

**MORNING SESSION**  
**Wednesday, July 22nd.**

Miss A. W. Goodrich, R.N., D.Sc., Professor and Dean of the Yale University School of Nursing, Yale University, New Haven, Connecticut, U.S.A., presided at the Morning Session of the Congress on July 22nd. when Professor Isabel Stewart, R.N., M.A., presented the Report of the Committee on Nursing Education of the International Council of Nurses, submitted by Miss Mary Adelaide Nutting, R.N., M.A., Professor Emeritus, Teachers' College, and prefaced by a letter from her.

**LETTER FROM MISS M. ADELAIDE NUTTING, R.N., M.A.**  
 Madam President and Members of the Council,—

The Report of this Committee should be prefaced by a brief history of its origin and purpose.

The Committee on Education was originally created at the suggestion of Isabel Hampton Robb, that an International Standard of Nursing Education might be reached through a curriculum which could be universally adopted. Mrs. Robb was made the first Chairman, and appointed Miss Lanschot Hubrecht of Holland as Secretary, but no other members. Undoubtedly Mrs. Robb had ideas and plans for carrying out the purpose of this Committee, but her most untimely death came before she was able to formulate them. A brief report on Preliminary Courses then attracting much attention, was published in 1912, prepared by Miss Hubrecht, who then resigned to devote herself to suffrage.

At the meeting of the International Council held in Cologne in 1912, I was asked and consented to undertake the Chairmanship of the Committee. Just at this time the work on which I was engaged at the College was growing fast, taking on new forms and demanding my entire attention, and beyond partially forming the Committee and entering into some correspondence about plans for its work, little had been done with it when the war came, and all activities of the International Council were suspended. They were gradually resumed after the Executive Committee met in Atlanta in 1920, but it was not until after the meeting in Copenhagen in 1923 that the Chairman of the Committee on Education was requested to continue work. A serious illness then made this impossible, and later it seemed necessary to resign the office of Chairman. This was done, but at the request of the President the resignation was postponed until this meeting of the Council. The intervening months have been occupied in forming a Committee, studying its problems, formulating plans for work, and gathering materials for its use. It was thought wise to have each of the countries belonging to the Council, represented on this first Committee, and to see that the members invited should be highly qualified nurses and women of liberal education, and that as far as practicable they should be engaged in, or should have had a good deal of experience in, educational work.

The Secretary was appointed by the Chairman from her own country, to avoid the delays necessary where these offices are separated by long distances. It has been a slow task to build up a good working Committee from countries as widely remote from each other as New Zealand, India, China and South Africa, and we have indeed not yet heard from the members invited from the two former countries, but we were fortunate in having Miss Alexander from South Africa, and Miss Gage from China, in America this spring, with Miss Reimann from Denmark, the Secretary and the Chairman, we were able to hold two quite informal meetings to talk over some of the problems. After considering these carefully, it is the opinion of the Committee that the work on the curriculum with which it was charged cannot profitably be pursued alone.

Experience of many years has shown that it is easier to prepare a good curriculum than to secure the conditions and resources which are indispensable in bringing it into effective operation. These conditions and resources are those of the hospitals in which virtually all our schools of nursing in every country are established, and they will form the controlling factors in any attempts we may make to set up standards which would be universally acceptable for the education of nurses. To confirm this, it is only necessary to point out the very long hours of duty for student nurses still prevalent in most hospitals. The vast amount of service of various kinds performed by them which has no educational value whatever, and the almost total lack of financial provision for the needs of the school in the way of teachers and teaching facilities, including libraries and other equipment common to every other form of important educational work. Realizing this truth, the Committee takes the ground that the capacity, character, resources, and policy of hospitals, and the way in which their nursing services and schools (for it is fatal to look upon them as identical) are administered, are matters of vital importance to the satisfactory establishment and maintenance of any sound curriculum.

It believes, therefore, that the first task must be to try to reach some agreement as to what these fundamental conditions must be in order that they may be secured in some reasonable degree wherever the education of nurses is carried on.

The Committee propose then to study and report not only upon the curriculum or course of study, but upon its relation to hospitals and schools of nursing. It hopes eventually to prepare reports upon both of these matters, which may be helpful to Schools of Nursing anywhere (and that means everywhere).

In the past few months the Committee has been breaking ground for its future work, upon which, as this Congress ends, it will be able to enter without delay. Months of slow, patient work are ahead of its members, in gathering evidence and opinion upon the numerous issues under consideration, and in bringing this together into usable form. It will, indeed, be a labour of love, which will need the support and help of nursing associations, and of nurses in each country, and this it will undoubtedly have.

Beyond this important task, the Committee feels that it has other responsibilities and duties which it has endeavoured to set forth as follows :—

(1) To conduct any special study or other work assigned by the Council.

(2) To gather the facts concerning the status of Nursing Education which would embrace a body of information as to the number of schools, prevailing types, hospital and other relationships, how supported, forms of government, standards of admission, length of training, subjects for study, methods of instruction and supervision, laws relating to education, and other pertinent matters.

(3) To keep closely in touch with progress and problems in Nursing Education in various countries, and to serve as a sort of clearance house of the Council upon educational questions, in order that Schools of Nursing in each country may benefit by the experiences of others, and mutual help and support be given.

(4) To aid in providing accurate information about the education of nurses for the use of the public, in order that an intelligent public opinion on this important question may gradually be shaped.

(5) To conduct studies and investigations, and to publish occasionally papers and pamphlets on timely and important subjects dealing with the education of nurses, and to endeavour to secure Scholarships and Fellowships for the conduct of such special studies.

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