after university, thereby returning in some measure the contributions of England's great leader to the nursing care of the sick on the American continent.

Professor Goodrich enumerated the universities in Canada, England, China and Japan with which the nursing profession has established relationships, and mentioned also that in New Zealand and Australia university schools are in the making.

The study of Nursing and Nursing Education by Miss Josephine Goldmark, made possible by an appropriation for this purpose ten years ago by the Rockefeller Foundation, revealed the failure of the apprenticeship method to prepare the nurse for present-day needs of either preventive or curative medicine, and Professor Goodrich states that the very recently published report of the grading committee, entitled "Nurses, Patients and Pocketbooks" presents a picture of over-production and faulty distribution, and indicates clearly the importance of emphasis on quality rather than on quantity in preparing women for the nursing field.

Professor Goodrich lays down that a university school in the real sense of the term demands the following :—

1st. An established and recognized status: that is to say, a school admitted to all the rights and privileges accorded the other schools and colleges of any given university.

2nd. The resources accepted as essential for the creation, maintenance and future development of an educational activity of professional grade, and in addition the resources demanded by the special nature of any given professional activity,

3rd. A qualified student body.

Professor Goodrich then discussed the second and third of these essentials as fundamental to the achievement of the first.

Under the heading of "Resources," which she says falls into two main divisions, financial and educational, Professor Goodrich gives as illustration the great gifts of Mrs. Bolton and her family for the Western Reserve University School, and of the Rockefeller Foundation to Yale University for its School of Nursing, which these gifts are making possible to put into effect. Only through endowments will provision of an adequate and qualified faculty and the required teaching and residential facilities be ensured.

Concerning the Faculty, Professor Goodrich claims that there must be instructors with a comprehensive general and professional preparation, and highly specialised in their particular subject. Of the Student Body she says: "Of vastly more importance than the provision of teaching facilities and equipment is the type of mind attracted to the field."

She quotes Dean Winternitz of the Yale School of Medicine, who, in discussing the problem of Nursing Education, says :—

"The public health problem is not only the problem of infectious disease, metabolism, etc., but it is also the problem of the adjustment of the individual to his environment from a psychic standpoint. This is the most pressing problem that public health, and nursing, and medicine have to face in the future. . . .

"The proper association of nursing and medicine can only be attained through university affiliation. If these schools are sufficiently close geographically, and can have contact of personnel through the various university organisations, the best and the happiest conditions may be created."

Lastly Professor Goodrich says that :—

"To be brought into daily, hourly contact with defective bodies and distraught minds on the one hand, and on the other to sense but faintly the significance of these human relationships, to glimpse but the findings in the laboratories of study and research, is to press on with renewed courage, enlarged vision, and above all, belief in the creative power of the *collective* mind and will of man.

Ills to which man was a prey for centuries have now been tracked to their lair and destroyed, while those that are still evading the eye of science are to-day housed with safety to all under the same roof, often in the same ward.

To-day in truly beautiful surroundings may be found many who in another time might—would, probably—have lain manacled and unattended in loathsome cells. Here we see frenzy reduced to serenity, hope restored to the despairing, inconsequence effectively motivated, and this is but the beginning of things that are to be.

The discussion was opened by Miss Ruth Ingram, B.A., M.A., Dean of the School of Nursing, Peking Medical College.

THE NURSE AS CITIZEN.

Miss Bertha Wellin, M.P., President of the Swedish Nurses' Association and Member of the Swedish Parliament, contributed a paper on "The Nurse as Citizen," which we print abridged, and which in her unavoidable absence was read by Miss Elizabeth Lind. She said:—

The democratic developments of to-day have entailed that citizens of a modern state with universal suffrage—men and women alike—when they have attained voting age, not only answer the personal call to action as adult individuals but also fulfil their duty as citizens. This can be done by using their influence as voters at public elections of various kinds, and by placing themselves, when called upon to do so, at the disposal of the public as candidates at such elections, with all the consequences that this entails.

The use of the vote should not be looked upon by the citizen as a privilege which he may use if he so wishes, but as a duty from which he should not try to escape unless he has very urgent reasons. The execution of this duty demands certain qualifications. To begin with, of course, the voter should study and make himself familiar with the technical ways and means of voting and, what is more important, he must clearly and positively understand not only for *whom* he is voting, but also for *what* he is voting and in which direction his ballot-paper is likely to influence developments.

This requires of each person entitled to vote a certain insight and discernment with regard to public questions, cultural and social as well as political. The acceptance of a candidature and the filling of a public position of trust demand a closer knowledge of the subject and more sharply defined and clearer lines as regards the personal conception, as well as a capacity to explain and defend these, both verbally and in writing.

The general points of view expressed here apply to all citizens possessing a vote, and, therefore, include nurses. A more careful consideration of the problem of "The Nurse as a Citizen," however, shows that her position is more complicated and delicate than that of the majority of citizens, especially when it is a question of a more active part in political life.

The nurse's position and work, both as regards the care of the sick and in the more social fields of labour, are essentially intermediary and therefore of a particularly exacting and delicate nature. It is not easy to combine such an intermediary position with the active and prominent work of a politician. A combination of these two tasks will, of necessity, make the nurse's position still more delicate, and can easily produce friction of various kinds. Of course, one must not say that a combination of these tasks should never, or can never, occur; exceptions may be evolved by circumstances and personalities, but these do not prove the incorrectness of the general rule.

It is clear, as I suggested in an article in "The I.C.N." of January, 1927, that, although a *nurse can* devote herself, even actively, to political work, the *various nurses' associations* are in a different position. In their case, we must adhere to the necessity for neutrality, so that the associa-

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