1-1-1974

History of the Freedmens Hospital School of Nursing

Howard University

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The First Class
THE FREEDMEN'S HOSPITAL
SCHOOL OF NURSING
1894-1973

June 1973
Washington D.C.
The provision of highly skilled health practitioners has been a priority of Howard University since its founding. The University established a Training School for Nurses in 1893-94 and discontinued it a year later when the Freedmen's Hospital School of Nursing assumed the responsibility for the nurse training program.

The Freedmen's Hospital School of Nursing's long association with Howard University strengthened the quality of the University's health education program. The more than 1,700 graduates of the School have distinguished themselves by providing the highest quality health care to those who suffer from injury or disease. They have served patients and worked harmoniously with medical practitioners throughout the world. Their performance has been exemplary.

The School graduated its last Diploma program class this year. The Howard University School of Nursing which began a baccalaureate program in nursing in 1969 has been fully accredited by the National League for Nursing and also graduated its first class this year. The graduates of both programs follow in a proud tradition of scholarship and thorough preparation for a career in health maintenance. As an autonomous component of the Howard University Health Center, the School of Nursing will uphold the 79-year tradition of the Freedmen's Hospital School of Nursing by pursuing excellence in education, community service, and research.

James E. Cheek
President
A Note From
The Souvenir Brochure Committee

THE COMMITTEE wishes to thank the following persons for their support in the production of this document: namely, Dr. Montague Cobb, noted medical historian, Howard University College of Medicine, Mr. George Thomas, director of public relations, Howard University-Freedmen's Hospital, who evaluated, proofread and edited the content of this commemorative brochure, and Freedmen's Hospital School of Nursing Alumni Association, Incorporated, for underwriting the printing costs.

It is the desire and expectation of this committee that this brochure preserve in miniature a brief historical sketch of Freedmen's Hospital School of Nursing.

Several attempts have been made by graduates of the school to compile a chronology of events, pertinent facts, photographs, relevant curriculum vitae of graduates and facts about the alumni association to document the historical evolution of Freedmen's Hospital School of Nursing. So far none of these has been disseminated for posterity.

This committee has attempted to capture in lyric, photographs and song what this revered institution is all about. The Committee believes that its efforts will not be in vain, that in the years to come the school's history will have meaning to future generations throughout the United States and the world as they endeavor to become knowledgeable about the contributions of Freedmen's Hospital School of Nursing, a pioneering institution which has produced almost 1700 Black nurses.

The Souvenir Brochure Committee

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"OWED TO THE HALLS OF FREEDMEN'S"

Once our caps were white and new,
Our uniforms of brightest hue,
Our shoe heels straight,
With anxious gait, we walked the halls of Freedmen's.

Card games kept us up 'til morn,
Studies made us greet the dawn
With drooping lids (A sad lot of kids),
We walked the halls of Freedmen's.

Now our caps are battered and torn,
Our uniforms faded and worn,
Shoe heels run down, perplexed we frown,
And walked the halls of Freedmen's.

What care we for battered caps,
For uniforms which have taken the rap,
Or run down shoes, For we've got news,
We've walked the halls of Freedmen's.

The halls of Freedmen's ere shall be
Our fondest memory through eternity
To us as "grads", and now newly clad
Who walked the halls of Freedmen's.

Virginia Hamilton Walton
Class of 1951
The beginnings of Freedmen’s Hospital date back to the Civil War.

At the war’s height around 1863, Washington had suddenly become a crowded city of confusion and high emotional tension. Rapid influxes of northerners and westerners put southerners here in a minority for the first time and objects of suspicion.

The wartime traffic and exploding population made Washington streets, including the cobble-stoned Pennsylvania Avenue, a mass of ruts and potholes. Public sanitation was almost non-existent. Pigs, goats, cattle, chicken and geese roamed the streets. Weeds and greenscums covered the surface gutters of the city. Saloons, gambling dens, vaudeville houses, and other places of cheap entertainment abounded the area around Georgia Avenue.

Among the newly freed slaves in the South, however, the names of Lincoln and Washington, D.C., were like magnets. Much to the chagrin of the white citizens of Washington, D.C., the sick, the infirm and the destitute poured in from the South, in the hope that here all their wants would be supplied.

Crowds of ex-slaves lived in shanties and in squalor between 10th and 14th Streets, and around Rhode Island Avenue, N.W. They lazied around with beclouded minds not knowing what freedom meant and waiting for their next supply of bread from the government. Although employment agencies succeeded in sending those with better health to different parts of the country, Washington continued to have hundreds of sick, decrepit and mentally ravaged ex-slaves unable to care for themselves.

It was under these circumstances that the War Department of the Federal Government decided to establish the Freedmen’s Bureau and create an emergency facility to care for the sick and destitute. Started by concerned citizens, the endeavor was quickly ratified by an Act of Congress, dated March 3, 1865, “To Establish A Bureau of Relief of Freed Men and Refugees.” Major General O. O. Howard, for whom Howard University was later named, was selected by President Andrew Johnson to serve as the commissioner of the Bureau.

Howard University itself opened its first teaching unit, the Normal Department, in 1857 in a large frame building on Georgia Avenue at W. Street, N.W. which was until then used as a German dance hall and beer saloon. When the University acquired land and established more schools, Freedmen’s became its teaching hospital.
Situated in the heart of the nation’s capital, in an urban poverty corridor with acute health care needs prevailing all around, Freedmen’s Hospital today is the third largest private hospital and one of the four busiest hospitals in the metropolitan area of Washington, D.C. It is also the third oldest in the District of Columbia.

Through the decades, as the most prominent producer of Black physicians and nurses in this country, and possibly the world, Freedmen’s Hospital has evoked deep feelings of near-veneration among its patrons and friends.

In duration and volume of service, in the number and variety of health professions personnel trained, and in significant research within its walls, the contributions of Freedmen’s Hospital far exceed those of any set up and operated for and by the minorities in the U.S.

For many decades, until the recent upsurge in minority enrollment in colleges nationwide, Freedmen’s Hospital trained more than fifty percent of the Black physicians in the United States.

The Hospital’s School of Nursing, since its beginning in 1894, has graduated almost 1,700 nurses who have provided nursing leadership throughout the country.

Freedmen’s graduates now form the largest segment among Black health practitioners in the country.

The hospital owes its continuous growth to the leadership of many brilliant educators and administrators. Dr. Robert Reyburn, to whom much credit is given as the man largely responsible for the continued operation of the hospital, served as chief surgeon until 1875. Drs. B. S. Palmer, Charles B. Purvis, Daniel Hale Williams, and A. Maurice Curtis were all noted surgeons and administrators here. Dr. William A. Warfield, Sr., who retired in 1936, led the institution for 35 years. The famous pioneer in blood plasma preservation, Dr. Charles Drew, was for many years head of the Surgical Department and for a brief period served as the first medical director.

Freedmen’s Hospital today functions as a unit of the university’s Center for the Health Sciences which also includes the Colleges of Dentistry, Medicine, and Pharmacy, the School of Nursing and the University Health Service. It is currently administered by Carlton P. Alexis, M.D., the university’s vice president for health affairs. Charles S. Ireland, M.D., is the hospital director.

The objectives of the hospital now include service, education, and research in a medical center setting. Its medical staff today has grown from four interns and residents in 1899 to 156 medical and dental interns and residents in 1973. During the fiscal year July 1, 1971 – June 30, 1972, the personnel and 475 physicians and surgeons provided care for more than 10,735 inpatients and 141,515 clinic and emergency patients.

Forty-one percent of patients coming to Freedmen’s is medically indigent.

The 24-hour emergency service at Freedmen’s Hospital is considered to be among the best in the area, and it is now being expanded.

The evening clinic provides services to those who cannot come to the hospital during the day. Satellite clinics are operated throughout the city.

Community projects in the areas of family planning, family health care, infant clinics, programs on drug addiction and alcoholism, and education, screening and counseling regarding sickle cell anemia are some of the more prominent among services offered.

Freedmen’s Hospital is proud of some recent additions within the past five years. Its unique treatment facilities include a Coronary Care Unit with the latest in equipment to monitor and treat heart irregularities; an Intensive Care Unit for the severely ill patient; a Stroke Unit, considered to be the most modern facility in the Washington metropolitan area; a P.K.U. Laboratory, for the early detection of deficiencies in the newborn; a Radiotherapy Unit, to provide the latest in cancer treatment; a Pediatric Intensive Care Unit; to provide better care for the critically ill newborn; and a Renal Dialysis Unit, to provide services to patients with serious kidney disease.

Nearly every department in Freedmen’s Hospital, by virtue of its teaching and research commitments as part of the Center for the Health Sciences at the University, is concerned with the distinct needs of minorities in the U.S. Research and treatment of patients with diseases affecting predominantly Blacks is especially evident, particularly with such diseases as sickle cell anemia, vitiligo, sarcoidosis, hypertension and certain types of cancers.

A new Department of Allied Health Professions was organized in the College of Medicine in 1972. These professions utilize Freedmen’s Hospital for clinical facilities, office and classroom space. Included in this consolidated department are complete educational curriculums...
in medical technology, radiologic technology, medical dietetics, occupational therapy, physical therapy, radiation therapy, respiratory therapy and physician's assistant program.

The present hospital facility with 496 beds is housed in nine buildings, all of them old and not up to popular expectations and standards for a modern hospital serving the poor as well as a growing middle-class in the nation's capital. The main building was built nearly seventy years ago, and the nine buildings that form the hospital complex are scattered around, thereby contributing to duplication of some services.

Ground was broken in September, 1971 for a new $42 million, seven story, 500 bed hospital. The new physical plant will replace the aging Freedmen's Hospital structurally, although few would submit that it can ever replace the hospital spiritually. In fact, Howard University and hospital administrators avow that the institution's concern for the poor and indigent members of the community it serves will not only be maintained but also expanded under the name of the Howard University Hospital.

The new hospital will give to the community and Howard dental, medical, pharmacy, nursing and allied health students, interns and residents one of the most modern hospital facilities in the country.

Dr. James E. Cheek, Howard's president, announced at the groundbreaking ceremony for the new hospital that a new outpatient and extended care facility will be built next to the hospital.

The new hospital will have separate intensive care units for treatment of patients with heart diseases, critically ill patients and the newborn. Its offices for specialists, research and clinical laboratories and the classrooms to teach that specialty will be on the same floor as the patients suffering that illness. In addition, the Hospital will offer its patients the simple amenities that are lacking in Freedmen's, such as a family waiting room and a gift shop.

Many view the coming of the new hospital as an added source of pride to the community and to the revered tradition of Freedmen's Hospital. The hospital will continue to operate with one basic and historic philosophy: that it shall turn no sick person away whatever may be his creed, color, or economic status.
# Administrators of Freedmen’s Hospital

## 1863 – 1973

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<th>Years</th>
<th>Incumbent and Title</th>
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<td>1863</td>
<td>Dr. Amos Pettijohn, Act. Asst. Surg., U.S.A.</td>
</tr>
<tr>
<td></td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>1863-1864</td>
<td>Dr. Alexander T. Augusta, Surg., U.S.V.</td>
</tr>
<tr>
<td></td>
<td>Chief Executive Officer</td>
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<tr>
<td></td>
<td>Chief Executive Officer</td>
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<td></td>
<td>Chief Executive Officer</td>
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<tr>
<td>1864-1865</td>
<td>Dr. Caleb W. Horner, Asst. Surg., U.S.V.</td>
</tr>
<tr>
<td></td>
<td>Chief Executive Officer</td>
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<tr>
<td>1865-1868</td>
<td>Dr. Patrick Glennan, U.S.V.</td>
</tr>
<tr>
<td></td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>1868-1875</td>
<td>Dr. Robert Reyburn, Surg., U.S.V.</td>
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<tr>
<td></td>
<td>Surgeon-in-Chief</td>
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<tr>
<td>1875-1881</td>
<td>Dr. Gideon Stinson Palmer</td>
</tr>
<tr>
<td></td>
<td>Surgeon-in-Chief</td>
</tr>
<tr>
<td>1881-1894</td>
<td>Dr. Charles Burleigh Purvis</td>
</tr>
<tr>
<td></td>
<td>Surgeon-in-Chief</td>
</tr>
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Dr. Daniel Hale Williams  
Surgeon-in-Chief  
1894-1898

Dr. Austin Maurice Curtis  
Surgeon-in-Chief  
1898-1901

Dr. William Alonza Warfield  
Surgeon-in-Chief  
1901-1936
Dr. Thomas Edward Jones  
Director-in-Chief  
1936-1942

Dr. John Wesley Lawlah  
Director-in-Chief  
1942-1944

Dr. James Lowell Hall  
Superintendent  
1944-1946

Dr. Charles E. Burbridge (Ph.D.)  
Superintendent  
1946-1970

Mr. Houston A. Baker  
Acting Hospital Director  
1970-1971

Dr. Charles S. Ireland  
Director  
1971-Present

Dr. Carlton Peter Alexis  
Vice President for Health Affairs  
Howard University  
1969-Present
The School of Nursing: Early Days

Freedmen's Hospital School of Nursing has a unique heritage as an integral part of Freedmen's Hospital, which has among its objectives, other than patient care, the training of Blacks in medical and paramedical fields.

Administration of Freedmen's Hospital School of Nursing was established within the jurisdiction of Freedmen's Hospital when it was a national institution under Federal control. The inception of the school was affected by political, social, and economic events prior to 1894, and during the entire time of its existence. The sponsorship of the School of Nursing by Freedmen's Hospital placed the responsibility for education outside an educational institution. This was essentially the way nursing education began in the U.S.A.

When Dr. Daniel Hale Williams assumed administrative responsibility of Freedmen's Hospital in 1894, he obtained permission from the secretary of the interior to start a training school for nurses within his budget and the legal network of Freedmen's Hospital. His proposed nurses' training school program came out of an iron-clad budget. Dr. Williams knew that if properly trained nurses were available for patient care, there would have been no budgeted funds for their salaries, and that carefully selected nursing students could give the bulk of the service in the hospital while they were in training. Other hospitals in the country found this method of training an asset to hospital economics.

The curriculum for students at Freedmen's Hospital was patterned after that of the Provident Hospital Training School for Nurses in Chicago, Illinois, where Dr. Williams had previously established a training school. The major obstacle encountered was "prior identification with the training school for nurses undertaken by Howard University Medical Department at the suggestion of Dr. Purvis," Dr. Williams' predecessor. Many felt that the Howard plan offered nothing but outmoded didactic instruction two evenings a week, with a promise of "practical" experience in Freedmen's Hospital. Students were admitted from varying backgrounds, education, and experience. Both schools, Freedmen's Hospital Training School for Nurses and the Howard University Medical Department Training School for Nurses, were conducted side by side, one administered by Dr. Williams, the other, by Dr. Purvis.

Dr. Williams appointed Sarah C. Ebersole as superintendent of nurses. He had known Miss Ebersole in Chicago where she had been night superintendent of the Presbyterian Hospital. She was a graduate of the Illinois Training School for Nurses. Most of the Black nurses in the country were the few graduates of Provident Hospital School of Nursing, and none as yet had had sufficient experience to handle a large hospital. Dr. Williams appointed Sarah C. Ebersole as superintendent of nurses. He had known Miss Ebersole in Chicago where she had been night superintendent of the Presbyterian Hospital. She was a graduate of the Illinois Training School for Nurses. Most of the Black nurses in the country were the few graduates of Provident Hospital School of Nursing, and none as yet had had sufficient experience to handle a large hospital.2

The role and functions of the superintendent of nurses typified concretely the conflict between education and care of the sick. She was responsible for both nursing education and nursing service. Her responsibilities were to students and patients, to provide education promised by the school in its printed program and nursing care for patients.

At the school's inception, Miss Ebersole, the nursing students and three male assistants were responsible for all the nursing in the hospital.3 The superintendent was the only graduate nurse in the hospital. She was responsible for securing the faculty for the Training School and the planning, organizing, developing, and implementing of the curriculum under the supervision of the surgeon-in-chief of the hospital. Dr. Williams had laid the foundation and assumed much of the responsibility for the School's administration. The faculty consisted of physicians on Howard University and Freedmen's Hospital staffs.

The curriculum for students at Freedmen's Hospital was patterned after that of the Provident Hospital Training School for Nurses in Chicago, Illinois, where Dr. Williams had previously established a training school. The major obstacle encountered was "prior identification with the training school for nurses undertaken by Howard University Medical Department at the suggestion of Dr. Purvis," Dr. Williams' predecessor. Many felt that the Howard plan offered nothing but outmoded didactic instruction two evenings a week, with a promise of "practical" experience in Freedmen's Hospital. Students were admitted from varying backgrounds, education, and experience. Both schools, Freedmen's Hospital Training School for Nurses and the Howard University Medical Department Training School for Nurses, were conducted side by side, one administered by Dr. Williams, the other, by Dr. Purvis.1

The budget of the Training School for Nurses was included in the budget of the hospital which received annual appropriations as a result of legislation enacted by Congress.

The first year Dr. Williams encountered many controversies with the Howard University Medical Department faculty about the two nursing programs. When Dr. Purvis saw persons accepting and prescribing to Dr. Williams' progressive program, he rose in firm opposition to the new Freedmen's Hospital Training School for Nurses. He surmised that Howard University planned to abandon its training school for nurses and that this would prove the initial step toward inevitable curtailment and eventual abandonment of the remaining departments of medicine, dentistry, and pharmacy.4
The mortality rate at Freedmen's Hospital was high before the Training School for Nurses was started in 1894. Concurrent with the end of the school's first year, the mortality rate within the hospital decreased.

Dr. Williams also informed the secretary of the interior that only a few of the many capable young women being graduated each year from the public schools could find jobs. Teaching and civil service did not offer enough job opportunities. Prejudice kept them from being clerks in stores or office workers. Nurse "training" would broaden the area of usefulness for a large number of hitherto unemployed Black girls. 5

At one point Dr. Williams agreed to let Howard University take over the course if Miss Ebersole remained in charge. By fall of 1895, he decided this was untenable and gave notice that he would continue to administer the program himself. He pointed out that the administration of Howard University had taken a deep interest in the welfare of the hospital and added that the location of the Medical Department of Howard University within the hospital grounds had been of benefit. 6 With endless patience and persistent demonstration, Dr. Williams convinced Howard University Medical Department faculty that the Training School for Nurses should be conducted by the hospital, an institution legally established by the Congress to render health services.

Although the Howard University Medical Department Training School for Nurses was within an educational institution, it did not meet the standards set by Dr. Williams. Therefore, control of Freedmen's Hospital Training School for Nurses remained within the control of the hospital. The Howard University Medical Department Training School was discontinued in 1895, after one class of seven members was graduated. 7

It should be noted that Freedmen's Hospital Training School for Nurses did not have legal status within itself, nor did it ever obtain a charter. Its establishment was accomplished by administrative agreement between the secretary of the interior and Dr. Williams. 8

The Board of Visitors, appointed by the secretary of the interior, disclosed in an investigation in 1898, that there was no authority in law for the maintenance of "this branch of hospital work," and they recommended to the Congress that Freedmen's Hospital School of Nursing be given legal status. 9 No evidence is found that action was taken on this recommendation.

In 1896, Dr. Williams recommended that certain changes in the hospital "management" would place Freedmen's Hospital on a par with first-class institutions in this country. He justified his recommendations in the annual report.

"This hospital, like others of its class, should be managed by a superintendent or warden, with an assistant, a staff or non-salaried attending physicians and surgeons, a corps of internes, and a superintendent of nurses. Such an arrangement of the managerial staff would meet every requirement, professional and executive, and place the institution beyond a single want in this respect." 10

### Notes

1. Ibid., p. 111.
2. Ibid.
The plan above detailed was practically inaugurated hereupon the incumbency of the present management of this institution, the only difference being in the name of the head executive office. It is therefore respectfully suggested that such legislative action be taken as will be necessary to complete the change above outlined.

Funds to finance the educational program of Freedmen's Hospital Training School for Nurses had originally been obtained as a result of the manipulation of funds set aside for the salaries of the first and second assistant surgeons of Freedmen's Hospital and Dr. Williams.1 The manipulation of salaries yielded financial benefits to the Training School for Nurses and the "interne" training program. The money was used "as a fund out of which ample provision is made for maintaining the educational system at present in vogue here, involving in part the training school for nurses and the internes."2

In 1896, employees of the Hospital, professional and "industrial," were "placed under the civil service law."3 The Training School for Nurses "passed under" the civil service law in December 1896. "Since that time all applicants that are accepted are registered with the United States civil service law."4 Nurse trainees were considered unclassified personnel in the system and received $7.00 per month stipend. The stipend was reduced to $5.00 per month in 1898.5

On February 1, 1898, a year after the Republican administration began, Dr. Daniel Hale Williams resigned as surgeon-in-chief of Freedmen's Hospital. It was six weeks before a successor could be appointed and two months before Dr. Williams was released by the Civil Service Commission. Despite the crosscurrents of intrigue and the uncertainties of government action, Dr. Williams felt that he had accomplished his mission at Freedmen's Hospital which was:

"...to give the patients the benefit of modern methods... young colored men and women and the opportunity to become trained in medicine, surgery and nursing... to conduct Freedmen's on strictly business principles."6...

The Civil Service Commission certified an eligible successor to Dr. Williams. (The list included Dr. Charles I. West, Washington; Dr. Austin M. Curtis, Washington; and Dr. James A. Wormley, Newark.) Secretary of Interior Cornelius Bliss, appointed Dr. Curtis. In accepting his appointment, Dr. Curtis acknowledged the political character of his job.7

In 1900, Dr. Curtis recommended that the Training School for Nurses should offer a 36-month course.

"Dr. Curtis, surgeon-in-chief, and Sarah C. Ebersole, superintendent of nurses, resigned in 1901 and Dr. William A. Warfield, Sr., was appointed acting surgeon-in-chief. Two successors to Miss Ebersole were appointed within a year; this necessarily disrupted the students' instructional program.8 Sara I. Fleetwood, a graduate of the school in 1896, became the new superintendent of nurses. According to Dr. Warfield, the "change in the management" of the Training School for Nurses was warranted. "That Department is now under better discipline, the marked results of which appear more distinctly in the higher standard of excellence in the general service of the nurses."9
In 1902, in the permanent position as surgeon-in-chief, Dr. Warfield reorganized the organizational structure of the visiting staff physicians and gave them definite terms of service with specific responsibilities.²⁰

The management of the hospital was unified under the Department of the Interior in 1905. That same year Sara I. Fleetwood resigned as superintendent of nurses and Sarah L. Tuffs was appointed to succeed her.²¹

Miss Tuffs felt that the 24-month training course was entirely too short. She recommended that "a term of three years be adopted at the earliest practical moment, including a probationary period of six months."²² This recommendation had been made in 1900 by Dr. Curtis, but no action was taken. Dr. Warfield also recommended that the training period be extended.

The recommendation for extending the probationary period to six months was altered in the following annual report. The new recommendation was that the probationary period should be lengthened from one month to three months.²³

Miss Tuffs was listed as superintendent or directress of nurses in 1908. In 1909, Julia A. Duffy was listed as acting superintendent of nurses. She also taught "practical and theoretical nursing." In September 1909, the "training" course was extended to 36 months. The hospital as well as the nursing students benefited by the change. The Training School for Nurses continued to develop within the framework of the Freedmen's Hospital administration.²⁴

THE SCHOOL:
Its Nature and Scope

Administration

After 1909 successive superintendents or directors of nursing were: Laura R. MacHale, 1910-1922; Emma Mae Irwin, 1922-1927; Charlotte K. May, 1927-1938; Rheva A. Speaks, 1940-1944; Alida C. Daily, (four months), 1945; Ella J. Younger, 1945-1960; Jurhetta N. Smoot, 1961-1964; Anna B. Coles, 1967-1969. Genevieve Brenner served as deputy director of nursing from 1966-1968. In 1969, Alice J. Naughton was appointed director, Nursing Service and Ida C. Robinson was appointed director, Nursing Education. Prior to 1969 all of the preceding directors or superintendents had a dual function: one, of providing nursing service to patients in Freedmen's Hospital as a primary responsibility, and the other, operation of a school of nursing.

In the early years and well into the fifties, the medical staff taught the medical aspects of the curriculum and selected head nurses and supervisors taught the nursing aspects of the curriculum. It was not until 1945 that supervisors of the nursing service were required to teach the subject in the area in which they supervised patient care. The head nurses continued to carry the role of a head nurse, ward instructor, junior executive and patient care specialist in one unit.

Until 1924, the administrative staff of the school consisted of six graduate nurses which included one superintendent of nurses, one assistant superintendent of nurses, one night supervisor, two operating room supervisors, and one supervisor in the outpatient department. Lack of supervisory personnel for students' experience was cited as one of the outstanding shortcomings by the Board of Regents.
of the State of New York during the survey of 1923, and an increase in personnel was strongly recommended. In the summer of 1924, four additional graduate nurses were added to the staff and placed in charge of the medical, surgical, gynecological, obstetrical and pediatric services. Successive surveys demanded that the graduate personnel be further increased, and that a full-time instructor be employed.

In 1925, a full-time nursing arts instructor, Miss Charlotte K. May, who was a graduate of the school was employed. Her title was educational assistant. Prior to that time the superintendent of nurses or her assistant served in that capacity. A dietician was employed to direct the dietary department. This department had formerly been supervised by a steward. During the year 1928, a second assistant to the superintendent of nurses and an assistant night supervisor were added to the staff, also a sufficient number of graduate nurses to supervise the work of each ward. In 1929 a medical social service department was organized, with a social worker in charge who possessed a background of nursing and of law. In 1931, a well-qualified educational director, Mrs. Estelle Massey (Osborne), was added to the staff. Mrs. Anna Papino Glenn was appointed as instructor of nursing arts and assistant director of nurses. While serving in the capacity of the first educational director of the School of Nursing, Mrs. Osborne developed a liaison between the School of Nursing and Howard University. It was she who initiated the idea that there should be closer cooperation between the two institutions on the education of the nursing students.

In 1934, Miss Susie A. Coulbourne, a graduate of the school in 1918, became the second educational director of the School. During her tenure, she taught history of nursing and professional adjustments. In 1938, Miss Charlotte K. May returned to the school to teach nursing arts. From 1943-1946, Mrs. Orienna C. Holloway (Syphax) was appointed as directress of the Nursing School. Her major efforts encompassed supervision of the Cadet Nurse Corps Program. Mrs. Nettie O. Wilks (Wilkinson) became assistant director, Nursing Education, in 1946 and served the school in this capacity until 1960. Miss Ida Frisby served as acting assistant director of the school in 1959-60. Marie Wells (Bourgeois) served as acting director from 1963-1966. In 1966, Ida C. Robinson was appointed as associate director, Nursing Education. In 1968, Joyce A. Elmore was appointed assistant director, Nursing Education, to coordinate revision and shortening of the curriculum. Doris Caldwell was appointed to this position in 1970. The title of the nursing education administrator was changed to director, Nursing Education, in 1969. Mrs. Ida C. Robinson is the only incumbent to be appointed to this position.

Progressively, the school built an elaborate co-curricular program for students, which included provisions for adequate health care, recreation, and social life as well as an attractive dormitory to live in. The first efforts at recreation were made by Mrs. Marion B. Seymour, and assistant director of nurses who organized a basketball team.
in 1929. Between 1948-1951, a full-time counselor/recreation planner, Mrs. Jessye Carrington (Harshaw) was appointed. The nurses' choir was a very popular activity. A full-time health director and a qualified librarian were also appointed. Mrs. Ann Drew, the present counselor, was appointed in 1959.

In 1951 Miss Ida Frisby, a graduate of F.H.S.N. was the first appointed clinical instructor in the School of Nursing. This initiated the beginning of the nursing faculty. Within a short period of time, adequately prepared clinical instructors were hired for each major division of the hospital. Each one of these nurses had a minimum of a B.S. degree and some of them had master's degrees.

In the fifties, the following courses were added: public sanitation and outpatient nurse practice as a substitute for public health teaching.

In 1962 Mrs. Marie Wells (Bourgeois), along with other faculty, was responsible for preparing the first group of nurses for duty in Africa under the auspices of the Peace Corps.

In 1967 Freedmen's Hospital was officially transferred to Howard University in keeping with the law enacted for its transfer which was passed by Congress and signed into effect by President John F. Kennedy. The School of Nursing, a constituent part of Freedmen's Hospital became Howard University—Freedmen's Hospital School of Nursing.

Program of Studies 1894-1922

"The school was established November 15, 1894 as an 18-month program of studies with 46 students between the ages of 21-35. Some students were admitted with advanced standing based on experience. The probationary period was one month. During this month, the following examinations were given: reading, penmanship, simple arithmetic and English dictation. Students received theoretical and practical instruction in the care of medical, surgical, obstetrical, gynecological patients, and ophthalmics, oral nursing, diet and disease, invalid cooking, theory of contagious diseases and massage. Principles and practice of nursing were taught and supervised by the superintendent of nurses. There were lectures and recitations. Evaluations were both written and oral. Private duty nursing was a part of the curriculum. Students were sent into homes to give care. A private duty registry was maintained which was used to follow up graduates. The hospital had a bed capacity of 200-278 patients. Wards were set up according to diseases, for example medicine, gynecology, etc. The time allotment in the clinical laboratory varied. The minimum number of days required to complete the program was 548; the maximum, 730. By 1910, a two-month probation period and a "common school" education were required.

The program of the school was lengthened to 24 months in December 1895. The students were classified as probationers, juniors, and seniors. No student was admitted with
advanced standing. Clinical experience was lengthened and the curriculum continued to be subject-matter centered. The first year of the program was concerned with anatomy and physiology, hygiene, urinalysis, materia medica, operative surgery, general surgery, medical nursing and principals and practice of nursing. Second year: gynecology, nervous diseases, eye, ear, throat, obstetrics, pediatrics, dietetics, principles and practice of nursing. The school published a circular of information.

In 1904, the school was registered in the State of New York and graduate nurses were admitted to the Nurses Associated Alumnae of U.S.A. The act defining a "registered nurse" became law in 1907. It is not clear whether this school was certified at this time. Social science was introduced into the curriculum as ethics in 1913. Affiliation in dietetics began at Howard University in 1913. Pre-requisite education had advanced from two years of high school in 1917 to four years of schooling with graduation from a regionally accredited high school.

In September 1909, the program of the school was extended to 36 months. Additions to the curriculum in the second year included: bacteriology, infectious diseases, and anesthetics. The courses extended throughout the 36-month period. The practice of nursing was emphasized. Lectures were reduced and clinical experience was lengthened. Facilities were "meager." The passing score was 70 percent.

In 1917 public health was introduced into the curriculum. A five-year combined course leading to a B.S. degree in nursing was established at Howard University in 1922 in conjunction with Freedmen's Hospital School of Nursing. It was short-lived because of insufficient demand.

The Period From the Twenties

Students matriculated at Howard University in 1929 for chemistry, dietetics and psychology. The three-year curriculum had remained relatively the same since its introduction. In 1929 Freedmen's Hospital attempted to secure an affiliation in pediatrics at Children's Hospital since the Pediatric Department at Freedmen's was very small and clinical experiences were often limited. As a result of a segregated city, this was not immediately possible.

Sociology was introduced into the curriculum in the thirties. The Central Supply Service was also opened during this time. Previously, each ward made its own disposable supplies, such as cotton balls, dressings, sponges, etc. The important point must be made, however, that almost all intravenous solutions were made in the C. S. R. and all students assigned to surgery rotated through the Central Supply Service. In the fall of 1934, psychiatric affiliation as a three-month experience was obtained at Gallinger Municipal Hospital, now D.C. General Hospital. In 1938 psychiatric affiliation was secured at St. Elizabeths Hospital, Washington, D.C. for a three-month period on an annual basis and this affiliation still stands. Because Washington, D.C., was a completely segregated city, provisions for housing and feeding Freedmen's students posed a
problem for affiliating Freedmen’s students. This was true at Gallanger and St. Elizabeths. However, with sincere negotiations the problems of feeding and housing were eventually resolved at St. Elizabeths Hospital, a federal facility.

The curriculum of the forties conformed more nearly to a national curriculum because the United States Cadet Nurse Corps was a national program, government approved, supported and supervised and in operation at Freedmen’s Hospital. The cadet program extended from approximately 1943-1948. The name of Freedmen’s Hospital Training School for Nurses was changed to Freedmen’s Hospital School for Nurses in 1942.

The sixties show an even greater change in the curriculum. Attempts were made toward consolidation of courses into units of instruction noted as disciplines. The curriculum was shortened to 33 months in 1959. An affiliation, as a supplementary experience, in pediatrics was secured at the Children’s Hospital of D.C. in 1962 as a result of the dynamism of Mrs. Juanita Fleming, pediatric instructor. In 1968 the curriculum was again shortened to 30 months. This curriculum was designed to extend through the phasing out process of the School of Nursing, June 1973. In 1968 the School of Nursing obtained the Nursing Education Opportunity Grant which was available to all students. In 1969, two budgeted positions for clinical coordinators were established: one in medical-surgical nursing, which was filled by Mrs. Doris Caldwell, the second, in parent-child nursing, which was filled by the appointment of Mrs. Winifred Cameron.

Between 1968-1970, the College Entrance Examination Boards replaced the Professional Nursing Guidance Examination as a better predictor of student academic achievement. During 1966-1967 off-campus living began on a selected basis. Consolidation and increasingly less fragmentation of curriculum was noted and semester hours were substituted for clock hours.

The Motive for Shortening the Curriculum

Some of the reasons given by faculty for the reduction in the length of the curriculum were: that the biological, physical and social sciences did not serve as pre-requisite courses to nursing but were often scheduled concurrently with nursing courses and actually spread over a 2 year period; that in the first year, the program was over loaded; that the University had special courses for nursing students and dental hygienists; that these students should enter the appropriate university course and not a course planned specifically for nurses; and finally, the faculty believed that the length of the program could be drastically reduced by the elimination of duplication and overlapping.

The reorganization involved placing all basic sciences within the first year including a summer session and instituting clinical nursing with the fall session of the junior year.
The school admitted its last class in the fall of 1970. In 1970 community health agencies were utilized in the curriculum plan as a preference to student participation in one community agency. Traditionally students were given limited experience in public health clinics or in the Visiting Nurses Association, or both.

Mrs. Hattie Bacassee has been credited with initiating this program under the leadership of the Director, Mrs. Ida Robinson, which included the use of multiple community agencies, among them, for example, were: the American Cancer Society, the Hospital for Sick Children, the Junior Village, and Area C Mental Health Detoxification Unit.

The emphasis on the public health aspects of nursing was changed to this extent (1970-1973): instead of the student getting a saturated exposure in a month's period to multiple agencies, they now visit and study in agencies closely associated with medical-surgical nursing while studying this component. Similarly, they are involved in those community agencies concerned with obstetrics and pediatrics while they are taking the course parent-child nursing. Consequently, there is a correlation of the public health and community aspects of nursing with specific subject matter disciplines.

Conclusion, Nursing School

The administration of Freedmen's Hospital School of Nursing has not always been easy. There was the problem of separating nursing education from nursing service as a primary student nurse function. Segregation prevented the utilization of local agencies for enhancement of education of Freedmen's students along with the barriers of segregated educational and living facilities locally and generally in the South. Another problem centered on achievements in state board test pool examinations after completing the nursing program. Still another was the problem of adequate facilities to provide essential experiences to support quality education for students: facilities such as the cardiac care unit, intensive care unit, kidney machine, etc., which were needed long before they were available. The list could be extended, but the significant point is that the necessary hurdles were made.

The "Freedmen's Hospital School of Nursing developed from a technical school with an apprenticeship educational program into a professional school of nursing with a 30-month basic curriculum fully accredited by the D. C. Nurses' Examining Board and the National League For Nursing Accrediting Service." The school has graduated to date approximately 1700 nurses.

As the F.H.S.N. diploma program, phases out, some of us with joy, some with sadness and varied memories, witness that this pioneer institution has indeed fulfilled its mission. Its nurses have rendered nursing services to the poor and needy population when their needs were apparent and unmet. Our school offered education to the Black nurse long before any such opportunity was available on an integrated basis to Black people.
Mrs. Adaego Ahagoto: first African graduate

As a professional institution, preparing professional people, this school, like other diploma programs before it, is responding to the American Nurses' Mandate of 1963 which stated that for this period in history, the education of all professional nurses should be at the baccalaureate level.

Will the Freedmen's Hospital School of Nursing pass unnoticed into history?

No. It will live as long as one of its graduates remain alive; but, more so, this school is as American as America itself, and therefore long after its graduates will have become a part of the ethereal, sociologists and historians will review and re-live its life cycle of 1894-1973.

Bibliography

Coulbourne, Susie A., "A Brief Historical Sketch of Freedmen's Hospital School of Nursing," (Unpublished, Compiled for Freedmen's Hospital School of Nursing Library), 1949.
Lamb, Daniel Smith, Howard University: Medical Department, (Washington, D.C.; R. Beresford) 1900.
Stewart, Elizabeth V., "Freedmen's Hospital in Historical Perspective and Its Effect Upon Nursing: 1862-1970," (Published Dissertation, Maryland University) 1970.
Stewart, Elizabeth V., "The History of the Integration of the Negro Nurse into Diploma Schools of Nursing in the U. S. A.," (Published Dissertation, Maryland University) 1970.
# CURRICULUM 30 MONTH PROGRAM

Orientation for Freshmen — September 6–11

## FIRST TERM
September 12–January 23

<table>
<thead>
<tr>
<th>COURSE</th>
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<tr>
<td>Individual &amp; Group Dynamics in Nursing I</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Biological Science 001–001</td>
<td>3</td>
</tr>
<tr>
<td>English 008–002</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 025–051 or Introduction to Social Science 024–011</td>
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</tr>
<tr>
<td>Psychology 022–051</td>
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<td>Ph. Ed. 020–011 (Health &amp; Civil Defense)</td>
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Total Credit Hours: 16

## SECOND TERM
January 30–June 5

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<tr>
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<tr>
<td>English 008–003 or Speech 036–051</td>
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</tr>
<tr>
<td>Home Economics 014–003</td>
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<td>Anatomy &amp; Physiology 908–110–41</td>
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Total Credit Hours: 17

End of First Level

## THIRD TERM (SUMMER SESSION)
June 16–August 1

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<td>Education 007–005</td>
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<td>Physical Education Elective</td>
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Total Credit Hours: 10

1969–1970
Second Level Junior

## FOURTH TERM
September 8–December 5

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Total Credit Hours: 12

Christmas Break — December 22–January 2

## FIFTH TERM
December 8–March 13

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<tr>
<td>Parent-Child Nursing (Obstetric Aspects) (13 Weeks) Group B</td>
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Total Credit Hours: 24

March 27–April 4

## SIXTH TERM
March 16–June 4

Easter Recess

## SEVENTH TERM
September 14–December 11

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<td>Parent-Child Nursing (Pediatric Aspects) (13 Weeks) Group B</td>
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Total Credit Hours: 28

## EIGHTH TERM
December 14–March 19

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<td>Parent-Child Nursing (Pediatric Aspects) (13 Weeks) Group A</td>
<td>14</td>
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<tr>
<td>Psychiatric Nursing (13 Weeks) Group B</td>
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Total Credit Hours: 28

March 22–June 3

## NINTH TERM

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<tbody>
<tr>
<td>Advanced Nursing (13 Weeks) All Students</td>
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Total Credit Hours: 14
The School Uniform
1894 to 1973

Introduction
The official uniform of Freedmen's Hospital School of Nursing has gone through minimum change when reviewed in historical perspective. The uniform has conformed relatively consistently with the dress characteristics of women of the specific period in question when viewed in terms of style and design. Minor adaptations have been made from time to time in material, style and design in order to conform to principles concerned with the physical comfort and safety of the wearer, asepsis, practicality and economics. The dress and apron have consistently been made of blue, blue and white, and white, respectively, until 1967 when a one-piece white uniform was adopted.

The Pin
The school has had two pins both designed in the shape of a cross and made of 14k gold. The first pin measured 1 2/16 inches by 1 2/16 inches. The edges were roughened. Across the horizontal bar of the cross was inscribed in blue F.H.T.S.N. (Freedmen's Hospital Training School for Nurses.) Engraved inside the pin in bold lettering was the graduate's complete name and the year of graduation. The second pin was exactly like the first one with the exception that it measured 15/16 inches by 15/16 inches. This pin's size was adopted by the class of 1929. The only evidence found to explain why the change in size was made was that the students wanted to exercise their prerogative to be different, according to Crettie Darden, class of 1929. Succeeding pins were the same dimensions as the original school pin. In 1952 the name of the school was changed more by custom than law to Freedmen's Hospital School of Nursing. Since the school colors were blue and gold, the gold pin with blue letters was used symbolically.

The Cape
It is not clear when the cape became a part of the nurse's uniform. It is very likely that when capes became available from uniform companies, this outer garment was in vogue and the Freedmen's student nurse was required to purchase it. The cape was made of a navy blue wool fabric on the outside and lined with red wool on the inside. It extended the length of the dress and was fastened at the neck with a metal hook. Two blue fasteners made of wool material held the cape together with buttons over the chest. The cape was bell shaped without sleeves or outside pockets, but fashioned with openings for the arms. Capes have been purchased from Brucks' Uniform Company for over 40 years.
A Historical Sketch
of the Alumni Association
1897 to 1973

FREEDMEN'S HOSPITAL SCHOOL OF NURSING
ALUMNI ASSOCIATION was organized in June 1897, three years after the Training School for Nurses was established. The first class of seventeen graduated in 1896. The founder of the Alumni Association was Mrs. Willie Rollins Frazier, the first President. Some of the charter members were: Mrs. Gertrude Thorne, Miss Charlotte Hunter, Mrs. Clara Rollins Woodland and Miss Margaret Braxton.

The Alumni Association was legally incorporated under the laws of the District of Columbia on May 7, 1906 as Freedmen's Alumnae Association of Trained Nurses. The incorporators were Sara Fleetwood, Evangeline Webb, Margaret A. Thomas, Margaret Allen, Bessie Hunter, Myntha Hankins, (Willie) Rollins Frazier, Josephine Griffin and Mary Jones. Two amendments have been made to the original document. The first one on February 10, 1959, changed the name to Freedmen's Hospital School of Nursing Alumnae Association, Inc. A second one, on November 10, 1959, changed the name to Freedmen's Hospital School of Nursing Alumni Association, Inc.

The constitution and by-laws have undergone revision in 1940, 1957, 1959, and 1962. These rules are presently undergoing their latest revision. (1973)

The purposes of the Alumni Association are:
(1962 – Present 1973)

1) To stimulate mutual help and improvement in our profession and enhance good fellowship among the graduates of this school;

2) To promote higher educational standards in Freedmen's Hospital School of Nursing;

3) To cooperate with the District of Columbia Nurses' Association and other professional organizations in working for the promotion of the professional and educational advancement of nursing.

The Freedmen's Hospital School of Nursing Alumni in 1897 became one of the first alumni associations of three Black nursing alumni organizations to join the Associated Alumnae of the United States and Canada, which later became the American Nurses Association. Because the Freedmen's nurses were financially unable to pay the membership fees, Mrs. Willie Rollins Frazier paid the sum out of her own funds to secure membership advantages offered by the Association. According to Staupers

Negro nurses had been members of the American Nurses' Association since 1897, the year when its organization was completed and its first by-laws adopted. The Association, then known as the Nurses' Associated Alumnae of the United States and Canada, was instituted in September 1896 and from the beginning had no color bar in its constitution. In 1911, the name was changed to the American Nurses' Association. In 1916, there was further reorganization with the state becoming the basic unit of membership, whereas before, a nurse joined the organization through her alumnae association. This reorganization immediately posed a new problem for the ANA and the Negro nurse. Sixteen states and the District of Columbia began to exclude Negro nurses from membership.

In those early years, before 1916, graduates from Provident Hospital, Chicago, Freedmen's Hospital, Washington, D. C., Lincoln Hospital, New York, and from the few white schools which accepted Negroes did belong to the ANA if they were members of their school alumnae association. However, graduates from the Freedmen's Hospital School found that they were barred from membership in the Graduate Nurses Association of the District of Columbia solely because of their race. Since Freedmen's nurses had been among the earliest members of the ANA, many white nurses within the organization did not approve of their exclusion and spoke out against it. Although this protest did not change the policy of the D. C. organization, it did bring results. The Freedmen's Hospital Alumnae Association was also given membership status within the ANA. A graduate of this institution living in the District of Columbia and barred from membership in the local organization
could join the ANA if she were a member of the Freedmen's Hospital Alumnae Association.

Cooperation between Negro and white nurses was, in a large measure, responsible for keeping the membership channels in the ANA open to the Negro nurse in later years. This first exception in the status of membership was later followed in 1948 by another exception, when individual membership was provided for all Negro nurses then excluded from a state association because of race.²

Until 1949, membership in the Freedmen's Hospital School of Nursing Alumni Association included membership in the American Nurses Association. Since Alumni Associations were no longer the basis of membership in ANA, Freedmen's Alumni were invited to avail themselves of the privilege of becoming individual members of the ANA.³

Today, Alumni members can join the ANA, the NLN, and all other nursing associations throughout the United States. Many Freedmen's Alumni serve on local, state and national committees for the advancement of the nursing profession.

From the inception of the Alumni Association to the present, the membership has indicated great concern for the progress of the School of Nursing and for the well-being of its members. Much is owed to the first group of pioneers who so faithfully and loyally labored to build a foundation upon which the School of Nursing has prospered. A glowing tribute was paid to the graduates of the first class, and others who graduated a few years later, with a banquet sponsored by the Alumni Association in May, 1932.

In the early years a fund was established by individual members to provide a home for older members. By the time many of these members were eligible to live there, they had changed their minds. With the help of legal counsel and a small committee of the Alumni, this fund is now earmarked as a special fund to provide intensive nursing care to any ill member, regardless of age. The membership determines the funds allotted in any illness. Many needs for this service have been met. To date, no request has been denied.

In cooperation with the now dissolved National Association of Colored Graduate Nurses and the Catholic Interracial Council of New York, the Alumni Association was responsible for the admission of the first Black nurse to the department of nursing, Catholic University of America in 1936. Freedmen's graduates were among the charter members of the NACGN at its inception in 1908. Many of Freedmen's Alumni were active members of NACGN throughout its existence and merger with ANA in 1951.

The situation surrounding the issue of equal opportunity for nursing education within an academic institution at the baccalaureate level was described by Staupers as follows:

In the autumn of 1935, Negro nurses working in the District of Columbia found themselves faced with a difficult educational problem. Those nurses working at the Freedmen's Hospital and in public health nursing who desired to advance to positions above the staff level were being denied admission to the Catholic University of America. The seriousness of this problem was increased since Catholic University was the only institution in the District offering courses to nurses on the graduate level. Up to this time, nurses who wanted to increase their knowledge and their employment potential had been forced to spend their summers attending universities in other areas. This was a slow process and worked a great hardship on these women, above all those employed at Freedmen's Hospital. In 1935, this was the only institution in the District of Columbia that accepted Negro students or employed Negro graduate nurses. Negro nurses who worked in public health were employed by the District of Columbia Health Department or the Visiting Nurses' Association.

Mrs. Marion Brown Seymour, then assistant superintendent of nurses at Freedmen's Hospital and president of the school's alumnae association, decided to seek the help of the NACGN. She urged that organization to find out if this denial of opportunity was university policy, and if it was, what could be done to change it. The author, who was then the executive secretary for the NACGN, discussed the problem with Catholic friends in New York City. They immediately urged that the situation be brought to the attention of the Reverend John LaFarge, S. J.,
a founder of the Catholic Interracial Council. Mr. Emanuel, a member of the Interracial Council, arranged an appointment for the executive secretary to discuss the problem with Father LaFarge, who immediately indicated concern.

Following this conference, Father LaFarge made his own investigation of the problem by journeying to Washington to talk with university officials. Early in 1936, he informed the NACGN office that he thought the time had come for Negro nurses to reapply for admission to the university. A report was forwarded to the alumnae association, and after conferences between Mrs. Seymour and the author, Miss Clara Beverly, a staff nurse at Freedmen's Hospital, applied for admission and was accepted for the February, 1936 semester. She thus became the first Negro nursing student to be admitted to this great university.

Since that time many Black nurses have graduated from this institution and have advanced in employment and professional status.

Another important program of the Alumni Association is the sponsorship and operation of the Willie Rollins Frazier Scholarship Fund which was established in 1949. The initial contribution to this Fund was made by the late Mrs. Frazier. Miss Susie A. Coulbourne was instrumental in organizing this project and was the first to suggest that the Fund be named in honor of Mrs. Frazier's outstanding contributions to the Alumni. It was created for the purpose of improving educational opportunities for nursing students by providing scholarships and loans for the needy and to assist them in meeting their expenses. A scholarship is awarded to the member of the graduating class who has maintained the highest scholastic average and who plans to pursue further academic study in nursing. Loans have been awarded to freshmen, juniors, and seniors in the diploma program as well as to students working toward baccalaureate and Master's degrees. The Fund is kept at a working level by a diversity of fund raising activities and contributions.

Through the years the Alumni Association has stressed the importance of developing a collegiate nursing program at Howard University, with Freedmen's Hospital serving as a clinical facility. Mrs. Jhuretta Smoot, Director of Nursing at Freedmen's, was instrumental in setting in motion the wheels of progress which finally resulted in the establishment of a baccalaureate nursing program at Howard University. Dr. Anna B. Coles, a Freedmen's graduate in the class of 1948, was selected as the first Dean.

The first students were accepted in the Howard University School of Nursing in the Fall, 1969 and the first class graduated in May, 1973. The phasing in of the degree program and the phasing out of the diploma program at Howard University has been carefully planned so that there would be no gap in the number of students graduating each year.

The Scholarship Committee of the Alumni Association has recommended that at the 1973 Homecoming activities and the 79th and final commencement of the Freedmen's Hospital School of Nursing, a scholarship fund be established at Howard University and administered through the Financial Aid Office for nursing. The Willie Rollins Frazier Scholarship and Loan Fund will be retained and controlled by the Alumni Association.

Each year in June at the closing meeting, all known retirees for that year or who have not been previously recognized are honored in some commemorative way by the membership.

Contributions have been made annually to charitable and civic organizations deemed worthwhile by the membership, such as, the Southern Christian Leadership Conference, the Iona Whipper Home For Unwed Girls, and WTOP Broadcast House—Clothing for Children. The Association has obtained Life Membership in the N.A.A.C.P., the Urban League and the National Council of Negro Women.
Homecoming is a social/professional event which has been held periodically over the years by the Alumni Association and has aroused a great deal of interest and enthusiasm. The first Homecoming was held in 1932. Subsequent Homecomings have been held in 1934, 1936, 1961, 1966, 1971, and the latest is planned for 1973. The Alumni Association celebrated the fiftieth anniversary of the School in the summer of 1944, at which time a large number of graduates returned to visit.

At the 1966 Homecoming, the members expressed enthusiasm for extending the association through the organization of Alumni Clubs throughout the United States. At the present, in addition to the F.H.S.N. Alumni Association, Incorporated there are three decentralized Freedmen’s clubs. The New York Alumni Club has deep roots and was established in 1924. Marion Brown Seymour was a cofounder. The Freedmen’s Hospital Nurses Alumni Association of Philadelphia was organized in October, 1966 by Mrs. Eloise Freeman and Miss Sallie C. Boyer. The Freedmen’s Alumni Los Angeles Club was organized by Mildred L. Mebane in June, 1967. All Freedmen’s Clubs are actively engaged through the Extension Committee in supporting the purposes of the Alumni Association, as well as conducting their own individual local program.

A record attendance was on hand for the week-long activities for Homecoming 1971, with sky-rocketing participation and enthusiasm. Members were present from 17 states and the District of Columbia. New York had the largest number (21) present, followed by Philadelphia (7). Three persons were from as far away as California, one from Texas, and one from Colorado. There were 59 registered from D.C. The class present with the largest number was the class of 1929, with 9 members. The earliest class represented was 1916, with two members present.

At a business meeting during the Homecoming 1971, the Alumni membership voted unanimously to hold Homecoming every three years rather than every five years.

The Alumni Association cooperates with the Freedmen’s Hospital administration, its Women’s Auxiliary, the Medico-Chirurgical Society Women’s Auxiliary and Howard University in such activities as, Hospital Week Open House, the Volunteers Program and special events. It has also participated actively with the Association of Former Internes and Residents of Freedmen’s Hospital, the Dental, Medical, Pharmacy and Allied Health Professions Joint Meeting annually since June, 1970.

July 1, 1967 Freedmen’s Hospital and all of its constituent parts was transferred to Howard University by an act of Congress. It was also in 1967 that Howard University celebrated its Centennial. Freedmen’s Hospital, as an integral part of the University, was asked to participate actively in this year-long celebration. Inadvertently, there were no funds in the Hospital budget to support any of the activities. Each department had to look within for creativity and implementation where projects were concerned.

Nursing education provided strong leadership through Ida C. Robinson, Elizabeth Stewart, and the Alumni Association. They were assisted by the nursing service and maintenance departments. Under the direction of Mr. Franklin, Painting Supervisor, the halls of the School were painted, pictures were framed and hung in the corridors. Mrs. Ethel Carter, Sewing Room Supervisor, spent weeks collecting data on the type of materials and style of dress design for the School uniforms worn since 1894. The mutton leg sleeve of the first uniform caused Mrs. Carter much concern because she had never seen one. She spent time at Howard University and the Library of Congress researching the design. Mr. Harold Putnam Supervisor of carpentry made the electric spinning wheel which depicted the curriculum through the years. Mrs. Bertha Osekre pediatric clinical instructor, was assigned to research the curriculum through the years and she was assisted by Mrs. Hattie Bacasse, medical-surgical instructor.

The main theme of the project was to display the uniform of the School from 1894 through the Jet Age as well as the curriculum. A handout brochure was compiled by Elizabeth Stewart, “Historical Sketch of Freedmen’s Hospital School of Nursing, 1894-1967.” A formal program was held in which one of the 1898 graduates of the School, Mrs. Carrie J. Bannister Knox was invited and she brought along her framed diploma. Mrs. Margaret McLaughlin, then Director of Public Health Nursing, United States Public Health Service, was the guest speaker. Many Freedmen’s graduates attended the nursing program, especially the older nurses.

Freedmen’s Hospital School of Nursing Alumni Association, Incorporated contributed $1,500. toward all the Hospital’s expenses and the Women’s Auxiliary contributed $1,500. Mrs. Ida C. Robinson and Miss Elizabeth Stewart gave $100. to have pictures made from originals so that these pictures could be displayed.

Dr. William A. Warfield, Jr. gave Elizabeth Stewart, who was one of Dr. Warfield, Sr.’s student nurses, many old pictures. It was promised that these pictures and materials would be kept as long as time. It was out of this commitment the Archives Room idea of Freedmen’s Hospital School of Nursing was conceived. At the suggestion of Miss Stewart, Mrs. Robinson formally requested the space through the Hospital Administration. It should be noted that F.H.S.N.A.A.I. was assigned a site by the Hospital Administration in 1961 for the safe keeping of selected historical documents of the Alumni. A committee has been established to organize these materials.

Other contributors to the Archives collection were Mrs. Elizabeth Howland Nurse, who loaned several treasured pictures for exhibit. Mrs. Mabel K. Staupers shared numerous awards which she had received for excellence as a professional nurse for the exhibit. Mrs. Eva Jones Cheek, whose Father was a physician associated in earlier days with Howard University College of Medicine, gave to Archives several pictures, and the book by Daniel Smith Lamb entitled Howard University: Medical Department, published in 1900. This copy is invaluable. She also gave her Freedmen’s Hospital Training School pin (1922) and her
ALUMNI BANNER AND EMBLEM

THE ALUMNI BANNER AND EMBLEM were designed, acquired and displayed at the 1961 Homecoming. The colors are blue and gold and the design is dominated by a cross, the symbol on the school pin.

THE MURAL –
Presented to F.H.S.N.A.A. June 17, 1961, Washington, D.C.

At the request of the Alumni Association in preparation for the Homecoming activities in 1961 the following persons were selected to create a Mural, namely: Lucia Rapley – the president, Ida Robinson and Delyour Johnson to work with the late James A. Porter, a renown Black artist. The conceptual framework was to be created by the nurse members of the team and the design was to be portrayed by Dr. Porter. The mural was completed as a tribute to Freedmen's nurses. The description of the painting follows:

This mural was prepared and presented as a symbolic representation of the founders, directors, and progressive educational program of F.H.S.N.

The following persons accepted the presentation in the name of founders, directors and students in order of sequence: namely, Dr. Ulysses Houston, Charlotte K. May and Doris Pitts.

The mural was unveiled by the late Mrs. Ruby Powers on behalf of the nurses and accepted by the following Howard University and Freedmen's Hospital personnel: namely, Dr. William Stewart Nelson, vice president, Howard University, Dr. Charles E. Burbridge, superintendent of Freedmen's Hospital, Dr. K. Albert Harden, acting dean, College of Medicine, Ida Frisby, M.A., R.N., acting director, Nursing Education, Lucia A. Rapley, M.A.Ed., R.N., president, F.H.S.N.A.A.I.

The description follows:

"Mindful of the values and traditions for which the Freedmen's School of Nursing stands and instructed by its staff regarding the symbolic forms in which some of the traditions upheld by the School are couched, the artist has attempted to combine various major symbols in a pleasing as well as striking way to give expression to educational attitudes as well as values which the School has found meaningful."

"The general theme is nursing education. In view of the theme it was thought best to illustrate the relationship between instructor and students as suggested in the positions as well as the activity of the two central figures. The frontal figure represents the instructor; while the rearward figure suggests the student as the books carried in her arms would betoken. The two figures are further related in terms of the movement of light, --- the light of learning which emanates from the table on which the apparatus of demonstration and experiment is located.

"The spirit of dedication and of unselfish service which characterizes the nursing profession is symbolized by the Gothic arch or window that rises in the background above the heads of two figures.

"Obvious symbols of the profession of nursing and medicine are the Egyptian pectoral, the stethoscope, placed within a cartouche, and the lamp of learning, also placed within a cartouche, and, like the stethoscope, superimposed upon the Egyptian pectoral. The caduceus of Mercury is also an obvious symbol but is here treated as if it were magically emergent from the creative light which surrounds the clinical table. Finally, below the table, one sees the special insignia or seal of the Freedmen's Hospital School of Nursing (four letters on a gold cross), which is placed within a vibrating, lozenge—its great contribution to society."

The chairman of the Mural Project and president during its inception, Lucia A. Rapley and Delyour Johnson, treasurer of the association, were instrumental in getting the mural inscription preserved in bronze by contributing $750. each to cover the costs of this production. Today the Mural hangs in a strategic location in the lobby of Freedmen's Hospital. The bronze plaque was completed and presented to the Alumni Association during the 1971 Homecoming celebration.
MALE GRADUATES
OF THE SCHOOL

Wesley Branch, First Male Graduate

Lawrence Washington

Robert Montgomery

Left to right: William Kidd, William Grady and Leroy Ware
A white woman, who later boarded the train, approached Lieutenant Freeman and asked if the seat beside her was taken. The lieutenant replied that she did not know. The woman repeated her question and received the same answer. Finally, in exasperation, the woman asked, "Aren't you the porterette?" This was her chance to put the woman in her place. "Madam," she said, "can't you recognize the uniform of an army nurse? Don't you know that there is a war going on?" As the discomfited woman walked away, a group of GI's sitting nearby burst into laughter.

At Fort Huachuca, there were only 11 nurses including Lieutenant Freeman, and 700 patients in the completely disorganized hospital. The patients lay on cots and beds, having been herded into one large area. It was Lieutenant Freeman's job to see that wards were established, and that a full quota of nurses was assigned to the camp.

She soon had a staff of 110 nurses and the number of beds for patients had increased to 1000. The hospital was running smoothly, when she received her "sealed orders for overseas."

Arriving in Casablanca, Lieutenant Freeman could hear the big guns of war, as fighting was still going on in North Africa. The nurses immediately went on to the hospital in Liberia, and since there were no screens in the windows, they slept under mosquito netting. Nineteen of the 30 nurses in the unit contracted malaria, and two of them had to be sent back to the United States.

"During nearly eight months at this foreign service station, and in the face of difficult circumstances, these nurses have clearly demonstrated fidelity to duty, a sense of responsibility, and understanding of their positions as officers that is well above the average."

A copy was sent to the Surgeon-General of the U.S. Army in Washington.

She returned to the States in December 1943, and was reassigned to Camp Livingston, with the rank of captain. Arriving there, she was elated to find that the camp was now completely integrated.

In 1944, she received a citation as Knight Official of the Order of African Redemption from the Liberian Government. The following year, she received the Mary Mahoney Award for service to the American Red Cross during the Ohio-Mississippi Flood of 1937, and for commanding the first unit of Negro nurses overseas.

Susan Freeman is too modest to catalog her many awards. "I was very happy and honored to be the recipient of so many citations. I have always tried to do my best to carry out efficiently and honorably any assignment or task given me."

On July 31, 1945, shortly before the end of the war, she was retired from the army with an honorable discharge. Upon returning to her home in Stratford, she engaged in a wide variety of civic and religious activities. In 1951, these were curtailed for a time when she woke up one night with a "cardiac distress." She called her father and asked him to pray for her, just as he had for her mother when she was dying. "I had no idea that I would recover, because I had every symptom of dying." With a strong will to live, as well as good care and good luck, she managed to pull through.

Susan Freeman's goal in life now is to continue rendering assistance and service in whatever capacity she can, and to "maintain and perpetuate Christian ideals and beliefs to the best of my ability."
Susan Freeman's health has continued to deteriorate. She has had two other serious heart attacks since the first one in 1951 as well as a severe stroke in 1972 from which she has not recovered. Attending Homecoming in 1971, she had her wits about her and managed to keep herself well-informed. Her Mary Mahoney Medal was constantly worn prominently on a chain on her chest. She stated that upon her death, because she never married and she never had children, she has willed the Mary Mahoney Award Medal to her niece, Patti Bishop, a nursing student at Howard University, in the hope that the memory of Susan Freeman's contributions to nursing will continue to be shared for posterity.

Mabel Keaton Staupers

MRS. MABEL KEATON STAUPERS was born in Barbados, West Indies, in 1890, but in her early teens migrated with her parents to the Harlem community of New York City. Graduating from Freedmen's Hospital School of Nursing with honors in 1917, she began her professional career in New York City as a private duty nurse.

In 1920 Mrs. Staupers assisted the late Dr. Louis Wright and Dr. James Wilson in organizing the Booker T. Washington Sanatorium, the first facility in Harlem where Black doctors could admit and treat their patients. She served as administrator and director of nurses to this sanatorium until 1921 when she was awarded a working fellowship to the Henry Phipps Institute for Tuberculosis in Philadelphia, Pennsylvania. Later she was assigned to the chest department of Philadelphia's Jefferson Hospital Medical College. The segregation and discrimination practiced among staff and patients in that institution helped motivate her to work for full and equal opportunity in all health programs and services for minorities.

In 1922 the New York Tuberculosis and Health Association employed Mrs. Staupers to make a survey of health needs in the Harlem community. As a result of her findings, the Harlem Committee of the New York Tuberculosis and Health Association was organized.

Mrs. Staupers served as executive secretary of the committee for 12 years. In that time several health services were developed for the Harlem community, including better admission policies to the tuberculosis institutions, a dental service for children in the public and parochial schools, prenatal dental care for mothers, a health education service for the community, and a diagnostic clinic for patients unable to afford private physicians. These services were later incorporated into the Central Harlem Health Center. The committee was also instrumental in getting dental hygienists assigned to Harlem schools, minority physicians appointed to tuberculosis clinics and hospitals, and representation from the Harlem community to the Board of the New York Tuberculosis and Health Association.

The National Association of Colored Graduate Nurses appointed Mrs. Staupers the first nurse executive in 1934. She retired in 1946 for health reasons, but was elected president in 1949. The association was dissolved in 1951 when minority nurses became eligible for admission to most state units of the American Nurses Association.

Mrs. Staupers is the author of No Time for Prejudice, (MacMillan, 1961) dealing with the merger of the National Association for Colored Graduate Nurses and the American Nurses' Association, and their efforts to bring about better intergroup relations in nursing schools throughout the United States. She has also contributed articles to professional nursing journals and to Opportunity Magazine, formerly published by the National Urban League.

Among the honors she has received are the Sojourner Truth Award, the Spingarn Award for the efforts to Integrate Nurses as Equals, the National Urban League Team Work Award, the Medgar Evers Human Rights Award and a Certificate of Appreciation to a Migrant to the United States who has served the City of New York and the Nation, from the Mayor of that city, The Mary Mahoney Award in 1947 and the Linda Richards Award in 1973.

Mrs. Staupers has been affiliated with many organizations and committees, and is presently a member of such societies as the Washington Urban League, the NAACP, the Freedmen's Hospital School of Nursing Alumni Association, the American Nurses Association and the National Council of Senior Citizens.
Mary E. Merritt

MARY E. MERRITT, R.N., was born at Berea, Madison County, Kentucky, and received her education at Berea College. Her earliest ambition was to become a school teacher, which was realized when she taught for four years in the rural schools of Kentucky, 24 miles from the nearest railroad station.

Meanwhile a small hospital was opened at the college, for the care of the sick students. Her mind and heart were directed toward the care of the sick. One year's theory and one year's practice work, comprised the curriculum of that nursing school. This she completed receiving a diploma from the Berea Hospital, two other (black) girls and herself being the first and only (black) graduates of the nursing department.

The school closed its doors to black people in 1903. Miss Merritt desired more training in a larger hospital, therefore she made application to Freedmen's Hospital Training School For Nurses, was accepted, and entered September 20, 1904. After graduation (in 1906) she did private duty in Richmond, Kentucky, for one year. Following this she was in charge of the Protective Home and Mitchel Hospital, Leavenworth, Kansas, for two years, having the only graduating class in its history.

While there she became a member of the National Association of Colored Graduate Nurses, being among the first group of nurses to join this body. In 1911 she was called to take charge of the "Red Cross Hospital," in Louisville, Kentucky.

The idea of the "Red Cross Hospital" was presented in 1898 by Dr. W. T. Merchant to a number of public spirited citizens with such persistency that in 1899 the promotion and organization of the "Red Cross Sanitorium" gave realization to the idea of its founder who called into conference Dr. E. D. Whedbee, W. H. Perry, Solomon Stone, Artisia Gilbert Wilkinson, Dr. E. S. Porter; Mesdames: Lizzie Bates, Mattie Johnson, Bertha Whedbee, Mattie Merchant, E. S. Porter and Lucy Willis, (all black) of Louisville, Kentucky.

The demand for a hospital was daily knocking at the door of the group not only in the city of Louisville but throughout the state; and to launch such an enterprise without any money, and with but little sentiment seemed at first a losing proposition. But after the purposes of this institution were fully defined and legalized in 1902, under the laws of Kentucky as a charitable institution, Red Cross Hospital began to attract public attention. It was then that other men and women of the race joined in this movement in the persons of Drs. P. M. Flack, E. S. Porter, W. S. Adams, and other supporters.

This institution she (served for many years and saw) it grow from a small frame, rented building to a magnificent brick building, with a well equipped training school registered in the state of Kentucky; sending out graduates each year to minister to the sick. Many of these nurses (have held) responsible positions in various hospitals throughout the state, keeping before them the motto of their school "Not what we give but what we share, counts most in life."

Miss Mary E. Merritt received the Mary Mahoney Award in 1949 from the NACGN. This award was given in recognition of her outstanding service as Superintendent of Nurses at the Red Cross Hospital, Louisville, Kentucky for 34 years. She set up the first School of Nursing for blacks in Kentucky. Although it wasn't considered to be a high quality school nationally, it was the only place blacks could go for a nursing education in Kentucky.

REFERENCES


Thoms, Adah B. Pathfinders: A History of the Progress of Colored Graduate Nurses.
The History of Chi Eta Phi

Chi Eta Phi Sorority, Inc., is an organization of registered professional nurses. Mrs. Ailene Carrington Ewell, with the assistance of eleven other Black nurses founded Chi Eta Phi Sorority on October 16, 1932. These eleven, in addition to Mrs. Ewell, were all graduates of Freedmen's Hospital School of Nursing.

The original group, Alpha Chapter, was organized at Freedmen's Hospital in Washington, D.C. It was incorporated under the laws of the District of Columbia in May 1934.

The purposes of Chi Eta Phi Sorority, Inc. are:
1) to promote a higher educational background for our profession,
2) to correlate all branches of the profession,
3) to bring a closer and more friendly feeling between all members of the profession, and
4) to elevate the general plane of nursing.

As of 1972, there were 40 graduate chapters in 18 states and 35 cities in the United States of America and in one African country. In addition, five active Beta chapters are located in undergraduate nursing programs. The total membership exceeds 1200.

During the early years the members of the sorority consisted mainly of Black nurses, who were graduates of Black nursing schools. Today the sorority is well integrated. Its newest Beta or undergraduate chapter, located in the School of Nursing at Albert Einstein Medical Center, Philadelphia, Pa., consists of two Black nursing students and 14 non-Black students. There are 5 other active Beta chapters; Harlem Hospital Center, New York City, Provident Hospital, Helene Fuld School of Nursing, Baltimore Maryland, Tuskegee Institute, Tuskegee, Alabama, North Carolina Central University, Durham, North Carolina and one is in the organizational stage at Washington Technical Institute, Washington, D.C.

Chi Eta Phi's motto, "Service to Humanity," has been the driving force enabling the various chapters to make outstanding contributions to society. The sorority supports civic and other charitable organizations such as N.A.A.C.P., National Council of Negro Women, the Urban League, W.I.S.C., and various welfare organizations. Chi Eta Phi members are also making outstanding professional, civic, social and cultural contributions on local, national and international levels.

For many years the organization had as its theme, "Moving Forward in a Changing World," and they moved forward. Some of their achievements were:

1) Donation of furniture and supplies to equip a health unit in an elementary school in Monrovia, Liberia,
2) A citation to Congresswoman Frances Bolton in 1934, in recognition of her outstanding contributions to the nursing profession,
3) A grant to Soror Mable K. Staupers to assist in the completion of her book, No Time For Prejudice,
4) Contributions to:
   a) The African Feeding Project
   b) The Montgomery Alabama Car Pool
   c) The Prince Edward County School Project Prince Edward, Virginia.

The membership is concerned with local and national recruitment programs to encourage more qualified Black students to enter professional nursing programs. The Sorority awards scholarships to students interested in nursing careers and conducts annual recruitment seminars locally during nurse's week.

The theme, "Togetherness Today, Progress Tomorrow," adopted in 1967 provided the final impetus necessary to enable publication of the first edition of The History of Chi Eta Phi Sorority, Inc. 1932-1967 by Soror Helen Sullivan Miller in 1968. During that year, on April 19, 1968, 21 professional nurses became charter members of Xi Chi, Monrovia, Liberia, the first chapter to be established outside of the United States.

The Sorority has succeeded in the purchase of a National Sorority House located at 3029 13th Street, N.W. in Washington, D.C. On July 11, 1971 the Sorority House was dedicated and during the ceremony, the membership paused to pay homage to a dear departed member, Soror Thelma Harris of Alpha Chapter, who was chairman of the Building Fund for many years and whose dedicated and untiring efforts had helped to make this dream a reality.

The Glowing Lamp is the title of the Chi Eta Phi Sorority, Inc. official organ and national publication. The design for the cover of this publication was made by Charles C. Dawson, Curator of the George Washington
Aliene Carrington Ewell, Founder

Carver Museum and Artist in Residence at Tuskegee Institute. The design is arranged to fully symbolize and interpret the full meaning of the title.

The "Glowing Lamp," the foremost element of the design symbolizes the famous founder of modern nursing, Florence Nightingale, in connection with whom this type of lamp is always used as a symbol of her extraordinary service to humanity in the field of nursing. Miss Nightingale's portrait, is therefore, given top place in the composition. Since this is an organization of predominantly Black women in the field of nursing, two famous Black pioneers are included. First, Harriet Tubman, who achieved fame as a nurse with the Union Army during the Civil War. She also served as a most effective scout. Later she became equally or more famous for her work in helping to free slaves through the system we know as the "Underground Railroad." Second, appearing third in the composition is Mary Mahoney, who is the first known Black graduate nurse.

The surrounding border is Ethio-Egyptian, the main feature of which is the winged globe of Uraeus, their symbol of power and victory. The design, as a whole, is used to spotlight the fact that these peoples produced the first outstanding work in the field of medicine and consequently the first great physicians.

Prominently placed at the right of the design immediately above the winged globe is the Caduceus. Originally in Grecian and Roman mythology this was the staff of office of Hermes or Mercury. His offices were: Messenger of the Gods, Jupiter in particular, God of commerce, sports and everything, in short, which required skill and dexterity. This included the art of healing or medicine. Therefore, the Caduceus is used as a symbol today by all branches of the medical fraternity.

Chi Eta Phi Sorority, Inc. colors are green and yellow. The flowers are the chrysanthemum and Ivy. The Greek letters X H Θ stand for Character, Education, and Friendship.

The Chi Eta Phi Sorority has had sustained close ties with Freedmen's Hospital School of Nursing Alumni throughout the years since the sorority's inception.

These two professional nursing organizations cooperate in any way possible with individual or jointly sponsored activities.

The challenges of the seventies gave rise to a new theme: "Challenge, Courage, and Change for the Seventies." Implementing this theme, the entire structure was studied and with much courage, plans were finalized for necessary changes. One of the changes was the development of a Board of Directors of Chi Eta Phi Sorority, Inc., which held its first meeting in November, 1971.

Chi Eta Phi Sorority, Inc. members are grateful to the founders for providing an organization whose purposes and aims continue to be applicable in an ever-changing society.

CHARTER MEMBERS
1932

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<th>Soror</th>
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<td>Jewel Ailene Carrington Ewell</td>
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<td>Jewel Katherine Chandler Turner</td>
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REFERENCES


THE SCHOOL SONG

ALMA MATER

Here this temple of mercy stands.
In this land of freedom bright
Day in, day out this symbol of hope
Brings one from darkness into light.
Here Man's burdens are unleashed
Here Man's miseries are relieved,
Freedmen's opens wide her doors,
Where all who suffer are received.
Hail to Freedmen's we do sing,
Guiding light for those astray,
Guardian of her people's health,
We ask God's blessing on thee each day.

Words by: Angella Dickson '52
Music by: Thelma Elmore '53
and
Antoinette Wilkerson '53

Composed 1951
Washington, D.C.
EPILOGUE

The authors have attempted to include in this publication selected historical sketches of Freedmen's Hospital School of Nursing and its graduates.

The contents are not as complete as desired largely because of scattered data. Hopefully the brochure will bring to life the early days of nursing at Freedmen's Hospital, allow us a glimpse of the future and unveil the highlights of the closing of the School of Nursing.

It is fitting that the celebration of the Seventy-ninth Anniversary of the Founding of the School of Nursing should include documentation of its rich heritage of the past through the contributions of its graduates. We Say:

Farewell, incomparable element whence man arose,
where he shall not return
And Hail, imperfect urn of his last ashes,
Farewell, the long pursuit!

1894 – 1973

Ida C. Robinson
The Last Class 1973