

also entered the discussion. Miss Miller was applauded when she told the audience that she was in America as an International Student. The scholarship was given to her by New Zealand through the Florence Nightingale International Foundation.

MISS PEARCE (Great Britain) thought that the responsibility of the International Council in the matter of Nursing Ethics, was very great, as Nursing Ethics themselves ought to be the same in all countries. Another member informed the audience that the International Council was considering translating textbooks into many languages, including Spanish after MISS PRIDA of Mexico had asked the International Council to help her country to plan out a programme in paediatrics.

Thursday Morning, May 15th.

POST-GRADUATE NURSING EDUCATION

MISS MARY MATHEWSON was unable to be present herself and thus her paper was read by MISS ANN PEVERLEY (Lecturer, School of Nursing, McGill University, Montreal).

Miss Mathewson stressed that Nurses of the world should be open minded and ready to make changes in educational programmes for training. She thought it was time that nurses themselves who best knew what could and should be done to improve basic and graduate programmes should decide about these matters, before others—not of the profession—decided for them.

"Because we are so ambitious for our profession, we are disturbed by the present situation in nursing. Within a brief span of years we have seen the pendulum swing from mass unemployment to incredible shortage. On all sides there are insistent demands for more beds and more nurses." She also wrote that the present increasing shortage is disillusioning to the general public, which has learned to have a new respect for Nursing Services during the war. Although much was being done to broaden the basic nursing course, the importance of post-graduate education must be forever present in the minds of those planning Nursing Education. She stated that a common definition of Post-graduate work must be understood by all countries. She wrote that too many of our courses were merely collections of isolated subjects giving only factual information to students, many of whom do not want it. Results were frequently measured in terms of the information acquired rather than the degree of intelligence and idealism aroused. Too often there was a lack of balance between theory and practice. She also wrote that too many inexperienced nurses were encouraged to take post-graduate courses immediately after training and even perhaps take a variety of these courses quite remote from the practical application of their theory.

She wrote how the various wars had brought their direct influence to bear on Nursing and each war had an effect on different aspects of the Profession. After the first World War, Public Health Services had been greatly expanded and more university departments of Nursing were founded. What is to be the result of World War II on Nursing? Now was the time to take counsel together to bring to Nursing its true professional status and to obtain the best possible Nursing Service for those who need it.

Miss Mathewson thought that change—if any—would come about through education. Education, to be successful must start with the students and include teachers and directors, which would necessitate change through post-graduate teaching. She mentioned that the results of teaching adults were very hopeful, as we, in our generation had been witnesses of the tragic effectiveness of teaching adults for undesirable ends, and that our best efforts ought to go into a programme for such a worthy goal.

She wrote also that International post-graduate Nursing courses must necessarily differ for the different nations, to meet their own particular needs, but that post-graduate education could develop along broad general principles or fundamentals. The great need of the profession was not teachers who merely instilled factual knowledge, but those teachers who would help and inspire their students to find new knowledge, skill and faith for themselves.

DISCUSSION

Members of the Education Committee of the I.C.N. had a round-table discussion on the platform, with other members.

MISS I. STEWART (Chairman of the Education Committee of the I.C.N.) said that the pamphlet prepared by her Committee in 1937, had been revised last year. She asked many questions regarding the present day methods of education, one of which was "Was it difficult to have both service and education, and if not should we have service rather than education?" She herself—thought not, because education should give better service and if not—why not? She asked the Committee what should be the minimum educational standard and the length of basic education. Miss Stewart also wished to know what emphasis ought to be placed on social, ethical and scientific aspects.

MISS M. I. LAMBIE (New Zealand) said there was a great demand for post-graduate education.

MISS A. MCLEOD (Canada) agreed that our curricula needed alteration and that the teachers should be trained first.

MISS E. BROE (Denmark) remarked on the great need for qualified teachers in all fields of Nursing. Miss Broe stated that education did not merely mean theory, but everything a student needed for the growth of a fine character.

MISS G. HOJER (Sweden) reminded the audience that the pamphlet on education prepared by the Education Committee of the I.C.N. would be most helpful for those countries who wished to become Members of the International Council of Nurses. She thought the thanks of the Congress were due to Miss Stewart for all her valuable work in this connection.

MRS. S. L. CANTOR (Palestine) spoke very truly when she remarked that criticisms against higher education for nurses were directed against the course, rather than against the obvious weakness of the Students.

MISS DUFF-GRANT (England) received warm applause when she warned her hearers against the danger of upsetting the balance between theory and practice, and she emphasised the fact that theory was the handmaid of practice. "Unless we are careful," she said, "the medical and lay public may prefer the 'practical nurse' to the 'trained nurse.' We must use education

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