

educated girls to take up this work, and our doctors, I repeat, are often quite helpless when the nurse fails in her work. We want women to give themselves to this work with whole-hearted will, and with the devotion of their whole personality.

In conclusion, let me say that we thank our foreign sisters, who are far ahead of us in this matter, for their visit to us, and for this opportunity of intercourse with them. May our common work bring blessing to those who, suffering and helpless, need the Sisters' help."

The Chairman then called upon Mrs. Bedford Fenwick to read the opening paper on "Nursing as a Profession for Women from an Educational, Economic, and Social Aspect."*

Mrs. FENWICK said that no trained nurse could stand upon German soil without recalling that it was in this country that the foundations of the modern system of nursing were laid; it was not necessary to remind the present audience that it was in this land that Frederica Fliedner, animated by the love of her kind, and the faith which removes mountains, accomplished in her short span of life the great work the beneficence of which has extended to our own day. It was at Kaiserswerth that Elizabeth Fry and Florence Nightingale studied the principles of nursing and adapted them to the needs of our own country, which in its turn handed them on to the great American Republic; thus wherever nursing existed as a skilled profession for women the name of Frederica Fliedner must be held in honour and veneration.

As an advocate for the organisation of nursing as a profession for cultured women, Mrs. Fenwick claimed that the woman who entered the training-school should possess high mental, moral, and physical qualifications, and that it was the duty of the training-school to provide its pupils with a thorough education in nursing, which, to be efficient, must comprise a scientific knowledge of the principles upon which that education was founded. It was believed by those who have carefully considered the question that nursing education in the future can only be properly systematised by an Act of Parliament, which would form a Central Nursing Council empowered to define and enforce a minimum and uniform curriculum of nursing education, to appoint examiners, and to confer a recognised qualification in nursing upon those who attain to the required standard, which would maintain a public Register of the nurses so qualified, and would possess the power to remove from that Register the name of any nurse who had proved herself unworthy of professional trust.

Mrs. Fenwick said it appeared probable that in the future the course of Nursing Education would be organised in three main divisions. For example, there would be Preliminary Training-Schools, where the theoretical principles underlying the practice of

nursing would be taught; the next and most important step in the education of a nurse would be practical instruction in hospital wards under qualified teachers for a period of three years; and, finally, to qualify women to fill administrative posts, Post-Graduate Courses would undoubtedly be required in the art of teaching and in the superintendence of Training Schools for Nurses, and Hospitals. The cost of such a curriculum must be provided in part by the pupil, and, as the education of the trained nurse was of national importance and usefulness, assistance from the State and from the public might legitimately be expected. The speaker touched briefly on the industrial aspect of the question, and pointed out that the present lack of organisation is cruelly unjust to well-trained nurses, who compete on equal terms with untrained and half-trained women, who assume their title and uniform, at maximum fees. She also said that it was significant of the importance of the trained nurse as a factor in modern civilisation that her services are called for in every direction—in hospitals, infirmaries, schools, and asylums for the insane, in the homes of the rich and the poor, in the care of sailors and soldiers at home, abroad, and in India, and in every Colony of the Empire; and in her plea for the better education and organisation of nursing she said that events now passing before us show that the nations were awakening to the need of greater efficiency in labour of all kinds, and that the brain-power of a nation was a priceless asset and demanded all the help and encouragement that the national wealth could give it.

Miss L. L. Dock, Hon. Secretary of the International Council of Nurses, gave a short sketch of the rise and progress of the nursing profession in the United States of America, which, resting on a basis of special education, with practice in hospital wards, and attested by a diploma or certificate, was established in America in 1872-73. She showed that in the New York Hospital, in the latter part of the eighteenth century, lecturers were given to nurses, and in the middle of the nineteenth century, after the entrance of women into medicine, isolated attempts were made for better-taught nursing services, but that this movement did not develop until Florence Nightingale—who in her turn gained her knowledge under Frau and Pastor Fliedner at Kaiserswerth—had taught English-speaking people how to establish training-schools.

In America, however, an important modification of the personal relation of the nurse to her hospital and school was introduced, the authorities in no way controlling the nurse after she had finished her hospital course and received her certificate. Neither have nurses in America ever been a source of pecuniary profit to the hospital after receiving their certificate. To this complete freedom of American nurses the speaker attributed their advance in organisation. She then entered at some detail into

* This paper appeared in full in our issue of June 18th.

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