

MISS C. GROSSKOPF (Distinction in Psychology, Social Administration and Principles of Education) will be returning to work for the Mothercraft Training Centre, Cape Town, South Africa.

MISS F. NORMAN will be returning to South Africa to do District and Public Health work in Durban.

Course in Social Work.

MISS M. VEILANDS is staying on in England to take a further course Hospital Social Service before returning to Latvia.

Course for Nurse Administrators and Teachers in Schools of Nursing.

MISS J. I. MASTEN (Distinction in the Whole Course) will return to Canada as Sister-in-Charge of Out-Patients' Department, Hospital for Sick Children, Toronto.

MISS C. C. MURRAY (Distinction in Psychology) intends to return to her work as a teacher in a Canadian School of Nursing.

MISS A. PADE (Distinction in Hygiene) will return to Denmark as Assistant Matron, St. Hans Hospital, Roskilde.

MISS M. DEMOL is returning to work in a Nurses' Training School in France.

MISS I. B. H. RENTON (Distinction in Psychology and Physiology) has been appointed Ward Sister at the Kent and Canterbury Hospital. She will sit for the Diploma of Nursing of the London University in the autumn.

MISS M. H. SASBURG (Distinction in History of Nursing and Social Administration), teaching work in a Hospital in Holland.

MISS E. M. KOPSTAD will return to Norway as the Superintendent of a Nurses' Home in Tonsberg.

MISS H. C. FICK will return to South Africa as Matron of a Midwifery Training School.

MISS FATMA KEMAL will return to Turkey as the Sister Tutor at Red Crescent Training School, Istanbul.

MISS M. J. ZILLEY intends to continue her teaching in a Training School for Nurses in the United States.

PRESENTATION OF CERTIFICATES BY DEAN GOODRICH.

Miss Annie W. Goodrich, A.M., Sc.D., R.N., Dean Emeritus of Yale University School of Nursing and Vice-President of the Florence Nightingale International Foundation, then delivered a memorable Address, which, by the courtesy of the Florence Nightingale International Foundation we are able to print, in an abridged form, and presented certificates to the students completing the International Courses.

The Address.

I deem it a very great privilege to address you to-day, the first students to receive Certificates through the Florence Nightingale International Foundation, for it is my profound conviction that it is an occasion of great and epochal significance.

As we scan the pages of history, whether it be of ancient China or of the British Empire, we note the undiminished radiance of the Master Minds lighting new paths, pointing to new horizons, and always asserting the at-one-ness of man in the creative plan. Drawn together as never before through the inventions of science that have reduced to a negligible degree time and space, yet with social barriers strengthened that we thought had been swept away, we might well be despairing of the world we live in, were that not forbidden by the great international movements in which the womanhood of the nations has no small part to play.

Again we venture to ask ourselves, can we not hope that science and education functioning through the now universal health movement may conspire together for the advance-

ment of a society in which there is a full understanding of the potential value of each human life. Through force of circumstance of which we have no understanding, we find ourselves, whether we will or no, inevitably woven into the great tapestry of life, each thread of which is an essential factor in the design. Or, if you prefer the metaphor, we are the antennæ of a dynamic force, the radial power of which extends through time and space. Infinitesimal as may be our individual contribution, nevertheless through the selection of the profession of nursing we are influential factors in the creative processes through which the highest expression of organic life, the human organism, is developed. All the knowledge, theoretical or experimental, we can bring to increase the contribution of our part is demanded.

In every one of the now numerous branches of the nursing profession, the opportunities for constructive service are boundless.

Through the entire gamut of live conditions, those who speak the essential languages have much to give, the language of science and the language of the peoples. The crippled mind or the crippled body, the child or the parents through the child, should be ensured wise direction by the nurse.

The language of science is acquired in the University. How we delimit, how we betray the high aspirations of man. The function of these institutions in which the wisdom of the ages has been assembled for the forwarding of human progress through the broadening, enriching and enlightening of mankind, should not be conceived as safety vaults for the world's greatest treasure, the immortal thought bearing upon all life's expressions, but as power houses whose myriads of dynamic currents are advancing through each individual, the design of the creative will. Such an interpretation of their function is happily increasingly the case for thither as to a fountain go the now many thousands with their golden urns for light.

In that most penetrating and comprehensive consideration of the function of nursing, the "Canadian Survey of Nursing Education," it is written:—

"Nursing education, even that of the private duty nurse, cannot permanently remain apart from the stream of invigorating life and inspiration which the university can best supply. Sooner or later, the university, in affiliation with the well-equipped hospital, must face the problem of educating the nurse. Evolutionary trends all point in this direction.

"Nor should the university hesitate to grant degrees in nursing, as in engineering, law, or in other fields, as a tangible evidence of work well done. The field of nursing, in the judgment of the Survey, presents sufficient scope and wealth of content to warrant the establishment of degree courses. While the degree, in itself, can be little other than an artificial incentive to the student, it is at least some indication, especially in the public mind, of the desirable nature of the courses offered. Nor is it difficult, apart from economic barriers, for the modern university to offer courses in nursing that merit such recognition as is attested by the degree."

Wherever we find poverty, with its accompaniments of ignorance, hunger and disease, we find also the festering impurities of the Jungle, not civilisation in the desired interpretation of the term.

The great essential in achieving the desired social state is a universal appreciation of the potential value of every human life. Such an appreciation demands unremitting effort to achieve those conditions, as expressed in heredity and environment, through the best result for every child, regardless of race, may be predicated, in short, every child well born.

It is not within the power of human minds to trace the influence upon continent after continent, through innumer-

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