

unequally for the many; to hold out to the unfortunate, whether unfortunate by their own failure or their own fault—it matters not, the hope and the realisation of the hope of life, more life, and fuller life; to offer to them the health and happiness and the development of soul and mind and body which health potentialises, to help make them economically efficient—and self-dependent; to point to and set their feet upon the upward path, is “an errand all divine.” But it is an errand for which you must have not only the will, but the essential fitness. Whether you serve in the home or in the school, in the industrial or the commercial field, in the rural community or in the specialised agencies of civic nursing, in the direction of other workers, or in the teaching of other nurses, you must be fittingly trained and you must carry with you the guarantee of fit training. These two essentials, a fit training for the nurse, and a guarantee that she has had it, for the benefit of the public—give me the text of the chief message that I want to bring to you to-day.

I have marvelled, again and again, over the story of the struggle into existence of the profession of nursing, a struggle under the two heaviest of handicaps, the lack of public recognition and the lack of public support. It has been a remarkable evolution and none the less remarkable because the elements which have gone into its making have been crude. The nurse of the past generation with all her certain limitations, has served her day faithfully and well.

#### SCHOOLS OF NURSING.

Nevertheless, the fact remains that neither the schools of nursing nor their teaching product have been invariably and altogether fit. The fact remains that the great majority of the schools exist still, not because their pupils have need of them, but because the hospitals to which the schools are attached need their pupils. They teach and train nurses, not for the primary ends of education, but for the benefit of the hospitals in which nurses are trained. The relationship is an abnormal one and it is so because it rests upon two fundamental mistakes—the mistake that the hospital is a public benefaction and as such is entitled to private support, either in money or in service, and the mistake that the hospital has, in itself, a teaching function that it can fitly exercise.

The training of nurses, whether in undergraduate or graduate courses, needs to be standardised. Only as it is standardised under recognised authority, does it afford to

the public any guaranty of its adequacy. It can be standardised in only one way, by association of the school of nursing with an educational institution of high order which assumes direct responsibility for the teaching. The hospital, when the school has come into proper alliance with such a teaching institution, falls into its place as the well-conducted laboratory of the nurse in training.

#### THE UNIVERSITY EDUCATION OF THE NURSE.

The day of the university education of the nurse dawned eleven years ago. It has been a slow dawn and the sun of that day rises slowly still, but surely, towards its zenith. Memory rekindles in me an event that signally marked that dawning. Eleven years ago this coming month, it fell to my fortunate lot to address a joint meeting of the Superintendents' Society and of the Nurses' Associated Alumnae assembled in Minneapolis. I recall the great audience chamber, crowded to capacity, I have a sense still of the sea of interested faces upturned to the speaker's desk—but I have a distinct consciousness of one face, the face of the late Isabel Hampton Robb, aglow with the fervour of her own deeply aroused feeling. As I announced in the course of that address upon the University Education of the Nurse that the University of Minnesota had approved the organisation of the first university school of nursing established anywhere in the world, and as the rest of that great gathering rose to its feet in glad acclaim of the good news, she sat there and her tears flowed, not hidden tears, tears of joy that the dream of her life for the education of women in nursing was about to be realised. As she wrung my hands at the close of that meeting she said: “I was not ashamed that you should see me cry; my tears came from a deep well of gratitude.” And I did not forget that it was she who, as head of the Johns Hopkins School, many years before, had first stirred in me a living, working interest in the education of nurses. In the annals of the profession of nursing should be enrolled in golden letters the name of Isabel Hampton Robb who, more than any other, inspired the organisation of nurses in America and gave to that organisation an abiding sense of the educational future of the nurse.

#### HEARD IN THE WARDS.

*Visiting Surgeon to Patient:* Well, how are the eyes getting on? Can you see nurse any better?  
*Patient:* Yes, Sir. She gets plainer and plainer every day.

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