

he expressed their great sense of appreciation of her presence.

The students were then presented to Her Royal Highness by MISS MARGARET J. TUKE, Principal of Bedford College, and one by one they ascended the platform to receive their certificates, in the following order: Misses Marianne Danko (Austria), Boiana Christova (Bulgaria), Nora Moore (Canada), Marie Anzenbacherova (Czecho-Slovakia), Anna Erma (Esthonia), Venny Snellman (Finland), Margaret James (Great Britain), Gizi de Hodossy (Hungary), Masayo Tabuchi (Japan), Elsa Grivan (Latvia), Elisabeth Anna Deuchler (Mexico), Edith Webster (New Zealand).

### The Rôle of the Public Health Nurse in the Public Health Programme.

PROFESSOR SELSCAR M. GUNN, Director of European Activities, Rockefeller Foundation, then delivered a most interesting and inspiring address on "The Rôle of the Public Health Nurse in the Public Health Programme." Addressing especially Her Royal Highness and the members of the Graduating Class, he said that it was the natural thing that when the International School of Public Health Nursing was founded, it should be placed in England, and particularly in London. In America they had built up their Public Health programme largely on the English experience, for they found that from that experience they would get what was best for their own needs, and other countries were doing the same. The modern health programme was a comparatively new thing. In the month of December we should be celebrating the centenary of the birth of Louis Pasteur. That fact showed how short a time there had been on which to base Public Health work on a scientific foundation.

After referring to the interest of the Annual Report of the Medical Officer of Health in this country to the Minister of Health, Professor Gunn said that people in Public Health work, and General Welfare work were privileged because they got the opportunity of doing something for their fellow men. Thus, in England, pestilences had practically ceased to exist, because of the work done against such epidemics. When epidemics ceased, then the Public Health workers turned their attention to tuberculosis and infant health work. When they began to study numerous diseases from the Public Health view, they found they were very largely due to social and economic conditions, and it was necessary to base propaganda concerning their causes on an educational campaign. Thus was developed the great need for women engaged in Public Health Nursing.

"Ladies of the Graduating Class," said the Professor, "you have a very wonderful and extraordinary opportunity, you have the opportunity of being pioneers. What a difficult thing it is to be pioneers, but what a glorious thing it is to be successful pioneers." He said that the graduating class had probably realised for themselves some of the difficulties they would have to encounter. They included opposition from a

part of the medical profession, apathy on the part of Governments, and indifference on the part of the public, but they would find these could be overcome, as they had been in other countries.

They were going to develop Public Health work in their own countries as other countries had developed it. They had a rare and wonderful opportunity, and he urged them not to be discouraged. He had seen people return to their own countries after studying elsewhere, full of enthusiasm to take up work, as they would do, in the face of difficulties, sometimes becoming discouraged. It was the test of character, and they would have their reward when they stuck to their work, and saw the knowledge they had acquired become part of the life of their countries.

Public Health Nursing fell mainly under two headings, Instructional Hygiene and Mental Hygiene. For both, trained nurses were needed. They would infer that the requisite knowledge required for Public Health Nursing could not come from a full and generous heart, but must be acquired by hard training. Some countries in Central Europe were so keen to have women workers in Public Health that they thought they must put up with those not having very much training. But we did not want a large personnel who thought they were trained when they were not. That was a danger point.

PROFESSOR GUNN showed how in concentrating attention on cities, Public Health workers frequently and sadly neglected the rural districts; and New York, with its crowded population and slum areas, had a lower infant mortality than the rural districts. In Central Europe, Rural Hygiene was almost non-existent. If 1,000 children died as the result of some catastrophe, people thought they must do something, but the death of a large number as the result of unhygienic conditions passed unnoticed.

PROFESSOR GUNN said he did not believe in there being much difference between preventive and curative medicine; these and social work should all go together. In America they were now beginning to talk of "social medicine."

Public Health Nursing was difficult work; it did not attract attention by being spectacular. If a fire occurred, and was put out by the fire brigade, the excitement caused drew public attention to it; so did the capture of a burglar to the work of the police. But, if a Public Health officer got a pure water supply provided and so prevented an epidemic of typhoid, he did not receive as much credit as one who successfully coped with an epidemic when it occurred; nevertheless, the work of the former was much the most valuable.

The Professor reminded the members of the Graduating Class that Public Health work was impossible without idealism. It was also important to remember that they would have the opportunity of working with their friends on the other side of the frontiers of their respective countries. Public Health work was going to be of great use in helping to iron out differences, and bring people together to live peaceably side by side.

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