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## EDITORIAL.

### THE INESTIMABLE BENEFITS OF KNOWLEDGE AND EDUCATION.

"I count it of good omen that in these difficult times we have the opportunity of showing an unshaken faith in the inestimable benefits of knowledge and education."—HIS MAJESTY THE KING.

Thus spoke the King when, with pageantry and stately ceremonial, he laid the foundation stone of the University of London before a distinguished gathering which included not only the Chancellors and Vice-Chancellors of the Universities, and Principals of University Colleges in Great Britain and Ireland, but "Envoys from all quarters of the world of learning," as the Chancellor, Major-General the Earl of Athlone, stated when he welcomed the King and Queen as Doctors of the University, and gave expression to the intense pleasure given by their Majesties by their presence on this great occasion.

It was, indeed, a new era which His Majesty inaugurated, for, although founded nearly a hundred years ago, and having achieved so high a reputation as an examining body that its degrees are recognised as guarantees second to none of intellectual attainments, yet, so far, it has had no central building of a dignity and importance worthy of its purpose as a university or as a centre of learning in the greatest city in the world.

#### The Purpose of the University.

As the Chancellor told His Majesty—

"During her span of life she has sailed majestically through stormy seas and calm waters as all ships must do that travel a great distance, and is now riding triumphantly on the wave of success and progress. The students in her colleges and under the direction of her teachers number over 12,000, and the numbers of external students are not less. Throughout the years the University has preserved her identity, throughout them she has striven consistently to fulfil the great purposes ordained by the Royal Charter granted on November 28, 1836, by another sailor King, His Majesty King William the Fourth—

"TO HOLD FORTH TO ALL CLASSES, WITHOUT ANY DISTINCTION WHATSOEVER, AN ENCOURAGEMENT FOR PURSUING A REGULAR AND LIBERAL COURSE OF EDUCATION."

#### Equality of Opportunity.

The purpose of the University was also emphasised by Lord Athlone when, on June 24th, as Chancellor of the University he presided at a dinner at Grosvenor House—at which were present representatives of 124 Universities and learned bodies all over the world—and, responding to the toast of "The University of London" proposed by the Archbishop of Canterbury, said:—

"The flag which the University has flown from the start has borne on its face the double motto of Equality of Opportunity and Entire Freedom—'Equality of Opportunity' emphasized 50 years ago, when to women as well as men the doors were thrown open; 'Freedom' happily expressed in the Sovereign's dictum, 'All classes and denominations of our faithful subjects without any distinction whatsoever.'"

"The inestimable benefits of knowledge and education"—benefits for which the most far-sighted members of the Nursing Profession have thirsted and striven so long and so earnestly—are they indeed within its grasp? It would seem so, if the University of London is to be true to its declared purpose of giving an encouragement to all classes, without any distinction whatsoever, for pursuing a regular and liberal course of education.

Little discernment is needed to realise the forms such encouragement might take. The establishment of a degree in Nursing, which could be undertaken at once, and, in time, the foundation of a Chair of Nursing to be filled by a Registered Nurse of exceptional educational attainments, are objects which the University might with advantage put in the forefront of its programme. The need is urgent, for the responsibilities placed upon trained Nurses if they are to be efficient collaborators with the Medical Profession, and effective as heads of Nurse Training Schools, as public servants, and in the many branches of health and curative work in which their services are required, are great and ever increasing. But at present young women in this country are unable to obtain a University degree in which training as a Registered Nurse is accepted as a part qualification, such as may be had on the other side of the Atlantic. Yet in truth the Matron and Superintendent of Nursing of a large Nurse Training School is the head of an educational establishment of considerable importance, and should possess an academic qualification emphasising her position as such.

The value of the endowed Chair of Nursing at Teachers' College, Columbia University, New York, held by a Registered Nurse, as Professor of Nursing and a Member of the Faculty of the University, as an encouragement to Nursing Education, is recognised over the world. Let us hope that Nurses in this country may before long receive from the University of London similar encouragement and equality of opportunity.

A department of the University of London which has an especial attraction for trained nurses is the Institute of Historical Research, for they are increasingly realising the advantage which a centre would be where information in relation to nursing history could be accumulated and studied. Its friends hope for its adequate accommodation among the new University buildings.

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