 minutes and transportation to and from Yale's main campus is every hour. With the start of a new School year, Dean Margaret Grey started a new tradition and held the first YSN Convocation.²²⁷

The School has expanded from classes with fewer than 20 students at the start of the MSN Program in 1956 to an enrollment of 340 students in 2013 (GEPN=72; MSN specialties=213; post-Masters specialty Certification=4; PhD=20; DNP=20).²²⁸ Communication in the early 1960s was over Friday afternoon sherry hour with faculty, students, and staff. In 2013 the school has a website, emails, and *Yale Nursing Matters*. *Yale Nursing Matters* was started under the deanship of Catherine Gilliss with founding editor, Colleen C. Shaddox. The first issue was in the Fall of 1999. Inside three years it started to receive a number of awards including Silver and Gold Mercury Awards for Best Magazine by the Connecticut Valley and Southern Connecticut chapters of the Public Relations Society of American and Pinnacle Awards for Best Magazine in the Public Media Category by Sigma Theta Tau Honor Society of Nursing. The Alumnae/i publication of YSN, *Yale Nurse*, was incorporated into *Yale Nursing Matters* with the Fall 2004 issue.

In 2013 at the 90th anniversary of the Yale University School of Nursing, the School is transformed - yet transformed in a way that remains true to its values and traditions of 90 years. The careers of visionary leaders who had continued and further shaped the core values of YSN and the School's forebears and who had prepared leaders in nursing and midwifery came to a celebrated close. Ann Ameling '67; Dorothy Sexton, for whom the first scholarship ever named after a YSN faculty member was established; Donna Diers '64 for whom a scholarship was named in her honor; and Helen Varney Burst '63 in whose name the first endowed professorial chair in academic midwifery was established. Dean Gilliss initiated the idea and fund raising for this professorial chair and Dean Grey successfully finalized it. The School also mourned keenly felt losses of legendary giants associated with YSN through many formative years: John Thompson in 1992, Virginia Henderson in 1996, Ernestine Wiedenbach in 1998, Rhetaugh Dumas '61 in 2007, Florence Wald '41 and '56 in 2008, and Donna Diers '64 in 2013.

The School started with BN and then MN basic nursing students, followed by MSN specialties, and now, along with the MSN the School has PhD and DNP students. As always, YSN is on the cutting edge: first in universities; then early nursing research and theory; masters level preparation of nurse practitioners, nurse clinical specialists, and nurse-midwives; a program that facilitates career change to nursing from other disciplines; a PhD that is built on researching our expert practice (or as Virginia Henderson said: researching the practice; not the practitioner); and a DNP that is a modern hybrid

online program designed for post-clinical masters mid-career senior clinicians. We honor our past by staying true to what we learn from it and take pride in. To borrow from and paraphrase our esteemed mentor and colleague, Donna Diers: Knowing what we know now would we do the past 90 years again? “You betcha.”²²⁹



Annie Warburton Goodrich



Effie Jane Taylor



Elizabeth Seelye Bixler



Florence Schorske Wald

PROFILES OF THE DEANS



Margaret Gene Arnstein



Donna Kaye Diers



Judith Belliveau Krauss



Catherine Lynch Gillis



Margaret Grey

Annie Warburton Goodrich, 1866-1954
Dean, 1923-1934

Annie Warburton Goodrich was born February 6, 1866 in New Brunswick, New Jersey. She obtained her nursing education at New York Hospital and received her R.N in 1892. She was awarded the honorary degree of Doctor of Science (Sc.D.) from Mount Holyoke College in 1921, the honorary degree of Master of Arts (M.A.) from Yale University in 1923, and the honorary degree of Doctor of Laws (LL.D.) from Russell Sage College in 1936.

Positions held by Annie Warburton Goodrich:

Superintendent of Nursing New York Post-Graduate Hospital, 1893-1900
Superintendent of Nursing St. Luke's Hospital, 1900-1902
Superintendent of Nurses, New York Hospital, 1902-1907
General Superintendent, Training School for Nurses, Bellevue and Allied Hospitals,
1907-1910
Inspector of Nurses Training Schools, New York State Education Department 1910-1914
Assistant Professor of Nursing and Health, Teachers College, Columbia University,
1914-1923 (Lecturer, 1904-1913)
Director of Nurses, Henry Street Visiting Nurse Service, 1917-1923
Organizing Dean, Army School of Nursing 1918-1919 (on leave from Henry Street Visiting
Nurse Service)

First Dean and Professor, Yale University School of Nursing 1923-1934, Emeritus, 1934-1954

Consulting Director, Nursing Service, Neuro-psychiatric Institute, Hartford Retreat (Institute of
Living) 1938-1941

Annie Warburton Goodrich held the following positions in national professional organizations:

President, American Society of Superintendents of Training Schools for Nurses, 1905-1906
President, International Council of Nurses, 1912-1915 (later appointed Honorary President)
President, American Nurses' Association, 1916-1918
First President, Association of Collegiate Schools of Nursing 1932-1936

Honors bestowed upon Annie Warburton Goodrich include:

Fellow, American College of Hospital Administrators, 1948
Medal of National Institute of Social Science
Distinguished Service Medal of the United States
Medaille d'Honneur de l'Hygiene Publique (French Government)
Walter Burns Saunders Medal
Silver Medal of the Ministry of Social Welfare (French Government)
Bronze Medal of Belgium
Adelaide Nutting Medal
Yale Medal "for outstanding service to Yale", 1953

Effie Jane Taylor, 1874-1970
Dean, 1934-1944

Euphemia (Effie) Jane Taylor was born in Hamilton, Ontario April 8, 1874. After graduating from Hamilton Collegiate Institute followed by two years at the Wesleyan Ladies College also in Hamilton, she obtained her nursing education from Johns Hopkins Hospital Training School of Nursing in 1907. She obtained a Teachers Certificate from Teachers College in 1909 and her Bachelor of Science (B.S.) from Columbia University in 1926. She was awarded the honorary degree of Master of Arts (M.A.) from Yale University in 1926 and the honorary degree of Doctor of Humane Letters (L.H.D.) from Keuka College in 1944.

Positions held by Effie Jane Taylor:

Head Nurse, private wards, Johns Hopkins Hospital, 1907-1908
Supervisor and Assistant Instructor, Johns Hopkins Hospital Training School for Nursing, 1909-1912
Organizing Director of Nursing Services, Henry Phipps Psychiatric Clinic at Johns Hopkins Hospital (also developed first course in psychiatric nursing in a general hospital), 1913-1919
Director and Chief Nurse, Army School of Nursing Unit at Camp Meade, 1918-1919
Associate Principal, Johns Hopkins Hospital School of Nursing 1919-1922
Executive Secretary, National League of Nursing Education, 1923
Closing Superintendent, Connecticut Training School, 1923-1926
Professor (Associate Professor, 1923-1926), Yale University School of Nursing and Superintendent of Nurses, New Haven Hospital, 1923-1934 (first Professor of Psychiatric Nursing in the world)

Second Dean and Professor, Yale University School of Nursing, 1934-1944, Emeritus, 1944-1970

Positions in national professional organizations held by Effie Jane Taylor include:

Chair, Mental Hygiene Section, American Nurses Association, circa 1928
President, National League for Nursing Education, 1932-1936
President International Council of Nurses (ICN), 1937-1947
ICN Representative to the United Nations, circa late 1940s-1950's

Honors bestowed upon Effie Jane Taylor include:

Adelaide Nutting Award, National League for Nursing "for outstanding leadership and achievement in nursing", 1959
Florence Nightingale Medal, highest International Red Cross honor "for distinguished and devoted service to the sick and wounded in time of war and peace and in disasters", 1959

Elizabeth Seelye Bixler Torrey, 1899-1976
Dean, 1944-1959

Elizabeth Seelye Bixler was born in New London, Connecticut October 29, 1899. She married Norman L. Torrey in 1958. Elizabeth Bixler graduated from Smith College with a Bachelor of Arts (B.A.) in 1922 and from Radcliffe College with a Master of Arts in Archeology (M.A.) in 1924. She obtained her Bachelor of Nursing (B.N.) degree from Yale University in 1927. In 1944 she received the honorary degree of Master of Arts (M.A.) from Yale University.

Positions held by Elizabeth Seelye Bixler:

Night Supervisor (Assistant 1927), New Haven Hospital and Instructor, Yale University
School of Nursing 1927-1928

Head Nurse, Women's Clinic, New Haven Dispensary, 1928-1930

Supervisor of Nursing, Psychiatric Clinic, Institute of Human Relations, Yale University, and
Assistant Professor, Yale University School of Nursing 1930-1934

Assistant Director of Nursing, New Haven Hospital, 1934-1935

Educational Director, Worcester, Massachusetts State Hospital, 1935-1937

Director of Nursing, New York Hospital Westchester Division in White Plains, 1937-1941

Director of Nursing, Norwich, Connecticut State Hospital, 1941-1944

Third Dean and Professor, Yale University School of Nursing, 1944-1959, Emeritus, 1959-1976

Founding President of the Visiting Nurses' Association, Jaffrey, New Hampshire, 1965-1973

Positions in national professional organizations held by Elizabeth Seelye Bixler include:

President Association of Collegiate Schools of Nursing, 1946-1952

Neuropsychiatric Advisory Committee, Veterans Administration, 1946

Board of Directors, National League for Nursing, 1952-1957

Honors bestowed upon Elizabeth S. Bixler Torrey include:

Distinguished Alumna Award, Yale University School of Nursing, 1973

Florence Schorske Wald, 1917–2008
Dean, 1959-1967

Florence Schorske was born in New York City in 1917. She married Henry Julius Wald in 1959. Florence Schorske obtained her Bachelor of Arts (B.A.) from Mt. Holyoke College in 1938, her Master of Nursing (M.N.) from Yale University in 1941, and her Master of Science (M.S.) from Yale University in 1956. She was awarded the honorary degree of Doctor of Law from the University of Bridgeport in 1967, the honorary degree of Doctor of Humane Letters from Mt. Holyoke College in 1978, and the honorary degree of Doctor of Medical Sciences from Yale University in 1995.

Positions held by Florence Schorske Wald include:

Staff Nurse, New York Visiting Nurse Service, 1941-1943
Research Assistant, Surgical Metabolism Unit, College of Physicians and Surgeons, 1946-1952
Instructor, Rutgers University School of Nursing, 1955-1957
Assistant Professor of Psychiatric Nursing, Yale University School of Nursing, 1957-1958
Acting Dean and Associate Professor, Yale University School of Nursing, 1958-1959

Fourth Dean and Associate Professor, Yale University School of Nursing, 1959-1968

Research Associate, Yale University School of Nursing, 1968-1970
Planning Staff and Board Member, Hospice Inc., Branford, Connecticut, 1971-1975
Clinical Professor (Associate Clinical Professor, 1970-1980), 1980-2008, Yale University School of Nursing
Principle Investigator, A Feasibility Study for Care of the Terminally Ill in State prisons, National Prison Hospice Association, 1997-2008

Honors bestowed upon Florence Scorske Wald include:

Distinguished Alumna Award, Yale University School of Nursing, 1976
Distinguished Woman of Connecticut Award. Governor of Connecticut, 1976.
Fellow, American Academy of Nursing, 1979
First Recipient, Florence S. Wald Award for Contributions to Nursing Practice, Connecticut Nurse Association, 1980
Founders Award, National Hospice Organization, 1987
Contribution to Hospice Award, National Association of Home Care, 1990
Inducted into American Nurses Association Hall of Fame, 1996
Inducted into National Women's Hall of Fame, 1998
Excellence in Caring Award, YSN Center for Excellence in Chronic Illness Care, 2000. With Henry Wald.
"Living Legend", American Academy of Nursing, 2001
The Connecticut Treasure Award, 2004.

Margaret Gene Arnstein, 1904-1972
Dean, 1967-1972

Margaret Gene Arnstein was born October 27, 1904 in New York City. She obtained her Bachelor of Arts (A.B.) with a major in zoology from Smith College in 1925, her nursing education from Presbyterian Hospital School of Nursing in New York City in 1928, her Master of Arts (M.A.) in Public Health Nursing from Teachers College, Columbia University in 1929, and her Master of Public Health (M.P.H.) from Johns Hopkins University in 1934. She was awarded the honorary degree of Doctor of Science (Sc.D.) from Smith College in 1950, the honorary degree of Doctor of Science (Sc.D.) from Wayne State University in 1962, the honorary degree of Master of Arts from Yale University in 1967, and the honorary degree of Doctor of Science (Sc.D.) from the University of Michigan in 1972.

Positions held by Margaret Gene Arnstein:

Staff and Supervising Nurse, Westchester County Hospital, 1929-1934
Nurse Consultant, Communicable Disease Division, New York State Department of Health,
1934-1937
Associate Professor and Director of Public Health Course, University of Minnesota, 1937-1940
District Consultant, New York State Department of Health, 1940-1943
Chief Nurse for the Balkan Mission of UNRRAS (United Nations Relief Organization)
1943-1945
United States Public Health Service:
Division of Nursing/Division of Nursing Resources, 1946-1964
Director/Chief, 1949-1957
LOA 1956, Florence Nightingale International Foundation to direct first
international seminar in nursing research, France
Chief, Public Health Nursing, 1957-1964
LOA 1958, First Visiting Professor on the Annie W. Goodrich Endowment, Yale
University School of Nursing
Senior Nursing Advisor, USAID and Rockefeller Foundation, 1964-1966.
Study of health manpower training requirements in developing countries.

Professor of Public Health Nursing, University of Michigan, 1966-1967

Fifth Dean and Professor, Yale University School of Nursing, 1967-1972

Professor and Coordinator, Combined Basic Graduate Program, 1972

Honors bestowed upon Margaret Gene Arnstein include:

Albert Lasker Achievement Award (with Lucile Petry Leone and Pearl McIver) on behalf
of the Nursing Services of the United States Public Health Service, 1955
Distinguished Service Medal, United States Public Health Service
Rockefeller Public Service Award, 1965 (first woman recipient)
William Thompson Sedgewick Medal for Distinguished Service in Public Health,
American Public Health Association (highest award), 1971 (fifth woman recipient
since established in 1929)

Donna Kaye Diers, 1938–2013
Dean, 1972-1984

Donna Kaye Diers was born May 11, 1938 in Sheridan, Wyoming. She obtained her nursing education and Bachelor of Science in Nursing (B.S.N.) from the University of Denver in 1960, her Master of Science in Nursing (M.S.N.) from Yale University in 1964, and her Doctor of Philosophy (Ph.D.) from the University of Technology, Sydney, Australia in 2002. She was awarded the honorary degree of Doctor of Science from the University of Wyoming in 2012.

Positions held by Donna Kaye Diers:

Staff Nurse, Yale Psychiatric Institute, 1960-1962
Yale University School of Nursing:
Instructor, Psychiatric Nursing, 1964-1967
Assistant Professor, 1967-1970
Associate Professor 1970-1979, without term since 1973
Chair, Program in Nursing Research, 1969-1972
Professor, 1979-1990

Sixth Dean and Professor, Yale University School of Nursing, 1972-1984

Professor, Institution for Social and Policy Studies, Yale University, 1976-1990
Editor, *Image – Journal of Nursing Scholarship*, 1985-1993
Faculty, Healthcare Executive Management Programs, School of Management, Yale University, 1986-1990
Chair, Adult Health Division, Yale University School of Nursing, 1990-1995
The first Annie W. Goodrich Professor of Nursing, Yale University School of Nursing, 1990-2004
Lecturer, Department of Epidemiology and Public Health, Yale University School of Medicine, 1992-2013
Project Director, Nursing/Resource Information Management System Office, Yale New Haven Hospital, 1996-2013
Honorary Faculty, University of New England, Armidale, New South Wales, (Australia), 1996-1998
Adjunct Professor, Faculty of Nursing, Midwifery and Health, University of Technology, Sydney (Australia) 2001-2013
Adjunct Professor, Faculty of Nursing, Monash University, Melbourne (Australia) 2002-2005
Visiting Professor, Faculty of Nursing, Massey University, Palmerston North (New Zealand) 2005-2013
Annie W. Goodrich Professor of Nursing Emeritus, Yale University School of Nursing, 2004-2013
Honorary Adjunct Faculty, The University of Sydney (Australia), 2010-2013

Board memberships held by Donna Kaye Diers include:

Community Health Care Plan, New Haven, CT 1973-1988
Hospice, Inc. 1974-1980
Mory's Association, Inc., Board of Governors 1974-1981 (first Mory's Board to include women)
Health Systems Agency of South Central Connecticut, 1976-1981

Governing Council, American Academy of Nursing, 1979-1981
Editorial Advisory Board, *Journal of Midwifery and Women's Health* 1979-1999
Editorial Board, *Nursing Outlook* 1995-1997
Visiting Nurses Association of South Central Connecticut 1988-1998
Editorial Board, *American Journal of Nursing* 2000-2013
Whitney Center, Inc. 2003-2013; Chair 2008-2013

Honors bestowed upon Donna Kaye Diers include:

Fellow, American Academy of Nursing, 1975
Virginia Henderson Award for Contributions to Nursing Research,
Connecticut Nurses Association, 1981
Member, Institute of Medicine, National Academy of Sciences, 1982
Distinguished Alumna Award, Yale University School of Nursing, 1983
Jessie M. Scott Award, American Nurses Association, 1986
Annie W. Goodrich Award for Excellence in Teaching, Yale University
School of Nursing graduating class of 1988
Excellence in Editorial Leadership, Special Recognition, Sigma Theta
Tau International, 1993
Excellence in Caring in Chronic Illness Award, Center for Excellence in
Chronic Illness Care, Yale University School of Nursing, 2001
Yale University School of Nursing Medal/Hall of Fame, 2002
AJN Book of the Year Award for *Speaking of Nursing ... Narratives of
Practice, Research, Policy and the Profession*, 2005
Honorary Member (Orator), The College of Nursing, Australia, 2007
"Living Legend", American Academy of Nursing, 2010

*Judith Belliveau Krauss, 1947-
Dean, 1985-1998*

Judith Belliveau Krauss was born April 11, 1947 in Malden, Massachusetts. She married Ronald Lee Krauss in 1970. She obtained her nursing education and Bachelor of Science (B.S.) from Boston College in 1968 and her Master of Science in Nursing (M.S.N.) from Yale University in 1970.

Positions held by Judith Belliveau Krauss:

Head Nurse, Infirmary, Camp for Emotionally Disturbed Children, Summer, 1968
Program Developer and Coordinator, Manchester Department of
Education, Manchester, New Hampshire, 1968-1970
Head Nurse, Preparation for Community Living Unit, Connecticut
Mental Health Center, 1970-1971
Instructor, Psychiatric Nursing and Nurse Clinical Specialist (also
Director 1973-1974), Continuing Care Service, Connecticut
Mental Health Center, 1971-1974
Yale University School of Nursing:
Research Associate/Lecturer, 1974-1975
Assistant Professor, Program in Nursing Research, 1975-1976
Assistant Professor and Associate Dean (Assistant Dean, 1977-1978), 1977-1979
Associate Professor (without term since 1983) and Associate Dean, 1979-1985
Acting Dean and Associate Professor, January-June, 1985

Seventh Dean and Professor, Yale University School of Nursing, 1985-1998

Editor, *Psychiatric Nursing Forum*, 1984-1985
Editor, *Archives of Psychiatric Nursing*, 1987-2005
Distinguished Nurse Scholar in Residence at the Institute of Medicine,
American Academy of Nursing, 1998-1999
Master, Silliman College, Yale University 2000-present
Chair, Council of Masters, Yale University, 2003-2009

Board/Trustee Memberships held by Judith Belliveau Krauss include:

Vice President, Connecticut League for Nursing, 1978-1980
Chairperson, Connecticut State Psychiatric Nursing Research Consortium, 1983
Board Member, Center for Nursing Innovations 1983-1985
Congressional Commission on American Youth and Families, appointed 1984-1990
National Advisory Committee, Program for Urban Systems of Care for the Chronically Mentally
Ill: The Robert Wood Johnson Foundation 1985-1990
Connecticut Nurses Association: Chair, Cabinet on Nursing Practice
(1985-1986), Board of Directors (1988-1991), President Elect, (1990-1991)
Chair, Committee on Workplace and Salary, Connecticut State Governor's Task Force on Nursing
Shortage 1985-1989
Editorial Board, *Issues in Mental Health Nursing* 1986-1990
Medical Advisory Board, Hole in the Wall Gang Camp 1986-2000
Executive Board, New England Organization for Nursing 1986-1991

Board of Directors, Y-ME Breast Cancer Support Program 1990-1991
Board of Trustees, Boston College, 1991-1999
Associate Editor, *Journal of Professional Nursing* 1990-1993
Board of Governors, Mory's Association 1996-2004
Connecticut State Governor's Blue Ribbon Task Force on Mental Health 1999-2000
Trustee, Josiah Macy Jr. Foundation, 2008-present; Executive Committee 2009-present

Honors bestowed upon Judith Belliveau Krauss include:

American Nurses Foundation Scholar, 1978
Distinguished Alumna Award, Yale University School of Nursing, 1984
Distinguished Lecturer, Sigma Theta Tau International, 1987-1988
Josephine Dolan Award, Connecticut Nurses Association, 1989
Distinguished Contributions to Psychiatric and Mental Health Nursing Award, American Nurses Association, Council on Psychiatric and Mental Health Nursing, 1991
Fellow, American Academy of Nursing, 1994
Jeanette G. Chamberlain Psychiatric Nursing Service Award, Society for Education and Research in Psychiatric-Mental Health Nursing, 1994
Leadership Award, Connecticut League for Nursing, Colleagues in Caring, 2003
Alumni Achievement Award for Health, Boston College, 2004
Yale University School of Nursing Medal/Hall of Fame, 2005

*Catherine Lynch Gilliss, 1949-
Dean, 1998-2004*

Catherine Lynch was born April 18, 1949 in New Britain, Connecticut. She married Thomas P. Gilliss in 1970. Catherine Lynch Gilliss obtained her nursing education and Bachelor of Science in Nursing (B.S.N.) from Duke University in 1971, her Master of Science in Nursing (M.S.N.) and psychiatric mental health clinical nurse specialist education with a minor in anthropology from The Catholic University of America in 1971, a Post-Masters Certificate in Adult Nurse Practitioner from the University of Rochester in 1979, and her Doctor of Philosophy (Ph.D.) from the University of California, San Francisco in 1983 from which she also completed postdoctoral studies in 1984. She was awarded the honorary degree of Master of Arts from Yale University in 1998 and the honorary degree of Doctor of Humane Letters from the University of Portland (Oregon) in 2007. Catherine Gilliss first obtained Certification as an Adult Nurse Practitioner in 1979.

Positions held by Catherine Lynch Gilliss:

Staff and Charge Nurse, Psychiatry, Duke Medical Center, 1971
Staff and Charge Nurse, Psychiatry, Veterans Administration Hospital, Washington, D.C.,
1971-1972
Assistant Professor, University of Maryland School of Nursing, 1974-1976
Assistant Professor, The Catholic University of America School of Nursing, 1976-1979
Assistant/Associate Professor and Coordinator, Adult Nurse
Practitioner Program, University of Portland, Oregon, 1979-1984
Lecturer in Nursing, Family Nurse Practitioner Program, Sonoma State
University, 1982-1983
University of California, San Francisco School of Nursing:
Assistant Professor, 1984-1989
Program Director, Family Nurse Practitioner Program, 1988-1995
Associate Professor, 1989-1993
Professor and Department Chair, 1993-1998
Professor Emerita, 1999-present

Eighth Dean and Professor, Yale University School of Nursing, 1998-2004

Adjunct Professor, Howard University School of Nursing, 2002-2004

Duke University, Durham, North Carolina:

Dean and Helene Fuld Health Trust Professor of Nursing, School of Nursing,
2004-present
Professor of Community and Family Medicine, School of Medicine, 2004-present
Vice Chancellor for Nursing Affairs, 2004-present
Acting Associate Dean for Academic Affairs, School of Nursing, 2007 and 2011-2012
Director, Duke Translational Nursing Institute, School of Nursing, 2009-present

Positions in national professional organizations and Editorial Board memberships held by Catherine Lynch Gilliss include:

Editorial Board, *Heart & Lung* 1984-1994
Chair, Family and Health Section and Member, Board of Directors, National Council on Family Relations, 1986-1988
Editorial Board, *Family Relations* 1987-1992
Editorial Board, *Nursing Connections* 1987-1991
Editorial Board, *Journal of Cardiopulmonary Rehabilitation* 1991-1995
Editorial Board, *American Journal of Critical Care* 1992-1994
Editorial Board, *Families, Systems and Health* 1994-2004
President (1995-1996); Vice President (1994-1995); Past-President (1996-1997)
National Organization for Nurse Practitioner Faculties
President/Vice-President/Member Board of Directors, The Society of Primary Care Policy Fellows, 1996-1999
Editorial Board, *Journal of Family Nursing* 1999-present
Co-Chair, Task Force on Health Disparities, American Academy of Nursing, 2001-2004
Editorial Board, *Journal of National Association of Hispanic Nurses* 2002-2012
Editorial Board, *Journal of National Black Nurses Association* 2002-present
Editorial Board, *Nursing Outlook* 2006-2009
President (2009-2011); President-Elect (2007-2009); Member, Board of Directors (2000-2004, 2007-2011) American Academy of Nursing

Honors bestowed on Catherine L. Gilliss include:

Distinguished Practitioner, National Academy of Practice in Nursing, National Academies of Practice, 1985
BS/MS Teacher of the Year Award, School of Nursing, University of California, San Francisco, 1988
Distinction in Teaching Award, Honorable Mention, Academic Senate, University of California, San Francisco, 1989
American Journal of Nursing Book of the Year Award for *Toward a Science of Family Nursing*, 1989
Pediatric Nursing Book of the Year Award, 1989
Fellow, American Academy of Nursing, 1990
Distinguished Alumna, School of Nursing, Duke University, 1991
Primary Health Care Policy Fellow, United States Public Health Service, 1993
Outstanding Nurse Practitioner Educator, National Organization of Nurse Practitioner Faculties, 1995
Pew Charitable Trust's Excellence in Primary Care Education, Program Category, 1995
Legion of Honor Award, Chapel of Four Chaplains, The Four Chaplains Memorial Foundation, United States Military, 2002
Yale University School of Nursing Medal/Hall of Fame, 2004
University of California, San Francisco Nursing Centennial Wall of Fame (Distinguished Alumni), UCSF School of Nursing, 2007
Distinguished Contribution to Family Nursing Research Award, 8th International Family Nursing Conference, Bangkok, Thailand, 2007
Triangle Business Journal's Health Care Heroes Award: Health Care Manager, 2008

Member, North Carolina Institute of Medicine (appointed by the Governor)
Jane Norbeck Distinguished Alumni Award, University of California,
San Francisco School of Nursing, 2013

*Margaret Jane Grey, 1949-
Dean, 2005-*

Margaret Grey was born September 25, 1949 in Easton, Pennsylvania. She married Michael J. Lauterbach in 1977. Margaret Grey obtained her nursing education and Bachelor of Science in Nursing (B.S.N.) from the University of Pittsburgh in 1970, her Pediatric Nurse Practitioner education and Master of Science in Nursing (M.S.N.) from Yale University in 1976, and her Doctor of Public Health (Dr.P.H.) from Columbia University in 1985. She was awarded the honorary degree of Master of Arts (M.A.) from the University of Pennsylvania in 1991. Margaret Grey first obtained Certification as a Pediatric Nurse Practitioner in 1978 and as a Diabetes Educator in 1995.

Positions held by Margaret Grey:

Staff Nurse, Infant Referral Center, Magee-Women's Hospital, Pittsburgh, 1970-1972
Staff Nurse, Children's Clinical Research Center, 1972-1974; Nurse Clinician, Pediatric Endocrinology, 1976-1978; Yale-New Haven Hospital
Consultant Practitioner, Children's Aid Society, 1980-1982, New York City
Pediatric Nurse Practitioner, Diabetes Service, Presbyterian Hospital, 1978-1995 New York City
Pediatric Nurse Practitioner, ABCs of Diabetes Project, Yale University Schools of Nursing and Medicine, 1996-2000
Pediatric Nurse Practitioner Greenwich Hospital Yale Practice, 2000-2005, Greenwich, CT
Columbia University School of Nursing:
Instructor (1978-1980)
Associate in Nursing (1980-1984)
Assistant Professor of Clinical Nursing and Director, Graduate Major in Pediatric Ambulatory Care (1984)
University of Pennsylvania School of Nursing:
Assistant Professor and Coordinator, Young Family Track, Primary Care-Family Nurse Clinician Program (1985-1988)
Assistant Professor and Director, Primary Care Program (1988-1991)
Associate Professor (with tenure), Director, Primary Care Graduate Program, and Chair, Family and Community Health Division (1991-1993)
Yale University School of Nursing:
Clinical Instructor (1976-1978)
Visiting Professor on part-time leave from the University of Pennsylvania (1992-1994)
Independence Foundation Professor of Nursing and Associate Dean for Research and Doctoral Studies (1994-1998)/Associate Dean for Research Affairs (1998-2004)
Director, Center for Self-Management Interventions for Populations at Risk (2001-2004)
Annie Goodrich Professor of Nursing (2004-present)
Associate Dean for Scholarly Affairs (2004-2005)
Director, Center of Self and Family Management in Vulnerable Populations (2004-2008)

Ninth Dean and Annie Goodrich Professor, Yale University School of Nursing, 2005-present

T3 Translational Core Director, Yale Center for Clinical Investigation (2011-present);
Yale University

Positions in national professional organizations held by Margaret Grey include:

President, National Association of Pediatric Nurse Associates and Practitioners (1992-1993);

President-Elect (1991-1992)
Chair, Nursing Science Initial Review Group, National Institute of Nursing Research, 1995-1997;
Member, 1992-1995
National Advisory Committee for Nursing Research, National Institutes of Health, 2000-2004
Board of Directors, American Diabetes Association, 2002-2005
Expert Panel on the Assessment, Prevention, and Management of Child and Adolescent
Overweight and Obesity, American Medical Association, 2004-2007
Chair, Expert Panel on Primary Care Research Networks,
American Academy of Nursing, 1994-2001; 2007-present
Chair, Special Emphasis Panel, National Institute of Child Health and Human Development,
National Institutes of Health, 2006
Board member, Connecticut Academy of Science and Engineering, 2007-2013
Board member, Child Health and Development Institute of Connecticut, 2010-present
Chair, Steering Committee, Council for the Advancement of Nursing Research, Academy of
Nursing (2010-2012)

Honors bestowed upon Margaret Grey include:

Fellow, American Academy of Nursing, 1990
Teaching Award, University of Pennsylvania School of Nursing, 1990
Distinguished Alumna Award, Yale University School of Nursing, 1991
Outstanding Nurse Researcher, Eastern Nursing Research Society, 1995
Virginia Henderson Award for Outstanding Contributions to Nursing Research, Connecticut
Nurses' Association, 1997
Applied Nursing Research Award, Council of Nurse Researchers, American Nurses Association,
1998
Distinguished Alumna Award, University of Pittsburgh School of Nursing, 1999
Excellence in Nursing Research Award, Association of Faculties of Pediatric Nurse Practitioner
Programs, 2000
Achievement in Research Award, National Organization of Nurse Practitioner Faculties, 2000
Consumer Writing Award, National Association of Pediatric Nurse Practitioners, 2002
The Ruth Steinkraus-Cohen Memorial Outstanding Women of Connecticut, 2003
Fellow, Society of Behavioral Medicine, 2005
Elected Member, Institute of Medicine, 2005
Elected Member, Connecticut Academy of Science and Engineering, 2006
Research study selected as one of 10 most influential in 20 years of the National Institute of
Nursing Research, 2007
American Academy of Nursing/Council for the Advancement of Nursing Science Outstanding
Nursing Scientist, 2008
Legacy Laureate and Legacy Laureate Lecture, University of Pittsburgh, 2009
Pathfinder Award, Friends of the National Institute of Nursing Research, 2012
225th Anniversary Medallion, University of Pittsburgh, 2013
Sustained Influential Leader, Eastern Nursing Research Society, 2013
Distinguished Contributions Award in Behavioral Medicine and Psychology and Richard R.
Rubin Award Lecture, American Diabetes Association (first nurse to receive this award),
2013

ENDOWED NAMED CHAIRS/PROFESSORSHIPS AT YSN

Annie W. Goodrich Chair (the first endowed professorship at YSN):

Donna Kaye Diers was the first Annie W. Goodrich Professor (1990-2004)
Margaret Grey is the second and current Annie W. Goodrich
Professor (2004-present)

Independence Foundation Professorship:

Margaret Grey was the first Independence Foundation Professor (1994-2004)
Gail Melkus was the second Independence Foundation Professor (2004-2008)
Barbara Guthrie is the third and current Independence Foundation Professor (2013-present)

Florence Schorske Wald Professorship:

Ruth McCorkle is the first and current Florence Schorske Wald Professor (2001-present)

Helen Porter Jayne and Martha Prosser Jayne Professor:

Ann Williams was the only Helen Porter Jayne and Martha Prosser
Jayne Professor to date (2001-2010)

Helen Varney Professorial Chair of Midwifery:

Holly Powell Kennedy is the first and current Helen Varney Professor (2009-present)

YSN SCHOLARSHIP FUNDS

Class of 1937 Memorial Scholarship
1988 Nursing Scholarship Fund
1989 Nursing Scholarship Fund
Class of 1990 Scholarship
1991 Reunion Scholarship
1992 Scholarship Fund
John Alden and Dora Gibbs Bennett Scholarship
Bertino Scholarship
Florence Blake Scholarship
Browning Family Memorial Endowed Scholarship
Helen Langdon Clark '43 Scholarship
Annie and Albert Coffin Sr. Scholarship
Donna Diers '64 Student Aid and Opportunity Fund
Rhetaugh Dumas '61 Scholarship
Jacqueline Olive French Scholarship
Richard D. Frisbee III Foundation Scholarship
Helene Fuld Health Trust Scholarship (for GEPN students)
Gustafson Family Scholarship
Helen E. Hallifors '39 Scholarship
John Hartford Foundation
Jonas Nurse Leaders Scholars Program (for PhD students)
Georgette Kamenetz Fund '61
Evelyn Krueger Jones '48 Scholarship
Charles King Memorial Scholarship
Komen Foundation Grant
Judith B. Krauss '70 Nursing Scholarship
Elizabeth Kurtz-Puzak '41 Scholarship
Susan Kent Lamar '88 Scholarship (assistance to Native Americans)
LF Fund for International Health
Barbara M. Landauer '41 Scholarship (for a nurse practitioner)
Mary Ann Lillie Scholarship
MC Foundation
McLeod Blue Skye Scholarship (for PhD students)
Arthur H. and Evanita S. Morse Scholarship
Nursing Yellow Ribbon Scholarship
Gertrude H. Parkhurst '49 Scholarship
Margaret Perry Pearce '45 Scholarship
Ruth Warren Pearson '32 Scholarship
Albert Penick Scholarship
Plank Fund for Education and International Health
Martha Prosser and Helen Jayne Porter Scholarship
Shannon Eileen Richards Scholarship
Elizabeth N. Robb '37 Scholarship
Tabitha C. Rossetter '33 Scholarship
Dorothy Sexton Scholarship

Milton and Anne Sidney Prize
Tudor Foundation-Rabinowitz Scholarship
Dorothy Webber '45 Scholarship
Eleanor C. Weisser Memorial Scholarship (established in 1939 it is YSN's
first named scholarship)
YSN Alumnae/i Annual Fund Scholarship
Yale Club of New Haven Scholarship

AWARDS

YALE UNIVERSITY SCHOOL OF NURSING MEDAL AND HALL OF FAME

The Yale University School of Nursing Hall of Fame was established in 2001 and recognizes individuals whose outstanding contributions of their time, talent and resources have advanced the School's mission: better health for all people. Recipients are awarded the Yale University School of Nursing Medal in recognition of their extraordinary accomplishments in building stronger linkages within Yale University. For their efforts, which have enriched both the School and the University, they are memorialized in the Yale University School of Nursing Hall of Fame.

Saundra Thomson Bialos, MSN '71	February 1, 2002
Maureen O'Keefe Doran, MSN '71	February 1, 2002
Donna Kaye Diers, MSN '64	June 8, 2002
Ann Ameling, MSN '67	June 7, 2003
Catherine Lynch Gilliss	August 13, 2004
Ruth Landau Benedict '48	February 17, 2005
Judith Belliveau Krauss, MSN '70	October 1, 2005
Angela Barron McBride, MSN '64	September 26, 2008

RECIPIENTS OF DISTINGUISHED ALUMNAE/I AWARD BY CLASS

The Distinguished Alumnae/i Award was started in 1973 as part of the celebration of the 50th anniversary of the Yale University School of Nursing. The first recipients in 1973 were (alphabetically): Elizabeth Smith Barnett '48, Margaret Mathews Field '44, Helene Fitzgerald '26, Anna Ryle '33, Jeanne Michaels Radow '45, and Elizabeth Bixler Torrey '27.

<p>*Helene Fitzgerald '26</p> <p>*Evanita Pangburn Morse '27</p> <p>*Elizabeth Bixler Torrey '27</p> <p>*Carolyn Ladd Widmer '29</p> <p>*Sofia Pincheira de Ehrenberg '32</p> <p>*Jean MacLean '33</p> <p>*Anna Ryle '33</p> <p>E. Jean M. Hill '35</p> <p>*Patricia Walsh '35</p> <p>*Martha P. Jayne '36</p> <p>*Kathleen Thornton '36</p> <p>Elizabeth Calhoun Logan '37</p> <p>*Grace Eckelberry '38</p> <p>Alice Johnson Gifford '38</p> <p>*Eleanor Gill '38</p> <p>Nelliana Best '40</p> <p>Ann Miller '40</p> <p>*Eleanor F. Voorhies '40</p> <p>Phyllis Craig Graves '41</p> <p>*Katherine Buckley Nuckolls '41</p> <p>*Florence Schorske Wald '41, '56</p> <p>Charlotte Corning Wright '41</p> <p>Arne Bulkeley Beltz '42</p> <p>*Anne Tilghman Boyce '44</p> <p>*Betty Ann Kusters Cuntryman '44</p> <p>*Margaret Mathews Field '44</p>	<p>Alice M. Forman '45</p> <p>Jeanne Michaels Radow '45</p> <p>*Elizabeth Reichert Smith '45W</p> <p>Eleanor Hoffman Grunberg '46</p> <p>*Reva Rubin '46</p> <p>Charlotte Shedd '46</p> <p>Elouise Collier Duncan '46W</p> <p>Marion R. Fleck '46W</p> <p>Josephine Beljan Lutz '46W</p> <p>Jean Beattie Milligan '46W</p> <p>Elizabeth Plummer '46W</p> <p>Betty Due Sullivan '46W</p> <p>(Service to School)</p> <p>Priscilla Olson Anderson '47</p> <p>Gellestrina DiMaggio '47</p> <p>*Mary Ellis '47 (Service to School)</p> <p>Sylvia Drake Paige '47</p> <p>*Drusilla Poole '47</p> <p>Janet Sanborn Hine '47W</p> <p>Evelyn Hamil Shopp '47W</p> <p>Elizabeth Smith Barnett '48</p> <p>Ruth Landau Benedict '48</p> <p>*Victoria Sellens Conn '48</p> <p>Dorothea Halloran Edwards '48</p> <p>Esther Luttrull Hoffman '49</p> <p>Virginia M. Brown '50</p> <p>*Lucy Houghton Conant '50</p> <p>Virginia Paulson '50</p>
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Joy Livingston Dodson '51
Justine Rizinsky Glassman '51
Mary-Vesta Marston-Scott '51
*Marie Machell Milliken '51
Jane Stacy Mulaik '51
Vera Venable Yordan '51

Helen Chuan '52
Roxy Bogigian Leiserson '52
Dorothy J. MacLennan '52

*Evelyn Sturmer '53

*Doris Bloch '54
*Margretta Madden Styles '54

*Myriam Castro de Castaneda '55
Fotine D. O'Connor '55

Patricia T. Becker '56
Priscilla Dillingham Kissick '56
Joan Elizabeth Mulligan '56

Madelon O'Rawe Amenta '57
Helen Sullivan Miller '57

Rhoda Sun '58

Armentia Tripp Jarrett '59
Elizabeth Sager Sharp '59

*Rhetaugh Dumas '61
Joyce Cameron Foster '61

Helen Varney Burst '63
Ada Sue Hinshaw '63

*Donna Kaye Diers '64
*Flora Vigliotti Lavary '64
Angela McBride '64

Charlotte Cram Elsberry '65
Jean E. Johnson '65

Ann Tomaino Ameling '67
Sharon Schindler Rising '67

Elaine McEwan Carty '68
*Eileen Callahan Hodgman '68
Mary Jane Kennedy '68

*Elizabeth Anne Kilroy Dolan '69
Mary Lee Mantz '69

Marvel King Davis '70
Judith Belliveau Krauss '70

Sandra Thomson Bialos '71
Maureen O'Keefe Doran '71

Cheryl Tatano Beck '72
Ruth L. Burton Larson '72
Charlotte Houde-Quimby '72
Carolyn Webster-Stratton '72

Sarah Cohn '73
Poolsook Posyasvin Sriyaporn '73

Doris Banchik '74
Madelon Baranoski '74

Judy Ahlheim Beal '75
Helena T. McDonough '75
Kathleen Reilly Powderly '75

Margaret Jane Cushman '76
Margaret Jane Grey '76
Margaret M. McGrath '76

Nina Adams '77
Shirley A. Girouard '77
Anne Hoff '77
Deborah Huntington Ward '77
Nancy Margaret Wineman '77

Patricia Barry '79
Lois Sadler '79
Toni Tyndall '79
Deborah Welch-Boyle '79

Sally Solomon Cohen '80
Margaret Flinter '80
Heather Reynolds '80

Danuta Buhak '81
Carolyn Jaramillo de Montoya '81
Ann Williams '81

Deborah A. Chyun '82
Mary Kathryn Knobf '82

Bernice Coleman '83
Cassie Deane Pollack '83

Marjorie Funk '84
Linda Spoonster Schwartz '84

Ann Tietelman '85

Martha A. W. Curley '87

Stacey B. Young-McCaughan '89

Theresa M. Friend '91

OTHER ALUMNAE/I AWARDS

Outstanding Alum

1986 - Judith Shindul Rothschild '78

1988 – Sally Solomon Cohen '80

Special Recognition Award

2008 – John Collins '72

2008 – Lisa Summers '83

2009 – Rima Jolivet '99

2009 – Linda Pellico '89

2009 – Marjorie Wessen '49

2010 – Bethany Golden '03

2010 – Kleia Luckner '69

2010 – Janet Mance '56

ANNIE GOODRICH EXCELLENCE IN TEACHING AWARD

The Annie Goodrich Excellence in Teaching Award is named for the YSN founder and first Dean, Annie Warburton Goodrich. A faculty member who carries on her tradition of excellence in nursing and in teaching is selected by the students based on that faculty member's outstanding teaching skills, professional activities and effectiveness as a role model, availability and support to students, and community activities.

1978, Cornelia Porter	1996, Linda Pellico
1979, Eleanor Herrmann	1997, Lynne Schilling
1980, Linda Fagan Dubin	1998, Patricia Polgar Bailey
1981, Kathleen T. Flynn	1999, Helen Varney Burst
1981, Virginia A. Henderson (Honorary)	2000, Donna M. Mahrenholz
1982, Deborah Ward	2001, Barbara Hackley
1983, Barbara H. Munro	2002, M. Tish Knobf
1984, Madelon A. Visintainer	2003, Patricia Ryan-Krause
1985, Dorothy L. Sexton	2004, Lawrence David Scahill
1986, Ruth Knollmueller	2005, Linda Pellico
1987, Susan N. Van Cleve	2006, Jane Dixon
1988, Donna Diers	2007, Kathryn Tierney
1989, Sharon K. Holmberg	2008, Patricia Ryan-Krause
1990, Marjorie Funk	2009, Barbara Guthrie
1991, Jane Tuttle	2010, Geraldine Marrocco
1992, Jeanne LeVasseur	2011, Lisa Meland
1993, Mary Ellen Rousseau	2012, Vanessa Jefferson
1994, Geralyn Spollett	2013, Jessica Coviello
1995, Walter Zawalich	

**YALE UNIVERSITY SCHOOL OF NURSING
FACULTY APPOINTMENTS
1923-2013**

*Faculty listed here who are YSN alum are listed by current last name according to Alumnae/i
Records as of September, 2013. Maiden name of married alum is included where available.*

Only faculty ranks of Instructor through Professor are included.

Name	Appointment	Name	Appointment
Abdellah, Faye Glenn	07/01/45 - 06/30/48	Brown, Linda	09/01/85 - 06/30/88
Adams, Marion Sage	07/01/41	Brown, Mary Louise	07/01/51 - 06/30/61
Ahern, Cheryl	1976 - 05/31/77	Buckner, Dorothea	1923 - 08/24/24
Alexander, Ivy Marie	02/14/94 - 05/31/13	Budd, Esther	1933-1940
Alling, Dorothy Williams	1942 - 1945	Burgess, Helen	1978 - 08/31/80
Almo, Jean Snodgrass	1974 - 76; 1975 - 77	Burst, Helen Varney	07/01/79 - Present (Emeritus)
Ameling, Ann Tomaino	07/15/67 - Present (Emeritus)	Burton, Ruth	1975 - 05/09/80
Ament, Lynette A	07/01/97 - 06/30/06	Butler, Jean O'Brien	09/01/53 - 08/30/55
Amidon, Violet Hulda	1939 - 1940	Byrne, Virginia Case	1939 - 10/01/40
Anderson, Grace Behrents	1942 - 1944		
Andrews, Laura	01/01/08 - Present	Cadogan, Mary F.	1977 - 06/30/80
Andrews, Susan	05/15/83 - 06/30/74	Caghan, Susan Beth	1972 - 1979
Antaya, Richard Joseph	09/01/98 - present	Canharn, Louise Ormsby	1927 - 06/22/29
Aradine, Carolyn R	1973 - 06/30/74	Cannon, Laura Bums	1926 - 1932
Arnstein, Margaret G	02/01/58 - 06/30/58; 1967 - 1972	Carrington, Bernice Ruth	1935 - 1940
Auerhahn, Carolyn	01/01/02 - 06/30/06	Carrington, Lucy Grier	1938 - 07/01/41
		Carrington, Margaret	1923 - 09/15/26
Baar, Katherine L. Oie	09/29/47 - 03/31/51	Chambers, Angelina	10/08/07 - 05/23/11
Backscheider, Joan	1967 - 1969	Charbeneau, Charlotte Perkins	07/01/47 - 06/30/52
Badgeley, Elizabeth	09/01/55 - 06/30/57	Chen, Wei-Ti	02/15/11 - Present
Bahtiyar, Mert O.	07/01/02 - present	Cheney, Frances Crandall Wheelock	10/01/46 - 10/10/47
Bailey, Katharine P	03/01/97 - 06/30/03	Chosak, Roslyn	01/95 - 06/30/96
Bailey, Patricia P	1996 - 1998	Chuan, Marian Keng-Ing	09/17/51 - 09/16/55
Baker, Dorothy L	03/80 - 09/01/96	Chyun, Deborah Ann	1993 - 06/30/08
Balmer, Jane	04/19/82 - 05/31/84	Clarke, Helen Louise	1925 - 06/30/53
Banasiak, Nancy Cantey	07/01/96 - Present	Clippinger, Mary Garve	05/46 - 08/07/47
Banchik, Doris	1974 - 1976; 1978 - 06/30/82	Cobb, Nina Purlington	12/42 - 06/30/44
Bancroft, Constance L	10/01/45 - 08/46; 08/01/51 - 08/52	Cohen, Joy Alice Ruth	1963 - 1967; 1972 - 1975
Baranoski, Madelon Visintainer	1974 - 06/30/78;	Cohen, Sally Solomon	09/01/93 - 06/30/09
1982 - 07/01/94		Cohen, Susan	10/01/95 - 2002
Barger, Josephine Steiner	1940 - 1942	Cohn, Sarah D	07/73 - 06/75
Barrett, Jean	07/15/31 - 12/31/47; 1963 - 1971	Collins, John E	1976 - 06/30/81
Bartholf, Maajorie	1937 - 1940	Colliton, Margaret A	1967 - 1970
Battin, Eleanor Carver	07/01/41 - 1942	Conant, Lucy Houghton	07/01/57 - 01/31/68
Bavier, Anne R	1977 - 01/31/85	Conforti, Christina	1981 - 06/30/82
Beal, Margaret Winston	07/01/82 - 08/31/08	Congdon, Diana Page	01/73 - 06/30/82
Beardsley, Diana	08/01/86 - 3/30/10	Connolly, Cynthia A	08/01/03 - 08/31/08
Beebe, Elinor L	0930 - 1937	Cooke, Thomas	01/80 - 60/30/84
Begemann, Clarice H	09/01/95 - present	Coover, Dee	07/90 - 06/93
Bentley, Cathleen Conway	1975 - 06/30/78*	Corbett, Margaret Ann	1979 - 06/30/83
Bernardo, Marie L	1977 - 06/30/84	Correa, Mary Elizabeth	08/01/74 - 01/14/77
Best, Dorothy Rebecca	1939 - 1942	Corrinet, Anne Malley	1975 - 06/30/80
Best, Nelliana	1970 - 1972	Coviello, Jessica Marie	11/10/82 - Present
Biehusen, Irma M	1936 - 1946	Craig, Harriet Arnold	03/01/45 - 09/01/49
Bixler, Elizabeth S	1927 - 1959	Crane, Diana	1964 - 1965
Blake, Florence	?DELETE	Crane, Marilyn	1989 - 07/01/93
Boisvert, Martha Hancock	1937 - 1940	Cressy, Harriet Northrup	1939 - 1941
Boniface, Wendy	1978 - 06/30/80	Critz, Carolyn Herrick	1936 - 02/13/49
Booker, Kathy Jo	08/01/09 - 12/31/10	Cromie, Florence	1925 - 09/30/27
Booth, Juanita A	07/01/48 - 06/30-50	Crowley, Angela A	08/01/84 - Present
Borkowski, Jane Abrams	07/01/53 - 05/01/55	Curtis, Mary Elizabeth	07/01/48 - 07/31/53
Bouchard, Mary Ellen	08/01/85 - 06/30/88		
Bowers, Portia	1969 - 1976	Daabs, James M	1965 - 1967
Bowles, Hazel Hawthorne	1931 - 1940	D'Addetta, Lois Clark	07/01/53 - 04/57
Boylan, Leslie Jean (Leslie Neal-Boylan)		Dahnke, Greta Schnell	06/01/52 - 05/30/53
08/22/07 - 06/30/10		Dana, Marion Giffin	1934 - 1945
Brennan, Florence Mary	09/01/46 - 08/31/47	Daniels, Antoinette Holden	1935 - 06/16/36
Brennan, Helen Cecilia	06/28 - 07/30	Daniels, Lois Kopp	1967 - 1969; 1973 - 03/01/78
Brown, Clara Matilda	1929 - 1934	Darling, George B	07/01/56 - 1960

Name	Appointment	Name	Appointment
Davies, Barbara Lynn	1978 – 12/31/79	Fleming, Janet Mudge	07/01/45 – 04/21/47
Davis, Bertha Margaret	1927 – 1931	Flynn, Kathleen T	1977 – 06/88
Davis, Diane Schilke	1974 – 1988	Foell, Doris W	01/89 – 06/92
Davis, JoAnne P	08/88 – 06/30/89	Forbes, Mary	10/01/47 – 08/30/49
Davis, Katherine	07/01/53 – 10/27/55	Formato, Lily-Scott	1981 – 07/01/85
Day, Charlotte Seymour	1925 – 1928	Foster, Joanna	07/01/48 – 1951
Decker, Barbara	08/88 – 07/01/97	Foster, Joyce Cameron	05/20/61 – 07/31/62
Dembeck, Veronica Wingert	1970 – 1972	Foster, Mary Elizabeth	1934 – 07/01/35
Dennehy, Teresa Edna	07/01/45 – 06/30/58	Fox, Elizabeth Gordon	1930 – 09/30/49
Dews, Mary Jane	08/01/49 – 07/15/51	Frame, Jane Gould	08/25/47 – 10/07/51
Dickoff, James William	1964 – 1968	Freeman, Patricia A. McCarthy	1979 – 06/30/82
Diers, Donna Kaye	1964 – 2013	French, Nancy H	1965 – 1973
DiMaggio, Gelestrina Teresa	07/01/49 – 06/30/53	Fuller, Helen Hull	1940 – 1942
DiPalma, Linda	08/89 – 06/30/97	Fulmer, Terry	1978 – 08/31/91
Dixon, Jane Karpe	12/15/74 – Present	Funk, Marjorie	07/01/89 – Present
Dixon, John	11/86 – 06/93		
Donovan, Jane Woodell	07/01/52 – 06/30/55	Galvin, Mary Jane	1980 – 1981
Douglas, Marion Harlowe	1925 – 1927	Gardon, Suzanne Cailliet	11/01/50 – 06/30/51
Dowd, Eleanor	10/01/39 – 07/15/42	Gee, Ruth W	1974 – 1980
Draheim, Barbara	09/97 – 2006	George, Margaret MacWilliam	1936 – 1958
Drake, Elizabeth Rice	1935 – 06/30/48	Giangrande, Sandra	07/92 – 06/30/95
Drickamer, Margaret Ann	07/01/86 – present	Gibson, Mary	1978 – 02/28/79
Dubin, Linda Fagan	1974 – 07/01/80	Gilliss, Catherine Lynch	07/01/98 – 09/30/04
Duffy, Joan Cummiskey	11/01/53 – 06/27	Ginnetti, John Jr.	01/17/77 – 01/01/84
Dufour, Florence E	1926 – 06/01/27	Ginsberg, Frances	05/17/48 – 06/30/49
Dugan, Anna Baziak	02/01/58 – 1959	Gleason, Joan Marie	04/01/85 – 06/13/86
Duggan, Karen Colleen	1977 – 06/30/81	Godehn, Marian P	1936 – 08/37
Dumas, Retaugh G.	1961 – 1974	Goldenberg, Rena Sasson	07/01/52 – 11/13/53
DuMortier, Marguerite Robb	1926 – 06/30/68	Gonsalves, Cornelia Handy	08/01/85 – 04/30/88
Dunham, Mary Dye	1961 – 1977	Goodhart, Linda	05/76 – 06/30/80
Dunham, Carol Dye	07/42 – 06/30/47	Goodrich, Annie Warburton	1923 – 1934
Dyer, Janyce	08/01/90 – 06/30/95	Gould, Elizabeth Hall	07/42 – 09/43
		Grant, Laura May	1933 – 10/23/51
Ead, Neil	11/93 – 09/29/97	Graves, Blanche	1925 – 09/26
Echelberry, Grace Kathryn	1939 – 06/01/45	Green, Janice Gorton	10/01/53 – 02/28/55
Eddy, Mary Elizabeth	1975 – 06/30/78	Greig, Ann Elizabeth	1979 – 06/30/87
Eisler, Jeanette	1971 – 11/01/73	Grey, Margaret	09/01/92 – Present
Elder, Ruth Gale	07/01/60 – 06/30/63	Griffin, Jane Marie	07/01/55 – 06/30/58
Eliot, Martha May	1924 – 05/01/28	Gross, Yukie Takagi	10/01/54 – 06/30/56
Ellefsen, Shirley Macek	09/01/58 – 09/30/59	Gustafson, Elaine H	09/96 – 06/30/present
Elliott, LaVerne Fakkema	1955 – 1957; 1971 – 01/30/73	Guthrie, Barbara	07/01/06 – Present
Evans, Jeanette	07/01/53 – 08/31/55	Guzman, Lani	1979 – 12/31/81
Fahns, Deborah Bain	09/01/07 – Present	Hackley, Barbara	07/97 – 06/30/ 11
Fain, James	07/86 – 08/15/94	Haley, Leonor D	07/01/55 – 06/30/56
Fanselow, Ruth Lyman	1934 – 07/37	Hall, Eleanor Abell	07/46 – 06/30/57
Farnsworth, Evelyn Stotz	1939 – 1940	Hallfors, Helen Elizabeth	1940 – 07/30/48
Farrell, Sarah P	08/01/85 – 06/30/88	Halpert, Priscilla Weeks	1929 – 06/01/36
Farrington, Helen Elizabeth	09/01/56 – 09/07/57	Hamrin, Vanya	08/16/99 – 05/31/11
Federici, Carolyn Miller	07/88 – 06/30/93	Hargiss, Clarice Osterud	01/01/50 – 02/28/53
Ferguson, Dawn Lee	1981 – 06/30/83	Haring, Mary Conly	1942 – 1943
Ferholt, J. Deborah	1971 – present	Harmer, Bertha	1923 – 1927
Filippi, Vanda	05/01/67 – 08/15/68	Harriman, Carol Davis	1973 – 1977
Finkelstein, Beatrice	09/01/46 – 06/30/48	Hart, Elizabeth Louisa	09/01/51 – 07/61/57
Fischelis, Mary C.	1962 – 06/30/74	Hartman, Marian Weinberger	07/01/52 – 02/08/54
Fisher, Anatasia A.	07/89 – 06/92	Hawkins, Olive Ballard	1940 – 1942
Fitzgerald, Bettina	09/94 – 07/95	Hawkins, Shelley Yerger	10/01/09 – 12/31/10
Fitzgerald, Helene Mary	1946 – 1952	Hazle, Nancy Ruth	05/01/85 – 06/30/87
Fitzpatrick, Elizabeth Walton	1967 – 1971	Hedlund, Nancy	1976 – 11/01/82

Name	Appointment	Name	Appointment
Heinrich, Kathleen	1978 – 06/30/80	King, Carla	1971 – 07/01/73
Hellner, Ann Marie	1928 – 09/01/29	King, Eleanor Marietta	09/01/46 – 08/31/55
Helm, Eleanor Marie	08/46 – 06/30/47	Kinney, Myrtie Esther	09/01/51 – 09/01/56
Henderson, Virginia	1953 – 1971	Kirk, Virginia	10/27 – 1930
Herrmann, Eleanor	1977 – 12/31/86	Kirkwood, Elizabeth Scott	05/46 – 08/31/48
Herschleb, Katherine E	1939 – 1940	Klima, Carrie S	08/30/95 – 08/31/01
Heyse, Margaret Farr	1940 – 06/41	Klos, Janet Caldwell	07/01/45 – 06/30/46
Hickey, Mairead DelCore	1979 – 12/31/92	Knauss, Parry Jane	07/01/83 – 06/01/86
Hinthorn, Pamela	08/25/86 – 05/31/90	Knobf, Mary K (M Tish)	09/15/83 – Present
Hirst, Elizabeth	08/18/44 – 10/22/56	Knollmueller, Ruth	1971 – 06/30/85
Hodgman, Gertrude	1925 – 1929	Kopenhagen, Mary Elizabeth	10/01/47 – 12/03/49
Hoffinan, Kathleen M. Weeks	1977 – 1981	Koterbay, Margaret Anne	11/01/52 – 11/30/54
Holland, Lane	1981 – 06/30/88	Krauss, Judith B	01/01/1971 – Present
Holmberg, Sharon K	12/01/78 – 06/30/89	Kravitz, Melva D	04/01/94 – 04/05/99
Holmes, Wendy	09/01/88 – 06/30/08	Kulikowski, Brenda	1977 – 12/31/78
Hopkins, Jean Louise	09/01/54 – 09/15/56	Kummer, Pauline Victoria	10/01/45 – 08/31/51
Horvath, Patricia Turk	1977 – 06/30/82		
Houde-Quimby, Charlotte T	1972 – 06/30/78	LaChapelle, Nathalie	07/01/56 – 06/30/58
Hubbard, Ruth Weaver	1926 – 05/01/29	Lachs, Susan K	07/90 – 06/92
Hubbell, Helen Jackson	1925 – 07/01/46	Lane, Vivian A	08/86 – 06/30/87
Hulburt, Margaret	1942 – 09/15/48	Lazenby, James Mark (Mark)	01/01/10 – Present
Hull, Dorothy Delyra	1930 – 06/30/33	Leger, Robin Rene	08/01/87 – 07/16/99
Huntington, Katherine Upchurch	1933 – 1934	Leigh, Vincenta	1975 – 1977
Hyde, Anna Walker	09/26/45 – 08/55	Leonard, Marion Brady	1935 – 07/01/44
Hyder, Kate Olive	03/04/46 – 08/19/50	Leonard, Robert Carl	07/01/60 – 64
		LeVasseur, Jeanne Joyce	07/88 – 12/31/92
Iennaco, Joanne DelSanto	07/01/06 – Present	Leventhal, Howard	1963 – 1967
Ingelido, Elinor Affinito	07/43 – 09/45	Lewandowski, Linda Ann	02/81 – 08/31/84;
Irwin, Lois Fladager	1945 – 06/30/46		
Ivins, Mary Anne Stannard	07/01/44 – 08/31/45	07/90 – 08/31/93	
		Libby, Clare Donahue	10/01/47 – 10/20/48
Jackson, Allene Marion	10/01/47 – 12/01/55	Longino, Lois Young	09/06/49 – 08/20/52
Jackson Allen, Patricia	04/01/03 – Present	Lotspeich, Ida Sevier	1929 – 1936
Jacob, Jane Detar	07/01/51 – 12/18/54	Lucas, Monteen M	07/88 – 06/30/97
James, Patricia Ann	1962 – 1968	Lyder, Courtney H	07/01/94 – 12/22/02
Januska, Charlotte	1971 – 1980	Lyman, Annie Katharine	1925 – 1930
Jayne, Martha Prosser	1939 – 06/30/48		
Jessup, Julia E	10/05/44 – 09/16/45	MacLachlan, Margery Jean	1929 – 1931
Jevitt, Cecilia M	01/01/13 – Present	MacLean, Jean	07/01/48 – 06/30/58
Johnson, Bonny Libbey	1981 – 06/30/83	MacLennan, Dorothy	07/01/54 – 06/30/58; 1975 – 07/31/78
Johnson, Mary Alice	1978 – 07/01/86	Maddocks, Margaret Chalker	07/01/54 – 57
Johnson, Ruth Carolina	1939 – 1938	Madeux, Judith K	03/01/95 – 2005
Jones, Rosalind Loutrel	09/17/51 – 12/23/55	Magee, Margaret Jane	08/01/51 – 07/31/57
Juliano, Mary Coffey	07/01/48 – 07/02/49	Maher, Margaret Valeria	1965 – 1967
Juszczak, Linda J	1977 – 07/19/80	Mahrenholz, Donna M.	08/08/95 – 06/30/00
		Makover, Janet Judas Interrante	08/90 – 12/31/96
Kamarowski, Shirley Marian	01/86 – 01/13/88	Manthey, Marie	1976 – 1979
Kane, Barbara Anne	07/01/49 – 01/15/53	Mantz, Mary Lee	1969 – 06/30/74
Kanell, Rochelle Goldstein	1981 – 06/30/88	Maronde, Ruth Evelyn	07/01/52 – 1953
Kaseman, Charlotte	1971 – 07/01/73	Marrocco, Geraldine	01/01/09 – Present
Keane, Vera Rose	07/01/63 – 1971	Marshall, Vanessa Ann	08/25/86 – 06/92
Kearney, Joan Assumpta	07/91 – 08/31/96	Marston-Scott, Mary-Vesta	08/29/55 – 08/30/56
Keefe, Pauline Julia	10/01/46 – 08/20/47	Marwede, Hilda Drignat	1940 – 12/19/48
Keller, Caroline	1930 – 1932	Mascia, Anthony	1979 – 06/30/80
Kelley, Marie	1936 – 06/30/41	Mathews, Barbara Eleanor	07/01/49 – 09/14/51
Kennedy, Holly	07/01/09 – Present	Matousek, Diane Propper	08/01/87 – 06/30/90
Kennedy, Mary Jane	1973 – 1976	Mauro, Jane Stana	07/01/54 – 06/30/58
Kenney, Marjorie Mortimer	07/01/43 – 1946	McAdoo, Eileen	08/92 – 07/01/94
Ketcham, Katharine	02/01/46 – 03/01/52	McBride, Mary Barron	1964 – 1967
		McCarthy, Patricia Keane	1977 – 11/30/80

Name	Appointment	Name	Appointment
McClowry, Sandra Graham	07/01/88 – 07/01/93	Oakes, Josephine Hogan	1938 – 1941
McCluggage, Nancy	07/01/83 – 06/30/88	Oakley, Linda Denise	09/85 – 08/01/88
McCluskey, Audrey	1967 – 1972	Obrig, Alice M.	1969 – 1972
McCool, William	08/90 – 05/31/96	Ogden, Ruth Patterson	1938 – 1941
McCormick, Jean	1976 – 06/30/77	Olsen, Douglas P	08/01/95 – 06/30/08
McCorkle, Ruth	07/01/98 – Present	Olsen, Edith Vivian	02/01/54 – 09/01/58
McCray, Mable Jeanne	09/01/49 – 07/31/51	Olzewski, Diane T	12/84 – 06/30/89
McDowell, Jane A	07/93 – 05/31/95	Orlando, Ida Jean	05/01/54 – 06/30/61
McHugh, Mary Kathleen	1980 – 06/30/82	O'Brien, Mary T	07/87 – 06/30/88
McKay, Bernice	11/89 – 06/30/96	O'Brien, Virginia Loupret	1937 – 10/44
Meadows-Oliver, Mikki (Mikki)	09/01/98 – Present	O'Grady, Roberta	1971 – 06/30/77
Mejia, Berta	1976 – 07/31/82	O'Neil, Emily	1978 – 08/31/80
Melby, Elizabeth	1927 – 06/30/52		
MeIkus, Gail D'Eramo	08/01/85 – 06/30/09	Pallett, Phyllis Jean	08/01/86 – 06/92
Mertz, Hilda	02/01/63 – 1965	Parker, Helen G	10/01/41 – 05/01/48
Meyer, Jerrilyn H	02/15/79 – 07/31/82	Parker, Julina Rhymes	1975 – 1978
Milford, Anna Snyder	09/41 – 12/20/43	Parries, Phyllis	1967 – 08/31/70
Milici, Esther Dun	1940 – 1942	Parson, Maude	1926 – 1930
Miller, Beatrice Marie	11/20/50 – 06/30/52	Passacreta, Jeannie V	07/01/97 – 12/31/03
Mills, Deborah Stephens	12/82 – 12/31/85	Passarelli, Carole M	10/80 – 2000
Milone-Nuzzo, Paula	07/93 – 2003	Patton, Augusta	1925 – 1926
Minarik, Pamela A	02/01/95 – 08/31/05	Pearce, Margaret Perry	07/01/47 – 06/30/48
Minrath, Marilyn	1979 – 07/31/84	Pellico, Linda Honan	09/01/89 – Present
Mion, Lorraine C	11/91 – 12/13/93	Penner, Brenda	1976 – 12/31/77
Moffett, Catharine	09/94 – 06/30/ present	Pepe, Marie Costanzo	07/01/55 – 06/30/56
Molde, Susan	1976 – 06/30/88	Petach, Emma Foster	09/01/43 – 03/01/46
Moller, Mary	01/01/09 – Present	Petrillo, Anne Carmel	07/01/53 – 1957
Molony, Sheila	01/01/05 – 06/19/11	Pierce, Penny Hendry	1975 – 1980
Moriarty Daley, Alison L	07/18/94 – Present	Pillsbury, Mary Elizabeth	1925 – 02/01/27
Morris, Karen Sue	1969 – 1971	Pitel, Martha	09/01/54 – 08/31/59
Moss, Margaret P	08/01/10 – Present	Ploch, Donald	1967 – 1969
Mott, Elizabeth Key	11/01/53 – 06/30/58	Podrasky, Debra L	07/87 – 05/89
Moyle, Elinor Durand	1930 – 1941	Pollack, Cassy Deane	11/01/88 – 10/31/99
Mulaik, Jane Stacy	10/01/53 – 09/30/56	Pollack, Veronica Perrone	10/89 – 12/20/96
Muller, Beth Lori	08/01/95 – 06/30/ present	Poppe, Eleanor Wells	1940 – 1941
Munro, Barbara Hazard	1980 – 07/01/86	Porter, Cornelia	1977 – 06/30/80
Munson, Barbara Allen	1929 – 1935	Powell, Martha Peck	05/25/53 – 06/30/54
Murphy, Honore	05/01/67 – 08/15/68	Powers, Ann M.	07/96 – 09/12/97
Murphy, Janet	07/93 – 07/01/96	Pranulis, Maryann	1970 – 09/15/73
Myers, Margaret	08/01/84 – 07/01/86	Price, Ida Lyman	1932 – 1935
Myers, Sheila Taylor	07/01/62 – 06/30/63	Provence, Sally Ann	1949 – 1976
Nam, Soohyun	09/01/12 – Present	Quinlan, Mary Elizabeth	07/01/48 – 06/30/50
Navedo, Deborah D	05/96 – 6/30/98		
Nehring, Virginia	1972 – 06/30/75	Rains, Anna Pearl	1964 – 1966
Neilson, Norma Janet	07/01/54 – 08/01/56	Raufeisen, Doris Dean Foster	09/01/51 – 09/15/54
Nelson, Doris	1967 – 1970	Redeker, Nancy Schmieder	07/01/07 – Present
Nelson, Elizabeth Ann	08/19/02 – 6/30/06	Reeve, Irma Elizabeth	1925 – 1938
Nelson, Myrthel Sophia	08/01/52 – 10/22/56	Reich, Mathilde Jean	07/01/52 – 12/31/53
Nelson, Sandra	11/01/72 – 1981	Reichert, Carol M	12/85 – 06/30/87
Newell, Florence E.	1925 – 09/01/27	Reid, Alma Elizabeth	09/01/48 – 07/30/49
Newman, Linda Joyce	1982 – 07/15/84	Reilly, Elisabeth A	07/94 – 5/31/13
Nichols, Carol Ostler Wood	1977 – 07/01/86	Rekers, Katherine Simpson	1938 – 1940
Nield-Anderson, Leslie Janet	08/26/91 – 06/29/00	Resch, Helen Louise	06/29 – 1934
Nigro, Judith Marie	07/01/55 – 06/30/58	Reynolds, Dianne T	08/88 – 07/01/89
Normark, Priscilla Stokes	09/01/52 – 06/30/53	Reynolds, Heather Dawn	08/11/86 – Present
Norton, Linda Celentano	1980 – 05/31/86	Reynolds, Nancy Radcliffe	09/01/07 – Present
Novick, Gina Beth	09/01/11 – Present	Richardson, Mildred	09/01/57 – 06/30/58
Nuckolls, Katharine Buckley	1942 – 1946; 07/69 – 06/30/75	Riddick, Lillian	1975 – 11/15/76

Name	Appointment	Name	Appointment
Riss, Beatrice	1967 – 1971	Stone, Christine Walker	1938 – 07/01/39
Robbins, Lucia Allyn	1939 – 1941	Stone, Nancy Victoria	12/42 – 10/21/43
Robinson, Rachel	1965 – 11/30/72	Stone, M. Terisa	1977 – 06/30/81
Rodgers, Beckett M	1972 – 06/30/87	Storey, Maujory	09/27 – 02/01/29
Roer, David	07/01/92 – Present	Strutzel, Elizabeth	1970 – 08/31/74
Rogers, Elizabeth Bancroft Cole	1979 – 1985	Sullivan, Barbara Jean	1976 – 08/05/81
Romoff, Vivian	1972 – 07/01/73	Sullivan, Barbara	09/92 – 01/31/96
Rooney, Janet	08/01/84 – 06/30/88	Summers, Portia Hooks	09/15/47 – 12/31/48
Rosenbaum, Marion Holloway	07/01/41 – 07/01/46	Swallow, Helen	1975 – 06/30/76
Rousseau, Mary Ellen Francis	1975 – 06/30/77; 12/90 – Present (Emeritus)	Swartz, Martha K	10/01/81 – Present
Rowley, Sarah Root	07/01/56 – 06/30/58	Swearingen, Lee	1982 – 06/30/89
Rubin, Reva	07/01/50 – 08/31/52	Taggart, Eleanor	1973 – 08/31/77
Ruffin, Janice	07/01/72 – 06/30/77	Talley, Sandra	1979 – 06/30/89
Russell, Marlon Esther	07/01/49 – 09/07/57	Taylor, Dorothy Helen	10/01/53 – 06/30/58
Russell, Barbara	1940 – 09/18/46	Taylor, Effie Jane	1923 – 1944
Ruszala-Herbst, Jeanne	1977 – 06/30/83	Taylor, Jane Elizabeth	1937 – 04/01/42
Ryan-Krause, Patricia	07/01/91 – Present	Taylor, Jacquelyn Yvette	07/01/08 – Present
Ryle, Anna Elizabeth	1936 – 08/75 (Emeritus)	Tennant, Mary Elizabeth	10/01/55 – 06/30/61
Sachs, Elizabeth Johanna	1938 – 1940	Thompson, Dorothy Cannon	1927 – 07/32
Sadler, Lois	1979 – 06/30/87; 07/01/94 – Present	Thompson, John Devereaux	1966 – 1988
Sanderson, Elizabeth Barber	07/01/49 – 05/29/52	Thompson, Sophie Sargent	10/01/44 – 06/01/48
Santacroce, Sheila Judge	08/01/00 – 06/30/09	Tiffany, Julia Churchill	1967 – 07/01/72
Saunders, Joy	1980 – 12/22/82	Toelle, Hedwig Cecelia	10/18/37 – 1960
Scahill, Lawrence D	07/01/89 – 10/31/12	Tommasini, Nancy	08/88 – 07/01/94
Scales, Carol Kromberg	1967 – 01/31/71	Tracy, Margaret	1925 – 1938
Schaefer, Marguerite Jackson	09/08/48 – 02/28/54	Trepeta, Julie Chicarello	1982 – 06/30/84
Schilling, Lynne S	1970 – 9/30/10	Turner, Vickie E	07/88 – 04/30/91
Schmidt, Ruth	1968 – 1976	Tuttle, Jane	08/01/85 – 06/30/93
Schubert, Margaret Rockwell	09/31 – 09/34	Twyman, Bessie Dariotis	10/01/41 – 1942
Seashore, Margretta Reed	01/01/74 – present	Van Cleve, Susan	08/01/83 – 06/92
Sehl, Cecelia Marie	08/01/57 – 09/18/59	Vazquez, Marietta	07/01/01 – 06/30/16
Semradek, Joyce Ann	1963 – 1967	Vedam, Saraswathi	01/20/02 – 12/31/06
Sexton, Dorothy L	03/01/74 – 2006 (Emeritus)	Vieira, Linda	1975 – 06/30/77
Shamansky, Sherry	1981 – 12/31/85	vonKoss, Heidi	1980 – 06/30/83
Sharp, Elizabeth Sager	1959 – 10/01/71	Wacker, Margaret	01/93 – 09/30/94
Shewell, Anne Greenleaf	1940 – 1941	Wahlquist, Glee	1979 – 06/30/83
Sholtis, Lillian Alma	08/18/47 – 07/31/51	Wald, Florence Schorske	1957 – 2008
Shorten, Allison G	01/01/10 – Present	Walker, Mary	1975 – 1978
Simmons, Elizabeth Hutchinson	1930 – 1934	Walsh, Mary Annie Marshall	1938 – 1940
Simpson, Dorothy Shirley	07/34 – 02/01/36	Ward, Deborah	1977 – 07/01/85
Smith, Eileen DeGanno	07/73 – 06/77	Watermond, Berenice Johnson	10/01/50 – 06/30/53
Smith, Emily Myrtle	10/01/49 – 06/30/51	Watson, Mildred Dora	1936 – 1942
Smith, Harriet Holbrook	1927 – 1928	Weber, Isabel	1938 – 1939
Smith, Janis Jund	10/01/45 – 06/30/46	Weber, Dorris	1935 – 1938
Smith, Josephine M	1926 – 1927	Wegman, Isabel Howe	1934 – 1935
Smolenski, Carol	12/94 – 07/95	Weiss, Naomi Miriam	1937 – 1938
Snyder, Roberta Fitzgerald	1966 – 1967; 1970 – 1972	Weiss, Valerie Douglas	07/01/51 – 06/30/52
Sowizdral, Olga Genevieve	1937 – 1942	Wells, Mary Beaghter	1937 – 1944
Speir, Katherine Shingle	1935 – 01/15/37	Wenrich, Marian	1930 – 07/01/39
Spivack, Maureen Angelini	1978 – 1979	Wersebe, Helen	1936 – 1942; 07/01/46 – 06/30/52
Spollett, GERALYN R	07/93 – present	Wert, Ruth Dean	08/23/54 – 02/28/55
Spurgeon, Carrie Mae	1936 – 12/24/38	Whittemore, Robin	07/01/00 – Present
Spurgeon, Roberta Kaye	1971 – 1974	Widmer, Carolyn Ladd	1931 – 1932
Stamy, Britta James	10/01/45 – 06/30/46	Wiedenbach, Ernestine	06/01/52 – 06/01/66
Stanton, Mary Ellen	1979 – 06/30/82	Wiedower, Nancy Campbell	12/12/55 – 02/57
Stewart, Helena R	1925 – 06/15/28	Wilkinson, Elizabeth Woodbury	1936 – 1954
Stolte, Karen	06/20/66 – 08/13/67		

Williams, Ann Bartley	07/01/84 – Present (Emeritus)
Williams, Beatrice Holley	04/27 – 09/06/28
Williams, Edith	1925 – 1931
Williams, Mary Jane	08/15/49 – 06/05/51**
Wilson, Patience	1969 – 06/30/77
Wilson, Rosalie	07/01/55 – 06/30/58
Windus, Violet Michelson	1940 – 01/18/46
Winter, Joan Rice	10/01/50 – 06/22/51
Wippern, Jill Nelson	01/73 – 08/31/79
Wirth, Victoria	1976 – 1979
Wolcott, Marion Allen	1940 – 04/18/46
Wolfer, John	1968 – 08/31/77
Womack, Julie A	08/01/11 – Present
Wooldridge, Powhatan Joseph	1963 – 1965
Wyland, Helen Wayland-Smith	1940 – 1942
Yeaple, Kathleen Clare	10/01/45 – 07/01/47
Yeomans, Sally Ann	03/01/60 – 08/61
Yoho, Dee	1940 – 1942
Youngen, Jean Weed	07/01/56 – 06/30/58
Zawalich, Walter S	1980 – Present
Zeidler, William Henry	01/01/98 – 06/30/99
Zurawski, Helen Marie	1927 – 1928

ENDNOTES

1. Winslow, C-EA YSN 25th; Roberts, Mary M. *American Nursing: History and Interpretation*. New York: The Macmillan Company, 1954, p. 178 and Appendix II; The Committee for the Study of Nursing Education. *Nursing and Nursing Education in the United States: Report of the Committee and Report of a Survey by Josephine Goldmark*. New York: The Macmillan Company, 1923, p. 2 (known as the Goldmark Report).
The nurse members of the Committee listed here had closely worked together. Werminghaus refers to them as “The Great Trio” and details where their paths crossed. (Werminghaus, Esther A. *Annie W Goodrich: Her Journey to Yale*. New York: The Macmillan Company, 1950) Adelaide Nutting had long been a promotor of education for nurses and held an influential position at Teachers College. Her mentor had been Isabel Hampton Robb at Johns Hopkins Hospital who was an early proponent of not sacrificing education to service needs of a hospital. (See Connolly, Cynthia A. Hampton, Nutting, and rival gospels at The Johns Hopkins Hospital and Training School for Nurses, 1889-1906. *Image*, 30(1): 23-29, First Quarter, 1998.)
2. Goodrich, Annie W. Yale University School of Nursing. *Methods and Problems of Medical Education (Twenty-First Series): Nursing Education and Schools of Nursing*. New York: The Rockefeller Foundation, 1932, pp 2-3.
3. Ibid.
4. Goldmark, p. 486.
5. Sheahan, Sister Dorothy A. *The Social origins of American Nursing and Its Movement into the University: A Microcosmic Approach*. Unpublished dissertation: New York University School of Education, Health, Nursing, and Arts Profession, 1980, p 228.
6. Goldmark, p 486.
7. Sheahan, p 229.
8. Goldmark, p 486.
9. Goldmark, pp 489-490.
10. Sheahan, pp 233; 235.
11. Angell, President James Rowland, YSN 25th, p 288.
12. Werminghaus, Esther A. *Annie W. Goodrich: Her Journey to Yale*. New York: The Macmillan Company, 1950, pp 3-4.
13. Goodrich, p 1.
14. Sheahan, p 235.
15. Hawkinson, Nellie X. Western Reserve University School of Nursing. *Methods and problems of Medical Education (Twenty First Series): Nursing Education and Schools of Nursing*. New York: The Rockefeller Foundation, 1932, pp 55-62. The origin of the School of Nursing was in 1921 as a Department of Nursing Education within the College for Women of Western Reserve University. The combined 5-year program of liberal arts and professional studies started at that time and continued when the Department of Nursing Education became the School of Nursing in 1923.
16. Goodrich, Annie W. *The Social and Ethical Significance of Nursing*. New York: The Macmillan Company, 1932, p 308.

17. Goodrich, Yale University School of Nursing, p 12.
18. “The New England Hospital for Women and Children instituted the first organized program of nurse training in the U.S. in 1972.” op cit. Sheahan, p 9.
19. The other two American Nightingale Schools were The Bellevue Training School at Bellevue Hospital in New York City and The Boston Training School at Massachusetts General Hospital in Boston.
20. Sheahan, p 131.
21. Sheahan, p 131.
22. Sheahan, p 132.
23. Sheahan, pp 152-154, 169.
24. The majority of the sponsors were connected to the Yale College community, either personally or through marriage. Three women were wives of members of the Yale Corporation. (Sheahan, pp 199-200.)
25. Sheahan, p 11.
26. Sheahan, p 163.
27. Sheahan, pp 204-215.
28. Many of the original sponsors were sponsors for 20-30 years; one for 39 years. (Sheahan, p 199.)
29. Sheahan, p 220.
30. Stewart, Isabel M Effie Jane Taylor. *American Journal of Nursing*, July, 1939, p 733.
31. Note that the standard was the same as Yale College although women were not accepted into Yale College at that time. *Bulletin of Yale University School of Nursing, 1924-1925*, January 1, 1924, p 14.
32. *Bulletin of Yale University School of Nursing, 1924-1925* and *Bulletin of Yale University School of Nursing 1925-1926*.
33. Ibid.
34. Goodrich, Annie W. *Year Book of the Class of 1926, School of Nursing, Yale University*, p 35.
35. Diers, Donna. Editor’s response. *Image: Journal of Nursing Scholarship*, 23(4):264, Winter, 1991. In response to Gray, Linda M. Letter to the Editor. *Image*, 23(4): 263, Winter, 1991. Written in relation to Diers, Donna. Editorial. On academic exercises ... *Image*, 23(2):70, Summer, 1991.
36. *Bulletin of Yale University School of Nursing: 1926-1927*.
37. Dean Goodrich wrote of these developments and her satisfaction with them in her message in the *Alumnae News*, 1934, pp 1-3:
 “The approval by the President and the Corporation of the recommendation of the Faculty of the School of Nursing that the entrance requirement for the Class of 1937 and thereafter be a baccalaureate degree is second only in importance to the acceptance of the School of Nursing on a parity with the other schools and colleges of the University in 1923.
 “The recent substitution of the Bachelor of Nursing degree by that of Master of Nursing upon the com-

pletion of the professional curriculum is gratifying recognition of the educational value of the curriculum.

“A further progressive step is the provision for advanced graduate work by the inclusion of a Department of Nursing Education in the Graduate School through which research and study in the sciences may be furthered...”

38. Sheahan, pp 369-371.

39. Administrative time involving not only Superintendent of Nurses Effie Taylor but also Dean Goodrich and President Angell.

40. “In her first Annual Report she [Miss Goodrich] listed five such affiliations, the next year thirteen more, and by the following year twenty-six schools were affiliating with the YSN, providing a “supplementary staff” to the hospital of over 200 students a year. By 30 June 1934 almost 2,000 students had affiliated with the YSN...” (Sheahan, pp 378-379).

Although the affiliations were for the purpose of staffing the hospital and imposed heavy faculty and administrative demands on YSN, the affiliations also furthered some of the educational reforms of Miss Goodrich. For example, she insisted that the educational qualifications of students from the affiliations be increased first to 3 years of high school and then to completion of high school. Other effects were the shortening of the hours for a student day and the use of the case method in the affiliating schools after their experience with YSN. (Sheahan, pp 378-388.)

41. Anonymous, *Alumnae News*, 1935, Yale University School of Nursing, p 1. “Our constructive support is now needed for continuance of the educational ideals of the School. Like other institutions, Yale University and the New Haven Hospital are feeling the effects of the depression; funds for the hospital nursing service are restricted. The educational environment for the students has inevitably suffered because of the reduction of graduate staff nurses for the wards and the increased nursing load.

“The situation is serious. ... If we cannot actually create an endowment fund for adequate graduate nursing service so that the students may be free for carefully selected and supervised experience, we must at least acquaint ourselves with the situation and submit some constructive suggestions for lessening the gap between standards and reality.”

42. Goodrich, Annie W. *The Social and Ethical Significance of Nursing*, p 337.

43. *Bulletin of the Yale University School of Nursing, 1924-1925*, pp 13, 18; *Bulletin of the Yale University School of Nursing 1926-1927*, pp 19-20, 24; *Bulletin of the Yale University School of Nursing 1932-1933*, pp 24-25, 30; *Bulletin of the Yale University School of Nursing, 1936-1937*, pp 21-22, 25.

44. Pierson, George W. *Yale: The University College 1921-1937*. New Haven: Yale University Press, 1955, Foreword, 2:viii.

45. Terris, Milton Introduction to Winslow, C. -E. A. *The Evolution and Significance of the Modern Public Health Campaign*. New Haven: Yale University Press, 1923. In the 1984 reprint by the *Journal of Public Health Policy*, p v.

46. Sheahan, pp 259-261, 283-286, 301.

47. Sheahan, pp 264-265, 307. Also see Goodrich, Yale University School of Nursing p 5.

48. Grigg, Elizabeth '45W. How come we came - Chapter I *Yale University School of Nursing Alumnae Bulletin*, III(1):4, November, 1948.

49. *Bulletin, School of Nursing of Yale University, 1928-1929*. p 20.

50. Now a parking lot. Nathan Smith Hall was demolished during an urban renewal project in the 1950's.

51. Grigg
52. *Bulletin of Yale University School of Nursing, 1930-1931*, p. 26.
53. Taylor, Effie Jane. From our Dean. *Alumnae News, 1943*. Yale University School of Nursing, p. 6. Dean Taylor notes that this is the first time in the history of the School that an extra class was admitted.
54. Taylor, Effie Jane. From our Dean. *Alumnae News, 1944*. Yale University School of Nursing, p. 8.
55. Bixler, Elizabeth S. From our New Dean. *Alumnae News, 1945*. Yale University School of Nursing, p. 9.
56. Taylor, Effie Jane. From Our Dean. *Alumnae News, 1944*. Yale University School of Nursing pp. 8-9.
57. The Cadet Nurse Corps was established as part of the Nurse Training Act of 1943 and was considered the most successful of all wartime recruitment programs. Tuition was paid, "attractive and distinctive uniforms" provided, and a monthly stipend given each Cadet. Student Cadets in hospitals freed graduate nurses for military service and, according to the American Hospital Association, saved civilian hospital nursing services from collapse. (Roberts, pp. 386-390.)
58. Taylor, Effie Jane. From Our Dean. *Alumnae News, 1944*. Yale University School of Nursing, p. 9.
59. Taylor, Effie Jane. From Our Dean. *Alumnae News, 1943*. Yale University School of Nursing p. 7.
60. Sheahan, p. 405.
61. Elizabeth Melby to Dean Effie Taylor. Annual Report on the Curriculum, 1943-1944, Yale University School of Nursing, p. 2 speaking about the class of 1945.
62. Taylor, Effie Jane. From Our Dean. *Alumnae News, 1943*. Yale University School of Nursing, p. 7.
63. Taylor, Effie Jane. From Our Dean. *Alumnae News, 1942*. Yale University School of Nursing, p. 3.
64. Taylor, Effie Jane. From Our Dean. *Alumnae News, 1942*. Yale University School of Nursing, pp. 3-4.
65. Taylor, Effie Jane. From Our Dean. *Alumnae News, 1944*. Yale University School of Nursing, p. 7.
66. Bixler, Elizabeth S. Yale University School of Nursing Report for the Year 1944-1945, p. 7.
67. Budd, Esther. Reminiscences 39th General Hospital, *Alumnae News, 1946*. Yale University School of Nursing, pp. 20-27.
68. Taylor, Effie Jane. From Our Dean, *Alumnae News, 1942*. Yale University School of Nursing, pp. 2-3 and *Alumnae News, 1943*, p. 7.
69. Sheahan, p. 412.
70. Sheahan, pp. 413-418.
71. Wilson, Katya Maria. *The Integration of African-Americans at Yale University School of Nursing*. Yale University School of Nursing: Unpublished Masters Thesis, 1998.

72. *Nursing for the Future* by Esther Lucile Brown, PhD was published in 1948 by the Russell Sage Foundation. It clearly specified “that preparation of the professional nurse belongs squarely within the institution of higher learning” (p 138) and spoke to the integration of academic and professional components of the curriculum (pp 143-151). Dr. Brown recorded that “in 1945 there were 46 universities and colleges that offered ‘advanced programs’ leading to a degree for students who were already R.N.s. Of these 31 specialized in preparation only for the baccalaureate; 15 offered additional preparation for the master’s degree” (p 161). “Additional preparation” was generally in supervision, administration, and teaching and culminated in the MSN degree. The MSN had come to mean advanced preparation beyond basic nursing. The Yale University School of Nursing was the only collegiate school in the United States offering the basic curriculum that required the bachelor’s degree for admission. Dr Brown referred to YSN as a school “on a higher educational plane than now seems practical as a pattern to be copied widely” although she believed that “two or three other such schools should be established in widely separated, strategic locations ... should be avowedly experimental in purpose.” She further elaborated on their purpose as not producing large numbers of professional nurses but serving as laboratories for research on curriculum matters and teaching methods (p 183).
73. Sheahan, pp 419-440.
74. Sheahan, pp 428-429.
75. Bixler, Elizabeth S. Data from the Dean. *Yale University School of Nursing Bulletin*, I(2):3, February, 1947; II(2):3, February, 1948; III(1):3, November, 1948; III(3):3, March, 1949; IV(1):3, October, 1949; V(2):3, February, 1951; VI(12):4, Summer, 1954; VI(12[sic]):1, Fall, 1954.
76. Sheahan, pp 413-418.
77. Sheahan, pp 451-454.
78. Sheahan, pp 474-485.
79. Bixler, Elizabeth S. Data from the Dean. *Yale University School of Nursing Alumnae Bulletin* II(2):3, February, 1948; IV(1):3, October, 1949. Anonymous, Annual Meeting. *Yale University School of Nursing Alumnae Bulletin*, V(1):2, October, 1950. Bixler, Elizabeth, S. From Our Dean. *Yale University School of Nursing Alumnae Bulletin*, VI(12[sic]): 1, Fall, 1954.
80. Sheahan, p 254.
81. Special Collection files, Yale University School of Nursing. See also, Minutes of the Yale University School of Nursing Alumnae/i Association, January 14, 1957.
82. Yale University News Bureau press release, January 23, 1956.
83. See, for example, *Bulletin of Yale University School of Nursing 1932-1933*, pp 50-52.
84. *Bulletin of Yale University School of Nursing for the Academic Years 1947-1949*, p. 20.
85. The *Bulletin of Yale University School of Nursing for the Academic Years 1949-1951*, p. 21. The curriculum is detailed on pages 38-40. The name of the program subsequently changed to “Advanced Program in Mental Health and Psycho-Pediatric Nursing” in the 1951-1953 Bulletin and then to “Advanced Program in Mental Health Nursing” in the 1953-1955 Bulletin. See also, Russell, Marion. Advanced programs at YSN. *Yale University School of Nursing Alumnae Bulletin*, VI(10): 1-3, Fall, 1953. Marion Russell, ‘29 was the Director of the Program.
86. Bixler, Elizabeth S. Letter from the Dean. *Yale University School of Nursing Alumnae Bulletin*, VI(17):2, Fall 1956.

87. Ibid.
88. Lucy Conant '50, Martha Pitel, and Florence Schorske, MN '41, MS '56. Dean Bixler had asked Lucy Conant and Florence Schorske to return to YSN, which they did in 1957. Martha Pitel was a nurse who obtained her PhD in anatomy and was an Assistant Professor in Basic Sciences.
89. The group met in the home of faculty member Ernestine Wiedenbach in the hills of Connecticut near Bethlehem. The proposal, which was sent to President Griswold in December, 1957 became colloquially known as the Bethlehem Document. Members of the group included Lucy Conant, '50, Ida Jean Orlando, Martha Pitel, Florence Schorske, MN '41, MS '56, Elizabeth Tennant, and Ernestine Wiedenbach. Information contained thus far in this paragraph was obtained from Florence (Schorske) Wald in a conversation April 2, 1998.
90. See, for example, Miss Schorske Named Acting Nursing Dean, *Journal Courier*, New Haven, Connecticut, January 30, 1958.
91. Dean Bixler became Dean Torrey in March, 1958 and Acting Dean Schorske became Acting Dean Wald in June, 1959, two weeks before becoming full Dean on July 1.
92. Sheahan, p 592 quoting Minutes of Meetings of the Corporation, Meeting of 19 May 1962.
93. Wald, Florence S. and Leonard, Robert C. *Practical Problems in Faculty Research Development*. Unpublished paper presented at NLN Meetings of Higher Degree and Baccalaureate Program, Boston, Massachusetts, April 1, 1964.
94. Ibid.
95. Ida Jean Orlando's book, *The Dynamic Nurse-Patient Relationship: Function, Process and Principles*, New York: G.P. Putnam's Sons, 1961, written in 1958 and based on the results of a five-year project grant started in 1954 from the USPHS National Institute of Mental Health, served as a textbook for YSN students.
96. Ernestine Wiedenbach published her book, *Clinical Nursing: A Helping Art*, New York: Springer Publishing Company, Inc., which specifies the knowledge distinctive to the professional discipline of nursing, in 1964. Later development of her theory was published in 1967 in the first chapter of her textbook *Family-Centered Maternity Nursing, 2nd Ed*, New York: G.P. Putnam's Sons. The chapter was entitled "The Realities in Nursing and the Nurse" (pp 5-15).
97. Virginia Henderson first published her definition of nursing in a pamphlet prepared for the International Council of Nurses in 1961 entitled *Basic Principles of Nursing Care*. She elaborated on this in her book *The Nature of Nursing: A Definition and Its Implications for Practice, Research and Education*, New York: The Macmillan Company, 1966. While at YSN she directed the monumental four-volume work of the Nursing Studies Index (1900-1959).
98. The author was a student during this time (1961-1963) and writes from memory of the creative intensity and excitement that infused YSN during those years of study and research of the deliberative nursing process.
99. \$450,229. in Research Grants Awarded to YSN. Yale University School of Nursing Alumnae Association *Newsletter*. Winter, 1966, pp 1-2.
100. Press Release, Yale University News Bureau, April 27, 1966. Dean Wald was beginning to do her personal preparation and groundwork that would lead to the development of the hospice movement in the United States. In 1969 Dean Arnstein awarded Florence Wald monies, from the faculty research development grant that Dean Wald had obtained, for a study of the terminally ill. (Personal communication, May 3, 1998.)
101. Press release, Yale University News Bureau, March 14, 1967.

102. The announcement also noted that Miss Diers would be the youngest dean in the history of the School.
103. Margaret Arnstein was Director/Chief of the Division of Nursing from 1949-1964.
104. Pediatric Nurse Practitioner certificate program at the University of Colorado started by Loretta Ford, RN, EdD and Henry Silver, MD.
105. Daniell, Susan Duncan. *Agents of Change: A History of the Nurse Practitioner 1965-1973*. Unpublished Master's Thesis, Yale University School of Nursing, 1997, p 45.
106. Ibid. p 47.
107. There was a two-year masters degree Health Nurse Clinician program at Wayne State University that started in 1968 and received federal funding from the Division of Nursing in 1969. (Ibid. pp. 113-114, endnote 101.)
108. *Bulletin of Yale University School of Nursing, 1971-1972 and 1972-1973*.
109. *Bulletin of Yale University School of Nursing, 1975-1976*, pp 23-26.
110. See, for example, Bixler, Elizabeth S. Report of the School of Nursing for the year ending June 30, 1948 to the President and Fellows of Yale University, p. 5.
111. Yale University School of Nursing Alumnae Association *Newsletter*, Summer, 1968, p 2.
112. Yale University School of Nursing Alumnae Association *Newsletter*, pp 3-4.
113. Yale University School of Nursing Alumnae Association *Newsletter*, Winter, 1974, pp 1-4.
114. The Spring, 1977 issue of the *Yale Nurse* contains several pages of pictures of the newly renovated building. The Fall, 1977 issue of the *Yale Nurse* has pictures of the dedication activities and the remarks made by the various University dignitaries. The remarks include a delightful rendition by Dean Diers tracing the history of the School having its own building from President Angell in 1922 (on St. John's property, no less) to the Midnight completion of plantings in front of the building the day before Commencement in 1977.
115. Diers, Donna. Yale University School of Nursing Alumnae Association *Newsletter*, Winter, 1976, p. 2.
116. Other task force members by 1970 were: Ann Slavinsky, '67, Carol Kromberg, '67, and Roberta Fitzgerald, '66. (Report of the Alumnae Association Annual Meeting in the Yale University School of Nursing Alumnae Association *Newsletter*, Fall, 1970, p. 8.)
117. Diers, Donna. A combined basic-graduate program for college graduates. *Nursing Outlook*, 24(2):92-98, February, 1976, p, 94.
118. Slavinsky, Ann. Yale University School of Nursing Alumnae Association *Newsletter*, Spring 1970, p 1.
119. Diers, Donna. A combined basic-graduate program for college graduates, p. 94.
120. Ibid.
121. Slavinsky, Ann T. and Diers, Donna. Nursing education for college graduates. *Nursing Outlook*, 30(5): 292-297.

122. The author, on faculty since 1979 and briefly Acting Chair of the Three-Year program, writes from first-hand knowledge of how this program works.
123. Diers, Donna. From the Dean. *Yale Nurse*, Fall, 1978, p 2.
124. Donna Kaye Diers (1973), Helen Varney Burst (1982), Judith Belliveau Krauss (1983), Dorothy Sexdon (1984), Ann Slavinsky Ameling (1984). Jane Dixon joined the BPO in 1985.
125. McMillen, Liz. Yale U. buffeted by storm over its fiscal problems: with campus crumbling it weighs financial surgery. *Chronicle of Higher Education*, December 4, 1991, p A46, quoting President Schmidt.
126. See also: Laberge, Fred. Plan for broad cuts stuns Yale arts, sciences faculty. *New Haven Register*, January 17, 1992, pp 1 and 11.
127. Schmidt, Jr. Benno C. Presidents Message. *Financial Report of Yale University for the Year ended June 30, 1991*, pp 1-2.
128. Dean Judith Krauss, personal communication, May 1, 1998. Dependence on the University for approval and funding of deficit budgets was also true in the early decades of the School.
129. Wald, Florence. Changes in Nursing Education at Yale. January, 1959, p, 4.
130. In a letter to President Benno Schmidt dated July 25, 1991, Donna Diers outlines some of the history of the development of a doctoral program within the School.
131. Hirata, Mary Keeler. The future of YSN. *Yale University School of Nursing Alumnae Association Newsletter*, Summer 1968, p 2. Mary Keeler Hirata, '49 was President of YUSNAA
132. Diers, letter to Benno Schmidt p 2.
133. Krauss, Judith B. State of the School Address. *Yale Nurse*, January, 1986, p 3.
134. Krauss, Judith. Doctoral planning project. *Yale Nurse*, January, 1987, p 3. Dean Krauss felt that Dr. Katherine "Kit" Nuckolls as a former distinguished faculty member at the School understood the centrality of the clinical mission of the School and could be persuasive with the University officers regarding the need for the doctoral program and with the faculty regarding need for change. (Dean Judith Krauss, personal communication, May 1, 1998.)
135. Dean Krauss was confronted with a complicated set of negotiations which took nearly two years. The hospital believed that the School of Nursing property should be given to them at no cost, arguing that the property had once belonged to them. Dean Krauss had to convince President Schmidt of the wisdom of selling the property at fair market value in order to finance new quarters for the School. Eventually Dean Krauss prevailed and the Hospital purchased the property. (Dean Judith Krauss, personal communication, May 1, 1998)
136. Beyond bricks and mortar. *Yale Nurse*, May, 1990, p 7.
137. Dean Judith Krauss, personal communication, May 1, 1998.
138. *Report of the Committee on the Yale School of Nursing: Present Conditions, Future Possibilities*, June, 1991, Introduction, p 2.
139. Sterling Professor of Biology and Human Genetics and Chairman of Biology.
140. Dean Judith Krauss, personal communication, April 28, 1998.

141. *Report of the Committee...* , p 18.
142. The review of the *Report of the Committee* written July 3, 1991 by Dean Judith Krauss to President Benno Schmidt included 5 single-spaced pages of factual corrections to the report.
143. See, for example, letters from Donna Diers (July 25, 1991), Helen Varney Burst (July 29, 1991), Jane Dixon (August 9, 1991), and Dorothy Sexton (August 12, 1991).
144. Basically, and ironically, the Ruddle Committee had adopted the School's long-range strategic plan as its recommendations.
145. Author's notes of meetings of the BPO dated July 2, 1991, October 1, 1991, November 26, 1991, and December 17, 1991. See also memos from Dean Judith Krauss to members of the BPO dated October 7, 1991 and November 1, 1991; and letters from Dean Krauss to President Schmidt and members of the Corporation dated November 1, 1991 and December 12, 1991.
146. Minutes of Yale University School of Nursing faculty meeting held August 1, 1991.
147. The School had gone from an intimate, supportive building environment at 855 Howard Avenue to being spread out on three floors of the Grace Education Building (1, 4, and 5), interspersed with units of the hospital in the rest of the building (e.g., YNHH nursing education, Chaplaincy services and education, an in-patient psychiatric unit on the 6th floor, parking services in the basement periodic blood drives, childbirth and parenting education, etc.). The School administration and faculty worked hard to maintain a sense of cohesiveness and School spirit within this disjointed setting. Author.
148. Minutes of Yale University School of Nursing faculty meeting, August 1, 1991; letter from Dean Judith Krauss to President Benno Schmidt, Jr. dated December 12, 1991; Krauss, Judith. From the Dean. *Yale Nurse*, Winter, 1992, p 1; document dated September 25, 1991 that includes the details of programmatic reorganization, the Nursing Systems and Policy program, the proposed Doctoral Program in Nursing, a 10 year projection of the income and expenses of the School, and a memo from Nancy K Johnson and Jan Ackerman to Benno C. Schmidt, Jr., Frank Turner and Mike Finnerty regarding the Nursing School Financial Projection.
149. "As you can well imagine, we have not come to this suggestion lightly - we believe we are carrying an unfair burden of responsibility concerning space for the School as the result of an accommodation which greatly benefits the School of Medicine and Yale New Haven Hospital at significant risk to the School of Nursing - but, we see this as a practical and viable solution to financing the School's plan." Letter from Dean Judith B. Krauss to President Benno C. Schmidt, Jr. dated December 12, 1991, p 4.
150. "These advisors include prominent nurse administrators, educators, and researchers; physicians, health policy-makers, historians, and university presidents all of whom have a national perspective on health care, education, research, and nursing." Krauss, Judith. From the Dean. *Yale Nurse*, Winter, 1992, p 1.
151. McMillen, Liz. "... several programs, including ... the nursing school ... are rumored to be slated for elimination or major reductions." pp A45-A46.
152. The Yale Corporation actually approved the concept of a doctoral program in nursing at the April, 1992 meeting and, after review of the proposed curriculum, officially voted to award the DNSc degree during its November, 1992 meeting (Krauss, Judith. From the Dean. *Yale Nurse*, December, 1992, p 1.)
153. Krauss, Judith. From the Dean. *Yale Nurse*, December, 1993, p 1.
154. Krauss, Judith. From the Dean. *Yale Nurse*, April 1995, pp 1-4.
155. 1996 reunion weekend: new architecture on historic foundations. *Yale Nurse*, August, 1996, pp 9-12.

156. Diers, Donna. Truth of the Matter. *Yale Nursing Matters*. 8(2):23. Winter 2007-Spring 2008.
157. Katherine R. Jones RN, PhD, FAAN obtained her B.S.N. and M.S. in Medical-Surgical Nursing from the University of Michigan, her PhD in administration and policy analysis from Stanford University and Post-Doctoral work at Johns Hopkins University. *Yale Nursing Matters* 5(2):4. Winter 2003/Summer 2004.
158. Krauss, Judith. Quoted in *Yale Nursing Matters* 12(2):11. Spring 2012.
159. Personal communication to author from Margaret Grey dated August 24, 2013.
160. Ibid.
161. *Yale School of Nursing Annual Report, 2005-2006*. pp. 10 and 26.
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163. Center for Excellence in Chronic Illness Care: Convocation. *Yale Nurse*. April 1999. pp. 3-4.
164. Extending the talents of one scholar through a network of many, *Yale Nursing Matters* 1(1):4-6. Fall 1999.
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172. Grey, Margaret. Letter from the Dean. *Yale Nursing Matters* 11(1):3.
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179. Grey, Margaret. Letter from the Dean. *Yale Nursing Matters* 12(2):3. Spring 2012.
180. Quote of Margaret Moss. YSN Welcomes Inaugural Doctor of Nursing Practice Students, *Yale Nursing Matters* 13(1):7. Fall 2012.
181. Ibid.
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