

(6) To foster the organization of Committees on Education in Nursing Associations in various countries.

(7) To present a summary of progress and conditions in the Education of Nurses at each International Council.

Respectfully submitted,

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#### Report of the Committee on Education.

The Report on Nursing Education in countries affiliated with the International Council of Nurses read in the absence of Miss Nutting by Miss Isabel Stewart, began by stating that one of the main functions of the Committee on Education is to keep itself, and the International Council of Nurses, informed on the general progress of Nurses in all countries, but especially in those countries which are associated with the Council.

It suggested that it might be well to remind ourselves in the beginning that there may be as wide a variation in educational standards *within* each individual country as there is *between* various countries, so that it is rather dangerous to generalize in regard to national standards. It will be understood, therefore, that when we speak of conditions in different countries, we shall be referring to *outstanding* or *dominant* tendencies, and not to the exceptionally good or poor schools.

Studying the educational situation in the countries represented in the Council three fairly distinct groups, with some intermediate forms, are found. First, the countries where modern nursing has been established for some years and where there is fairly good support and understanding from the public and from Medicine, though, as frequently stated, "it might be better." Although these countries may seem to others to be in a very enviable position, those who work in them know that it requires constant vigilance to keep the ground that has been won, because there are always reactionary influences at work. Indeed the very traditions which one generation has built up with such labour and devotion, may serve as obstacles to the succeeding generation.

In the second group of countries the professional nurses are very much in the minority, and have to work against a long established system or systems of untrained, unprofessional service.

The third group represents the "newer" countries, those where primitive standards of nursing are just being replaced in one small spot after another, and where the new profession has to be built from the ground up. The leadership has been supplied mainly from the older countries, and the methods have been more or less copied from them. Now the work is being turned over gradually to the National groups, and they will need all the support and counsel which we can give to help them hold their ground and develop their work on sound lines and also in accordance with their special needs and conditions.

The Report goes on to deal with Nursing Schools in Relation to Hospitals, Financial Support, concerning which it

states that the lack of funds seems to be the most outstanding of all the difficulties mentioned in all countries. . . .

This is undoubtedly our first big problem, and we cannot go far until it is solved. (In a few countries students seem to be doing something in the way of paying for their own education, but in practically all schools the apprenticeship system seems still to be the dominant one.) The length of the Course, the Preliminary Course (which by general agreement has entirely justified itself, but does not seem to be universally accepted yet in any country). No country seems as yet to have adopted the recommendations of the I.C.N. at the Cologne Meeting for the *eight months'* preliminary period, the Movement towards Consolidation, Hours of Duty and Vacations, Staff or Faculty of the School, Admission Requirements, Housing and Care of Students, Course of Training, Practical Experience, Theoretical Instruction, Teaching, Equipment, Examination and Records, the Main Difficulties (after lack of funds) are enumerated as lack of leaders, lack of understanding and support on the part of the medical profession, and the public, lack of State Registration, &c.

The Report concludes. You will see by this brief survey that there is a good deal to be done before we can feel at all satisfied with our educational work in any of the countries belonging to the International Council. The same problems will undoubtedly be formed in all countries, and the same kind of steady, up-building work will need to be done.

Once we realize clearly what the main difficulties are we are in a better position to go ahead with a careful study of the plans for strengthening, and if necessary reconstructing, parts of the whole structure.

We have no idea of attempting to set up a uniform educational system for all countries. What we should like to do is to decide on the main underlying principles, and let every country work out the details and experiment with new forms, drawing freely upon the experience of other countries, and adopting the methods which suit its own particular needs and conditions.

The Education Committee has already started on such a plan, and will doubtless have something more concrete and definite to present to you at the next meeting of the International Council.

#### Adaptation of the Basic Curriculum to Local Needs.

Miss Nina D. Gage, Dean of the Hunan Yale School of Nursing, Changsha, China, and now President of the International Council of Nurses, said that the end of education was to give the student an understanding grasp of the subject taught. She was always so glad that she was a Nurse-Educator. The teaching of nurses in every country should be adapted to racial, climatic, and local conditions. In the primitive stage nursing education must be simple. In some instances theoretical training was too hurried, on account of the corresponding practical work, which might cause students who were physically exhausted



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