

AL335

Private and Confidential.

THE REPORT OF A STUDY
OF
THE FACILITIES FOR ADVANCED NURSING
EDUCATION IN LONDON
BOTH PROFESSIONAL AND ACADEMIC
AND OF
THE FUTURE EDUCATIONAL POLICY OF THE
FLORENCE NIGHTINGALE INTERNATIONAL
FOUNDATION.

SUBMITTED BY
THE SPECIAL COMMITTEE APPOINTED BY THE
COMMITTEE OF MANAGEMENT OF THE
FOUNDATION.

MAY, 1936.

Private and Confidential.

THE REPORT OF A STUDY
OF
THE FACILITIES FOR ADVANCED NURSING
EDUCATION IN LONDON
BOTH PROFESSIONAL AND ACADEMIC
AND OF
THE FUTURE EDUCATIONAL POLICY OF THE
FLORENCE NIGHTINGALE INTERNATIONAL
FOUNDATION.

SUBMITTED BY
THE SPECIAL COMMITTEE APPOINTED BY THE
COMMITTEE OF MANAGEMENT OF THE
FOUNDATION.

MAY, 1936.

TABLE OF CONTENTS.

Preface	...	...	...	...	...	...	...	...
Section I.	—The Terms of Reference	...	...	...	
	The Terms of Reference—Interpretation of the Terms of Reference—The Purpose of the Study and Report—Limitations of the Study	...	...	...	...	...	...	...
Section II.	—The Evolution of the Florence Nightingale International Foundation	...	...			
	The International Courses—The Memorial to Florence Nightingale as proposed, and planned for, by the International Council of Nurses—The Union of the International Council of Nurses and the League of Red Cross Societies in the Forming of the Florence Nightingale International Foundation—Acknowledgments	...	...	...	...	...	...	...
Section III.	—The Nature of the Demand for Advanced Nursing Education	...	...	...	...
	The sudden demand for Post-Certificate Courses after the War—Developments in Nursing Schools since 1920—Present demands	...	...	...	...	...	...	...
Section IV.	—The Functions of the Florence Nightingale International Foundation	...	...	...	
	Two Parallel Developments—The Functions of the Florence Nightingale International Foundation—Necessary Schools—Argument against an International School—The Residential Centre—Recommendations	...	...	...	...	...	...	...
Section V.	—Direction of the Work of the Florence Nightingale International Foundation	...						
	Director—Maintaining Relationships with Member Countries—Relationships with Necessary Schools—Recommendations	...						

Section VI.	—Facilities in London for advanced Nursing Education	...	...	...	...	...
	Necessary School or Schools and the Variety of the Demand—Information regarding the University of London—Information regarding the College of Nursing—Recommendations	...	...	...	...	...
Section VII.	—Facilities for Advanced Nursing Education (Contd.)	...	...	...	...	...
	Concerning Professional Opportunities—The Direction of Field Work—Types of Work Available—General and Special Hospitals—Public Health Nursing—Teaching Practice	...	...	...	...	...
Section VIII.	—The Expectation regarding Students	...	...	...	...	...
	Recommendations	...	...	...	...	...
Section IX.	—Scholarships and Negotiations with Member Countries	...	...	...	...	...
	Recommendations	...	...	...	...	...
Section X.	—Action necessary to give effect to this Report	...	...	...	...	...
Section XI.	—Concerning the Present International Courses	...	...	...	...	...
	Recommendations	...	...	...	...	...
Section XII.	—Conclusion	...	...	...	...	...
Section XIII.	—Minority Report (E. K. Russell)	...	...	...	...	...
	Concerning Professional Facilities—Recommendations	...	...	...	...	...
Section XIV.	—Collected Recommendations	...	...	...	...	...
Appendix I.	—Certain resolutions which were handed to the Study Committee at the beginning of its work	...	...	...	...	...
Appendix II.	—Questionnaire sent to Member Countries by the Study Committee	...	...	...	...	...

PREFACE.

In July, 1934, the Florence Nightingale International Foundation held its inaugural meeting, and thus, after five years of discussion, became an established fact. At once this new body was confronted with the necessity for action, for in the course of formation the Foundation had committed itself to two immediate tasks. First it was necessary to make provision in London for the continued conduct of the former Red Cross courses for nurses, called the *International Courses*; this was not stated as a specific undertaking in the Trust Deed, but there was full agreement that this work should go on. This responsibility was accepted, and the courses proceeded as usual in the autumn of 1934 without any break in continuity.

The second responsibility of the new Foundation entailed an examination of its own purposes, and, from that, a decision concerning policy and procedure for the accomplishment of these purposes. The need for this had been expressed by a resolution which was passed by the Grand Council of the International Council of Nurses at its meeting, July, 1933. It should be helpful at this juncture to quote this resolution, because it sums up the exact thought at the time when the Foundation was established; knowledge and understanding of this are necessary for wise procedure in the present. The resolution is worded as follows:—

“ THAT the existing Florence Nightingale Committee of the International Council of Nurses should be asked to make a study of all the matters involved, and set up a comprehensive educational programme, which will include research on Nursing for a Memorial, and that the study cover the following points: direction, organisation, curricula, finances, etc.”

It was the acceptance of this resolution which marked the consent of the International Council of Nurses for the establishment of the Florence Nightingale Foundation in the form that was proposed at that meeting of July, 1933. It seemed, therefore, that a little time must elapse before it would be possible to outline a definite scheme of work for the Foundation. Apparently this interim period was acceptable to all: for Section 2 (1) of the Rules and Regulations of the Trust Deed leaves the matter open for further settlement.

The Florence Nightingale International Foundation has taken a step toward the future in that, after some months of planning, the Committee of Management approved the decision of the Education Committee that a particular study regarding certain aspects of the educational work of the Foundation should be made by a group of four persons. (The exact terms of reference for this study are given in Section I of this Report.) Some months more of time elapsed before the necessary arrangements could be made, and then, in November, 1935, the names of the study group were announced, as follows:—

- | | | |
|---------------------|--------|---|
| Miss E. K. Russell | ... | Director of the School of Nursing, University of Toronto. |
| Miss H. Dey | ... .. | Matron and Superintendent of Nursing, St. Bartholomew's Hospital, London. |
| Miss B. Edgell | ... .. | Emeritus Professor of Psychology, Bedford College, University of London. |
| Miss G. V. Hillyers | ... | Assistant Matron, St. Thomas's Hospital, London. |

The four members of this group have called themselves the Study Committee, and this name will be so used throughout this Report. The first meeting of the Committee took place on the 11th of February of this year, 1936, the last on the 11th of May, 1936. It is the Report of the work of this Committee which is herewith presented.

The Committee wishes to express its gratitude for the help that has been given very freely by so many people throughout these three months. Members of Bedford College, of other schools of the University of London and of the College of Nursing, members of the nursing profession, Red Cross officers, hospital and public health authorities, former students of the International Courses, all these and others have given their time and help very generously; and all have shown keen interest in the hope that the work of the future may be built wisely and worthily upon the foundation which was laid in 1920.

London,

May 11, 1936.

SECTION I.—THE TERMS OF REFERENCE.

1. The Education Committee of the Florence Nightingale International Foundation outlined the work of the Study Committee in the following words:—

“Terms of Reference of the Study to be made of Facilities for advanced Nursing Education in London, both Professional and Academic.

The Committee of Management of the Florence Nightingale International Foundation, having received certain recommendations from constituent members of the Foundation, asks Miss Russell . . . and her associates to consider:—

(1) The content, arrangement and control of the present International Nursing Courses at Bedford College and the College of Nursing.

(2) The advisability of adding to the number of optional subjects in those courses, and/or of providing other alternative courses.

(3) The possibility and advisability of the International Nursing Courses being more closely associated with the University of London.

And to present a report embodying suggestions for the future educational policy of the Foundation.”

INTERPRETATION OF THE TERMS OF REFERENCE.

2. It appears that the Terms of Reference are extremely comprehensive. They have suggested two tasks which may be divided as follows:—

(1) A study of facilities in London for advanced nursing education, and, consequently, the framing of recommendations towards the future educational policy of the Florence Nightingale International Foundation.

(2) A study of the present International Courses.

3. Perhaps it is worth while to draw attention to the statement in the Terms of Reference that the three clauses concerning the present International Courses, as outlined there, were inserted in response to resolutions which had been received from constituent members of the Foundation. (See Appendix 1.)

THE PURPOSE OF THE STUDY AND REPORT.

4. **The primary purpose of the Study** has been to make an inquiry into the facilities in London for advanced nursing education and to consider these in relation to the future activities of the Florence Nightingale International Foundation. While doing this, the Committee has had under consideration, always, the probable demands from nurses who would come to London from abroad for advanced studies, as well as the needs of the nurses of Great Britain. Within this study much consideration has been given to the present International Courses, and particularly to certain points specified in the Terms of Reference. With the matter of general finance the Study Committee has had no concern, but it has been impossible to do this work without considering the question of scholarships and the cost to the student who enters upon studies in England. At every angle these questions were encountered and could not be ignored.

5. **The purpose of this Report** is to present recommendations for the future educational policy of the Florence Nightingale International Foundation together with such information as has been obtained concerning the resources in London for the accomplishment of this work. It assumes that the Florence Nightingale International Foundation has accepted for its immediate purpose the continuance of the International Courses inaugurated by the League of Red Cross Societies, and that it will of necessity go further and develop an educational policy which will embrace a wider field of post-certificate study and seek for closer association with the University of London.

LIMITATIONS OF THE STUDY.

6. The Study Committee would draw attention to the fact that this Report presents the result of barely three months of work, a very brief period in relation to the nature of the task.

7. Further, it must be quite clear that the Study Committee has had no authority to take any action with regard to the future. Realising this, it appeared early in the course of this work that certain specific inquiries could not be pursued. In illustration of this, we would note the discussion of the proposed relationship with the University of London. It appears that certain general principles have been laid down by the University of London regarding affiliation, but that the complexity of its organisation is such that the University must deal separately with each inquiry. As it has been quite impossible for the Study Committee to present a formal inquiry to the

University of London, this Report can only present the result of a study of general principles which has been made as thoroughly as the circumstances have permitted. A similar statement should be made regarding proposed relationships with the College of Nursing, for there again it was impossible to present a formal inquiry.

SECTION II.—THE EVOLUTION OF THE FLORENCE NIGHTINGALE INTERNATIONAL FOUNDATION.

8. At the outset of this Report it is helpful to trace the developments which have led up to the formation of the Florence Nightingale International Foundation. A brief statement concerning past events, which lie behind the present and the future, should serve two purposes: first it sets forth the information that is necessary for an understanding of the present, and, secondly, it provides an opportunity for making acknowledgment to past benefactors. The Study Committee is particularly glad to make these acknowledgments, and feels that, in so doing, it voices the opinion of the nurses of many countries.

9. The developments that need to be traced are three in number:—

- (1) 1920—1934: the International Courses as conducted by the League of Red Cross Societies.
- (2) 1912 and 1925—1933: the establishment of a memorial to Florence Nightingale proposed by the International Council of Nurses in 1912; and planned for by the same body from 1925 to 1933.
- (3) 1933 onward: a union of the International Council of Nurses and the League of Red Cross Societies in forming the present Florence Nightingale International Foundation.

THE INTERNATIONAL COURSES.

10. The intention and scope of this work is best explained in words taken from the Red Cross publication called *The World's Health*. We quote from an article (called "Pioneers") published in Volume V, No. 11, November, 1924. After some opening paragraphs concerning the class of 1924, the article reads as follows:—

"To get a clear idea of the scope of the Course it is necessary to turn back to the year 1920. After the war the Red Cross Societies, having decided to turn their attention to peacetime health problems, such as child welfare,

the prevention of tuberculosis, and the campaign against infectious diseases, realised that the available nurses, trained only in bedside care of the sick, were not sufficient. The Red Cross needed also public health nurses *trained in preventive work*. In some countries schools of public health nursing already existed, but in others, where the art of nursing was not so highly developed,*there were few facilities for preparing nurses for their new task. The League of Red Cross Societies stepped into the breach and organised an International Course in Public Health Nursing. The aim of this Course is not only to *prepare nurses to assist in the development of public health work* in their own countries, but also to seek out in each country nurses who have already received the best training their country can give them, and to offer them a year's intensive study of public health and social problems and methods, making them better able to *organise, administer, supervise and teach other nurses* upon their return. After careful consideration of where the course should be held, the choice fell on London, which offered unique opportunities both with regard to the Public Health services and the high development of nursing. In September, 1920, the first course opened at King's College for Women: for reasons of practical convenience it was transferred, at the end of the year, to Bedford College for Women, where it now continues."

* See Section III, p. 12.

Later in the same article comes the following:—

"A great many requests have come to the League of Red Cross Societies, and from nurses in charge of schools, for information about how and where instruction and experience could be gained *in the latest training school methods, especially in the including of public health and preventive teaching in the curriculum of the Schools for Nurses*. The League has therefore undertaken to arrange a Second International Course, to be called the International Course for Nurse Administrators and Teachers in Schools of Nursing. This new course opens in September (i.e., 1924) under the combined auspices of the League, Bedford College for Women, and the College of Nursing, London. It will be particularly attractive to women of *good education who are able to direct and teach*, and who appreciate the *tremendous importance of improving the educational facilities in nursing schools* . . . nurses who are to be leaders

and directors of nursing education *are keen to be well informed about modern educational ideas and methods* so as not to fall behind educators in other professional fields.”*

11. These courses were continued for a number of years with success and with very real profit to certain nurses of various countries who were enabled thus to spend a year of study and of travel. The Red Cross supplied the resources to organise, to administer and to support this work, while Bedford College and the College of Nursing continued to keep their doors open to this special group of students. And so the story carries us down to about 1931, and then there appeared the suggestion of change.

THE MEMORIAL TO FLORENCE NIGHTINGALE, AS PROPOSED AND PLANNED FOR BY THE INTERNATIONAL COUNCIL OF NURSES.

12. At the meeting of the International Council of Nurses which was held in Cologne in 1912, the matter of a memorial to Florence Nightingale was broached. Miss Nightingale's death had occurred just two years previously, and the nurses assembled at Cologne “decided that a memorial, international in character, should be established to honour her memory.”

13. Then came the Great War, and, consequently, this matter remained entirely in abeyance for a number of years, but in 1929 it was once more brought before the International Council of Nurses. A Committee called the “Florence Nightingale Memorial Committee” was then formed to go further into the question. The next formal step was taken in 1931, when at an interim conference of the Board of Directors of the International Council of Nurses, the following recommendation of this Committee was accepted:—

“**THAT** the Memorial should take the form of an endowed foundation for post-graduate nursing education, that the foundation should be in London, and that it should be of an international character and a living memorial.”

14. The next meeting of the International Council of Nurses was due to take place in Paris in 1933, but before that time a new factor had entered into these negotiations and caused a hitherto unexpected development in the plans for the memorial.

* The italics, throughout, are our own—Study Committee.

**THE UNION OF THE INTERNATIONAL COUNCIL OF NURSES
AND THE LEAGUE OF RED CROSS SOCIETIES IN THE FORMING
OF THE FLORENCE NIGHTINGALE INTERNATIONAL
FOUNDATION.**

15. By 1930 the shadow of the world-wide financial depression had appeared, and soon the Red Cross was facing the inevitable result of this. Hence after a time the League of Red Cross Societies decided that, owing to financial stringency, the Nursing Courses in London must be discontinued.

16. It was after that decision that representatives of the Florence Nightingale Memorial Committee of the International Council of Nurses met with representatives of the League of Red Cross Societies, and, through joint conference, proposals were formulated for the establishment of a memorial which should be the joint responsibility of the League of Red Cross Societies and the International Council of Nurses.

17. These proposals were taken in July, 1933, by the Florence Nightingale Memorial Committee of the International Council of Nurses to the regular meeting of the International Council of Nurses which was being held in Paris. There was much discussion, and it is apparent that the International Council of Nurses was not ready immediately and fully to accept the change in their original plans. Finally, however, the decision was made and the International Council of Nurses decided to adopt the proposals for the joint memorial. Thus the new Foundation took its form.

ACKNOWLEDGMENTS.

18. This story is involved, but we hope that in setting it forth in the above three chapters, confusion may have been eliminated. It is obvious that the nursing profession has received generous help in its first venture in international education. This help has come from several sources, and to these we make sincere acknowledgment of appreciation.

19. First there is the debt to Bedford College. A College of the University of London, with standards to be maintained, regulations and responsibilities not to be ignored, has, nevertheless, conducted a special piece of work and has done this with great generosity, sympathy and understanding. This is a debt that is not repaid by much talking, but we seek only to find words simple and strong enough to show that we understand what has been done and that we appreciate it fully. Secondly, there is a debt to the College of Nursing, without the ready co-operation of which the scheme could not have been carried out.

20. In the same fashion we would voice the deep feeling of indebtedness to the League of Red Cross Societies. To those nurses who lived and worked through the eager, hopeful days of 1920, and onward, the name of the Red Cross will always have a special significance. It seemed always beside us to help with new ventures: and one of the best things was the help that enabled nurses in various countries to enter upon much-needed public health training. Thus among others, the International Courses in London were started. The special generosity that enabled this start to be made and that was continued through a number of years will be remembered always with sincere gratitude.

SECTION III.—THE NATURE OF THE DEMAND FOR ADVANCED NURSING EDUCATION.

THE SUDDEN DEMAND FOR POST-CERTIFICATE COURSES AFTER THE WAR.

21. In Section II it has already been noted that the League of Red Cross Societies established the International Courses in London in 1920 in order to provide teaching in public health nursing; and that this was done because public health activities were opening up rapidly and nurses were unprepared to do the work that was required of them in that field. We would make a slight correction regarding the article quoted in Section II (pages 8 and 9), which suggests that only certain countries, because of backward conditions in nursing, were, at that time, without schools for the preparation of public health nurses. It seems rather that, except for a small beginning in the United States and an early form of the health visitors' course in England, no school had undertaken, before 1920, to give a formal preparation for public health nursing. It is noteworthy, however, that before that time district nursing associations had recognised the need and were giving special training to members of their own staffs.

DEVELOPMENTS IN NURSING SCHOOLS SINCE 1920.

22. Since 1920 events have moved very quickly. Public health work has been developing very rapidly in countries all over the world. During this time it has appeared that nurses were going to be needed in large numbers for this field, and that their preparation could not be left to chance. Help came from various sources, and before long many countries initiated some form of training for public health nursing. It is interesting

to note how well the object of the League was achieved in that some of the early students of the International Courses were able to help with the establishment of similar work after returning home. To-day there are very few countries that cannot offer a primary training in public health nursing.

PRESENT DEMANDS.

23. Certain conclusions may be drawn from the outline which has just been given. First, it appears that the Florence Nightingale International Foundation is not receiving at present exactly the same kind of demand for post-certificate courses as that which was felt in 1920. Primary training in public health nursing can now be given at home (see Appendix II), so probably few will ask for that, but experienced public health nurses will require advanced study. Also there are many from other fields of work who seek post-certificate courses: among these are nurses preparing to fill responsible posts in hospitals and in nursing schools.

24. Secondly, the fact appears that nursing schools (pre-certificate and post-certificate) are facing to-day—because of rapid developments in medical practice, in hospital growth and in public health activities—a much more complicated task than was dreamed of a few years ago. There is much difference of opinion as to what the outcome will be, but at least all agree that there is an increased demand for nurses better prepared to organise, to direct, and to teach in these nursing schools. The opportunity for advanced studies which the Florence Nightingale International Foundation offers is one which will be sought by nurses who are carrying this heavy burden.

SECTION IV.—THE FUNCTIONS OF THE FLORENCE NIGHTINGALE INTERNATIONAL FOUNDATION.

TWO PARALLEL DEVELOPMENTS.

25. It is apparent that this Report is dealing with two parallel developments, namely:—

- (1) The proposed activities of the Florence Nightingale International Foundation.
- (2) The school or schools in which the students of the Foundation would be pursuing their studies, and particularly a certain school of nursing whose existence must be postulated.

**THE FUNCTIONS OF THE FLORENCE NIGHTINGALE
INTERNATIONAL FOUNDATION.**

26. In order to deal with this subject it is important to have at the outset a clear picture of the exact functions of the Foundation. From a study of the Trust Deed it would seem that this work might be classified under headings such as the following:—

- (1) To bring to London selected nurses from all countries for the purpose of post-graduate study.
- (2) To promote scholarships, and otherwise to give all possible encouragement to these students.
- (3) To maintain contact with member countries (i.e., countries associated with the work of the Foundation).
- (4) To maintain a residential centre and headquarters in London with the manifold duties and opportunities arising in connection with this.
- (5) To maintain the necessary relationships with the schools in which its students would be pursuing their studies.

27. *The Study Committee is suggesting a sharp departure from the former procedure of the International Courses. The proposal is that in future the Foundation should not itself provide courses for its students: in place of that the Foundation would use courses already provided (or to be provided) for English students.*

NECESSARY SCHOOLS.

28. **General:** As the avowed purpose of the Foundation is to bring to London certificated nurses from many countries, selected because of their ability and desire for special study, provision must be made for full opportunity to study *in any and all subjects, and in any and all fields*, which might be asked for by the students. For this reason the Foundation would need to have access to a number of schools, presumably schools of the University of London.

Particular: The particular need of the Foundation would be to have free access to the facilities of a special school of nursing which would provide advanced courses and which would be—if possible—a school of the University of London.

29. There are two possibilities regarding a necessary school of nursing:—

- (1) The Foundation might try to create and maintain the necessary school of nursing. In other words it might attempt to build an international school in London.
- (2) The Foundation might find in existence, or influence the development of, an English school. This school would be independent of the Foundation, but its facilities could be used by the Foundation (e.g., as Oxford Colleges are now used by the Rhodes Trust for its scholars).

ARGUMENT AGAINST AN INTERNATIONAL SCHOOL.

30. The creation of an international school would prove a very difficult, probably an impossible, task, and it does not seem necessary or desirable. An English school would have relative simplicity of organisation and could have great strength. If it were made the best that England could develop for English students, then the best foreign students would be attracted to it just as foreign students assemble now at schools such as the London School of Hygiene, the London School of Economics, and many others.

31. As there is already in London a school which is giving post-certificate courses for nurses, and which is already associated with the work of the Foundation, that is, the Education Department of the College of Nursing, the obvious procedure would be, if possible, to continue and to extend the use of this school.

THE RESIDENTIAL CENTRE.

32. The Study Committee recognises the great value of a residential centre, as the opportunity to live among students from many countries offers an educational experience in itself. If, as the Report recommends, the Foundation should not be providing the formal "school" work for its students, there would be all the more reason to develop very fully every aspect of collegiate life in this centre. Tutorial help should be available to enable students to derive full benefit from their lectures. Thus the centre would become the pivotal point of the educational work of the Foundation.

33. In considering this question, we encounter the fact of cost. However, in any significant piece of work there are certain costs which must be met if the work is to be done at all. The Foundation will have to decide first what is essential to its work and then, after that, various questions of relative values. The Study Committee would consider that the residential centre is a matter of paramount importance.

RECOMMENDATIONS.

34. It is recommended :

- (i) That, instead of providing special courses of its own, the Florence Nightingale International Foundation use the facilities of an English school which shall be independent of the Foundation.
- (ii) That the Florence Nightingale International Foundation should not attempt to build an international school in England.
- (iii) That the Florence Nightingale International Foundation continue to maintain a residential centre and that, when resources permit, this centre be developed very extensively to serve as the headquarters of all aspects of the Foundation's work.

SECTION V.—DIRECTION OF THE WORK OF THE FLORENCE NIGHTINGALE INTERNATIONAL FOUNDATION.

DIRECTOR.

35. Up to the present the Florence Nightingale International Foundation has not had a Director to take full charge of its work. Although the financial difficulties are understood, nevertheless the Committee feels that this appointment should be made without delay and that the Director should be given full authority and responsibility. The quality of this leadership appears to be one of the most important single factors in this whole piece of work.

36. It is impossible at this stage to make definite suggestions, but it may be noted that the Director would be responsible directly to the President and, through her, to the Executive Body of the Foundation. For purposes of conference and help in accepting such wide responsibility, undoubtedly the Director would make some formal arrangement for association with a group of the teachers who give instruction to the students of the Foundation.

MAINTAINING RELATIONSHIPS WITH MEMBER COUNTRIES.

37. If this work is to develop satisfactorily, it will be necessary for the Director to maintain contact with the member countries and keep in close touch with their selection committees. She should travel in these countries and, while doing so, should have time to study conditions and to know both their needs and their intentions with regard to the Foundation.

38. Another purpose of this travel would be to find nurses who are doing notable work of any kind with whom arrangements could be made so that they might, on occasion, give special lectures in London.

39. During visits abroad the Director should take note of professional work or other studies which might be of special value to a Foundation student, and which a particular student might be sent to study.

RELATIONSHIPS WITH NECESSARY SCHOOLS.

40. If the Florence Nightingale International Foundation accepts the role of a mediating body which does not provide special courses of its own, the Director would have to maintain relationships with all the schools that are being used. At the outset the Director, necessarily, would have to guide in certain special aspects of the negotiations with these schools.

RECOMMENDATIONS.

41. It is recommended:

- (iv) That an early appointment be made of a Director for the work of the Florence Nightingale International Foundation, and that she be given a full complement of authority and responsibility.
- (v) That, when possible, the Director should be given enough assistance at headquarters to enable her to leave her work there for travel in the member countries.
- (vi) That, in due course, the Foundation should consider whether certain of its scholars might study in other countries as well as in England. (Already this is being done in countries that are not too far away for short visits).

SECTION VI.—FACILITIES IN LONDON FOR ADVANCED NURSING EDUCATION.

NECESSARY SCHOOL OR SCHOOLS AND THE VARIETY OF THE DEMAND.

42. It is understood already that the nurses who work under the Florence Nightingale International Foundation wish to select their studies each according to her need. It is expected that some will be interested in hospitals, others in public health work and others in specialised branches of institutional or community work. Some will be teachers in nursing schools and may want a further study of educational theory; an occasional student may want intensive study in a subject which she is teaching.

43. It is assumed that the students of the future would wish to work for an Academic Diploma in nursing if this could be offered by the University of London: this would be a new Diploma limited to students within a school of the University. At this stage it is not possible to outline the formal arrangement of studies that would be required if such a Diploma were established. Presumably there would be certain definite courses (e.g., for sister tutors or instructors, and for public health nurses) which would lead to the desired Diploma. Even so, we must believe that some students would elect to study special subjects rather than to follow Diploma courses. The situation is, therefore, that the Foundation must expect to need access to a number of teaching institutions in London (presumably of the University of London) and in particular a School or College of Nursing.

INFORMATION REGARDING THE UNIVERSITY OF LONDON.

44. Since the idea of the Florence Nightingale International Foundation took form in 1933, the member countries have been expressing repeatedly their wish for an advanced school of nursing in London at which the students from abroad might work, and the further wish that this school might have an association as close as possible with the University of London. The Committee of Management of the Florence Nightingale International Foundation has received from member countries certain resolutions regarding the desired form of association with the University (See Appendix I). These resolutions have been before the Study Committee.

45. This Committee has made careful study concerning the University of London, and certain information is now set forth as a basis for an understanding of the recommendations which follow later in this Report.

SCHOOLS OF THE UNIVERSITY OF LONDON.

46. In the Statutes of the University of London the word School is described as meaning "a College incorporated in the University or a public Educational Institution admitted as a School of the University."

47. Certain Statutes regarding Schools follow:—

111. (1) The Senate may from time to time admit, either temporarily or permanently, as a School any public educational institution providing instruction of a University standard and situate within the Administrative County of London, including the City of London, which the Senate may deem suitable for the status of a School.

(2) A School may be admitted either :

- (i) As providing in such Faculty or Faculties as the Senate may designate courses of instruction for Internal Students for degrees or diplomas of the University; or
- (ii) As providing facilities for the cultivation of any special branch of science or learning; or
- (iii) As an institute for research.

112. Before any institution is admitted by the Senate as a School:

(1) The Senate shall satisfy themselves that it is qualified for admission in the following respects, or (in the case of Institutions applying for admission under sub-clause (ii) or sub-clause (iii) of clause (2) of Statute 111) in such of the following respects as the Senate shall deem requisite:

- (a) The constitution of its Governing Body;
- (b) The Statutes or other Instruments in accordance with which it is governed;
- (c) The suitability of its situation and buildings for the education of its students and for their well-being, and the provision made in it for recreation and for the encouragement of corporate and social life;
- (d) The number, qualifications, remuneration and conditions of service of its staff;

- (e) The arrangements enabling the teachers to take part in the management of the institution;
 - (f) The provision of equipment and laboratories, and of facilities for research;
 - (g) The standard of instruction;
 - (h) The conditions, as to age and attainments qualifying students for admission into it;
 - (i) The number of its students and particularly the number proceeding or likely to proceed from it to degrees or to post-graduate diplomas of the University;
- (2) The Court shall report to the Senate that it is satisfied that the financial position of the institution justifies its admission as a School.

FACULTIES OF THE UNIVERSITY OF LONDON.

48. A Faculty of the University of London is a certain unit in the University's organisation with two main purposes: (1) to supervise, subject to the authority of the Senate, a group or groups of studies (or research work) with related matters; (2) to provide machinery for certain election and voting purposes.

49. It appears that the subjects grouped under one faculty may be numerous and varied (as in the Faculty of Arts) or they may be few and more closely associated (as in the Faculty of Laws).

50. A Faculty is not a teaching department, or teaching unit, or school of the University.

51. The word faculty is not used to denote the teaching staff of any such department or school of the University.

52. The faculties in the University of London as set forth by Statute (No. 88) are eight in number and we would assume, from the procedure of the past few years, that it is the intention that no addition shall be made to this number. Thus subjects that have come more recently into the University have been assigned, each in turn, to some one or other of the existing faculties; for example, Education, Military studies, and Fine Art have gone to the Faculty of Arts; Veterinary science and Agriculture to the Faculty of Science; and Dentistry and Pharmacy to the Faculty of Medicine. Thus, in the University of London, a subject, or closely-knit group of subjects, does not necessarily have a distinct faculty.

53. Within the purview of one faculty there may be (and usually are) degrees, diplomas and certificates.

54. Every member of the teaching staff of the University is associated with the faculty or faculties to which his subject belongs. Thus, a teacher sometimes works with two faculties; in this case he may vote in one only.

55. Every school (i.e., teaching department) of the University must be assigned to one or more of the faculties. The London School of Economics is a School of the University in the Faculties of Economics, Laws, and Arts; Birkbeck College is a school of the University in the Faculties of Arts and Science; the London School of Hygiene is a school of the University in the Faculties of Medicine and Science.

56. Thus it appears that, should a school or college of nursing become a school of the University, it would be recognised as a School within the purview of a Faculty or Faculties; e.g., "a School of the University in the Faculty of Arts."

CHAIRS IN THE UNIVERSITY OF LONDON.

57. A Chair is the name used by the University for an endowed (or otherwise supported) teaching post of professorial rank in a School of the University. The teacher must have certain qualifications before this rank will be conferred. (The qualifications include academic attainment and the publication of the results of original scholarship or research.)

58. A Chair has relation only to the subject professed. Its title does not indicate the existence of a faculty or a degree bearing the same description. There may be two or more Chairs in one subject. It is conceivable that some day there might be a Chair of Nursing in the University of London, and that a teacher of a School of Nursing might qualify for this appointment.

59. The organisation of a School of Nursing within the University would not be conditioned by the presence or absence of a Chair of Nursing.

DEGREES IN THE UNIVERSITY OF LONDON.

60. The following regulations explain the attitude and organisation of the University of London toward degree work.

"Before a student is allowed to enter for the Final Examination for . . . a Bachelor's Degree as an Internal Student, he must . . . have completed an approved course of study extending over at least three years . . ."*

*NOTE.—A special exception is made in favour of certain students who have completed, before entering the University, an approved course of studies, but even these students must attend at the University for three years before a degree can be conferred, although in that period of time, additional graduate work may also be accomplished.

“ A student who has already studied at another University but has not received a degree or passed the examinations required for a degree, must follow courses and take examinations of the University of London in the same way as the ordinary student if he wishes to proceed to one of its degrees. He cannot expect any concessions from the ordinary courses on account of the work he has done elsewhere. . . .”

“ The University does not accept ‘ credits ’ on the American system, for work done in other Universities and, though certain concessions may be made to a student who has received a degree from another University, the student who has not obtained a degree must expect to follow the complete course and pass all examinations.”

“ The University has no arrangement with other Universities for certifying work done in its schools on the ‘ credit ’ system, nor does it arrange summer schools or vacation courses which can be regarded as part of an ordinary University curriculum. . . .”

DEGREES AND DIPLOMAS OF THE UNIVERSITY OF LONDON.

61. A study of the procedure followed by the many schools of the University of London discloses the fact that both degrees and diplomas are used in the various teaching departments to mark certain attainment. Some of the principles which underlie the use of these qualifications are as follows:—

- (1) A first degree (i.e., Bachelor) is not granted for anything less than three years of continuous work at the University of London, unless the applicant has already obtained a first degree elsewhere. These regulations are unequivocal and determined.
- (2) The subject matter of a first degree is that of general science and letters. A careful study concerning the procedure of the schools which have entered the University of late years will show that this restricted attitude towards the use of degrees is being strengthened rather than otherwise.
- (3) At the same time, there is in the University of London encouragement for many special studies, and arrangements are made accordingly. The policy is that shorter courses in specialised studies shall lead to diplomas and not to degrees. These studies may be undergraduate or post-graduate in character.

- (4) The diploma is used rather freely by a number of schools of the University, where the students are already University graduates and sometimes of high rank in scholarship. Examples of this are the Academic Diploma in Anthropology, the Academic Post-Graduate Diploma in Bacteriology, the Academic Post-Graduate Diploma in Psychology, etc. . . .
- (5) So it is made clear that the word Diploma is not used to denote inferiority of attainment, inferiority of the student, or inferiority of the subject matter. On the contrary, the word is already linked with advanced scholarship and a highly selected group of students.

INFORMATION REGARDING THE COLLEGE OF NURSING.

62. The College of Nursing began its work in 1916 and since then has been building up gradually, in London, an opportunity for nurses to follow post-certificate courses. Article II of the Charter (1928) of the College of Nursing sets forth "the purposes for which the College is established and incorporated" and among others stands the following:—

- B. (h) If and when desirable, to apply for admission as a College of the University of London, and to accept admission upon such terms as the University of London may prescribe.

63. The College already is offering a varied programme of studies, which have been organised in response to the first demands presented to it. If it were to serve the expected demands from students brought to London by the Florence Nightingale International Foundation it would, necessarily, broaden the scope of its work. There is every hope that the College would be ready to do this if, and when, the necessary financial resources make it possible.

RECOMMENDATIONS.

64. It is recommended:
- (vii) That the Education Department of the College of Nursing shall serve—if possible—as the school that has been described as the necessary school of nursing.
 - (viii) That the Florence Nightingale International Foundation appoint a special committee with power to negotiate with the College of Nursing regarding the matter contained in Recommendation (vii). The Director of the Foundation necessarily would have to guide in certain aspects of these negotiations.

- (ix) That the Florence Nightingale International Foundation do everything in its power to help the School of Nursing which it uses (presumably the Education Department of the College of Nursing) to have a connection—if possible—with the University of London. The reasons for this are:—
 - (a) Opportunity for study.
 - (b) Maintenance of the standards of the School in every respect.
 - (c) A standard of accomplishment for the students working there.
- (x) That the necessary school of nursing be established—if possible—as a “ School ” of the University of London. For the import of this see paragraphs 46 and 47 of this Section.
- (xi) That every effort be made to have established in the University of London an Academic Diploma in Nursing.
- (xii) That students from abroad, if able and anxious to spend the necessary time, be given every encouragement to work for one of the established degrees of the University of London.
- (xiii) That the Florence Nightingale International Foundation shall consider, at the appropriate time, if it so desires, the endowment of a chair of nursing in the University of London. It has been explained that certain accomplishments would have to precede this.
- (xiv) That the Florence Nightingale International Foundation arrange for the use of teaching facilities in London in the wide variety of subjects which its students may desire.

SECTION VII.—FACILITIES FOR ADVANCED NURSING EDUCATION (Continued).

CONCERNING PROFESSIONAL OPPORTUNITIES.

65. In this section we are dealing with certain opportunity which is needed by students of the Foundation, namely, opportunity to see and to study and to practise various forms of professional work. This kind of experience is called variously, field work, field practice or practical work. All these terms are open to question, but for present purposes one must be chosen. We

shall use the term "field work." Thus we are considering the whole field of nursing and the use which the Foundation can, or should, make of this as a part of the "advanced nursing education" which it proposes to offer.

THE DIRECTION OF FIELD WORK.

66. It is necessary that field work be directed with great care, but the Foundation expects to serve experienced women who know their own needs and are able to indicate what they want and to benefit from this rather difficult type of educational experience. Even so, the proposed school of nursing must have experienced tutors for these students if the work is to be made successful.

THE TYPES OF WORK AVAILABLE.

67. It is to be expected that nurses from abroad will wish to see and study a great variety of professional work. Some would be interested in one thing, some in another, and altogether the demand would be extensive. A general summary might include:

General hospitals: nursing and other services in these.

Special hospitals: nursing and other services in these.

District Nursing Services.

Public Health Services, official and voluntary, including: rural and urban health departments; specialised work such as mental hygiene, tuberculosis work, child health work, and so on.

Nursing Schools: basic training schools (hospital or otherwise) and post-certificate schools.

Midwifery Schools.

Many special institutions: medical or social.

Social organisations.

Nursery schools, elementary schools and special schools.

68. We do not anticipate much demand for field work of the type included in primary training courses, since such work will have been followed at home and the nurse who goes abroad will have advanced to a further need.

GENERAL AND SPECIAL HOSPITALS (VOLUNTARY & MUNICIPAL).

69. There are very extensive facilities here for students, and a wide range of activities. Already many of these services are open to the nurses of the International Courses, while the Matrons

and other hospital authorities are ready to give very generous co-operation in the work of the Foundation. It is possible for students to spend longer or shorter periods of time in the hospitals, and thus to study, at close range, the general organisation of the whole nursing service or particular phases of the nursing and other services. As many of these hospitals are associated with medical schools, they are in touch with the medical research work of the moment and thus provide a most interesting and stimulating opportunity for the visitor from abroad.

PUBLIC HEALTH NURSING.

70. As far as practical work in public health nursing (including district nursing) is concerned, London and the rest of England have even more than the usual variety of services to offer. Certain pieces of public health nursing are developing well for use as field practice, and with work that is characterised by so much vitality, progress will be rapid. Here, too, there is a very generous attitude towards students. These health departments and associations are permitting a wide use of their facilities on behalf of nurses who approach them in this role.

TEACHING PRACTICE.

71. There is one kind of practice work that is difficult to obtain, namely, practice in class-room teaching in a nursing school. The intensive nature of the courses and the absence of trained critic teachers rules out the possibility of anything but a limited amount of satisfactory practice. It would be well if the directors of training courses for sister tutors would accept this as a present fact and arrange for teaching practice—if so desired—outside the nursing school.

SECTION VIII.—THE EXPECTATION REGARDING STUDENTS.

72. It will be understood that students who undertake special study belong to a selected group. The assumption is that the member countries will—as often in the past—give scholarships to nurses who are expected to fill responsible posts, where there will be opportunity to influence the development of nursing services and of nursing schools. If the countries give full co-operation to the work of the Florence Nightingale International Foundation, they will arrange that positions of this kind are open to their scholars after this special preparation has been given them. In addition, it is to be expected, if special opportunity for study can be made available in London at a reasonable cost, that ambitious and able women will find their way there at their own expense.

Students of this kind deserve every consideration, and it would be well if a loan fund could be maintained for their assistance. Experience has proved that money placed in a loan fund earns high interest, for it seldom fails to come back and the same amount can be used over and over again.

73. If the Director of the Foundation could travel in the member countries, she could help them greatly to understand the wisest basis for selection of scholars. Thus it could be emphasised that nurses who come from abroad should have had sufficient professional experience to know their own problems; or, if they come particularly for academic work, that they are really qualified to undertake the proposed studies.

RECOMMENDATIONS.

74. It is recommended:

- (xv) That conference continue between the Foundation and the member countries to assure the selection of scholars of particularly high quality.
- (xvi) That the Florence Nightingale International Foundation use all its resources to obtain the help that may occasionally be needed on behalf of a scholar *before the regular year of study*, e.g., some special opportunity to study English.
- (xvii) That—if possible—a loan fund be established for the use of students.

SECTION IX.—SCHOLARSHIPS AND NEGOTIATIONS WITH MEMBER COUNTRIES.

75. The conditions that obtained when the International Courses were first established caused the directors to arrange a special plan whereby the scholarship money was paid directly into headquarters. Now that this work is entering upon a second phase, the Committee would urge that henceforth scholarships should be dissociated from the general finances of the Foundation. In this case the scholarship money would be paid directly to the student and she in turn would pay her own tuition and residence fees. For the future it may be assumed that there are three possible sources of income for the Foundation, namely: (1) fees from students; (2) annual contributions as a temporary measure from member countries; (3) income from endowment or the use of special gift monies.

RECOMMENDATIONS.

76. It is recommended :

- (xviii) That, when member countries give scholarships, the money be paid directly to the student, who shall be required to pay tuition fees and residence fees in advance.
- (xix) That a certain rate should be decided upon for the cost of living in the Foundation residence, the payment to be made at the rate of a stated sum per term. It is hoped that this will not be more than that charged in other university residences for women students. This would probably be not more than £3 0s. 0d. per week.
- (xx) That the residence of the Foundation should be open for students during the Christmas and Easter holidays; and that the students who remain in residence during the holiday period should pay the accepted weekly rate. Students who do not remain in residence during the holiday should make no payment at that time.
- (xxi) That, should it be decided that field practice for students must take place during the month of September, the residence should open for the year's work on, or soon after, the 1st of September. During this period the students in residence would pay the accepted rate.
- (xxii) That every effort should be made to encourage the registration of students who will be paying their own expenses.
- (xxiii) That the Foundation shall continue to urge the member countries to encourage students by the giving of scholarships.
- (xxiv) That the decision concerning the amount of any scholarship should be entirely the affair of the person or persons giving the scholarship.
- (xxv) That the member countries be urged to make special contributions to the annual expenses until the endowment fund yields the necessary income.
- (xxvi) That full information be made available concerning the total cost to the student in connection with this work, and that this information be given widely for

the benefit of those who are considering scholarships, and also for those students who expect to pay their own expenses. The outline of the cost might be considered approximately as follows:—

Necessary costs: to be paid in advance by the student.

Tuition fees	... ..	£45	0	0
Residence fees (£30 0s. 0d. per term for 3 terms)		£90	0	0
		<hr/>		
		£135	0	0
		<hr/>		

Additional Expenses which may be incurred:

Cost of board for holiday and field work periods, if spent in residence		£36	0	0
Necessary field work ex- penses up to		£10	0	0
Incidental expenses		£30	0	0
		<hr/>		
		£76	0	0
		<hr/>		

This (or a corrected version) might be considered the approximate cost for the student who intends to remain in residence throughout the entire year, and who means to do a little travelling in connection with field work.

(xxvii) That as soon as possible the cost to each student be reduced so that a larger number of students will be attracted.

(xxviii) That students who intend to come to England from other countries shall be informed that £3 0s. 0d. per month will be required to cover the barest necessities in the way of incidental expenses. (This amount is listed as making a total of £30 0s. 0d. in the above summary.) Every student should have a little more money in reserve.

SECTION X.—THE ACTION NECESSARY TO GIVE EFFECT TO THIS REPORT.

77. The Study Committee realises that the suggestions set forth in this Report could not be carried out easily, but it is not to be supposed that the establishment of this Memorial was ever looked upon as anything but a serious undertaking. At no time

could it have been thought that an educational work of international significance could be initiated without heavy labour and a long period of uphill struggle. These conditions were accepted because there was a genuine desire to honour the memory of Florence Nightingale, and to do so by a Foundation that would live on in the future and be a constant source of enrichment for this work of nursing, with which the name of Florence Nightingale will always be so closely linked.

78. If the Grand Council sees fit to adopt these recommendations or any variation of the plans herein proposed, we hope that an early start will be made. Obviously there would have to be some assurance of sufficient financial resources but, having this, there seems no reason to postpone action. Apparently the main proposals in this Report have been anticipated for a long time past, they are in close accord with educational procedure as it is carried on in other fields in London, they follow the English custom of making use of the institutions already in existence, and there is provision for the fullest consideration of the needs and wishes and resources of the many countries that are uniting in this work. For these reasons we hope that the Foundation may be able to take from this something that is practicable for use in the immediate future.

79. At the outset the Foundation would have not only its own legitimate work to do but, also, would have to foster the development of the resources that are needed in order that this work of its own may be done. There is great encouragement to be drawn from the fact that much that is needed appears to be available.

SECTION XI.—CONCERNING THE PRESENT INTERNATIONAL COURSES.

80. In view of financial pressure it is difficult to ask the member countries to consider a continuation of the present scheme unless there is an early prospect of new development. But the Committee is making the following recommendations for the conduct of the International Courses in the immediate present:—

81. It is recommended:

(xxix) That, until the Florence Nightingale International Foundation be ready to bring new schemes into effect, or to review the whole situation, the organisation of the Florence Nightingale International Foundation Courses remain as at present in the hands of the Bedford College Committee. (This Committee consists of representatives of the Foundation and of the teaching institutions concerned with the Courses.)

- (xxx) That, for the present, the Director of the Florence Nightingale International Foundation, if and when appointed, be made *ex-officio* a member of the Bedford College Committee, in order that she may work in close association with the Director of the Social Studies Department of Bedford College and advise on all matters relating to students of the Foundation.
- (xxxii) That the programme of courses offered to Florence Nightingale International Foundation students, while continued in this present form, be arranged in such a way as to offer a wide choice of alternatives, thereby meeting the needs of differing groups of students.
- (xxxiii) That a student of the Florence Nightingale International Foundation be free to avail herself of any course given in a school of the University of London, provided that the course be open to her and be recommended by the Director of the Florence Nightingale International Foundation as suitable for her requirements, and provided further that the fee necessary can be met.
- (xxxiv) That those students of the Foundation whose future work will include teaching, be given further opportunity for continuous teaching practice, if desired; e.g., short courses of practice teaching in secondary or other schools.
- (xxxv) That, if possible, further emphasis be laid upon the organised discussion of problems of interest to the Florence Nightingale International Foundation students in connection with their theoretical and practical work.
- (xxxvi) That the conditions of the residential life provided for Florence Nightingale International Foundation students be, as far as possible, similar to those recognised in the Women's Colleges of the older Universities as desirable for the more mature student. Further, that the material resources of life be not too narrowly restricted in response to the exigencies of finance.
- (xxxvii) That while the International Courses retain their present form, steps be taken to obtain the approval of the University for these in order that the students may receive the status of "Associate Students of the University of London." It

is hoped that future developments may make it possible for the students of the Foundation to receive the status of "Internal Students."

(xxxvii) That the recommendations in Section IX of this Report be brought into operation as soon as possible for the present International Courses.

SECTION XII.—CONCLUSION.

82. When the Florence Nightingale International Foundation encourages nurses from abroad to assemble in England for special study, it accepts a heavy responsibility: a responsibility that is only discharged when provision is made for unusually valuable work in the proposed period of study. No matter what personal pleasure or profit the student has gained from this year abroad, the venture cannot be reckoned a success from the standpoint of the Foundation, unless the nurse returns home with an increased ability to deal with the general problems of nursing and of nursing schools. Is this, the critic may ask, the total expectation? Is this professional preparation all that is desired? The answer depends upon what is read into the questions. Because this Foundation has been established as a Memorial to Florence Nightingale, much of whose life was spent in the service of nursing, its purpose is also to further the interests of nursing; but quite certainly the Study Committee does not mean to suggest that this can be done by stressing a narrow professional efficiency in the women who are to give leadership.

83. What, then, should be offered to the nurse in this period of study that proposes to equip her for responsible work? There are a number of things wanted: let us examine them each in turn. First there is the obvious need for very full information concerning the best thought and procedure of the present in nursing and in nursing schools, that is, the outstanding principles and practice of to-day wherever notable work occurs. This knowledge is obtainable. Therefore, to leave a student, such as this one, without it, would be unforgivable. But information alone is a cumbersome thing, therefore the second requirement follows hard upon the first. It is that this student shall study under instructors who will help her to develop critical judgment. One of the great needs of the nursing profession to-day is a further supply of women with this quality. The leader who would serve her professional group must have the ability to test, to choose, to guide wisely.

84. And still is the professional thought all that matters? What of the woman herself? What is the year of study to do for her? It is recommended that she shall have a very free choice from a wide curriculum, therefore we do not know what particular

subjects she will be studying. But this does not seem to matter. What does matter is that the subjects shall be maintained at the level of University work. During this time the student should have an opportunity for looking at life from a more detached position; she should build up in herself broader interests and new resources of power. It is from the men and women under whom she works, and from the social environment in which she works, that such vitalising power can come. Hence the stress which this Report lays upon the academic standing of the school of nursing and the collegiate character of the residential centre of the Foundation.

KATHLEEN RUSSELL,
HELEN DEY,
BEATRICE EDGELL,
G. V. HILLYERS.

**SECTION XIII.—A MINORITY REPORT.
CONCERNING PROFESSIONAL FACILITIES.**

85. In discussing proposals concerning the work of the Florence Nightingale International Foundation, it is necessary to keep always before us the purpose of this work and the special quality of the student, through whom alone such a purpose could be met. Although the statement has been made frequently throughout this Report, I would repeat once more that this purpose is to give opportunity for special study to selected nurses, presumably in order that they, in turn, will be able to offer better leadership to nursing. Let it be taken for granted, therefore, if this purpose is to be accomplished, that there must be, first, a selected student, and secondly, an opportunity for this selected student to make a very special study of nursing.

86. Nothing that can be done for these students is more important than to equip them to understand and to guide the development of the nursing schools of their countries, for the work of the nurses in any country is not likely to be better than the schools in which its nurses are prepared. For this reason the students of the Foundation should make a very thorough study of nursing education or, more simply, a study of the nursing school. Provision should be made for the very highest grade of teaching in this regard; to this end neither effort nor money should be spared.

87. There is particular reason for stressing this subject at present because the development of our nursing schools presents a very puzzling problem. It is necessary to be very clear in the argument that is presented concerning this matter. The contention is not that the nursing schools of the past seventy-five years have been all wrong, or their work a failure, or anything of that nature. The reason for suggesting change is quite different: it is that new conditions are forcing these changes upon us. Since the opening of this century the developments in medical practice, in hospital construction and service, and in public health practice, have been tremendous, and in consequence the content and scope of nursing have expanded greatly, with the result that the present hospital school of nursing (designed to prepare hospital nurses) is pressed beyond the bounds of reason in trying to meet the new demand for a more general training in nursing.

88. To-day the general practice of nursing spreads not only through a wide variety of hospitals and in the homes of the sick, but also through a maze of activities summed up under the name of public health nursing, some of which activities have also to do with the care of the sick, while many are far away from the sick-bed. Changes in nursing school conditions are needed

urgently on behalf of hospital and private nurses, but the preparation of the nurse who is to work in the public health field calls most insistently of all for attention, and this for the simple reason that hitherto it has had the least consideration, and is, therefore, in the most unsatisfactory condition. The very nature of the *hospital nursing school* has made it impossible for it to give that preparation for public health work. Yet undoubtedly a direct training for the public health nurse must be evolved, for neither the nurse herself, nor the field that employs her, will tolerate indefinitely the patchwork that constitutes her present preparation. If we cannot develop a training school for nurses that is able to take this responsibility seriously, then it may be expected that the work itself will pass out of the hands of the nursing profession.

89. We wonder how our nursing schools are to meet these changing conditions and needs; and particularly how this can be done in the English-speaking countries which have given so much leadership in the development of nursing schools and which, in consequence, have now the most firmly set mould or pattern for these schools. Always change is more difficult when a custom is well established. Nevertheless, many of these schools are facing the new demands with fine courage and putting forth a great effort against difficulties that would discourage all but the bravest. The form of the nursing school that prevails in these countries to-day may have to undergo a rather radical reorganisation in order to serve changed conditions. If this could be done, all the accomplishment of the past seventy-five years could be conserved, and progress might be very rapid.

90. It is quite possible that the pattern for the future has already been found by a number of European countries that have evolved a quite distinctive type of nursing school within the last fifteen years, a type that seems new but which, allowing for the differences of the years, has remarkable similarity in principle to the school started by Florence Nightingale in 1860. Like its early prototype, this new school is a distinct entity with financial independence; its pupils are quite distinct from the employed nursing staff of the hospital where they practise; its pupils are relatively few in number, that is, few as compared with the total strength of the nursing service of the hospital where they practise, with the result that there can be no thought of extending this pupil service throughout the whole hospital. There is one misunderstanding about this type of school which needs careful attention: it has been feared by onlookers that the pupils in a school of this kind would have less sense of responsibility for their sick patients than in the usual hospital school. This is a curious misunderstanding, for it might be assumed that a school of this kind would know that there is only one way to make a good

nurse, and that is by having the pupil practise—with understanding—good nursing, and practise it fully and frequently enough to make her complete master of her art. It must be that something has occurred to start this confusion of thought and the confusion should be met with patience so that it can be cleared away.

91. Change cannot come all at once; no sudden solution of these problems will offer, but thought and labour are being expended freely and help is coming along two lines of effort, as follows:

- (1) Post-graduate courses in which selected nurses undertake a quiet study of all the realities of nursing service, and the work that the nursing school must do to prepare for *all* of these.
- (2) Small, carefully-controlled experimental schools in which new schemes for the primary training of nurses can be worked out under safe conditions.

These two things should be combined in one and the same school. Our so-called post-graduate schools are the only schools we have for advanced professional education: surely here, if anywhere, we should accept responsibility for promoting research where it is most needed on behalf of this profession: and these experimental schools which are giving new forms of undergraduate training must certainly be looked upon as doing research work. Unfortunately we have developed a custom of always separating post-graduate courses in nursing from undergraduate courses and placing the two, as if of necessity, in different schools. With the development of schools that are independent financially, this custom could, and should, be changed. When nursing schools are able to enter upon their work freely, much that is now placed in a so-called post-graduate course would soon find its way into the undergraduate course: for example, all that goes to make up the basic training for public health nursing would go into the category of undergraduate work—where it belongs. In such a school post-graduate courses could follow smoothly on from the undergraduate and be truly post-graduate in character.

92. The relation of all of this to the Florence Nightingale International Foundation is fairly obvious. For the students of the Foundation we must provide the fullest opportunity. If this work is to be done in London, provision must be made so that these students will not have to travel elsewhere to follow research into the problems of nursing schools (including the basic training of the public health nurse). London is the natural home for such research, both for historical reasons and also because of its high standards in sick nursing. The students of the Foundation should study at, or in connection

with, a school of nursing that is conducting a carefully controlled experiment in the general training of nurses. Whether the special school of nursing for which this Report asks could be a "School" of the University of London and, at the same time, undertake this full task of providing both graduate and undergraduate courses, it is not possible to say. But should there be difficulties about this, alternative arrangements could be proposed whereby the responsibility for the work might be shared. It is interesting to realize how similar such work would be to that initiated by Florence Nightingale herself. What a fitting memorial it would make!*

RECOMMENDATION XXXVIII.

(From the Minority Report.)

93. It is recommended that the Florence Nightingale International Foundation shall not rest content with the "facilities in London for advanced nursing education" until these facilities include access to at least one school of nursing that is independent financially, and that is conducting a carefully controlled experiment in the general training of nurses. This school should give consideration equally to the work of the hospital nurse and the work of the public health nurse in planning the preparation needed for both fields. It is hoped that the special school of nursing for which this Report asks will organize itself in such a manner that it will be able to undertake this research work.

*(NOTE.—Unfortunately I have had to prepare this Section after returning to Canada; hence it has been impossible to consult with the other members of the Committee since writing it. E.K.R.)

SECTION XIV.—COLLECTED RECOMMENDATIONS.

It is recommended :

- (i) That, instead of providing special courses of its own, the Florence Nightingale International Foundation use the facilities of an English school which shall be independent of the Foundation.
- (ii) That the Florence Nightingale International Foundation should not attempt to build an international school in England.
- (iii) That the Florence Nightingale International Foundation continue to maintain a residential centre and that, when resources permit, this centre be developed very extensively to serve as the headquarters of all aspects of the Foundation's work.
- (iv) That an early appointment be made of a Director for the work of the Florence Nightingale International Foundation, and that she be given a full complement of authority and responsibility.
- (v) That, when possible, the Director should be given enough assistance at headquarters to enable her to leave her work there for travel in the member countries.
- (vi) That, in due course, the Foundation should consider whether certain of its scholars might study in other countries as well as in England. (Already this is being done in countries that are not too far away for short visits.)
- (vii) That the Education Department of the College of Nursing shall serve—if possible—as the school that has been described as the necessary school of nursing.
- (viii) That the Florence Nightingale International Foundation appoint a special committee with power to negotiate with the College of Nursing regarding the matter contained in Recommendation (vii). The Director of the Foundation necessarily would have to guide in certain aspects of these negotiations.
- (ix) That the Florence Nightingale International Foundation do everything in its power to help the School of Nursing which it uses (presumably the Education Department of the College of Nursing) to have a connection—if possible—with the University of London. The reasons for this are :—
 - (a) Opportunity for study.
 - (b) Maintenance of the standards of the School in every respect.
 - (c) A standard of accomplishment for the students working there.

- (x) That the necessary school of nursing be established— if possible—as a “ School ” of the University of London. For the import of this see paragraphs 46 and 47 of Section VI.
- (xi) That every effort be made to have established in the University of London an Academic Diploma in Nursing.
- (xii) That students from abroad, if able and anxious to spend the necessary time, be given every encouragement to work for one of the established degrees of the University of London.
- (xiii) That the Florence Nightingale International Foundation shall consider, at the appropriate time, if it so desires, the endowment of a chair of nursing in the University of London. It has been explained that certain accomplishments would have to precede this.
- (xiv) That the Florence Nightingale International Foundation arrange for the use of teaching facilities in London in the wide variety of subjects which its students may desire.
- (xv) That conference continue between the Foundation and the member countries to assure the selection of scholars of particularly high quality.
- (xvi) That the Florence Nightingale International Foundation use all its resources to obtain the help that may occasionally be needed on behalf of a scholar *before the regular year of study*, e.g., some special opportunity to study English.
- (xvii) That—if possible—a loan fund be established for the use of students.
- (xviii) That, when member countries give scholarships, the money be paid directly to the student who shall be required to pay tuition fees and residence fees in advance.
- (xix) That a certain rate should be decided upon for the cost of living in the Foundation residence, the payment to be made at the rate of a stated sum per term. It is hoped that this will not be more than that charged in other University residences for women students. This would probably be not more than £3 0s. 0d. per week.
- (xx) That the residence of the Foundation should be open for students during the Christmas and Easter holidays; and that the students who remain in residence during the holiday period should pay the accepted weekly rate. Students who do not remain in residence during the holiday should make no payment at that time.

- (xxi) That, should it be decided that field practice for students must take place during the month of September, the residence should open for the year's work on, or soon after, the 1st of September. During this period the students in residence would pay the accepted rate.
- (xxii) That every effort should be made to encourage the registration of students who will be paying their own expenses.
- (xxiii) That the Foundation shall continue to urge the member countries to encourage students by the giving of scholarships.
- (xxiv) That the decision concerning the amount of any scholarship should be entirely the affair of the person or persons giving the scholarship.
- (xxv) That the member countries be urged to make special contributions to the annual expenses until the endowment fund yields the necessary income.
- (xxvi) That full information be made available concerning the total cost to the student in connection with this work, and that this information be given widely for the benefit of those who are considering scholarships, and also for those students who expect to pay their own expenses. The outline of the cost might be considered approximately as follows:—

Necessary costs: to be paid in advance by the student.

Tuition fees	...	...	...	£45	0	0
Residence fees (£30 0s. 0d. per term for 3 terms)	...	...	...	£90	0	0
				<hr/>		
				£135	0	0
				<hr/>		

Additional Expenses which may be incurred:

Cost of board for holiday and field work periods, if spent in residence	...	...	...	£36	0	0
Necessary field work expenses up to	...	...	...	£10	0	0
Incidental expenses	...	...	...	£30	0	0
				<hr/>		
				£76	0	0
				<hr/>		

This (or a corrected version) might be considered the approximate cost for the student who intends to

remain in residence throughout the entire year, and who means to do a little travelling in connection with field work.

- (xxvii) That as soon as possible the cost to each student be reduced so that a larger number of students will be attracted.
- (xxviii) That students who intend to come to England from other countries shall be informed that £3 0s. 0d. per month will be required to cover the barest necessities in the way of incidental expenses. (This amount is listed as making a total of £30 0s. 0d. in the above summary.) Every student should have a little more money in reserve.
- (xxix) That, until the Florence Nightingale International Foundation be ready to bring new schemes into effect, or to review the whole situation, the organisation of the Florence Nightingale International Foundation Courses remain as at present in the hands of the Bedford College Committee. (This Committee consists of representatives of the Foundation and of the teaching institutions concerned with the Courses.)
- (xxx) That, for the present, the Director of the Florence Nightingale International Foundation, if and when appointed, be made *ex-officio* a member of the Bedford College Committee, in order that she may work in close association with the Director of the Social Studies Department of Bedford College and advise on all matters relating to students of the Foundation.
- (xxxi) That the programme of courses offered to Florence Nightingale International Foundation students, while continued in this present form, be arranged in such a way as to offer a wide choice of alternatives, thereby meeting the needs of differing groups of students.
- (xxxii) That a student of the Florence Nightingale International Foundation be free to avail herself of any course given in a school of the University of London, provided that the course be open to her and be recommended by the Director of the Florence Nightingale International Foundation as suitable for her requirements, and provided further that the fee necessary can be met.
- (xxxiii) That those students of the Foundation whose future work will include teaching be given further opportunity for continuous teaching practice, if desired; e.g., short courses of practice teaching in secondary or other schools.

- (xxxiv) That, if possible, further emphasis be laid upon the organised discussion of problems of interest to the Florence Nightingale International Foundation students in connection with their theoretical and practical work.
- (xxxv) That the conditions of the residential life provided for Florence Nightingale International Foundation students be as far as possible similar to those recognised in the Women's Colleges of the older Universities as desirable for the more mature student. Further, that the material resources of life be not too narrowly restricted in response to the exigencies of finance.
- (xxxvi) That while the International Courses retain their present form, steps be taken to obtain the approval of the University for these in order that the students may receive the status of "Associate Students of the University of London." It is hoped that future developments may make it possible for the students of the Foundation to receive the status of "Internal Students."
- (xxxvii) That the recommendations in Section IX of this Report be brought into operation as soon as possible for the present International Courses.

(xxxviii) It is recommended that the Florence Nightingale International Foundation shall not rest content with the "facilities in London for advanced nursing education" until these facilities include access to at least one school of nursing that is independent financially, and that is conducting a carefully controlled experiment in the general training of nurses. This school should give consideration equally to the work of the hospital nurse and the work of the public health nurse in planning the preparation needed for both fields. It is hoped that the special school of nursing for which this Report asks will organize itself in such a manner that it will be able to undertake this research work.

APPENDIX I.

Resolutions and Recommendations which have been referred to the Study by the Committee of Management of the Foundation.

1. *Resolution passed at the Meeting of the Board of Directors of the International Council of Nurses in Geneva, July, 1935.*

“That the Board of Directors of the International Council of Nurses approve as the ultimate goal of the Florence Nightingale International Foundation the establishment of a faculty for nursing education, in some educational institution of University status.”

2. *Resolution passed by the Education Committee of the Foundation on January 18th, 1936.*

“That it be recommended that this resolution be referred to those making the Study and that no action be taken until the report of the Study has been considered.”

Suggestions and Recommendations concerning the Organization of The Florence Nightingale International Foundation, submitted by the Canadian Nurses' Association. July, 1934.

“Whereas we find that in the provisional draft the Courses are entirely referred to as ‘Courses of post-graduate nursing education,’ we feel that from the outset the scope of the organisation should be broader and should ultimately lead to the establishment of a Faculty of Nursing in the University of London, the functions of which should be nursing education research as well as nursing education in its broadest sense.

The Canadian Nurses' Association considers it is essential that the Courses offered be much wider in scope than the present courses available in the countries from which the students come, otherwise there will be little incentive for prospective students to assume the additional financial outlay, and naturally, all countries will look to this international course as something greatly in advance of existing facilities.

It is further recommended that at as early a date as possible the director of the courses should be a nurse with the necessary academic qualifications, because the continuance of the direction of the courses as at present organised will be detrimental to the success of the Foundation.

It is also suggested that the Foundation arrange for a definite study of the type of courses required by the different countries participating. This seems most essential as the success of the Foundation will depend upon the support of the various national associations.

It is also recommended that elective opportunities be available for nurses from English-speaking countries (or with a good command of English).”

**Resolution from the American Florence Nightingale Memorial
Committee, submitted to Grand Council of the Foundation,
July, 1935.**

“Whereas we find the Trust Deed refers to ‘The Florence Nightingale International Foundation for promoting post-graduate educational courses for nurses, and for any or all other purposes set out in the said Rules and Regulations or the Rules and Regulations of the Foundation for the time being in force.’

This Committee recommends that the immediate goal of the Foundation should be the establishment of a Chair of Nursing Education and a Faculty of Nursing in the University of London. The functions of such a faculty should be research in nursing education and the development of a broad educational programme.

This Committee considers it essential that the courses offered be much wider in scope than the present courses available in the countries from which the students come, otherwise there will be little incentive for prospective students to assume the necessary financial outlay. It is also believed that the Foundation should *offer courses which all countries can look upon as greatly in advance of existing facilities in the various countries.*”

It is further recommended that, with the establishment of a Chair of Nursing, the appointee to the Chair should be a nurse with the necessary academic and professional qualifications, and she should become director of the educational programme. This will be essential for the development and success of a broad educational programme. It is also suggested that the Foundation arrange for *a definite study of the type of courses required by the different countries participating.* This seems most essential, as the success of the Foundation will depend upon the support of the various national associations. It is also recommended that elective opportunities be available for nurses from English-speaking countries, or for those possessing a good command of English.”

APPENDIX II.

Questionnaire circulated February, 1936.

Question I. Have you in your country a course of instruction designed to prepare nurses for public health work? If so
 (a) is this course of instruction arranged for nurses who have already had a training in hospital nursing?

Replies to I. (a) Number of Countries answering in the
affirmative 13
 Number of Countries answering in the
negative 4

or (b) is this preparation for public health nursing part of a general training in nursing that includes both hospital training and training for public health work?

Replies to I. (b) Number of Countries answering in the
affirmative 8
 Number of Countries answering in the
negative 10

Question II. Have you in your country a course of instruction, or study arranged for nurses who have already had a training in hospital nursing and which is offered in order to give special preparation for teaching, or supervisory or administrative work in hospitals or in nursing schools?

Replies to II. Number of Countries answering in the
affirmative 7
 Number of Countries answering in the
negative 14

Question III. If you should send nurses from your country to study abroad, from which of the following groups would you be likely to select your students:

(i) Certificated and experienced public health nurses: to undertake advanced study in order to give more adequate leadership in public health nursing?

Replies to III (i). Number of Countries answering in the
affirmative 14
 Number of Countries answering in the
negative 1

(ii) Certificated hospital nurses to undertake an introductory study of public health nursing?

Replies to III (ii). Number of Countries answering in the
affirmative 4
 Number of Countries answering in the
negative 7

- (iii) Certificated hospital nurses to undertake advanced study in preparation for teaching, or supervisory or administrative work in nursing schools or hospitals?

Replies to III (iii.) Number of Countries answering in the
affirmative 17
 Number of Countries answering in the
negative nil

- (iv) Certificated hospital nurses to undertake advanced study in any special field of nursing, e.g., in tuberculosis or psychiatric work?

Replies to III (iv.) Number of Countries answering in the
affirmative 8
 Number of Countries answering in the
negative 2

- (v) Selected young women for general training in nursing, including preparation for public health nursing?

Replies to III (v.) Number of Countries answering in the
affirmative 1
 Number of Countries answering in the
negative 9

