

## THE BRITISH COLLEGE OF NURSES.

431, Oxford Street,  
London, W. 1.  
July 1st, 1926.

## Trustees :

## THE DONOR

(who wishes to remain  
anonymous) and  
DR. BEDFORD FENWICK.

DEAR MADAM,—I have the pleasure to inform you that a munificent Donor has endowed, with a Gift of £100,000, an Institution—The British College of Nurses—which is to be entirely composed of, and governed by, Trained Registered Nurses themselves.

May I enlist your sympathy and support for this movement, as I feel sure, now that we Nurses have become a recognised Profession by Act of Parliament, you will sympathise with the principle of self-government?

I venture to enclose to you an Application Form for election as a Foundation Fellow of the College, hoping that you will help to use this great Gift for the benefit of your colleagues and the community.

I am, Dear Madam,

Yours faithfully,

MARGARET BREAY, S.R.N.,  
Hon. Secretary (*pro tem*).

**Come Along and Be An Acorn.**

Mrs. Fenwick, the Editor of this JOURNAL, makes the suggestion that the Foundation Fellows and Members of the B.C.N. should form the "Acorn" of the College which when planted in the productive soil of liberty of conscience, speech, and action, will in the future sprout and grow into a magnificent tree full of sap and foliage. This is indeed a happy suggestion.

Come along and be an acorn.

Registered Nurses writing for Forms of Application for Membership or Fellowship of the British College of Nurses are particularly asked, (1) To write *very* clearly, much time is lost in deciphering letters; (2) To give full Christian Name or Names; (3) To write both Christian and Surnames in block letters; (4) To give number on State Register.

Forms may be obtained from the Hon. Secretary (*pro tem*), British College of Nurses, 431, Oxford Street, London, W.1. A stamped envelope (foolscap size) should be enclosed.

We are asked to make the statement that the Trustees of the Trust Fund under which the British College of Nurses is established are the Donor, who desires to remain anonymous, and Dr. Bedford Fenwick, who has been invited by the Donor to act as Trustee for life.

We beg to inform Nurses registered in Scotland, who have not received the Circular Letter sent out to Registered Nurses, relating to the establishment of the British College of Nurses, that the reason why they have not so far been communicated with, is that the Register of Nurses in Scotland for 1926 is not yet published, and the last available one is that for 1923. The Trustees therefore prefer to wait for the publication of this year's Register to circularising the Nurses on one so completely out of date.

M. BREAY,  
S.R.N.

**NURSING EDUCATION.**

In an interesting Review of the activities of The Rockefeller Foundation during 1925, the President (Mr. George E. Vincent) discusses the problem of the nurse in relation to the home, the hospital, and the health service, and also sets forth the methods by which the Foundation seeks to encourage constant exchange of knowledge and suggestion on health matters among the various countries of the world.

**Aid for the Training of Leaders in Nursing.**

"Whatever the solution of the nursing problem, one thing," Mr. Vincent says, "seems certain. There will, in any event, be a need for able and thoroughly trained women as administrators, teachers, and supervisors. It is this training of leaders in countries in which co-operation in public health or medical education or both is being given that primarily appeals to the Foundation.

"Ordinarily, except in cases of wide sectional differences, aid is confined to one government or university school in a given country. Assistance takes several forms: contingent gifts toward buildings and equipment, contributions, usually in decreasing annual sums, to current budgets over a series of years, fellowships for persons of exceptional ability, and study visits abroad for elected administrators.

"During 1925 the Foundation supported a School of Nursing in the Peking Union Medical College; contributed to the budget of the Yale University School of Nursing, which now grants the degree of Bachelor of Nursing to university matriculants who complete successfully a combined five-year course in the science curriculum and in nursing education; made similar grants to Vanderbilt University and the George Peabody College for Teachers, Nashville, Tennessee, which jointly conduct a hospital and public health nursing course; pledged \$130,000 toward a nurses' home project and contributed to the teaching budget of a Brazilian government school of nursing in connection with the Hospital Gerál de Assistencia in Rio de Janeiro; and aided the same sort of plan for building and maintenance at the Cracow University School of Public Health and Bedside Nursing in Poland.

"In addition to this characteristic programme a variety of appropriations, large or small, for nursing service or education were made in connection with different phases of the Foundation's work. Thus aid was given to the Public Health Nursing Service of the Brazilian Department of Health in Rio de Janeiro and to the Bureau of Public Health Visiting, France. Minor forms of help were rendered to the Salpêtrière School in Paris, the Charité School in Lyon, the University College Hospital School in London, the Nursing School in Zagreb, Yugoslavia, and that of the Elizabeth Sleeper Davis Memorial Hospital, Peking."

Dr. Malcolm T. MacEachern in an article in *Kai Tiaki* says the importance of the nurses' bedside or clinical notes has not yet been fully realised by the hospital, medical, and nursing professions. The nurse has a broader function than to carry out orders and attend to the physical needs of the patient. The nurse's ever watchful eye is on the patient continuously, whereas the doctor sees the patient through a brief visit once or twice a day as a rule. On his visit he can only formulate a proper bird's-eye view of the progress of his patient during the past 24 hours by a study of the repeated observations made and recorded by the nurse in his absence. Through such findings he is not infrequently influenced as to the course of treatment or proceeding to be laid down so far as the patient is concerned. This alone is one strong argument for a higher standard of education for nurses. Indeed, I would like to see every young woman who contemplates entering the nursing profession take a preliminary course in psychology, and training of observation and judgment."

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