

of systems of government and all types of education as of buildings and bridges.

Our State supervisor of schools of nursing has a very definite and difficult programme of education in front of her, an educational programme for everybody connected with the school of nursing, either professionally or financially, either directly or indirectly. This person, variously designated as director of nursing education, educational director, inspector of schools, etc., must be a very well-prepared person, and not only scholastically, for a degree is an asset only when and if backed by experience and ability to use her knowledge. She must possess kindness, sympathy, a real liking for people, open mindedness, and, shall I say, some of the ear-marks of a statesman, which may mean, statesmen being few, a politic person, ready, of course, to die for a cause, but one who can judge soundly as to whether *this* is the cause for which to die, or whether a merely simulated coma may not be sufficient for the time being and save a bad situation. It may really be better statesmanship to live and to continue to push onward, rather than to leave and let what has been accomplished die, and the opponents of one's plans do their worst.

In other words, here, as in schools of nursing, ideals are essential, but so also is patience and willingness to concede a point. "Watchful waiting" is many times necessary. Some very splendid women fail because they have very high ideals but no patience, no tolerance of ignorance, no tolerance of the lack of ideas in others, failing to see that their own ideas, their own standards, have not sprung, like Minerva, fully clothed from the brain of Jupiter, but that they have evolved slowly, perhaps even painfully, through work and prayer. Of course, many people are of the type that accepts everything they hear discussed without argument or reasoning, in fact, without thinking. But they should never be selected to establish State supervision, for they will be unable rationally to meet the various situations arising in the State, and will antagonise others in enforcing not the spirit but the letter of the law. Just holding things sometimes saves a situation.

#### THE ORGANISATION OF POST-GRADUATE STUDY IN NURSING.

Miss R. A. Cox-Davies, C.B.E., R.R.C., dealt with the question of Post-Graduate work under two headings (1) the importance of Post-Graduate work as it affects the life of the graduate nurse (a) from an *educational standpoint*, and (b) from that of *character development*; (2) the method by which Post-Graduate work can most effectively be organised.

In regard to the *need* and, therefore, the *vital importance* of Post-Graduate work from the educational point of view, the speaker said that the ever-increasing advance of science and research in the medical and surgical treatment of the

sick makes it essential that there should be a correspondingly ever-increasing advance in the educational opportunities available for the nursing profession, bearing in mind, as we ever must, the responsibility we have in our service to the nations of the world.

Educationally as well as vocationally we are dependent on our hospital training schools for not only providing the right type of student, but also, in the first instance, for educating her on those lines best qualified to enable her to take full advantage of opportunities available at a later stage in her career.

The subjects taken by the student nurse during the prescribed period of training suffice only to cover the essential and basic field of knowledge, in which every woman must become proficient if she is worthily to fulfil her mission to those whom she seeks to serve.

The increasing responsibility of the nursing profession in its services to the nation, its extension to every branch of preventive work, and the technical knowledge required, has roused the interest of the great educational bodies, and

encouraged them to provide facilities for the higher education of nurses seeking the more responsible posts in these various fields.

It is only with such co-operation from the Universities that it is possible to carry out effectively Post-Graduate work suitable for the varied responsibilities a trained nurse is called upon to undertake.

*Character Development.*—Probably as little argument is needed to convince us of the value of Post-Graduate work in its bearing on the development of character, as in the case of its educational aspect.

A trained nurse (in some countries the word "graduate nurse"

is more commonly used) leaves her school with a whole field of knowledge waiting to be explored. She has so far received her impressions from a more or less limited horizon—her life has been of necessity one of rule and routine. Before she can take her place worthily not only as a finished nurse, but also as a citizen, she needs to enlarge her vision, to study, if possible, industrial and social conditions, and to open the windows of her mind to the impressions gained from other countries, giving her the wide outlook which will enable her to enter more fully into the lives of the nation she seeks to serve.

One essential condition required for the efficient organisation of post-graduate work appears to be a central body sufficiently representative in numbers and strong enough in educational power to be capable of providing on the one hand, the mouthpiece by which the trained nurse can make her needs known, and on the other the necessary link with the Universities.

The discussion on these three papers was led respectively by Miss Hortensia Perez, Cuba; Miss Jessie Bicknell, Director of the Division of the Nursing Department of Health, New Zealand; and Miss Gabrielle Kaeckenbeeck, Belgium.



TWO OF OUR SISTERS FROM KOREA.

*previous page*

*next page*