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## EDITORIAL.

### THE FINANCING OF NURSING EDUCATION.

Those of us who keep our ears open, realise the strain on the tympanium from the sound of many voices discussing nursing education. The General Nursing Councils are deeply engaged in wrestling with it. Our professional nursing journals report expert expressions of opinion; and now the lay press has ceased to ignore this question of vital importance to the State, we may hope great advancement will be made. Dealing with the great educational work of our hospitals, the *Morning Post* of September 19th states:—

“The stress which is necessarily being laid at the present time upon the financial position of hospitals throughout the country, and especially in London, will have an unfortunate effect if it leaves the impression that they are merely charitable foundations, whose main function is to serve as the recipients of alms. No one would desire to minimise the work which they do for the welfare of the sick, but at the same time it should be remembered that twelve of the London Hospitals are great educational foundations.”

After laying stress on the value of our medical schools attached to hospitals, and quoting from Lord Cave's Committee that “it is in the wards of the voluntary hospitals that most of the doctors who rendered such fine service in the war were trained; and it is there that the majority of the young doctors and nurses upon whom the future health of the country depends are being equipped for their work,” the writer of the article continues:—

“It was, perhaps, beyond the scope of the terms of reference for Lord Cave's Committee to make more than this passing allusion to the

training of nurses, but in any consideration of the educational work of the hospitals it must take a place second only to the education of medical students. The general public, so far as they come into contact with the nursing staff of a large hospital, appreciate and admire the finished product, but they have little opportunity to know anything of the years of patient training under a kindly, but nevertheless strict, discipline. The following admonition issued to probationers in one large London hospital may perhaps give some idea of the aim set before them:—

“You are required to be strictly obedient, punctual, quiet and orderly, cleanly and neat, methodical and active, patient, cheerful and kindly, economical, careful and trustworthy, intelligent, tactful in the management of the sick, and helpful in emergency, keen about your work, and anxious to improve.

“Is it any wonder that few patients leave a hospital without paying some tribute to the nursing staff? In addition, the nurse is expected to become skilful in a long list of requirements classified under ten headings, which apparently cover every possible activity in the tender care of all sorts and conditions of patients.”

The question now arises: Who is going to pay—at least, in part—for the professional education of workers so indispensable to all classes of the community—so indispensable to the maintenance of a high standard of national health—and a foremost place in the comity of nations?

In the reorganisation of our hospital system now in the first throes of evolution, this is a question which the community cannot afford to ignore; it is a question which the Board of Education has already ignored too long. In our opinion the endowment of medical and

[previous page](#)

[next page](#)