

# DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF

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THE ARMY SCHOOL OF NURSING

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Nurses, nurses, more nurses, and still more nurses. Was there ever a more insistent and persistent call? It has been heard in every corner of the world, through the cities and in the most hidden and remote country towns. Nurses, we need nurses,—a bleeding, wounded, sick and suffering world is calling. Never in the history of time has the trained woman been in greater demand; never has the skill of a nurse been at a greater premium.

Since the United States changed from a neutral to a belligerent nation and before she even commenced to send her sons over seas, units of nurses were in France. Since April, 1917, thousands have been mobilized and sent over-seas. A veritable army of graduate nurses have heard the call directed to each one and have eagerly given all they had in service for their country. Behind the lines, on this side of the Atlantic, thousands more are in the base, post and camp hospitals, many awaiting their time to go further to the front; others who may not be able also to go over-seas but who are still within the lines, each performing her great service to the best of her ability.

Still, more nurses are required, and the desired quota has now reached the 50,000 mark,—unprecedented and unimaginable numbers. What must be our answer to this? Production and greater production. When the call came for wheat, we had to hasten the production. When it came for coal, we had to mine more coal. When it came for soldiers, we had to make more soldiers, and now we are making them out of the eighteen-year-old boys. Likewise, must we now make more nurses. Even though our large number of civil schools were filled to over-flowing, we should not be able to produce the needed numbers, and yet the production must be accelerated and pushed to its utmost.

Out of this great strain and demand came the vision of the opportunity and possibility of our military hospitals for the training and experience of student nurses. Miss Goodrich, who was connected with the Surgeon General's office as Chief Inspector of Military Hospitals, saw very early in her work the possibility of taking care of our sick and wounded soldiers with the closely supervised service of a student body. She saw in this plan the release of a large number of graduate nurses for over-seas service within a few months' after the establishment of training units in the base hospitals. She also

saw the opportunity of giving to the large number of young women desiring to perform a very definite and efficient service for their country, the advantage of at once getting into service and, while performing this service, obtaining an adequate instruction and bedside knowledge under competent directors and instructors, who themselves were also in the service. On the completion of this training they would hold a diploma from the Army School of Nursing which would entitle them to registration in any state.

The plan was drawn up, was placed before the War Department, and was approved on May 25, 1918. No sooner was this plan released and the call for applicants sent out, than the response came with overwhelming rapidity. It would seem that the very flower of the young womanhood of this country were but waiting for such a call to enter with zeal into a work that contained the greatest essentials of service. Amongst the thousands of applications that poured into the Surgeon General's office during the first three months after the establishment of the school, very few were found of the type indicating that the applicant was seeking her own self-satisfaction and adventure, in coming into training. On the contrary, the spirit shown from the correspondence was that of sincere desire to be instructed and made capable of rendering an efficient service. Many were willing to give up good positions, university training and other ambitions to commence their work as early as possible.

The general plan of the Army School of Nursing provides an organization in the Surgeon General's office of which Miss Goodrich is Dean. This plan contemplates:

1. The immediate improvement of the nursing care of the sick in the military hospitals;
2. An adequate expansion of skilled nursing care;
3. By the inspection of military hospitals to effect a standardization of nursing care, and to maintain good educational standards in the training of the student body.

The administration in the Surgeon General's Office calls for a professional and a clerical personnel. Called to assist in a professional capacity are nurses who have had a wide and varied experience in constructive educational work for nurses and in administration of schools of nursing. Elizabeth C. Burgess, inspector of nurse training schools in the state of New York and on leave of absence, is in charge of the acceptance, determination of credit, and assignment of students to training units. Ellen Stewart, late superintendent of Clarkson Memorial Hospital, Omaha, interviews the student applicants, and is in charge of the general correspondence, having to assist her a young college woman as reader. The bureau of credentials is in charge of Helen Scott Hay, assisted by Mary A. Samuel, late superintendent

of Lakeside Hospital, and Evelyn Howard, recently superintendent of the New London Hospital and Training School, together with a required clerical force. Here all applications are read, the professional personnel forming a committee to pass on educational equivalents and other special problems that arise. Lucy Walker Donnell, for many years superintendent of the Pennsylvania Hospital Training School, is in charge of a Hospital Assistants' Division, assisted by Jane Hodson, who will be the connecting link between this office and these workers. Inde Albaugh and Anna C. Jamme, both directors on Nurse Boards of Examiners, and inspectors for schools of nursing in the states of Connecticut and California, respectively, and on leave of absence from their states, are engaged in the inspection of the nursing service in the military hospitals. The clerical force, consisting of twenty-eight clerks, stenographers and typists, assist in the indexing, filing, etc., pertaining to the department of applications.

As stated in the announcement of the school, applicants must be between the ages of 21 and 35, and must be graduates of recognized high schools, or present evidence of an education equivalent. The course covers a period of three years, which is divided into a preliminary term of four months, which is the probationary period, a junior year of eight months, an intermediate year of twelve months and a senior year of twelve months. A vacation of one month is allowed for each year. A monthly allowance of \$15.00 is provided to meet the expenses of indoor and outdoor uniforms. Quarters, subsistence (mess) and laundry are provided. Transportation and traveling expenses are allowed from the student's home to the hospital.

Training units of from twenty-five to fifty are assigned to a given hospital and a list of these students is sent to the Commanding Officer of the hospital to which the unit is assigned and a copy of the same to the Director, who notifies the students on what day to report. An instructor and a social director are assigned by the Dean to each base hospital having a training unit. The student on arrival takes up her residence in her quarters and immediately takes the oath of office. She wears at once the indoor uniform of the school and on the termination of the preparatory period of four months is required to get the outdoor uniform, which consists of a navy blue skirt, blouse, overcoat, and hat. On each side of the collar of the blouse the badge of the school, and the letters U. S. in bronze are worn. The indoor uniform consists of a blue gingham waist and skirt, white collar and cuffs, an apron (to be worn only when on nursing duty), the Army Nurse Corps cap and a plain black silk windsor tie, worn four-in-hand. The insignia of the Army School of Nursing is a caduceus, with a lamp super-imposed, both in bronze. These uniforms and insignia



Insignia of Army School of Nursing

have been approved by the War Department and are entered in the special regulations No. 41, paragraphs 4 $\frac{1}{2}$  and 36 $\frac{1}{2}$ .

The course of instruction follows the plan of the Standard Curriculum published by the National League of Nursing Education. For this purpose the student is provided with five text books, while ninety necessary reference books are sent to each hospital having a training unit. Equipment, such as a skeleton, Frohse charts, models of organs, mounted slides, and a Chase doll are obtained through the Medical Supply Department of the hospital. Lists of equipment for cooking laboratory and demonstration room are sent to the Directors and are obtained through the Quartermaster's Department. During the preliminary course, a student is on duty for not more than six hours each day, and is in the class room for four hours. She commences ward duty immediately after she has had her first demonstration in bed making and is on the wards for two hours a day in the morning, which is gradually increased as she gains more knowledge of the work. At the end of the four months of preliminary work, she is on duty for eight hours a day. Her class work is carried on during two years of training in the camp hospital and in the third year she is assigned to a civil hospital for her training in the care of women and children and for obstetrical nursing.

The experience in the Army camps in the care of all classes of disease, provides a rich opportunity for the training of these students. They care for all classes of disease in the medical section, such as cardiac, gastric, intestinal, nervous, infectious and contagious. In the surgical section they have general surgery, fractures, orthopedics, empyema, diseases of eye, ear, nose and throat. They have the opportunity to observe thousands of patients. The nursing procedures are carried on with the same precision and care as in a well conducted civil hospital in the matter of routine bed-side nursing, dressings, diets, treatments, etc. There is found, as a general rule, ample and excellent equipment with which to carry on this work.

During her training the student is under strict military discipline. She gets up at the bugler's "reveille" call and goes to bed to the music

of "taps." She has her hour of drill, and is present at retreat. She is glad to share in camp life. Her quarters are simple, but comfortable; she has her own cubicle or small room in the quarters, which contains a good and comfortable army bed, a dresser, one chair, sometimes a built-in desk, at other times a table, also a small closet, which consists of a shelf under which some hooks are placed for her clothing. Her trunk is small and fits in under her bed, for she takes with her only the barest necessities. She may exercise her individual taste in adorning her room or cubicle in the matter of a curtain hanging from the shelf and covering her clothing, a dresser cover or the window curtains. Her mess hall is likewise of camp style. The table tops are of wood, well scrubbed, sometimes covered with a white oil cloth, occasionally there is a table cloth, but more frequently the plain wooden table is used. The tableware is usually of the white enamel type, though occasionally there are found china dishes. Her food is of good quality, well-cooked, of sufficient variety and abundant.

Her class rooms are either in the quarters or in a barracks, which has been taken over for the purpose. There is the class room, equipped with proper chairs, blackboard, skeleton, manikins, charts, etc., needed for instruction, and demonstration room, equipped with beds and other necessities for bed-side instruction. Frequently the demonstration room is combined with the class room if the former is sufficiently large, otherwise another room is taken. There is a cooking laboratory with full equipment for instruction in chemistry and nutrition. In several instances these laboratories have been furnished by the Red Cross, and are most complete in every detail, with cabinets, electric or gas grills, and utensils sufficient for a good group of students. In some instances the training unit has its own recreation room or if not, the Red Cross Nurses' Rest House is used by the students in company with the graduates. The social director who is assigned to each unit is responsible for the social life and chaperonage of the students. She directs the social functions and in general looks after the well being of the students in their quarters. She frequently takes charge of the physical exercises and occasionally will give a certain part of the instruction as, for instance, personal hygiene.

Many of these units have been visited by the inspectors and the reports of their work have been most encouraging, especially the reports on the assistance they were able to give during the influenza epidemic. At this time it was necessary to suspend instruction, for the reason that every available space in the hospital had to be utilized for either patients or for sick nurses. Class room equipment had to be packed up and the class room turned into a ward for sick nurses.

The epidemic spared no one. During this time the students requested to be sent into the infected wards and went fearlessly, taking their place beside the graduate nurse in caring for the patients. The spirit in which they performed their work during these terrible days, when even a veteran nurse stood appalled, has won the commendation of the Commanding Officer in every camp in which they are located. It was certainly a very great test and may truly be said to be their baptism of fire.

While thus loyally and courageously carrying on the duties before them, several of the students offered the supreme sacrifice,—their lives. A number suffered from influenza and safely recovered, but seven were entered upon the honor roll, as truly as soldier who gave his life on the field of battle; their names will be forever written on the roster of the Army School of Nursing. These students are Dorothy Crosby, Camp Devens; Constance Shields, Camp Grant; Bessie Edwards, Camp Meade; Mary A. Baker, Christine Colburn, Fyvie R. Horne, Fort Riley; Eloise Eagleton, Camp MacArthur. We cannot fail to mention too, Selma Voigt, Jeannette Boyd and Jeannette Heinz, who had eagerly prepared for duty, but at the time their summons came to report, they had already succumbed to the deadly disease.

Thus is being started a branch of work which comes in answer to a great demand and is on a basis of unselfish service, calling as it does to the colors, an army of young women eager to participate in a function as patriotic and self-sacrificing as that in which their brothers are participating. Like him she gives all she has, and the best she can contribute in the work of her hands and of her intelligence. When peace is ordained, it will not mean the disintegration of the school. Army camps and military hospitals will exist for a long time after arms are laid down and fighting ceases—far into the reconstruction period, both in Europe and in the United States. Already we see the need coming for more nurses in the devastated countries of Europe, in hospitals and in public health work. Never has there been a time when we have had enough nurses for our own public health, and surely in the new order that is to follow the war, a new order of better health, better sanitation, better babies, children, men and women, the nurse will take her highly important part. The Army School is destined to continue, and through its governmental connection and system of affiliations with civil hospitals and public health organizations, develop the ideals of its foundation in the better standardization and expansion of nursing care to all classes of people.