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AN ORIENTATION PROGRAM
FOR
CHRISTIAN MISSIONARY NURSES
FOR CHINA

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TABLE OF CONTENTS

TABLE OF CONTENTS

INTRODUCTION

	Page
A. The Statement of the Problem	ix
B. The Subject Justified	x
C. The Subject Delimited	xii
D. The Method of Collecting the Data	xiii
E. The Mode of Procedure	xvi

CHAPTER I

SUGGESTED REQUIREMENTS FOR
CHRISTIAN MISSIONARY NURSES FOR CHINA

A. Introduction	3
B. Demands made upon the Missionary Nurse in China	4
1. Professional Demands.....	5
2. Academic Demands	10
3. Evangelistic Demands	14
C. Present Requirements of the Foreign Mission Boards of Outstanding Denominations	21
1. Professional Requirements.....	21
2. Academic Requirements	22
3. Evangelistic Requirements.....	25
D. Suggestions for Adapting Requirements to Meet the Demands	30
1. Professional Standards	32
2. Academic Standards	36
3. Evangelistic Standards	37
E. Summary and Conclusions	40

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CHAPTER II

PRE-FIELD GUIDANCE OF CHRISTIAN MISSIONARY NURSES FOR CHINA

	Page
A. Introduction	43
B. Preliminary Guidance of Missionary Applicant...	44
1. Fact-finding Analysis of the Applicant...	45
2. Determination of Motivation of the Applicant.....	46
3. Stimulation of the Applicant to Adequate Preparation.....	48
C. Further Guidance of the Missionary Candidate through the Educational Period.....	49
1. Some Needs to be Met Through Further Guidance.....	49
2. Suggested Methods of Further Guidance....	52
D. Pre-sailing Guidance of the Missionary Nurse under Appointment	56
E. Summary	57

CHAPTER III

INVESTIGATION OF AVAILABLE SCHOOLS IN AMERICA FOR THE PREPARATION OF THE CHRISTIAN MISSIONARY NURSE CANDIDATE

A. Introduction	61
B. Recommended Schools for a Combined Course in Nursing and Academic Education	62
1. Diploma-Degree Schools in which Courses in Chinese History Are Available	63
2. Progressive Schools of Nursing Education Requiring More Than a Five-Year Plan of Study	66

	Page
3. Other Five-Year Diploma-Degree Schools Certified by The National League of Nursing Education	71
4. Five-Year Combination Schools Recognized But Not Accredited by the National League of Nursing Education.....	73
C. Investigation of Schools for Christian Education and Mission Studies	80
D. Summary	81

CHAPTER IV

A SUGGESTED EDUCATIONAL PROGRAM FOR CHRISTIAN MISSIONARY NURSES FOR CHINA

A. Introduction	85
B. Recommended Courses in Nursing Education on Degree-Level	86
1. Nursing Supervision in Hospitals.....	86
2. Evaluation and Reconstruction of Nursing Procedures	88
3. Curriculum Construction in Nursing Education	90
4. Organization and Administration in Nursing Schools	91
5. Special Preparation for Specific Problems	94
6. Institute Courses of the National League of Nursing Education.....	94
C. Academic Education for the Missionary Nurse Candidate in a University School	95
1. Requirements of the Department of Nursing	96
2. Elective Courses in the University Departments	98
D. Christian Education for the Missionary Nurse Candidate	107

	Page
1. Bible	107
2. Education	109
3. Church History	111
4. Missions	112
E. Summary	113

CHAPTER V

SUGGESTED FIELD ORIENTATION PROGRAMS

A. Introduction	117
B. The Present Field-Orientation Program	118
1. The First Year: Intensive Study	118
2. The Second Year: Part-time Language Study	120
3. Other Years: Full-time Administration....	126
C. The Need of an Orientation Program in Specific Areas	136
1. In the Field of Nurse Placement	136
2. In the Field of Problems in Nursing Administration in China	139
3. In the Field of Cooperation with the Nurses' Association of China	143
4. In the Field of Administrative Guidance	145
5. In the Field of Professional Relationships	148
6. In the Field of Missionary Staff Relationships	150
D. Suggested Plans for the Induction of the Missionary Nurse into Administration	152
1. Plan I	153
2. Plan II	162
E. Summary and Conclusions	166

SUMMARY AND CONCLUSIONS

Page
167

APPENDIX

A. Correspondence	173
B. Block Program for a Three-Year Course in Nursing	189
C. Chart of the Chinese Government Requirements for Nursing Schools	193
D. Monthly Efficiency Record	195

BIBLIOGRAPHY

A. Nursing Education	198
B. Academic Education	201
C. Christian Education	202
D. Interviewing and Guidance	204
E. China	206
F. Missions	209

LIST OF TABLES, GRAPHS AND CHARTS

		Page
1.	Table I Personal Contacts made by Missionary Hospital Nursing School Administrator	122
2.	Table II Property and Endowment of a Mission Hospital..	123
3.	Graph I An Administrator's Day with Classes	127
4.	Graph II A Nurse Administrator's Day on the First of the Month -- 11 Hours, 45 Minutes	129
5.	Graph III A Time-study of an Administrator's Day while Relieving on Night-Duty Shift as Night Supervisor (24-hour day): Total Number of Hours, 17	131
6.	Graph IV Time-study on a Day When Early Morning Rounds Had Been Made	134
7.	Graph V A Time-Study in Nursing Placement Based on 24 Hours of Nursing Care (Service) for the Hopkins Memorial Hospital with a Staff of 10 Graduate Nurses and 14 Students	158
8.	Chart I Block Program of Studies for a Three-Year Course in Nursing	192
9.	Chart II The Government of China Department of Education for Nursing Schools of China, including Nurses' Association of China Schools	194

INTRODUCTION

AN ORIENTATION PROGRAM
FOR
CHRISTIAN MISSIONARY NURSES
FOR CHINA

INTRODUCTION

A. Statement of the Problem

Statistics reveal that the number of missionary nurses replaced in the mission field of China within the last quarter of a century is notable. Questions necessarily arise: What are the factors which cause such a turn-over? What can be done to facilitate adjustments for the missionary nurse in China?

In the hope of finding an answer to these questions and thus at least a partial solution to this problem of personnel turn-over in the field of nursing, it is the purpose of this thesis to present suggestions for an orientation program for the Christian Missionary nurse in China.

B. The Subject Justified

The turn-over in administration in the nursing personnel in China has been tremendous. In the hospital

where the writer for six years was the director of the nursing personnel, there had been a turn-over of nine missionary nurses in the previous nineteen years. This averages a new nurse every two years.

The economic waste involved is in itself sufficient reason for giving careful consideration to this subject.

Mission Boards are considering the problems involved. In correspondence and interviews, secretaries of some of the outstanding Missionary Boards have evidenced considerable interest in this study and have requested to see the research when complete.

Much mission money is being spent for transportation to and from the Orient and on language tuition for each nurse who is sent out. But the most important factor in the economic waste of the missionary-nurse turn-over results from a constant changing of the directing force of the school. An uninterrupted succession of years in nursing administration with a clear-cut directing policy over a considerable period of years produces a strong native-nurse leadership. Such leadership cannot be developed in a mission hospital, where a new missionary nurse takes charge every few years, for each new nurse must make her own personal adjustments and learn the language and customs of the Chinese people before she is able to devote her entire time and attention to the

needs of her students and staff.

There is a further cost that cannot be evaluated, namely, that to the nurse in terms of health and life adjustment. Women still in the prime of life, as a result of the experience on the field, have returned to the homeland to face a long and tedious fight to regain health and happiness.

In recent years some Mission Boards, believing the selection and preparation of candidates to be a vital factor in the problem, have done much toward the improvement of the requirements of the missionary nurse candidate and toward her more effective induction into missionary work.

C. The Subject Delimited

The scope of this study will include a suitable program of guidance and instruction for the Christian missionary nurse, both with regard to her pre-field and her field orientation studies.

The discussion of the preparation of missionary nurses will be limited to that of the nurse administrator. In China nurses administer in schools that vary from the University Nursing School, independent mission schools requiring high-school graduation for admission, independent mission schools requiring Junior Middle School graduation for admission, to the schools of nursing that have lower

educational standards than can be admitted to the Nurses' Association of China membership. The discussion herein is further limited to those nurses who are preparing to administer in schools of nursing under the dual control of the Nurses' Association of China and a Christian Foreign Missionary Board.

The program will be considered in accordance with the standards of professional and Christian preparation of the nurse for her task.

D. Method of Collecting Data

The available literature on missionary nursing in China is inadequate for a comprehensive treatment of the subject. Therefore, much of the information gathered for this study comes from first-hand contact with the Chinese medical work.

It was the writer's privilege while in China to visit twenty-two hospitals. Among the university-type of schools visited were the Nursing School of the Peiping Union Medical College, The Nursing School of the United Mission University Hospital at Nanking, The Nursing School under the Anglican Mission in Moukden, Manchuria. Among the Government Nursing Schools were the Central Hospital of Nanking and the Central Hospital of Peiping. Among the Registered Schools of the Nurses' Association of China were the Liao-Yang Hospital in Manchuria, The

Anglican Hospital in Ta Tung Shansi, The Methodist Hospitals in Wuhu, Tientsin, Nanch'ang, The Sleeper Davis Hospital in Peiping, The American Board Hospital in Teh Chow, and the McKenzie Hospital of Tientsin. Among the specialized hospitals visited were the Opium Hospital of Peiping, the Tubercular Hospitals to the west of Peiping, the Neurological Hospital of Peiping, The Leprosarium of Nan'chang, and the Peiping Military Hospital. Nursing schools visited in the group of non-registered schools were the Seventh-Day Adventist Hospital of Kalgan, Chahar, and the Seventh-Day Adventist Hospital of Shanghai, the Changli Methodist Hospital, and the Ta Ming Fu Hospital of the Church of the Nazarene.

As delegate to the Nurses' Association of China Conventions at Peiping and at Nanking, representing the Hopkins Memorial Hospital of Peiping, and as a member of the committee for the National Examination in the Practical Arts for the Presbyterian Hospital of Peiping for three years, the writer was given the opportunity to study the functioning of nursing education in China, as administered by missionary nurses. Furthermore, she was in a key position to observe for a period of six years the trend of nurse-personnel turn-over, since the new nurses under appointment studied the Chinese language at the North China College of Chinese Studies.

The material on preparation of the nurse for

administration has been gathered by the writer in pursuing educational courses in nursing administration at Teachers College, Columbia University, and the department of nursing of New York University. Not only the theoretical process of administration has been studied, but also the practical experimental process was participated in as a member of the administrative staff of the Methodist Hospital in Brooklyn, New York in 1939.

The writer attended the Buffalo convention of the New York State Branch of the National League of Nursing Education and the State Convention of the American Nurses' Association at Buffalo as a delegate of District 14, Brooklyn. Not only were the strictly professional conventions of nursing attended, but also the missionary conventions of the Christian Medical Council for Overseas Work, which were held in New York City and in Philadelphia.

The writer has gathered material on trends of Foreign Mission policy by attending the local gatherings of missionaries in New York City, attending the Uniting Conference of the Methodist Church at Kansas City, Kansas, in 1939, and the Methodist Church Conference at Atlantic City in 1940.

Thirty universities offering the combination Diploma-Degree Courses were investigated for information bearing on facilities for students acquiring courses in Chinese History or Far East History.

Thirty-eight catalogues of missionary training schools, Biblical Institutes, and seminaries have been investigated.

Information concerning qualifications for the selection of the Christian Missionary Nurses has been gathered from Board Bulletins for missionary candidates, from correspondence, and from interviews with Board secretaries.

The librarians of the Board of Foreign Missions of the Methodist Church, of the Board of Foreign Missions of the Presbyterian Church, U.S.A., of the Academy of Medicine, of the Missionary Research Library, of the Russell Sage Foundation, and of the National Health Library, have been most helpful in the quest for data.

E. The Mode of Procedure

In order to set up an adequate educational program for the Christian missionary-nurse administrator for China, the writer proceeded to determine the demands of the field in order to discover the requirements that would be adequate to meet these demands. This will be done by means of a job analysis of the nurse administrator, by means of a study of the literature in the field, and by means of case studies based on the experience and the observations of the writer.

Throughout this thesis a pattern is woven of the demands of the field in order to justify each part of the newly set-up program for pre-field and for field-orientation plans.

Through correspondence and through interviews with the secretaries of the various sending agencies, the Boards of Foreign Missions of the Protestant Christian Churches in America, information has been secured relative to the professional, academic, and Christian educational requirements for out-going missionary nurses for China. These requirements will be compared with the findings of the needs of the field. If these comparisons confirm the suspected inadequacy of the present nurse preparation, the investigator will construct a pre-field program on the basis of the educational standards for nursing-administrators in the United States, as well as on the basis of the findings resulting from a study of the demands for better preparation for Christian missionary-nursing administration of schools of nursing in China.

In preparing to set up a field orientation program for the Christian missionary-nurse administrator, the writer will consider also the necessity for greater preparation for the task during the first years on the field. This will be done by further study of the demands made on the administrative nurse. By methods of summarizing information in the form of tables and graphs, data

will be presented in order to evaluate the present orientation program. It will be the purpose of the investigator to set up two new plans for the field orientation of the Christian missionary-nurse administrator: one, an idealistic plan; the other, a practical plan. In conclusion, recommendations for further study of the problems involved in this research will be made.

CHAPTER I

CHAPTER I

SUGGESTED REQUIREMENTS FOR
CHRISTIAN MISSIONARY NURSES FOR CHINA

CHAPTER I

SUGGESTED REQUIREMENTS FOR CHRISTIAN MISSIONARY NURSES FOR CHINA

A. Introduction

Many of the nurses who have failed to continue their work in the field of missionary nursing after their first term, the cause of which is often explained as emotional maladjustment, have become outstanding successes in subsequent undertakings.

In one Mission Board, not included in this study, for example, the hospital nursing administrators were changed fairly frequently. One of the last three administrators appointed to this nursing school returned to America, took her degree in medicine, returned to China, and interned at the Peiping Union Medical College.

Moreover, in the personnel turn-over of the nine nurses previously mentioned in the Introduction to this thesis ¹ it has been possible to follow up the professional history of six of them.

For a period of fourteen years Nurse A has been Supervisor of the Out-Patient Department of the Peiping

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¹
Ante, p. x.

Union College. For a period equal in length of time, Nurse B has had complete charge of all the household arrangements of The Peiping Union College. Nurse C, after ten years in America, and after completion of a Bachelor of Science Degree at Teachers College, Columbia University, New York City, returned to China as the director of a larger nursing school than she had previously directed. Nurse D, two years after her return to America, became the night supervisor of a five-hundred-bed hospital in Greater New York. Nurse E, after her return, had charge of an X-ray department in a Brooklyn hospital. Nurse F returned for health reasons.

Simply to account for this turn-over in terms of emotional maladjustment would seem to be open to question. Instead, the above facts reveal a necessity for further study of the demands made upon the missionary nurse in China in order that she may be sent out equipped to meet the demands successfully.

The purpose of this chapter is, therefore, to analyze the demands made upon the missionary-nurse administrator in China, study the present requirements, and make suggestions for adapting requirements to the demands in order adequately to prepare the nurse.

B. Demands Made Upon the Missionary Nurse in China

The demands in China for better prepared missionary nurses are constantly increasing. The most

recent statistics available come from a hospital in Peiping, China.

"Clinic registration totaled about 142,000 last year, as compared with 111,000 the year before, . . . have a third man in the Medical Clinic work, to help with X-ray, tbc (tubercular) work, and act as school doctor for Hui Wen, a job we took on last summer."¹

Increase of medical work demands increase of medical staff. This increase in hospital personnel broadens the professional standards of the institution and thereby increases demands made on the nursing staff. This increase of demands gives rise to the necessity for better-trained leadership among administrators.

1. Professional Demands

By means of a job analysis,² it will be shown that the missionary nurse in nursing school administration has the following responsibilities:

In Relation to the Hospital

Supervision of hospital wards
 Supervision of the care of patients
 Adjustment of the daily ratio of nurses
 to patients

.

¹ Dr. Reno Backus, missionary administrator of Hopkins Memorial Hospital at Peiping, China, in personal letter to writer, dated February 12, 1941.

² This job analysis is made up from the personal experience and observations made by a missionary nurse after she had administered in a missionary hospital in China and had followed the experience with courses in nursing administration in an American university.

Planning and approval of schedules
 Approval of revisions in technic
 Inspection of records, requisitions,
 reports
 Inspection of housekeeping in all wards

In Relation to Nursing Personnel

Direction and supervision
 Quality of nursing care
 Health
 Morale

In Relation to Graduate Nurses

Appointment and assignments
 Assignment of vacation and leaves of
 absence¹

In Relation to Developing
 Chinese Leadership for
 Administration

In Relation to Student Nurses

Arrangement of schedule for admission of
 affiliating students
 Selecting and guiding the teaching staff
 for student nurses
 Arrangement of class hours in relation to
 hospital duty

In Relation to Subordinate Employees

Approval of appointment of employees
 Approval of schedules

In Relation to Yearly Budget

Nursing personnel
 General Equipment
 Storehouse supplies
 Linen

.

¹The superintendent of nurses is responsible for a school which functions twelve months a year and seven days a week.

In Relation to Nursing School Office

Assignment of duties of secretaries
and office personnell
Approval of the payroll
Files and records
Correspondence

In Relation to Reports

Annual reports to the Board of Foreign
Missions by whom she is commissioned
Annual reports to the local hospital
Board of Managers
Reports of students to the Nurses'
Association of China in recommendation
for student's graduation.
Miscellaneous, as for mission surveys and
such

In Relation to Conferences

With medical superintendent-----Daily
With business manager-----When necessary
With assistant superintendent
of nurses-----Every morning
With night supervisor-----When necessary
With housekeeping supervisor-----Daily
With head nurses and supervisors-----Weekly
With dietary department-----When necessary
With individuals-----By request

In Relation to Meetings

Committee meetings of Hospital Administrators
of the City
Nursing School Committee
Mission Meetings
Nurses' Association of China Meetings
Medical Meetings as at the Conferences of
Peiping Union Medical College
Miscellaneous

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¹This applies only to the hospitals where there are more than two missionary nurses. The smaller hospitals do not have extra nursing-school office aid.

It is evident from the above that much of this work requires a higher standard of education than is usually required of a general-duty nurse. In order to avoid friction and to apply administrative knowledge, the missionary nurse must be trained for this function. Unless she has learned the technique of research and has an understanding of sociological relationships, as taught in the university schools of education, she will hardly know how to deal with problems efficiently.

The following two studies are given in order to explain the importance of advanced educational courses in nursing administration toward improvement in nursing procedures. For example, a nurse without educational courses in nursing tried to institute a new procedure in the following manner and with the stated results:

Missionary Nurse G, with the trial and error method, desired her nurses to change a nursing technique. She called a meeting of the head nurses, recognized the fact that the method being used was inadequate, outlined a new method of procedure, and then proceeded to present it to the hospital committee as a procedure that needed to be revised. The revision was made with varying degrees of success, according to the individual nurse's reaction. Some of the staff cooperated in a splendid way; others used a self-made adaptation; while other nurses used the old inadequate method.

With contrasting results, a nurse having a Bachelor of Science degree and adequately prepared for her position through the educational courses of the nursing department of a school of education was able

successfully to introduce new methods. This reconstruction program was worked in the following manner and with the stated results:

Nurse H desired to change a nursing procedure. Committees were set up, not only from the nursing staff, but also from the medical staff and the Nursing School Committee. The following involved subjects were investigated:

Bacteriology and Microbiology
 Chemistry and Disinfectants
 Economics and the Choice of Equipment
 History and General Methods, advocated
 by general use and medical literature

After a thorough study, changes were made in this procedure which involved an initial cost greater than had been anticipated, but which was counter-balanced by the time-saving devices instituted. By means of correlation of psychology, sociology, and her scientific knowledge, this nurse was able to guide her school into a beneficial new procedure, drastically cutting long hospitalizations due to cross infections.

The most important reason for demanding adequately prepared nurses, as outlined in the job analysis,¹ is the necessity for developing Chinese leadership in administration for the nursing schools of China. Where there has been frequent turn-over in the missionary-nurse personnel the nursing standards have been poor, thereby hindering progression in developing such leadership.

The preceding study shows that the first logical demand for better preparation of missionary

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¹ Ante, p. 6.

administrative nurses is lodged in the fact that the medical institutions in which they are to function are steadily increasing in their demands for capable administrators.

Furthermore, this study of the demands of the field has revealed that nurses going to China for administrative positions are not sufficiently prepared by having merely a nursing school training. They must have in addition, in their pre-field process of making ready for administrative service in China, such studies as would enable them to direct the work demanded of an administrator in China as outlined in the job analysis of this chapter.

2. Academic Demands

The professional success of a Christian missionary nurse administrator in China is based on more than her professional record. In a study of a mission hospital the investigator found that the missionary nurse had intimate responsible executive relationship with the heads of the following departments: (1) the hospital board of managers, (2) the medical staff, (3) the hospital committee, (4) the pharmaceutical, (5) the pathological, (6) the purchasing, (7) the dietary, (8) the housekeeping, (9) and the department of buildings and grounds.

This interdepartmental relationship revealed a demand for a nurse who had a sensitive mental perception of human relationships, and since this is not entirely an inherent trait, it must be developed through an educational process.

In the functioning of the administrator's nursing school, the missionary nurse works in cooperation with other training schools in the vicinity. Often the mission nursing schools of the city will have union graduation exercises at which it is necessary for the missionary nurse administrator to officiate. In order to meet this demand, the missionary-nurse should be prepared to perform her inter-mission and public duties with poise and dignity. These requirements of the field demand that the nurse in her pre-field educational program include such courses as will develop her ability in linguistic expression and in social conduct.

As the directress of the graduate and undergraduate activities in the hospital, the missionary nurse administrator interviews patients and patients' relatives, for she is the hospital hostess of the nursing school. This requires a cultural approach and an understanding of needs which a nurse without academic preparation usually fails to meet.

As a missionary of her Board she is responsible for formulating in quarterly letters reports of her work.

Unless the nurse has had educational courses in which she has learned to form and state objectives, she is liable to do injustice to her nursing school. This field of activity also demands higher educational standards than those invested in a high school and nursing diploma.

For a woman to maintain authority of administration in a hospital in China, as she must in nursing education, and in performing such work in a community where the majority of the inhabitants have not accepted Christianity, the missionary nurse is handicapped by her womanhood. The ancient sage Confucious taught:

"Women are, indeed, human beings, but they are of a lower state than men. They never can attain full equality with men. The aim of female education, therefore, is perfect submission . . . not cultivation and the development of the mind."¹

He also taught:

"It is a law of nature that women should be kept under the control of men and not allowed any will of their own."²

Lin Yutang in the book, "My Country and My People," says:

"Something in the Chinese blood never quite gave woman her due from primæval times. The fundamental dualistic outlook with the differentiation of the 'yang' (male) and the 'yin' (female) principles, went back to the

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¹ Quoted by Bashford: China an Interpretation, p. 128.

² Ibid.

'Book of Changes,' which was later formulated by Confucious. The respect for women, a certain tenderness toward the female sex, which was characteristic of the Teutonic races already in their barbaric days, was absent in the early pages of Chinese history. As early as the time of the folk songs, collected in the 'Book of Poems,' there was sexual inequality, for 'when a baby boy was born, he was laid on the bed, and given jade to play with, and when a baby girl was born, she was laid on the floor and given a tile to play with.'¹

Of this attitude, Bishop James Bashford, of the Methodist Episcopal Church, says:

"Women in China have always suffered from the teaching by the religious books of their inferiority to men."²

This attitude has not only retarded the education of women in China, but accounts for some of the difficulties of women administrators when sustaining male and female or male schools of nursing in China. It accounts for many of the difficulties of a nurse in maintaining authority over male servants, such as ward orderlies, porters, and other institutional help. However, in the process of research the writer has found that the veneration of education is held in such esteem that an academic degree elevates the woman to a place of respect.

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¹ Lin Yutang: My Country and My People, p. 137.

² James Bashford: China an Interpretation, p. 127.

The preceding research has shown through a study of hospital inter-departmental relationships that the missionary nurse administrator needs more educational preparation than is required for a nursing diploma. This study has shown, further, that the field demands require that the missionary nurses have academic education in order to perform inter mission relationships and officiate at public gatherings in a creditable manner. It has also revealed that the nurse needs cultural education in order to be the hospital hostess. It has also been shown that pre-field academic preparation of the nurse needs to be raised in order to maintain satisfactory relationships with the sending agencies, the Boards of Foreign Missions in America.

However, the most important demand for academic education for the Christian missionary nurse administrator in China is that of having a tool to overcome the handicap of being a mere woman. Recognition has also been given to the fact that there is a distinctive cultural pattern in Chinese thinking and reactions that require greater consideration of the educational preparation of missionary nurses than has been previously thought necessary.

3. Evangelistic Demands

The missionary nurse as an administrator in a Christian school of nursing in China works among young

people, some of whom have never known the standards of Christian living. Some of her students will have only recently accepted Christianity. Hers is the task of helping God to permeate their lives with Christian love, honesty, purity, and unselfishness. Hers is the privilege for three years of watching the development of character as these young nurses minister to the Christian and to the non-Christian patients' needs during their hospitalization period. The influence of the evangelism done will be felt far beyond the hospital walls. For example, during a period where Hospital "A" was left without missionary nurse leadership the following case developed:

Chinese Nurse A was a member of a Chinese preacher's family who took up nursing for a profession. Nurse A had been reported as having sold narcotics, which he had stolen from the hospital, to a student in the mission high-school, in order that the student might commit suicide. Nurse A denied the story, but the superintendent of the hospital felt that he had enough evidence to threaten expulsion of Nurse A from the school of nursing in case of further evidence. A month after the arrival of the foreign nurse another missionary approached her in regard to Nurse A, stating that a youth in whom she was interested had been to the hospital the previous year for opium cure treatment. This youth had just confessed that he was still under the influence of opium-smoking and that while he had been in the hospital, instead of being cured of the habit, he had bribed Nurse A for narcotic injections. Because the incident supposedly took place before the previously mentioned incident, Nurse A was permitted to remain in the hospital. The new missionary nurse spent an hour a week with Nurse A in special Bible study and prayer. When he graduated his ethics had greatly improved.

Another incident to illustrate the necessity of preparation for developing ability in Christian leadership in the nurse administrator is given by a nurse who had had a little training before going to China:

Chinese Nurse B came to the mission school of nursing with good recommendations and a fairly good school record. The day after the class had been accepted, a missionary from the home locality of Nurse B reported that Nurse B gambled, had been a very impudent student, and had been expelled from an excellent training school for nurses the year before. Within a year Nurse B had repeated his previous hospital offence twice, and the nursing school committee had voted to expel him from the school. The missionary nurse reports that she spent the greater part of the morning talking about the all-important matter of the nurse's life and living. The two searched the Scriptures and in them found eternal life. Nurse B left the hospital to return home to become a constructive force in the life of the community.

These cases serve only to corroborate the self-evident fact that the missionary nurse should be able to lead student nurses into experiences of worship by turning their hearts, minds, and will toward God. Every morning in the "morning chapel" for nurses she has an opportunity to bring the group to an experience of worship. In order to do this in the midst of her busy professional life she should have special education in conducting worship services.

Nursing should not be merely an accessory of the missionary program, but an essential part of the proclamation of the Gospel. Dr. Kraemer has fittingly

said:

"By virtue of its apostolic character Christianity is primarily interested in truth, which is 'eternal life' (John xvii:3: 'This is eternal life that they know thee, the only real God, and him whom thou hast sent, Jesus Christ'), and not in values."

Dr. Kraemer continues this thought as follows:

"All activities of the Christian Church and of missions in social service, in education, in rural reconstruction, in medical work and so many things more only get their right missionary foundation and perspective if they belong as intrinsically to the category of witness as preaching or evangelization."¹

Not only has Dr. Kraemer, of Holland, resounded the Christian emphasis for the need of making missionary medical work more Christian. Dr. K. C. Wong, of China, states:

"Medical missionary work is not merely a humanitarian enterprise, but it is an integral part of the work of the Christian Church, whose mission it is to make known God as revealed in Jesus Christ."²

Furthermore, if the missionary nurse is to become an integral part of the missionary community, she will be expected to participate in the Christian program of the mission and the community in such ways as leading the missionary prayer meeting.

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¹ Hendrik Kraemer: The Christian Message in a Non-Christian World, pp. 401-433.

² K. D. Wong: Future of Christian Medical Work, Chinese Recorder, January 1940.

There is still another phase that makes it urgent for education in the content of Christianity, as well as being able to live a Christian life. She is known throughout the community as a Believer in the Jesus Way of Life. Sick bodies enter the hospital, but they bring with them sick souls. The Chinese surgeon can remove gangrene of the body, but only the Great Physician can remove malignancy of the spirit.

Some missionaries outside of the medical profession recognize in their writings that in many instances the evangelistic aim of foreign Christian Missions in the medical realm is lacking. F. Olin Stockwell, of Chengtu, represents this attitude, for he writes:

"The medical staffs of many of the church hospitals do not feel any very definite relation to or dependence upon the church, and the relation of the medical in the evangelistic work seems to many only an historical incident, not a mutual interdependence demanding mutual loyalty and support."¹

However, it seems the consensus of opinion that medical missions do have an evangelistic aim.

The missionary nurse is definitely a part of the evangelistic personnel of the missionary work in China. She is preparing Christian nurses for future leadership.

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¹ F. Olin Stockwell: Some Half-Truths about Mission Work, The China Christian Advocate, November 1938.

These Chinese Christian nurses help compose the native church of China. Dr. John R. Mott writes:

"The native church is the human resource which affords the largest promise for the evangelization of the world. . . . One of the most difficult problems on the mission field is that of raising up and training this force of suitable native workers. They should be men with a clear knowledge of truths essential for salvation, men of piety, men earnest and effective in service. . . . The unreliability, the lack of spirituality, the want of resourcefulness, and the low ideals and motives which characterize so many native agents is a source of much discouragement. . . . The main concern must be to enlist and build up workers who will be really efficient. This calls for thorough and prolonged training. . . . Without doubt the greatest work of the missionary is to make missionaries. In no other way can he so multiply himself."¹

Not only have religious leaders recognized the evangelistic demands of all missionaries in China, but this attitude is expressed by the medical personnel.

Dr. Anna Scott, of Kakchieh, wrote in 1896:

"The longer I am on the field, the more I am convinced that the policy of our society to make each medical mission a helping hand in evangelistic work, is the only wise one for a missionary society to pursue."²

And Dr. Ernest Clay, of Changli, China, in an article on "Hospital Evangelism" in the China Christian Advocate, March 4, 1939, states:

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¹ John R. Mott: The Evangelization of the World in This Generation, pp. 128-170.

² Eighty-second Annual Report, Baptist Missionary Magazine, 1896, p. 346.

"Often times there are village elders, prominent merchants, township or county officials or even higher officials in the hospital as patients. In our own small hospital we have had scores of them in the past ten years, numbers of them each year and some manifesting unusual interest in the Christian message as given by word of mouth and as lived by the hospital staff. These are folks of influence in their communities, folks who guide the destinies of the younger members of their families, folks who control the family finances. If one of these were won for Christ and became an aggressive personal worker what a harvest of souls would result."

Dr. Clay uses this statement taken from his article in pleading for the assignment of a foreign missionary evangelist for hospital work. However, the writer believes that the problem of hospital evangelization can be conducted better by the medical personnel themselves. If they are prepared for evangelistic work they will know the physical conditions of the patients and when it is wise to exert the patient's strength as involved in emotional decisions.

Through the presentation of two case-studies the writer has shown that the missionary nurse needs preparation for development of the spiritual life of her student body. These two case-studies have also shown that the need for evangelistic preparation is not only based on student needs, but also is an essential part of the missionary program of the community, both among the Chinese and her co-workers.

It has been shown that the demands of the self evident need for Christian preparation for

missionary nurses have been recognized in a general way by missionary authorities. Furthermore, the need of the medical missionary field in China for specially prepared Christian leaders for hospital ministry is recognized by the members of the missionary medical profession.

C. Present Requirements of the Foreign Mission Boards
of Outstanding Denominations

1. Professional Requirements

The basic requirement of all of the Boards of Foreign Missions is that the nurse under appointment be a professional registered nurse in America.

The Board of the United Church in Canada states that their nurses must have "at least one to two years' experience in Canada."¹ Miss Ruth Ransom, of the Board of Missions and Church Extension of the Methodist Church, reports that they are asking that every missionary who goes out have at least one year of successful experience in work similar to that to which she will be assigned.² Other Board secretaries state that they desire the

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¹ Ruth H. Taylor, in personal letter to writer, dated Oct. 17, 1941. (See Appendix A).

² Ruth Ransom, in personal letter to writer, dated Feb. 7, 1941. (See Appendix A).

missionary nurse to have some post-graduate experience in nursing before sailing for China.

2. Academic Requirements

At the beginning of this study a basic consideration must be faced. That is, What should be the minimum educational consideration for a director of a school of nursing? One Board, as previously mentioned, states that every missionary who goes out should have at least one year of successful experience similar to that to which she will be assigned. If this statement is applied to the educational field, it must be defined in terms of educational qualifications. If the educational preparation requires a diploma in the field of "Principal of School of Nursing and Director of the Nursing Service," it will demand studies on Master's degree level, for:

"Satisfactory evidence is required that the candidate is prepared to teach at least one subject in the nursing curriculum, and to plan and supervise a teaching program for a group of student or graduate nurses. At least one of the two years for this diploma must be on the Master's level."¹

It is known that it is possible to secure administrative positions as principal in nursing schools without a college diploma. However, these schools do not

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¹Teachers College Bulletin, 1940, p. 17.

secure the best grading by the American Hospital Association¹ and the American Nurses Association. The schools to which the missionary nurses are sent are accepted by the Nurses' Association of China. A survey of the Schools of Nursing in Greater New York would reveal the fact that there are accredited schools being administered by nurses with a Bachelor of Science or Arts, degree without a diploma of "Principal of Schools of Nursing and Director of the Nursing Service." It seems to the writer that the last mentioned type of preparation, that of a Bachelor of Science or Arts, is the type of preparation that should be acceptable in a pre-field orientation program.

However, not all Boards of Foreign Missions are agreed upon the amount of scholastic education a missionary nurse needs. In 1938, at the Conference of the "Christian Medical Council for Overseas Work," the Nurses' Conference of the Council brought before the Conference the need of sending out nurses with a Bachelor Degree from a recognized college. The Woman's Missionary Society of the United Church of Canada requires one year of university studies. Bishop Herbert

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¹ The American Hospital Association and the American Medical Association have lists of recognized hospitals. The National League of Nursing Education of the State supplies information as to school grading.

Welch suggests at least a full high school diploma and that additional college courses would be wise.¹ Miss Nona Diehl, of The Women's Missionary Society of the United Lutheran Church in America, writes:

"We realize more and more the value of having a degree in nursing education. This has not been required up to the present time."²

Dr. Mark H. Ward, Medical Secretary for the American Board of Commissioners for Foreign Missions, writes:

"The American Board requires that nurses for most of the mission fields have a full college training in addition to the full nurses training in a well-equipped hospital. . . . a nurse going out to China should be exceptionally well qualified."³

In a bulletin of information of the Board of Foreign Missions of the Presbyterian Church in the U. S. A., there is a statement that college graduation is desirable. Dr. A. B. Parson, of the National Council of the Protestant Episcopal Church, states that their qualifications are the same as those of other Boards. The Women's Baptist Foreign Mission Society states that nurses should have training in a recognized training school, and in

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¹ Herbert Welch, in a personal letter to writer, dated Nov. 4, 1940. (See Appendix A).

² Nona M. Diehl, in a personal letter to writer, dated Nov. 11, 1940. (See Appendix A).

³ Mark H. Ward, in a personal letter to writer, dated Oct. 22, 1940. (See Appendix A).

addition "college training is necessary in some cases and desirable in all."

3. Evangelistic Requirements

The purpose of Protestant missions is well expressed in the words of our Lord Jesus Christ:

"Go ye therefore, and make disciples of all the nations, baptising them into the name of the Father, and of the Son, and of the Holy Spirit: Teaching them to observe all things whatsoever I have commanded you: and lo, I am with you always, even unto the end of the world."¹

The Apostle Paul expresses the purpose and method of propagating the Gospel:

"And the things which thou hast heard from me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also."²

The aim of the Foreign Missionary Movement, as stated by one of the Boards, follows:

"The supreme and controlling aim of Foreign Missions is to make the Lord Jesus Christ known unto all men as their divine Saviour, to persuade them to become His disciples, and to gather into churches which shall be, under God, self-propagating, self-supporting, and self-governing; to cooperate so long as necessary with these churches in evangelizing of their respective

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¹ Matthew 28:19,20.

² II Timothy 2:2

countries, and to bring to bear on all human life the spirit and principles of Christ."¹

Dr. Lerrigo, of the Northern Baptist Church, has stated the purpose of medical missions as follows:

"The paramount task of medical missions is winning of men and women to Jesus Christ. The Board therefore recognizes with gratitude to our Lord and Master the earnest evangelistic spirit pervading our medical work all over the world."²

However, mere nominal acceptance of the Christian religion is not sufficient to satisfy the requirements of the commission given by our Lord; it is necessary to teach believers "to observe all things whatsoever I have commanded you."³ As Dr. Speer says, "The work of the Church is not only evangelization; it is the permeation of life with Christian principles."⁴

The American Board of Commissioners for Foreign Missions states:

"From its years of experience the Board realizes the importance of the doctors and nurses having a year of training in a school of Missions such as the one at the Hartford Foundation."⁵

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¹ Adopted by the General Conference of the Methodist Episcopal Church, Kansas City, Mo., 1928.

² Peter H. J. Lerrigo: Northern Baptist Re Think Missions, p.91.

³ Matthew 28:20

⁴ Robert E. Speer: Christianity and the Nation, p. 91.

⁵ Mark H. Ward, in personal letter to writer, dated Oct. 22, 1940. (See Appendix A).

The Woman's Missionary Society of the United Church of Canada have already included a requirement in the qualifications for missionary nurses, that of spending one year in the United Church Training School in Toronto in definite missionary training.¹ The executive secretary of the Woman's Missionary Society of the United Lutheran Church in America states:

"In addition to this we ask the nurse to have some special training in Bible study. . . Above all, she is a missionary of the gospel, and as such is responsible for a program of religious education in the institution in which she works."²

Again, there is not unanimity of opinion in regard to the need of religious education for the missionary nurse. One secretary adds to a statement of requirements, "and then perhaps some religious education, if she is particularly in need of that."³

The writer has shown that all the Boards of Foreign Missions demand as an absolute requirement that the out-going missionary nurse must be a registered nurse in America. This study has also revealed that the sending agencies' requirements as to professional experience of the registered nurse before sailing are somewhat vague.

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¹ Ruth H. Taylor, in personal letter to writer, dated Oct. 17, 1940. (See Appendix A).

² Nona M. Diehl, in personal letter to writer, dated Nov. 11, 1940. (See Appendix A).

³ E. M. Dodd, in personal letter to writer, dated Feb. 21, 1941. (See Appendix A).

By means of investigation of the educational standards of the various Boards of Foreign Missions, it has been shown that there is no absolute requirement for an academic degree for out-going missionary nurse administrators. Furthermore, the present writer has found only one Board requiring of the missionary nurse the absolute necessity of spending one full year in a School of Missions, or its equivalent. In order to attempt to repair the walls and build up the breaches in missionary nursing, the first object of importance is to have the preparation of the nurse constructed to fulfil the demands of the field.

From the foregoing, it is evident that the cause of failure of missionary nurses to be retained in missionary service is the lack of educational preparation. The writer has proceeded to show that if nurses are going to be successful in view of the growing demands within the medical institutions of Christian missions in China, where she is to serve, it is essential that the Boards have higher standards for nursing education than have been required in the past.

A job analysis has been presented showing that the future preparation of the missionary nurse candidate should include a scope of information that can best be gathered by a well correlated educational program. This position has been supported by two comparative case studies revealing the need for knowledge in the fields of

microbiology, chemistry, economics, psychology, and sociology, as well as methods in research. Such an educational program may only be attained by pursuing courses in fulfillment of a Bachelor's degree, or even higher educational standards.

It has been shown that the missionary nurse needs to develop poise, dignity, and linguistic ability; and, furthermore, it has been revealed that the missionary nurse needs academic preparation for a cultural approach in her administrative work.

This chapter has shown one demand of the missionary field of China to be that the missionary nurse be sufficiently educated to maintain good relationships, through correspondence, between her nursing school and the supporting Board of Foreign Missions. The most important demand of the field for an academic degree for the Christian missionary nurse administrator has been stated as that of establishing esteem for the nurse's womanhood. The study of Board requirements, as previously stated, revealed that they did not necessitate a degree, although there is a general recognition of the fact that academic preparation is of value. In this chapter not only has it been shown that the Christian mission field demands higher standards of professional training for nurses and better educational standards for administrators, but a survey of the ways in which a missionary nurse ministers to the

spiritual needs of those about her reveals a real need that the nurse be prepared also for Christian leadership.

D. Suggestions for Adapting Requirements
to Meet the Demands

Nurses have an axiom, stated thus: "The shadow of the Superintendent of Nurses falls the length of the hospital." The shadow of the missionary nurse will consist of professional, cultural, and evangelistic attitudes.

The leaders of the Jerusalem Conference stated:

"Along with this is the need of the best possible medical training, that they may be able not only to make the most worthy contribution to the relief of the suffering, but also to meet the demands of work in countries, where they will be thrown largely on their own resources."¹

The American Missionary leaders elaborated on their thought in the following manner:

"Coupled with a more careful selection must come a more careful training. This will require increasing study of the work which the missionary has to do. Missionary tasks will become more exacting. They are bound to change and from time to time modifications will need to be made in methods and materials of training."²

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¹ Jerusalem Meeting: International Missionary Council, 1928, Vol. VIII, p.132: Article by Fridodt C. Moller on Medical Missionary Work.

² Report of the 41st Annual Meeting of the Conference of the Foreign Mission Boards in Canada and the United States, p.43.

In the preceding study of Board requirements for the missionary nurse of today, the qualifications can be summarized as follows:

1. A degree from a Grade A college before training
2. Graduation from a well-equipped hospital
3. One or two years of successful administration
4. One year in a missionary training school

In analyzing these requirements for the missionary nurse,¹ it will be noted that the nurse spends four years in college, three years in a nursing training school, two years in successful administration, and one year in a school of religious education. If these requirements are consistently maintained, the youngest nurse under appointment would be about thirty years of age before she is ready, after a year of language study, to begin her work.

Field observation in China revealed that nurses are being sent out several years younger than thirty years of age. The missionary nurse, as observed by the writer, was usually about twenty-six years of age.

Because of the urge to secure young people in order that they may adjust themselves to foreign customs and acquire a most difficult language -- one based on tones instead of grammatical construction -- the Boards have been faced with the necessity of choosing between professional

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¹See Appendix A.

experience, academic studies, and Christian education.

The standards that are to be discussed under professional, educational, and evangelistic requirement adaptations are being suggested on the bases that these requirements may be completed and the nurse be sent to the field by the time she is twenty-seven years of age.

1. Professional Standards

The American National League of Nursing Education has studied the problem of hospital staff in relation to hospital cost. Their conclusion is stated in the following words:

"One of the largest items in the hospital budget is the cost of nursing service, of which cost the expenses of salaries constitutes a relatively large proportion. For the sake of economy and efficiency, therefore, the greatest care and judgment should be exercised in the selection and appointment of personnel. . . . Nurses should be chosen who are prepared by educational and cultural background, special training, and experience to do the particular piece of work to which they are assigned."¹

In view of the past experiences of many missionary nurses, professional preparation is as important in hospital administration in China as it is in the larger American hospitals.

It is not sufficient merely to require a

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¹ National League of Nursing Education: Manual of the Essentials of Good Hospital Nursing Service, p.18.

nursing diploma, but such nursing preparation as can best be had in schools recommended by the National League of Nursing Education, such as will be recommended in Chapter III, and in addition to nursing education, in such courses in administration as will be recommended in Chapter IV of this thesis.

A survey of the demands of the missionary medical field of China has revealed that there is a growing demand for better trained administrators.¹ Some Boards of Foreign Missions have recognized the fact that there is a place for professional experience before a new nurse sails for China,² but often the type of professional experience is not explicitly outlined. The writer suggests that the professional experience and the professional education be made the complement of each other.

a. College Work Before Nursing Training

A nurse who has had her college work before her nursing training doubtlessly would gain more benefit in accepting an institutional position and taking post-

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¹
Ante, pp. 4,5.

²
Ante, p. 21.

graduate courses in nursing, teaching, and administration in conjunction with it, than attempting a full year of post-graduate study. The program for a major in Supervision of Hospitals and Schools of Nursing, as given by Professor Burgess, of Teachers College, Columbia University, requires one year as head nurse or a similar position,¹ while the program for a major in Administration in Schools of Nursing has a prerequisite of three to five years in executive and educational work.²

b. College Work after Graduate Nurse Experience

A nurse who has taken her course in a good school of nursing and has spent several years in general duty, private duty, or public health nursing, is under still another classification. She has had post-graduate experience, but certainly not administrative experience. If she is sincere, feeling that she has a mission to perform in missionary nursing, the first step would be a three-year college course, in completion of her Bachelor's degree. The Foreign Missionary secretary could do much for a missionary nurse candidate by recommending her to one of their home-mission hospitals, where during the three months of the summer vacation she could gain administrative experience and render valuable summer service to the institution, incidentally earning a substantial sum

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¹ Teachers College Bulletin 1940-41, p. 18.

² Ibid.

toward her college tuition. In the opinion of the writer, the first summer should be spent in doing general duty, so that she may become acquainted with the hospital staff and its equipment, the second summer given responsible supervisory activity, and by the third summer she should be able to take considerable executive responsibility in the Nursing School.

c. College in Conjunction with Training.

The nurse who has taken the five-year diploma-degree course, a combination with a nursing diploma and Bachelor of Science or Arts degree is still comparatively young. A two-year period of administration in a large hospital where it is known that the nurse is not to be a permanent member of the staff would in all probability be limited to secondary opportunities for executive work. Some nurses who are highly specialized find it hard to adjust to the limited personnel and the limited equipment of the mission hospital, as compared with conditions under which the nurse has been trained. It seems that it would be well to supplement this nurse's training and highly theoretical education with a superintendency of a small under-staffed, under-equipped hospital for practical experience.

Furthermore, some nurses will have a choice of places in which they may secure professional experience.

Hospitals located in a section of a city where there are Chinese residents are suggested to have priority over other institutions.

2. Academic Standards

The purpose of an educational program for outgoing missionary nurses is to develop not only personality and scientific knowledge, but also competence.

The missionary nurse administrator has the following four functions:

1. In the medical field, in regard to the staff's carrying out the physician's orders
2. In the nursing field, the physical and mental development of patients and nurses
3. In the educational field, to teach the nurse, then to teach the patient, through them to teach the community
4. In the administration field, to be in charge of equipment and records

For the carrying out of the above demands that the Christian missionary nurse have the following definite qualifications:

1. Must have a quality of leadership
2. Must be liked by others, because she has to do what other people want her to do
3. Must be able to take her place with influential people in the community
4. Must be democratic
5. Must be able to promote team-work
6. Must be able to formulate and state objectives of the nursing service
7. Must have technical mastery, for she will be the nursing expert of the hospital
8. Must be able to make decision by inductive

thinking in a logical manner, tabulate the results of it, make the hypothesis, and stick to it

9. Must have love; it is the greatest point in leadership
10. Must be fair in administration. To be able to see both sides of the situation, be friendly and yet professional
11. Must have a Bachelor Degree from a recognized college, with a major in nursing education, for a foundation on which to build nursing administration.¹

Some of these qualities are inherent traits, others will be mastered only by an educational process.

A lecturer in a mission course said about Yenching University appointments, "You wouldn't go there without a Ph.D." Other positions are demanding Doctorate degrees in Theology, Doctorate and Master's degrees in Education. It is not too much to ask a nurse to secure a Bachelor's degree in order to fulfil her mission. The writer recommends academic studies to be taken in conjunction with the nursing diploma in the five-year plan.

2. Evangelistic Standards

Heretofore a good Christian character, with good professional standards, has been considered sufficient for the missionary nurse if it were coupled with

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¹ Compiled from sources in the nursing education bibliography and material in Nursing Administration Course taken on Master's level at New York University, 1938-39.

missionary motivation. This period of medical missions is passing. Willing hearts and hands, while important, are not enough. Knowledge, skill, and judgment, the results of education and experience, are all essential.

Among the executives and medical experts of the Christian Church, there is a growing concern about the Christian preparation of the medical missionary staff being sent to the field.

In order to accomplish the aim of foreign missions, the Jerusalem Conference, in its concern for medical missionaries, states:

"They should be persons who have a vital experience of Christ, who share His compassion for the suffering, and for His sake desire to serve them."¹

Dr. E. M. Dodd, of the Presbyterian Board, writes:

"For our own Board, we feel that a good many of our doctors and nurses have not had enough real training on the religious side -- on the thought content of Christianity, shall we say, on the history of Christianity and the Church, on methods of work which can be utilized by a nurse."²

Dr. Edward Hume writes:

" . . . The point to remember is that in these countries to which we go and for which we

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¹ Jerusalem Meeting: International Missionary Council, 1928, Vol. VIII, p.132: Article by Frimodt C. Moller on Medical Missionary Work.

² E. M. Dodd, in personal letter to writer, dated Oct. 11, 1940. (See Appendix A).

prepare, there is an intellectual attitude toward religion with which we Americans are too often unprepared to cope. . . . Few nurses and few doctors have any training in understanding the meaning of Christianity."¹

Usually this most important phase of missionary preparation, evangelism, has been omitted from the educational process of missionary nurses.

The nurse has spent much time on her scientific preparation for her missionary work. Much of her Christian preparation has been spent in listening to sermons and talks about the Bible, but she has not put intensive study into the Christian preparation of her message.

John R. Mott says:

"Education from the point of view of evangelization, is essential as a means for raising up and training native preachers and Christian leaders for all departments of life."²

The demands of the field for Christian preparation for leadership of the missionary nurse warrant the recommendation that after the candidate nurse has fulfilled the professional and academic requirements, she be required to complete a full year of studies in the meaning of the Christian message and in methods of Christian education.

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¹ Edward Hume, in personal letter to writer, dated Oct. 15, 1940. (See Appendix A).

² John R. Mott: The Evangelization of the World in This Generation, p.12.

E. Summary and Conclusions

By means of a comparative study of the field's demands for the preparation of the new Christian missionary-nurse administrator with the present requirements of the sending agencies, the various Boards of Foreign Missions of the Christian Church, the investigator has drawn the conclusions that this nurse should have higher educational standards than have been previously considered necessary. The research has shown that a pre-field orientation program should include college-level nursing educational courses, academic studies in the social sciences, and the fulfilment of requirements for an academic degree. Furthermore, the study has revealed the demand of the field for preparation of the Christian missionary-nurse for definite Christian service. Moreover, the comparative study of the sending agencies reveals only one Board, that of the United Church of Canada, requiring a full year for the study of the Christian message to be taken by an Ambassador of Christ to non-Christians.

Because the field, the various Mission Councils, and the Mission Boards recognize the need of Christian evangelical preparation for missionary nurses, the writer advocates a full year for post-graduate study in Christian education.

CHAPTER II

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PRE-FIELD GUIDANCE OF
CHRISTIAN MISSIONARY NURSES FOR CHINA

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A. Introduction

Often the remark is made that the executive type is needed for the mission field. The same nurses who have had the courage to leave all to follow Him may become good administrators. But administrators, like generals, are not the result of the stroke of genius. The statement of Marshal Foch concerning the super-general applies at this point:

"I do not believe in the stroke of genius that turns the fate of battle. Battle is a complicated operation. You prepare laboriously. You think of every possible development and decide on the way to deal with the situation created. When one of these developments occurs, you put into operation your arranged plan. Everyone then says, 'What a genius to have thought of that at the critical moment,' whereas the credit is really due to the labor and preparation done beforehand."¹

In recent years, in order that the best values may be obtained for the money expended, much stress has been placed on guidance in all branches of industry. A guidance program for nurses, however, constitutes a

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¹ Quoted by Lillian Clayton: Problems of Administration: an article in the American Journal of Nursing, April 1935.

comparatively new field of activity in the educational world. That its importance is receiving increasing recognition is evidenced by the fact that in 1940 the administrators of nursing schools in the New York City League of Nursing Education spent from October 7 through December 9 studying the problem of guidance for nurses. If it is considered essential for nurses here in America, it can hardly be questioned that it must be of even greater value for missionary nurses preparing to go to China.

It will be the purpose of this chapter to discover the place of guidance in the preparation of the missionary candidate for China. This will be done by a further study of the demands of the field, further investigation of literature, and deductions made from personal interviews and observations.

It will be assumed throughout this discussion that the missionary personnel secretary will, of course, have in mind the demands of the field and the requirements which the candidate will have met before going out, as set up in the previous chapter.

B. Preliminary Guidance of the Missionary Applicant

It is of utmost importance that the first preliminary interview be held with the applicant as soon

as possible after the application for missionary service is received. The earlier the guidance program begins, the longer the Church Board will have to produce administrators according to their desired pattern.

1. Fact-finding Analysis of the Applicant

Candidates who fill out the routine application forms for missionary service interview the personnel secretary of the Board. The applicant who has negative qualities, such as retarded education, mental dullness, defective physical mechanism, poor adaptation to school, general emotional instability, neurosis or psychosis, is disqualified for missionary service.

The approach to guidance is that of fact-finding, for the interviewer's purpose is to gain a conception of the candidate's personality, Christian experience, cultural background, and education.

In an interview the nurse candidate for missionary service will no doubt be willing to talk of her experience and life's purposes, but probably will not know what is specifically wanted. The personnel secretary, by her manner and rapport, must release any nerve tension and build up a synthesis of action and reaction to each other. This synthesis will bring forth fruitful results. For the personnel secretary, the interview is a

careful transmitting device, a medium, a mirror.

The expertness that has been attained by the personnel secretary in the skills of discovering facts, her sympathetic approach because of her deep understanding of human nature, her sincerity, her ability to keep confidences, her helpfulness to the candidate due to her knowledge and cooperation with all the departments of the organized church which she represents, and her keen perception of usable characteristics in the candidate, plus her ability to direct action through methodical treatment and systematic recording of the history of the candidate, all of these should make her an invaluable aid in the guidance of the Christian missionary nurse.

2. Determination of Motivation of the Applicant

The missionary nurse applicant will become a member of the missionary personnel of the Board in its endeavor to serve God through spreading the Gospel as revealed by our Lord Jesus Christ. Determining the motivation of the applicant is essential, as has been evidenced on the field. Conscious of this fact, an American medical missionary to China gives an accurate analysis of the book "Yang and Yin," in which the missionary doctor battles with humanitarian principles of service without the needed spiritual strength. The

missionary, Dr. Hyla Watters, writes:

"'Yang and Yin' depicts a mission hospital in China and an utterly devoted doctor giving himself in his work even to the point of deliberately infecting himself with a tropical disease in order that the disease may be studied at home and a cure for it be found. Yet before the spiritual struggles of his patients and Chinese co-workers we find him able to offer little help. When the young Chinese in whom he has centered much of his hope comes to him one day with shining eyes to announce his decision for the Christian life, the doctor seems at loss for a reply, and finally says lamely, "Oh, you wish to join the church!" The book leaves us with the feeling that the doctor's failure in this vital respect is due, not to his sympathy with the strivings of the Chinese to find spiritual satisfaction along the lines of their old religions, but to a lack of deep spiritual strength in his own life that would have enabled him to reach out and help them through the life situations where their old religions failed to help."¹

The same problem, namely, sociological aid versus a spiritual ministry, is also present with some nurses. There are nurses, as well as doctors, who go forth with the humanitarian ideal of bettering the conditions of man as their sole motivation. The humanitarian ideal is good, but not dynamic enough for the Christian ministry. Therefore, it is important that the secretary should find out the motivation of the nurse seeking missionary service. If there has not been a

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¹ Hyla S. Watters, General Hospital, Wuhu, China, on Hospital Evangelism, in the Seventh Annual Medical Conference, Parkside Hotel, New York City, 1937. Published under the auspices of The Committee of Reference and Counsel of the Foreign Missions Conference of North America.

"call" to Christian missionary service, the applicant is basically disqualified.

3. Stimulation of the Applicant to Adequate Preparation

The missionary nurse candidate should be stimulated to consider missionary nursing as the highest type of spiritual ministry, as well as medical ministry. Merely to approach this work as a profession is inadequate.

After the nurse applicant's Christian experience and conception of service on the field have been ascertained to be compatible with the missionary organization objectives, the nursing educational preparation should be thoroughly considered with the missionary nurse applicant. The first thing is to make the applicant see the need of academic preparation and be willing to spend sufficient time and effort in this preparation. Here the demands of the field and the requirements of the Board should be clearly set forth.

It is, moreover, of great importance that the Board personnel secretary should consider with the missionary applicant for the nursing service such questions as how, where, and when she should pursue her preparations in nursing education and in administration.

C. Further Guidance of the Missionary Candidate
through Educational Period

Continued guidance is imperative in order that the candidate may meet the requirements. Without continuous guidance there may be serious consequences.

1. Some Needs To Be Met through Further Guidance

a. The Need of Guidance in
Nursing Experience in America

In one case, for example, a nurse spent three years between graduation and going to China doing private duty while taking courses of her own choosing because of lack of specific guidance. The mere fact that she was "keeping her hand in practice" by performing bed-side nursing and was pursuing a general course of education was considered sufficient preparation. It is little wonder that that nurse found administration difficult in China.

In regard to counseling on the Christian aspect of medical missions, the International Missionary Council came to the conclusion that:

"Fuller cooperation must be sought in recruiting candidates and guiding them during training and furlough. More serious consideration should be given to the effective coordination of Christian medical work with other forms of Christian work."¹

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¹International Missionary Conference: The World Mission of the Church, p.82.

It is to be noted that within the past few years this is being carried out to a greater extent, and the interviewed candidate is more and more reaping the benefits of constructive investigation of the nature of the Christian ministry among non-Christians.

b. The Need of Understanding the Status of Nursing in China

Today many nurses go to China with less than a speaking acquaintance with the official organization of nursing in China. Of this organization Miss Alice Fitzgerald, of Paris, writes:

"In a country as large as China it would be quite impossible to collect general information and feel it was up-to-date if it were not for the efficient work of the Nurses' Association of China, which is an organization second to none, and which commands for itself an almost unbelievable position of authority."¹

It cannot be emphasized strongly enough to the new candidate that the Nurses' Association of China is not an inferior organization for, once on the field, she herself will become one of its many tools of operation. In the United States the local superintendent of nurses, with the aid of her educational committee, decides on the text books that shall be used in her school. This is not true in

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¹

Alice Fitzgerald: Eastern Nursing through Western Eyes; World's Health, Vol.X, p.37.

China. The National Committee of the N. A. C., as the Nurses' Association of China is known throughout the length and breadth of China, determines the translation of the best nursing educational books of the world. The best nursing text books from England, as well as from the United States, are selected for use in Nursing Schools. The N. A. C. has a contract with the Kwang Hsueh Publishing House in Shanghai, and all the text books are ordered as recommended by the N. A. C.

It will further aid in the motivation of the nurse to acquire adequate preparation in professional academic subjects if she is made to realize that after the required three years of membership in the N. A. C., she will begin to become a vital part of the organization. She will in all probability become a Sectional Examiner of the organization in the National Examination of the Practical Arts Procedure.

c. The Need of Improving the Status of
Nursing on the Mission Field

The missionary nurse candidate should be guided into a growing consciousness of her future position as an educator, for she will be pioneering in establishing nursing as an educational factor in the mission field, a hitherto neglected aspect of the work. The Chinese Recorder, an educational review periodical, considers

medical work as an educational factor in discussing the medical colleges and medicine in general. Yet in its October 1939 edition on "Christian Education," it limited its discussion of nursing under the title, "Nursing Graduation Exercises" to about 125 words. In this article there is made a comparison of the number of nurses graduating since 1915 to the present time. Nothing is said about standards or types of nursing schools. In the United States, educational leaders have recognized nursing in its proper relationship to the general field of education;¹ this must be done in China.

2. Suggested Methods of Further Guidance

The strain of the nursing department of the Boards will be greatly eased if the nurse representatives are prepared so that they are capable of carrying their end of the load in functioning in China. The nursing experts in America recognize the importance of this, for it has been written:

"Just as a director is able to gather her staff from the type of nurses above the average, or raise them to a higher level after acceptance, will her

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¹ Cf. Virginia C. Gildersleeve: Education for the Life of Today. Address of the Dean of Barnard College, Columbia University, reported in the pamphlet, Copy of Speeches; Luncheon Session: 31st Annual Meeting of the National League of the New York League of Nursing Education, October 19, 1940.

own duties and responsibilities be simplified and her ends assured. . . . A director will find that unless she can attract to her organization nurses of a certain fine calibre, she will never be able to maintain the standards that she desires."¹

a. Through Periodic Conferences with the Personnel Committee

Thus, too, the work of the Medical Department of the Boards of Foreign Missions will be simplified by a well organized guidance plan for their missionary nurse candidates during their educational period. To that end it is important that there be a series of conferences at regular intervals between the personnel secretary and the applicant who has been accepted as a nursing candidate. This guidance plan should include also periodic interviews with recognized persons of authority in the China medical department of the Board, preferably arranged by means of a personnel committee.

These conferences should be of aid to the candidate in order that she may keep perspective in her preparation, thereby not becoming over-involved in activities, and they should help her to keep a normal balance between nursing, education, and Christian preparation.

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¹
Dock and Stewart: A Short History of Nursing, p.211.

b. Through Correspondence

In addition to periodic personal interviews, the candidate should be reached through correspondence. One of the China Missionary Secretaries sends personal letter-greetings to his missionaries on their birthdays. This annual letter-greeting is appreciated by his staff. Often the nurse candidates' only correspondence with their Board is limited to the answer of solicited information.

It seems to the writer that periodic expression of interest in the nurse candidate's well-being and in the progress of her preparation for service during her educational days would not only have a beneficial result on the candidate, but also on all of her local church-mission Board relationships.

Furthermore, during the nurse's third year at college, information should be sent to her, in the form of a permanent memorandum, regarding the Chinese government requirements for the nursing school curriculum.¹ This should be done in order to help her construct her own educational program for the senior year to the best advantage of her future work.

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¹
See Appendix C.

2. Through Contact with Medical Missionaries

In order to have a well constructed guidance program, the candidate should have direct contact with missionaries from the field. Guidance through medical missionaries on furlough is possibly the hardest part of the guidance of the missionary candidate that should be accomplished. The reason for this is that it involves at least three persons working in coordination to make it successful, the Board Secretary, the medical missionary, and the missionary-nurse candidate. During the past years this approach to guidance of the missionary nurse has sometimes been neglected or has not been carried out as successfully as it might have been. For example:

The family of a Christian missionary nurse candidate lived within ten blocks of her Board Rooms while she was in her senior year of training. This nurse visited her family frequently. Although she was within walking distance of the Board Rooms, she never received an invitation to meet with medical missionaries, educationalists, or evangelical missionaries. Yet at a later date, when in China, she discovered that the wife of a missionary in her station for weeks had been a patient in the same institution in which she had been a student nurse in another department. Yet neither had known of the other's missionary interest. It might have been an opportunity for an acquaintance that could have been of mutual advantage to both.

All nurse candidates are not so conveniently located near the offices and missionary personnel center as in the above-mentioned case. That, however, is not an insurmountable obstacle. The following study will show

how two high school girls met the problem of securing some guidance:

Miss A and Miss B wanted to be missionaries, but knew they needed to learn more about missionary work. Miss A attended a missionary meeting and secured the interest of a conference leader of missionary work in organizing a young peoples missionary society. Publicity was secured monthly, as the society was the only young people's missionary organization in the city. By gaining the cooperation of two adult missionary organizations in the city these two young girls were able to secure outstanding missionaries on furlough for their annual spring meeting. Thus they secured information that their needs demanded. Much more could have been accomplished if the missionaries had gone prepared with the information that they were part of a guidance program.

D. Pre-Sailing Guidance of the Missionary Nurse

Under Appointment

Often the missionary nurse under appointment is assigned to fill a definite vacancy in a specific hospital.

Some nurses go out with too vague a knowledge of what they are to meet. When the missionary nurse has been accepted and is a missionary under appointment, if at all possible she should be given definite information regarding the specific situation at the hospital where she is to serve. She should be given information about its size, its staff, and rating of its nursing school in China.

The case of Miss Y illustrates the disadvantages of going out without understanding the local situation.

Miss Y arrived in the city of her appointment before attending language college. She met the Chinese and American staff of the hospital, then visited the language college. Again she surveyed the hospital, which she had traveled a month to reach, only to announce that her intentions were to return to America, as the hospital was well equipped and already had an active staff of doctors. She had understood that she was to serve a city destitute of Western medicine. Within a period of a month she returned to America.

The foregoing illustration is a radical one, but other less acute cases could be cited where the adjustment would have been facilitated if pre-knowledge of the situation had been made available.

E. Summary

This chapter has considered the importance of guidance in the pre-field orientation program of the missionary nurse candidate. It has been shown that in order for the Boards of Foreign Missions to send nurses to China who may successfully cope with administrative problems they must have a carefully constructed guidance program.

Moreover, it has been revealed that the guidance program begins with the first fact-finding interview to determine the fitness of the applicant and to define the Christian motivation for medical missionary service. Furthermore, it has been shown that the sending agencies have a responsibility in developing their future nurse

administrators through periodic conferences with the personnel committee, through correspondence, and through contacts with medical missionaries, until the sailing date.

Through all the contacts made with the missionary nurse candidate, it is imperative that the guidance program be based on the demands of the China mission field and the requirements as set up in the previous chapter.

CHAPTER III

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INVESTIGATION OF AVAILABLE SCHOOLS IN AMERICA
FOR THE PREPARATION OF
THE CHRISTIAN MISSIONARY NURSE CANDIDATE

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A. Introduction

The Foreign Mission Board Personnel Secretary, after careful consideration of the demands of the mission field, should recommend to the nurse candidate the best available school to meet her needs. These schools should be selected on the basis of their excellence in technical, academic, and Christian education. The writer recommends the Five-Year Diploma-Degree Combination Plan as the ideal educational program for the missionary nurse candidate.

It will be the purpose of this chapter to show that the best college for the China missionary nurse candidate in which to matriculate would be a university school offering courses in Chinese or Far East History in addition to the required nursing diploma courses.

The fact is recognized that not all nurse candidates will be able to attend universities where Oriental History is offered. Therefore, other universities and colleges offering the Five-Year Combination Plan of Nursing Diploma-Degree are being recommended. These

schools are selected on the basis of the soundness of their educational program, as has been verified by the National League of Nursing Education.¹ A fourth group of schools will be recommended on the basis of individual and denominational preference.

Christian Education or Mission Studies will be advocated for Post-Graduate Study. The writer recommends at least one year in such a school for mission study, with one course in nursing education.

As has been previously stated, catalogues of colleges and schools for Christian education have been investigated. The following findings will be organized in geographical units, and the discussion will be centered about the preparational facilities in the nursing, the academic, and the Christian educational fields, respectively.

B. Recommended Schools for a Combined Course in Nursing and Academic Education

In fulfilling the aim of education to meet the needs of the missionary nurse, three types of nursing

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¹ Miss Claribel A. Wheeler, Executive Secretary of the National League of Nursing Education, in personal letter to writer dated Feb. 28, 1941. Furthermore, Miss Wheeler sent the writer a checked list of these schools. (See Appendix A).

schools are recommended.

1. Diploma-Degree Schools In Which Courses
in Chinese History Are Available

The universities in this group of schools of nursing offer the best of nursing technique and will permit the nurse to study in an ideal situation. The undergraduate courses in the School of Education will instruct the nurse in the teaching technique of nursing subjects and in methods and principles of administration, which she will find invaluable in her China School of Nursing. Furthermore, other courses that will aid her in social adjustments as a missionary in China will be available. Of special importance among these are the historical courses in Chinese Studies. Under the guidance of the university advisor, the candidate will be able to assemble a well correlated curriculum.

The following schools have been chosen on the basis of the following three qualifications:

- a. Awarding of a Diploma of Nursing from a school of excellent rating, and offering a fine selection of nursing instructors.
- b. Awarding of a Degree of Science or Arts in conjunction with the school of nursing at the completion of a five-year period.
- c. Courses in Chinese History or Far East relationships.

Such universities may be found in all sections of the

country and should be recommended to high school applicants desiring missionary nursing service in China.

For this purpose, the following list is given:

New England Group

University of New Hampshire

Mid-Atlantic Group

Presbyterian Hospital School of Nursing,
College of Physicians and Surgeons,
Columbia University, New York City
Students having credit for two or more
years of college work acceptable for
transfer to Columbia University may
receive a B. S. from Columbia University
upon completion of the basic course in
the Department of Nursing of the College
of Physicians and Surgeons

Western Pennsylvania School of Nursing,
Margaret Morrison Carnegie College,
Pittsburgh, Pennsylvania
Students spend two years at the Margaret
Morrison Carnegie College, followed by
two years in the school of nursing, and
return to college for the fifth year

Temple University, Philadelphia, in affilia-
tion with New York Hospital, New York City
Students spend two years at Temple
University, followed by three years
at New York Hospital

Central States Group

Colorado University Nursing School
Students must have completed two years
of college work in a college approved
by a recognized accrediting agency,
followed by three years in the school
of nursing

Indiana University School of Nursing
Students spend three years in the
College of Arts and Sciences of Indiana
University and twenty-eight months in
the School of Nursing

Michigan University Nursing School
 Students spend three years in the
 College of Literature, Science, and
 Arts of the University of Michigan,
 followed by two years in the School
 of Nursing

Minnesota University School of Nursing
 Students spend one and one-half years
 at the College of Science, Literature,
 and Arts of the University of Minnesota,
 or other recognized colleges or
 universities, followed by two and one-
 half years in the School of Nursing,
 returning to the College of Education
 of the University for one year

Nebraska University School of Nursing
 Students spend two years in the College
 of Arts and Sciences, followed by three
 years in the School of Nursing

Wayne University, Henry Ford School of
 Nursing, Detroit, Michigan
 Students spend two years in the College
 of Liberal Arts and three years in the
 School of Nursing

Western States Group

California University Nursing School,
 Berkeley and San Francisco, California
 Students must have completed either
 two years of college work at the
 University of California or at some
 junior college offering the required
 subjects, followed by three years in
 the Nursing School

Stanford University School of Nursing,
 California
 Students must have completed either two
 years of college work at Stanford
 University or its equivalent, followed
 by three years in the School of Nursing

University of Oregon Medical School,
 Department of Nursing Education, in affilia-
 tion with the Doernbecher Memorial Children's
 Hospital and the Multnomah County Hospital,
 Portland, Oregon

Students spend two years at the University of Oregon at Eugene or at the Oregon State College, followed by three years in the Department of Nursing Education of University of Oregon Medical School, Portland

Washington University School of Nursing,
Harborview Division

Students spend eighteen months in the campus division, followed by thirty months in the Harborview Division of the University of the University of Washington.

2. Progressive Schools of Nursing Education
Requiring More Than a Five-Year
Plan of Study

Experiments are proving that accumulative experience in administrative judgment counterbalances the enthusiastic disregard for consequences of a youthful person.¹ On this question of the importance of adequate preparation and appointment age, Dr. E. M. Dodd has made for the Presbyterian Board the following statement:

"We have sent out some nurses who are quite a bit older, who have made out very well. Their maturity has made up for some other losses. But, on the whole, we would rather have a person out before she is thirty years of age."²

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¹ Statement of Dr. Herrick B. Young, April 4, 1941.

² E. M. Dodd, in personal letter to writer, dated Feb. 21, 1941. (See Appendix A).

During his incumbency, Dr. William B. Pettus, President of the North China College of Chinese Studies, has noted that there is no ratio between learning a language and that of the age of the learner. For example, Dr. Pettus states that the three best students in the study of Chinese have been men of maturity, one sixty years of age, and the other two about forty years of age. From the knowledge of Dr. Pettus' study and from the content of Dr. Herrick B. Young's statement that at present "the ceiling of missionary appointment is from twenty-eight to thirty-two years of age," the writer recommends the following schools to nurses who have demonstrated particular fitness for administration.

Columbia University, New York City, Teachers
College Department of Nursing Education

The Nursing Department of Teachers College of Columbia University is not surpassed in its educational program for nurses who have graduated from a nursing school and are preparing for administration. At this school the missionary nurse candidate may also secure excellent orientation preparation for living in China through the history courses offered in the Chinese Department of the University.

The University of Chicago School of Nursing,
Chicago, Illinois

The University of Chicago does not offer a Combination-Curricula Course. The School of Nursing requires a three-year course. However, because of the type of preparation that the candidate for Christian Missionary Nursing Service for China may receive in the University School of Nursing in matriculation with the University of Chicago, this school is being given special mention.

In the Department of Comparative Religions the nurse may study the History of the Religions of the Far East as part of her pre-field orientation program. In the Department of Oriental Language and Literature, she may select courses in the field of History of Chinese Civilization. In the Department of International Relationships the nurse may select such courses as the Far East in the Twentieth Century. Six or seven years in covering such a plan of study would be well spent.

The Yale University School of Nursing, New Haven, Connecticut

Students are required to have a college degree for admission, and after a thirty-two-month course in the School of Nursing receive a Master's Degree. Candidates who have demonstrated unusual talent in their church relationships and in their educational scholarship should be encouraged through special preparation for functioning at some future time as an administrator in a university school of nursing in China.

Johns Hopkins Hospital School of Nursing, in affiliation with the Johns Hopkins Medical College, Baltimore, Maryland

Miss Anna D. Wolf, who has had years of experience in China as an administrator, has been principal of the New York Hospital School of Nursing and is at the Johns Hopkins Hospital of Nursing. A nurse studying at such an excellent school under the educational guidance of a person like Miss Wolf would be greatly benefited.

The Harvard University School of Nursing of Harvard University, Cambridge, Massachusetts, and Syracuse University School of Nursing, of Syracuse University, Syracuse, New York

Extra time in preparation of the missionary through correlated studies in the departments of nursing, oriental studies, and Christian Education, such as may be secured in these two universities, would be of extreme value to the Board of Foreign Missions which the missionary nurse candidate represents.

Department of Nursing Education in the School of Education of New York University, New York City, New York, with affiliation in The Biblical Seminary in New York

This school is particularly recommended to missionary nurse candidates for China service who have completed their training and have had a period of time elapse before making application for foreign missionary endeavor, and for nurses who have had their college work before training. At the New York University the nurse may secure the necessary educational courses, specialize in Nursing Administration, and matriculate with the School of Missions at the Biblical Seminary, where she would secure courses in Christian Education that would contain the thought content of Christianity, history of Christianity and the church, and methods of work which can be utilized by the missionary nurse.

Frances Payne Bolton School of Nursing, in affiliation with the Western Reserve University, Cleveland, Ohio

Students are required to have a college degree for admission, and after a thirty-three-month course in the nursing school receive a Master's Degree.

The Universities of California, Berkeley, Stanford, and Washington, on the West Coast, have an unusually good reputation for post-graduate study in their nursing departments. These schools offer such superior educational facilities in nursing, academic, and Christian education that the writer considers a few additional years spent in such preparation to the advantage of both the Board of Foreign Missions and the candidate.

3. Other Five-Year Diploma-Degree Schools

Certified by The National League of Nursing Education

For various reasons, such as parental authority, the desire of an eighteen-year-old girl to be near her home and friends, and for other legitimate reasons, a person looking forward to missionary service might desire to be nearer to her home than the schools recommended in the previous lists would permit. The schools recommended below are schools of nursing which have the Cooperative Hospital Curriculum, awarding the Nursing Diploma and Collegiate Degree, but which do not offer Chinese history. It will be possible for these students to acquire Chinese history courses in matriculation with the school of missions or seminary where she may take her post-graduate studies in Christian Education. The following schools are recommended:

New England Group

Simmons College School of Nursing, Boston, Massachusetts; affiliated with Children's Hospital, Boston, Lying-in, Massachusetts General Hospital, McLean Hospital, Peter Bent Brigham Hospital

Students spend the first two and one-half years at Simmons College, followed by two years of hospital experience, and return to college for the last half year.

Skidmore College, Department of Nursing, Skidmore College, Cambridge, Massachusetts; affiliated with the Mary McClellan Hospital
Students spend two years at Skidmore College, followed by two and one-half

years in the School of Nursing and return to the college for the last semester.

Mid-Atlantic Group

Rochester University Nursing School, Rochester, New York; affiliated with the Strong Memorial Hospital

Students spend three years at the College of Arts and Science of the University of Rochester, followed by two years in the School of Nursing.

Southern Group

Vanderbilt University School of Nursing, Nashville, Tennessee

Students must have completed two years of college work in an approved college or university, followed by three years in the School of Nursing.

Mid-Western Group

Lutheran School of Nursing; in affiliation with Augustana College, Moline, Illinois

Students spend two years at Augustana College, followed by three years in the School of Nursing

University of Cincinnati School of Nursing and Health

Students spend four years in an integrated program at both the university and at the hospital

Washington University School of Nursing, St. Louis, Missouri; in affiliation with the Barnes Hospital, St. Louis Children's Hospital, St. Louis Maternity Hospital

Students spend two years in the College of Liberal Arts of Washington University or in any accredited college or university, followed by three years in the school of nursing.

Wisconsin University School of Nursing, Madison, Wisconsin

Students spend three years in the College of Letters and Science or in the College

of Agriculture, followed by twenty-seven months in the School of Nursing.

4. Five-Year Combination Schools Recognized,
but Not Accredited by the
National League of Nursing Education

Some Boards have connection with their denominational schools of nursing, usually schools of high standing. The church extension department may desire its candidates to train in its own nursing schools, in order that the nurse's spiritual life may be undergirded with strong bands of Christian leadership.

Other nurse candidates will desire to enter nursing schools nearer home than the schools mentioned in the previous two lists. The following nursing schools offer to the candidate a five-year plan that confers a Nursing Diploma and the Bachelor of Arts or Science Degree. This list, however, has not been closely evaluated by the National League of Nursing Education.

Maine

Eastern Maine Central Hospital of the
University of Maine, Bangor, Maine
Students spend two years at the
University, followed by an integrated
program during the next three years
spent partly in the School of Nursing.

Rhode Island

Rhode Island School of Nursing; affiliated
at the Pembroke College, Brown University,

Providence, Rhode Island

Students spend three years at the University, followed by two years in the nursing school.

New York

Arnot-Ogden Memorial School of Nursing, affiliated with Elmira College, Elmira, New York

Students spend one year at Elmira College, followed by four years in an integrated program at both the nursing school and the college.

Russell Sage College School of Nursing, at Troy, New York

Students spend one year at Russell Sage College and three years at the hospital. Miss Gertrude Hodgman, who for the past ten years has been director of the Peiping Union Medical College School of Nursing, is at present the Principal of this School of Nursing.

New Jersey

Jersey City Medical Center, in affiliation with the New Jersey State Teacher's College, at Jersey City

Students spend three and one-half years in an integrated program at both the school of nursing and New Jersey State Teachers' College, followed by a year at the School of Nursing.

Pennsylvania

Presbyterian School of Nursing, in affiliation with the University of Pittsburg, Pennsylvania

Students spend two years at the University of Pittsburg, followed by two years in the School of Nursing and a fifth year in an integrated program at both the School of Nursing and the University.

Maryland

University of Maryland School of Nursing,
Baltimore, Maryland

Students spend two years in the College of Arts and Sciences of the University of Maryland, followed by three years in the School of Nursing.

Virginia

Stuart Circle Nursing School, affiliated with the College of William and Mary, Richmond Division, at Richmond, Virginia

Students spend two years at the Richmond Division of William and Mary College, followed in the next three years by an integrated program at both the College and the School of Nursing.

North Carolina

Presbyterian School of Nursing, affiliated with Queens-Chicora College, Charlotte, North Carolina

Students spend two years at the Queens-Chicora College, followed by three years in the School of Nursing and return to the College for the final year.

Florida

Florida Agricultural and Mechanical College School of Nursing for Negro Students, Tallahassee, Florida

Alabama

Baptist School of Nursing, affiliated with the Alabama Polytechnic Institute, at Auburn and Birmingham, Alabama

Students spend three years at Alabama Polytechnic Institute, followed by two years in the School of Nursing.

Louisiana

Charity Nursing School, affiliated with the Louisiana State University, Baton Rouge and New Orleans, Louisiana

Students spend three years in the School of Nursing and two years at Louisiana State University.

Tennessee

University of Tennessee School of Nursing at Memphis, with affiliation at the University of Tennessee at Knoxville, Tennessee.

Students spend two years in the College of Liberal Arts at Knoxville or at the Junior College of the University at Martin, followed by three years in the School of Nursing.

Ohio

Ohio State University School of Nursing, Columbus, Ohio

Students spend one year at Ohio State University, followed by thirty months at the hospital

Toledo Nursing School, affiliated with the University of Toledo, Ohio

Students have ninety-four semester hours of college work and three years of the basic program in nursing. The course is organized according to the Antioch plan, intermixing theory and practice throughout the five years.

White Cross School of Nursing, affiliated with the Ohio Wesleyan University and Capital University, at Columbus and Delaware, Ohio

Students spend three years at either Ohio Wesleyan University or at Capital University, followed by twenty-eight months in the School of Nursing.

Michigan

Edward W. Sparrow School of Nursing, in affiliation with the Michigan State College at East Lansing, Michigan

Students spend four years in an integrated program at both the School of Nursing and at Michigan State College, and one year entirely at the School of Nursing.

Missouri

Research School of Nursing, affiliated with the University of Kansas City

Students spend the first two years at the University, the next two years at the School of Nursing, and the fifth year at the University.

Kansas

University of Kansas School of Nursing, affiliated with the University of Kansas, at Lawrence, and the Kansas State College at Manhattan, Kansas

Students must have ninety-four hours of prescribed college work, either at the University or at Kansas State College, followed by two and one-half years at the School of Nursing

Nebraska

Bryan Memorial Nursing School, in affiliation with the Nebraska Wesleyan University, at Lincoln, Nebraska

Students spend two years in the College of Liberal Arts of Nebraska, Wesleyan University, followed by three years in the School of Nursing.

South Dakota

Methodist State School of Nursing, in affiliation with the Dakota Wesleyan University, at Mitchell, South Dakota

Students spend three years at the Dakota Wesleyan University, followed by thirty-two months in the School of Nursing.

Montana

Consolidated Deaconess-Bozeman Unit School of Nursing, in affiliation with the Montana State College

Students spend two years at Montana State College, followed by three years in the School of Nursing.

Consolidated Deaconess-Great Falls Unit,
in affiliation with the Montana State
College

Students spend two years at Montana
State College, followed by three years
in the School of Nursing.

Washington

General Hospital of Everett School of Nursing,
with affiliation in the University of
Washington, Seattle, Washington

Students spend two years at the University
of Washington, followed by two years in
the School of Nursing, and return to the
University for the fifth year.

Seattle College School of Nursing, Providence
Division, in affiliation with the Seattle
College, at Seattle, Washington

Students spend eighteen months in the
campus division, followed by thirty
months in Providence Division of the
Department of Nursing Education of
Seattle College.

Indiana

Ball Memorial State College, Muncie, Indiana

Students spend eighteen months at Ball
State Teachers College, followed by
twenty-seven months in the School of
Nursing, and return to the College for
the last nine months

Methodist Episcopal School of Nursing, in
affiliation with DePauw University, at
Greencastle and Taylor University, at Upland,
and the Methodist Hospital at Indianapolis,
Indiana

Students spend three years at DePauw
University or at Taylor University,
followed by twenty-eight months in
the nursing school.

Illinois

Brokaw School of Nursing, affiliated with the
Illinois Wesleyan University, at Bloomington,
Illinois.

Students spend two years at the Illinois Wesleyan, followed by three years in the School of Nursing.

Evanston School of Nursing, affiliated with the Northwestern University at Evanston, Illinois. Students spend two years at the Northwestern University, followed by three years in the School of Nursing.

Wisconsin

Columbia School of Nursing, affiliated with the Ripon College, at Ripon, and Milwaukee-Downer College, at Milwaukee, and the Nursing School at Columbia Hospital, Milwaukee. Students may spend three years at Ripon College, either preceding or following three years in the School of Nursing, or may spend two years at the Milwaukee-Downer College, followed by three years in the School of Nursing.

Iowa

Iowa Methodist School of Nursing, affiliated with the Drake University, at Des Moines, Iowa. Students spend two years in the College of Education or Liberal Arts of Drake University, followed by three years in the School of Nursing.

Methodist School of Nursing, affiliated with Morningside College, Sioux City, Iowa. Students spend two years at Morningside College, followed by three years in the School of Nursing.

St. Luke's Methodist School of Nursing, affiliated with Coe College, at Cedar Rapids, Iowa. Students spend two years at Coe College, followed by three years in the School of Nursing.

State University of Iowa School of Nursing, Iowa City, Iowa. Students spend three years at the State University of Iowa, followed by two years at the hospital.

C. Investigation of Schools
for Christian Education
and Mission Studies

If the candidate's Board of Foreign Missions approves of the school of religion at the university in which the nurse takes her Bachelor's Degree, it would be advisable for her to substitute one course in advanced nursing administration for one of the Christian educational courses, in order not to lose touch with her profession.¹

It seems to the writer that preparation for the Christian ministry of the missionary nurse is too important to be limited to a few courses during undergraduate studies. The Department of Religious Education in Emory University has expressed its conviction in the following words:

"Specialization in Bible or religious education is not usually advisable for undergraduates. The student interested in these fields should not ordinarily begin specialization until the period of graduate work."²

If it is impossible for the missionary nurse candidate to take courses in Chinese history or Far East

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¹ Ruth H. Taylor, in personal letter to writer, dated Oct. 17, 1940.

² Bulletin of Emory University, p. 56.

history during her college course, it is recommended that the nurse continue her Christian Education or Mission Studies in a metropolitan center where Chinese history is available for study as an extra-curricular course in one of the previously recommended universities.

Such denominational schools as Scarritt College for Christian Workers¹ and interdenominational schools such as Hartford Seminary College of Missions² and The Biblical Seminary in New York³ are among the recommended schools.

D. Summary

In this chapter the Five-Year Diploma-Degree schools of nursing have been recommended as the ideal schools for the missionary candidate. Furthermore, it has been shown that there are fourteen schools in affiliation with universities in which both the Five-Year Plan and studies in Chinese History are available to the

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¹ Recommended by Ruth Ransom, Secretary of Missionary Personnel of the Board of Missions and Church Extension of the Methodist Church.

² Recommended by Mark H. Ward, Medical Secretary of the American Board of Commissioners for Foreign Missions.

³ Recommended by Frank T. Cartwright, Associate Secretary of the Board of Missions of the Methodist Church.

candidate. Moreover, the investigator has recommended eleven universities for those who desire major studies in nursing education and administration on the Master's Degree level. Nine other nursing schools having a sound educational program, as certified by the National League of Nursing Education, but which do not offer courses in Chinese history, are also recommended. Thirty-four other Five-Year Plan Nursing Schools have been listed; many of the schools on this list are the best within the state in which they are located. Furthermore, this chapter has advocated that Christian Education be studied in a Post-Graduate School of Theology, or in a School of Missions, such as Scarritt College for Christian Workers, Hartford Seminary College of Missions and The Biblical Seminary in New York.

It has been shown in this chapter that adequate means of preparation is available for the missionary nurse candidate preparing for administrative nursing in China. Schools have been recommended which make possible the completion of such a course in six years. This program includes adequate nursing education, a degree course in college, and a year's study in Christian education.

CHAPTER IV

CHAPTER IV

A SUGGESTED EDUCATIONAL PROGRAM FOR
CHRISTIAN MISSIONARY NURSES FOR CHINA

CHAPTER IV

A SUGGESTED EDUCATIONAL PROGRAM FOR CHRISTIAN MISSIONARY NURSES FOR CHINA

A. Introduction

The only rational mode of judging any educational program is to determine in what degree it discharges its function. It will be the purpose of this chapter to determine what the curriculum should be for a nurse preparing for administration in a mission hospital in China.

It will be the purpose of this chapter to recommend specific courses in nursing education which will help the missionary nurse to understand the principles of administration and pedagogy, in order to be able to guide the educational system of the nursing school in which she is to serve.

Moreover, the writer will suggest certain courses to be included in the nurse's curriculum as she studies for her Bachelor's degree. The proposed program is planned to equip the nurse with scientific knowledge, philosophical breadth, intellectual range, and with social and emotional balance. As has already been stated in this study, the missionary nurse should be able

to minister to the student's needs; therefore, a well-rounded curriculum is necessarily a part of her educational program. Nine subjects are being suggested as electives, to be taken in the university in which she matriculates.

Furthermore, it will be the purpose of this writer to recommend four branches of study in the pre-field orientation program of the missionary nurse in the field of Christian Education.

B. Recommended Courses for Nursing Education
on a Degree Level

Regardless of where the nurse has secured her nursing education, or how she has secured her administrative experience, certain degree-level courses in nursing education should be taken, such as:

1. Nursing Supervision in Hospitals

The nurse in this college course, whether taken in conjunction with her nursing course or after having completed a nursing course, will be taught the principles of selection of head nurses. Basic considerations will be given in such a course to ways of judging the executive ability of the head nurse, as to:

- a. The care which her patients receive
- b. The general atmosphere of the ward

- c. Her skill in teaching
- d. The way she plans her work in accordance with the personnel assigned to her ward
- e. Her cooperation with other departments
- f. The way she orders, uses, and handles her equipment
- g. The manner in which she meets emergencies and unusual situations
- h. Her housekeeping
- i. Her records and reports
- j. Her ability to give directions
- k. Her personal and social qualities
- l. Her professional growth

She will also learn ways and means by which to develop her most promising head nurses into excellent supervisors and, in turn, into instructors.

Within the past five years, the American nursing organizations have developed excellent efficiency records.¹ Where these efficiency records have been introduced, the supervision has been improved. Before the missionary nurse can adequately introduce and guide supervisors into an accurate use of these efficiency records, she must understand more of human nature than is possible from untutored observation in nursing schools. To be able to appraise the fact-finding efficiency record, the administrator must be able to appraise the supervisors who are presenting the record. For during the year she must make a comparative study of all of the monthly efficiency records of a student, make her deduction of the student's ability by analytical study, and then be

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¹See Appendix D.

able to guide the student in conference by constructive criticism. Furthermore, she must be able to direct her supervisory staff into greater growth, in order that they may develop the students in their departments.

In order to do this, the nurse should have a course in "Nursing Supervision in Hospitals," with background courses in psychology, sociology, and other educational courses.

2. Evaluation and Reconstruction of Nursing Procedures

The Christian missionary nurse will have many opportunities to make practical application of the objective and systematic methods for analyzing, comparing, and reconstructing procedures, as studied in a course on evaluation and reconstruction of nursing procedures. The new missionary nurse is most likely to find in her mission hospital procedures that need to be reconstructed. The properly trained and educated nurse will avoid the errors of her predecessors. The faulty procedures demanding reconstruction will be of two types. The first type is that which is over-elaborate for the size of the staff, thereby overloading the student staff with unnecessary work. If this procedure is not reconstructed by eliminating all but the absolutely essential, the student, because of other demands for her time, is apt to cut down the procedure in such a manner as to be dangerously

unscientific. The second type of procedure that will need to be reconstructed will be those found in hospitals where the turn-over in missionary administrators has been frequent, or where the administration has been interrupted. In this second type of procedure needing reconstruction, the high standards necessary to good nursing have not been sustained, often due to the lack of a compiled nursing procedure book. In order to interpret this need, the following two examples are cited:

A medical example:

A new missionary nurse administrator, on making rounds, found a typhoid patient under the care of a graduate nurse having pickled turnip for lunch. The nurse, upon being questioned, explained that the patient had requested to have it in order to flavor the bland diet.

A surgical example:

A new missionary nurse administrator had been phoned from the mission that a servant of the President of the Theological Seminary was about to be admitted for an operation for acute appendicitis. Upon visiting the surgical ward to check on the progress of the admission of the patient, she learned that the patient was in the process of having a tub bath. Fortunately, the vermiform appendix was not ruptured, but was removed in the appendectomy which followed.

As a student nurse the candidate has studied nursing by the case-study method, but she will not have studied methods of investigation for a critical evaluation of source material in order to teach students and to build

up a school library for research. A course in "Evaluation and Reconstruction of Nursing Procedures" would give an adequate preparation for this task.

3. Curriculum Construction in Nursing Education

Although the administrator of a nursing school in China does not have to plan the content of the curriculum of her school, she does have the difficult task of arranging the season of year and the hours for the instruction.

Some nurses have found a modified form of the "block system"¹ a successful method; others have used the system already existing at the mission hospital. During her college course, the nurse candidate should become acquainted with various methods and should evaluate them in order to apply them in her future school. With small classes such as are found in mission hospitals, it takes careful planning in order to maintain nursing service in all departments while classes are being conducted.

It is possible for the missionary nurse to learn by the trial and error method, but many errors may be avoided by including a course in "Curriculum Construction in Nursing Education" in the pre-field orientation

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¹
See Appendix B.

program of the missionary candidate.

4. Organization and Administration in Nursing Schools

In this course, the undergraduate nurse student will learn the principles on which to base her administration, which are:

- "1. Centralization of authority and responsibility for the efficient conduct of the hospital in the superintendent of the hospital
2. Delegation of authority and responsibility for the administration of the department of nursing, which should include all of the nursing functions of the hospital, to the director of the nursing service by the superintendent of the hospital
3. Delegation of responsibility for certain well-defined duties to the members of the nursing staff by the director of nursing
4. Provision for checking performance of duty after the line of authority and responsibility have been clearly defined
5. Setting up a definite machinery for cooperation, such as staff meetings and committee or other group conferences.
6. Provision for flexibility of organization in order that initiative and resourcefulness may be fostered and allowance be made for differences in personalities
7. Integration of individual and group achievement through the dissemination of information; either verbal, such as committees noted above, or written, such as policy or procedure books, manuals, and graphs, and charts."¹

The new missionary nurse administrator goes out not only to face the problem of advancing the nurse-faculty

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¹

National League of Nursing Education, Manual of Essentials of Good Hospital Nursing Service, p.8.

staff, but also of gaining the cooperation of the complete staff of the nursing school. The hospital staff is willing to cooperate in teaching the content of the course, but often fails to understand the importance of faculty-staff meetings. If the missionary nurse went prepared in methods of organizing and conducting staff meetings, many of her administrative problems would be solved.

In organization and administrative courses, the missionary nurse will also learn to appreciate the value of preserving her own energies. The Committee on Grading of Nursing Schools, of which Miss May Ayres Burgess was chairman, states the problem of "over-load" as due to the lack of consideration of the nursing staff on the part of hospital administrators. The statement is as follows:

"Pressure of work is the constant complaint for hospitals with schools and without schools. New services are added, wings built, elaborate treatments developed, and record forms devised without any consideration of their effect on the nursing service."¹

As far back as 1633 Saint Vincent de Paul wrote to his co-worker, Mlle. le Gras, pointing out this danger of "over-load" as it would affect a nurse administrator,

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¹ Committee on the Grading of Nursing Schools of the National League of Nursing Education: Nurses, Patients, and Pocketbooks, p.533.

for he admonished:

"Be careful not to overdo. It is the trick of the devil by which he deceives good souls, to entice them to do more than they can do and make them unable to do anything at all."¹

However, the modern scientific mind finds Saint Vincent de Paul's solution is not sufficient for the modern hospital. In the university courses the Christian missionary nurse will learn how to do time-studies and how to chart hospital organizations in order to analyze conditions, and will thereby become capable of aiding in minimizing friction. The nurse will also learn how to gain the cooperation of the hospital staff, but, even more important, she will become aware of reasons why action should be withheld in the face of apparent urgency until cooperation is assumed.

Personnel friction is not limited to China administration. It is imperative that the nurse administrator have courses in "Organization and Administration in Nursing Schools" as taught in the universities, so as to enable her to:

Avoid friction from over-lapping of authority
 Analyze the problems involved between members
 of the staff or a department
 Secure sufficient nursing aid to carry on the
 hospital work efficiently

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¹ Quoted from Dock and Stewart: A Short History of Nursing, p.103.

5. Special Preparation for Special Problems

A few Board secretaries have raised the question of specialization for the administrator, in order to meet specific problems. It seems to the writer that these problems resolve around two types. One type, such as operating-room technique, could best be prepared for in a three-month post-graduate course in the field desired just before sailing for China. For the other type, as, for example, in dietetics, it would probably be better to study this at one of the Chinese universities after the missionary has acquired two years of language study and is just entering upon the administration of her future nursing school.

As problems usually involve more than one factor, it is advisable that each receive individualized treatment.

6. Institute Courses of the National League of Nursing Education

Nurses in the United States, whether supervisors, teachers, or administrators, seek membership in the National League of Nursing Education through their state organization. The Christian Missionary nurse should also have her membership in this organization, not merely for the sake of recognition of her preparation for administration, but also for the sake of the invaluable privileges

inherent in membership.

Annual Institutes sponsored by the various branches of the National League of Nursing Education should be of much benefit to the Christian missionary nurse candidate. Such institutes offer educational programs as follows:

- a. Social Trends
 - (1) Nursing in a Changing World
 - (2) Available Community Resources
 - (3) Medical Social Problems in Hospital and Community
- b. Educational Trends Today
- c. Personnel Guidance
- d. Development in Pediatric Nursing
 - (1) Behavior Problems in Children
- e. Development in Medical Nursing
 - (1) Tuberculosis
 - (2) Chronic Diseases
 - (3) Malignancy
- f. Integration of Health in the School of Nursing Program¹

Furthermore, by maintaining membership in good standing as a missionary nurse, she will receive while abroad printed material that will keep her up-to-date with the progress in the American nursing world.

C. Academic Education for the Missionary Nurse
Candidate in a University School

As the nurse enters upon her academic studies, she will meet interesting people and find attractive

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¹ A suggested course of study of the New York City League of Nursing Education, Autumn 1940.

values in her educational program. The significance of these will make her achievement steadily more absorbing and thrilling. She will work and study under the spell of a truly creative task. One cannot dictate a course of preparation. The courses introduced here are merely suggestive to meet future needs, for:

"We live in a dynamic, changing world. Contingency and uncertainty are ultimate traits of all existence both natural and social. As conditions change, problems change. We cannot with certainty predict what the future will be. Since we face an unknown future, any conception of education that conceives it to be primarily a process by which we hand an already known solution to existing problems is seriously deficient."¹

1. Requirements of the Department of Nursing

In the nursing department of Teachers College, Columbia University, English, History, and Psychology are requirements of the college and departmental requirements of nursing, and scientific courses are made on the recommendation of the nursing adviser. Some universities require language courses in addition to the courses in nursing and general educational courses.

If the nurse is matriculating for college studies, after completing her nursing course she is

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¹ John L. Child; Education and Philosophy of Experimentalism, p.125.

usually accredited with the equivalent to a year of college studies. When the Committee on Admission evaluates her credits she is presented with a letter containing her curriculum requirements.

a. English Language and Literature

Comparatively few students in a university school are nursing education students. The English Department adviser often is prone to allow the nursing student to select courses based on interest rather than on needs. From experience of many nurses who have administered in China there comes a realization that technical courses such as composition and English grammar courses are of utmost importance. In guidance interviews or through correspondence the necessity of an adequate knowledge of the fundamentals of the English language could be introduced as a depersonalized subject for the consideration of the candidate.

b. History

Usually two or more history courses are required in the School of Education in which the nurse matriculates.

c. Psychology

The field of psychology is complex. If the nurse attends a college where expert nursing advisers are available she will have her studies directed in correlation with nursing education. If it is impossible to be "steered" by a professional adviser she should be directed to make a study of ways and means of conducting aptitude tests for admission of new nursing applicants to the school of nursing. Experiments in the United States among the schools of nursing have revealed the value of the method of aptitude tests for admission of new students as far superior to the interview and competitive examination method.

2. Elective Courses in the University Departments

The following courses are being recommended as valuable supplementary electives to cover her future needs.

a. Accounting or Business Course

The executive secretary of the Woman's Missionary Society of the United Lutheran Church in America states that in the preparation of the missionary nurse "business training would be a great asset to her."¹

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¹Nona M. Diehl, in personal letter to writer, dated Nov. 11, 1940. (See Appendix A).

The universities are advocating that nurses majoring in administration take administrative courses in the School of Business, that they may cope with problems involved in their official position. The missionary nurse will have to plan budgets for the nurse's home, the nursing school, and for the hospital linen and equipment.

When the nurses are not prepared in statistical analysis the school is usually managed on the basis of supply and demand, a system which over a period of years proves to be expensive.

b. Bible and Religious Education

As has been previously explained, students in undergraduate studies should not include Bible and Christian educational courses as major courses during this period,¹ but should reserve these for post-graduate study.

c. Chinese History or Far East History Courses

Missionaries have always met the people to whom they minister on the level of their needs. The missionary

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¹ Ante, Chap.III, p.80.

nurse also ministers in a similar manner. In order to attain this objective more easily, a course in Chinese history would help her to go back to the roots of the past to give direction and perspective to her work.

Her adjustment to living in China would be facilitated by a study of Chinese history, which would lead to an understanding of:

- (1) Extraterritoriality
- (2) Difference in currency
- (3) Commercial life and transportation facilities
- (4) Health conditions based on a study of climate, water supply, sewer system, population
- (5) Communications
- (6) Facilities for recreation
- (7) Educational status of Chinese education
- (8) The religions of China

Moreover, the missionary nurse, by pursuing a course in Chinese history during her pre-field orientation program, would be prepared to intellectually grasp the subject content of the cultural program of the North China College of Chinese Studies. This college, which the missionary nurse will in all probability attend, conducts a Chinese cultural series of lectures, such as:

- (1) Rural Work in China by Dr. Butterfield
- (2) Philosophy of China by Dr. Lucius Porter (series)
- (3) Pacific Relationship of China by Dr. Mah (series)
- (4) What is Philosophy? by Dr. Hu Shih
- (5) Chinese Music by Mr. Dewey and Mr. Wiant
- (6) Museum of Natural History in the Gobi by Dr. Chapman Andrews
- (7) Tendency toward Church Unity by Dr. Kepler
- (8) Chinese Bronze and Paintings by Dr. Ferguson
- (9) Buddhism by Dr. Christi
- (10) The Chinese Theatre by Dr. Mai Lan Fang¹

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¹List compiled from data in personal diary, 1930-36.

Because of lack of background courses in Chinese history, nurses have failed to reap much benefit from these lectures.

Most missionaries, and certainly the Chinese friends, take it for granted that the nurse understands more of the historical and cultural background than she possesses. As there are at least seventeen universities in the United States offering courses in Chinese history or Far East history, the nurse candidate should be encouraged to include this subject in her academic study.

4. History and Philosophy of Education and Philosophy Courses

The missionary nurse will be administering in a fast-changing world. Some of the patients in the hospital and many of the servants will still be among the illiterate group; her students will be among the secondary-education group; and her missionary contacts with the intellectual Chinese will place her in a group of an advanced school of thought.

Courses in philosophy will help equip the young inexperienced nurse to take her place in a complex close-knit missionary community. Such courses will aid her in understanding the point of view of the senior missionaries who were educated in an earlier decade. Moreover, the courses will lead her to appreciate at the same time the

mature judgment of older, experienced workers, as well as to contribute something new and vital to the community.

In order to meet the challenge of complex living and to educate her nurses to take their place in the world, she should have at least a course in the history and philosophy of education or courses in general philosophy.

e. Journalism

Mission Boards expect the nurse to use such material in her reports as will gain support for her school of nursing and for the missionary cause. The writing of such reports requires training.

Nurses are recognizing the fact that as a professional group they have neglected the valuable aid of trained ability to write. At the Annual Meeting of the New York State League of Nursing Education the following statement was made:

"We must have educators who understand the uses of knowledge in order that they may frame curricula which are educationally sound. . . . Then we must have writers to embody that knowledge in literature, Unfortunately, we have all too few of these."¹

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¹ Elizabeth G. Fox: The Qualifications Nurses Need to Have in Order to Meet Modern Demands. Copy of Speeches, Luncheon Session, 31st Annual Meeting of the New York State League of Nursing Education, Oct. 17, 1940.

For the Christian missionary nurse administrator a course in journalism is of great importance. The lack of this preparation is evidenced by the fact that in the preparation of this thesis the writer has been continually handicapped by the lack of articles written from the missionary nurse point of view. This lack of literature might be explained by the axiom that nurses are doers and not thinkers. However, the history of medical missions in China does not warrant this conclusion. If fatigue alone, due to pressure of work, were the answer to this problem, it would seem as if some writing would have been done during furlough. Therefore the writer considers this lack is due to inadequate training in journalism and recommends it as an important elective course.

f. Language and Speech Courses

Language courses are recommended, but not only for the sake of merely acquiring another language. An administrator should have a very precise and accurate knowledge of meaning of words and the use of words. The study of a foreign language forces a student into a more careful analysis of idioms and of thought expressions than may be secured in any other way within the limited time available for this purpose.

If the nurse has had strong background courses in one of the romance languages during high school, further study in college would be beneficial in order to promote skill in thinking and in expressing herself in a language not her native tongue. If she has not had a strong background in a romance language it would seem to the writer that she could spend her time more profitably in a study of phonetics in which she could secure ear-training which would later prove helpful, as the Chinese language is based on tones, and not upon European grammatical construction.

Dr. Thomas F. Cummings, recognized expert in phonetic training for missionaries, both in Canada and in the United States, makes the following statement:

"Since language is formed of speech sounds, hearing is the foundation of language learning. . . . Adults and adolescents who take up the study of a foreign language are usually deaf to those nice distinctions of speech which are vital to to correct pronunciation of that foreign tongue. . . . A foreign accent is never due to birth, but to the habits of speech, as used in one's mother tongue. These habits must be supplanted by . . . the language habits of any country whose speech we may be learning. . . . Everyone who speaks his own language has the skill to hear it, himself included; but he has no skill to hear French, or German, or any other language, until he acquires that skill. Learning a new language demands the acquisition of new skills of hearing."¹

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¹ Thomas F. Cummings. Quoted from manuscript by permission of author. Book in press.

Sinologists agree that the proper place to study Chinese, if possible, is in China.

g. Music

If the nurse is musically inclined, having had piano or singing lessons in her earlier years, it would be well for her to continue music as an elective. If the candidate for the mission field has never developed her latent powers in music, it would be well for her to participate in the school chorus and in the local church choir. If the student has time, piano lessons would be profitable to her.

This emphasis on music is given because the acquiring of the Chinese language, as previously stated, is based on a tone system. It has been demonstrated time and time again by language students in China that ear training, rhythm, and tone differentiation is of great value to the new missionary in learning Chinese. In addition to its utilitarian value, the missionary nurse would reap a rich harvest of reward in the aesthetic value of music appreciation.

h. Physical Education

The American Journal of Nursing for December 1940 published a five-page article on the recreational

activities connected with the nursing school at Beirut, Syria. Nursing is physical activity, but often it leaves the nurse tense and high-strung emotionally. Unguided physical exercise just for the sake of activity is unwise. In administration courses in nursing education, the students are being urged to include an educational course in the school of physical education; thus, directors of schools will be able to guide the student nurse into constructive recreational programs such as are being carried out at Beirut.

i. Sociology

A missionary nurse needs to know how to go about making a social survey. The mission hospitals do not have a social worker, and yet destitute and poverty-stricken cases come to the hospitals. Also, at times, the missionary nurse must consider with a student nurse vital problems concerning intimate affairs in the student's family. In her community living, other situations will arise where a preliminary course in sociology would be invaluable. Knowledge of sociological procedures would make her less dependent on the already over-burdened senior missionaries who consider that a nurse ought to know how to handle sociological problems. Furthermore, knowledge of methods of making case studies would aid her in her nursing school office-work.

D. Christian Education for the Missionary Nurse Candidate

1. Bible

In Christian education experts vary in their opinions of the placement of emphasis on direct Bible study, the use of text books, and Christian experience. But among the educators in America, Dr. George W. Fisk says:

"Our modern emphasis on the pupil-centered aim, however, must not be misunderstood as any reflection on the Bible or failure to appreciate its unique value in religious education. Nothing can ever make the Bible unnecessary. In all the world's inspirational literature, it stands supreme."¹

Dr. Betts writes:

"The teacher should know the Bible. This means far more than to know its text and characters. The Bible is history, it is literature, it is a treatise on morals, it is philosophy, it is a repository of spiritual wisdom, it is a handbook of inspiration and guidance to the highest life man has in any age conceived."²

Dr. Paul H. Vieth states:

"Just at present there is a wholesome emphasis on the practical use of the Bible in life situations. Such use assumes a familiarity with its structure and contents. . . . Moreover, the

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¹

George Walter Fiske: Purpose in Teaching Religion, p.65.

²

George Betts: How to Teach Religion, Principles and Methods, p. 23.

Bible is more than a rule-book of conduct. It is well worth knowing for its own sake."¹

This same emphasis upon the Bible is evident to a marked degree in the conclusions of the Madras Conference, and has been confirmed of late by various missionary leaders. The following statements indicate the important place of the Bible in missionary preparation. In the Madras Conference report of findings and recommendations is found the following statement:

"If the Church is to repossess this its faith in all its uniqueness and adequacy and power, one indispensable thing demanding special emphasis today is the continuous nourishing of its life upon the Bible. We are bold therefore to summon all Christians to a deeper and more consistent study of the Bible, instructor and sustainer of the Christian faith through the ages."²

Dr. Henry P. Van Dusen writes:

"For missions, the Bible is both practical and a strategic necessity, the one sine qua non. It is the Bible and the Bible alone which truly introduces the uninitiated to the essence of Christian faith and to Him who stands at its center. It is the Bible and the Bible alone which adequately nurtures the tender new Christian life, without rootage in a rich Christian heritage and constantly enveloped by non-Christian or anti-Christian influences. . . . It is not one book of inspiration among many, or even the Book of Books; it stands absolutely alone in its power, a power ever demonstrated afresh."³

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¹ Paul H. Vieth: Teaching for Christian Living.

² International Missionary Council: The World Mission of the Church, p.15.

³ Henry P. Van Dusen: For the Healing of the Nations, p.130.

2. Education

The Christian is not a person of distinctive moral attainment or of superior ethical standards, even though his character is normally exemplary. He is a Christian because he employs a distinctive technique in living. He depends not primarily upon his own skill or power in manipulating himself or his environment to his own wisdom or wishes, but essentially upon his understanding and faith in relating himself to the personal will of the living God according to His revealed Word. Christians are men of flesh and blood, of like passions with other men and women, yet living on a plane unknown in the experience of the natural man.

Modern Christian education has a significance for our times. Many functions common to the family and to interested individuals in the past have become particular responsibilities of authorized specialists in our intricate social structure. The basic problems, for example, of shelter, of food, of health, have been subjected to intellectual analysis with subsequent technical description. Education likewise, both secular and religious, has become the subject of intensified study, in which theory and technique have been formulated and developed toward achieving the best results.

A missionary nurse should certainly include

in her educational preparation for work in China courses in the religious development of youth. This should include a Christian approach to the psychology of adolescence in relationship to the Christian personality. It should include a consideration of the nature and norms of religious development. It should include intensive survey of materials available for the study of techniques in approaching youth problems, and of methods in conducting conferences and classes. It should include a careful survey of Biblical materials most useful in helping to solve every-day problems in the areas of human experience of the late adolescent youth, as these will be applicable to her student nurses.

These Christian educational courses should prepare the nurse to understand the objectives of Christian education¹ as: (a) Personal Relation to God, (b) Personal Relation to Jesus, (c) Development of Christlike Character, (d) Participation in the Construction of a Social Order, (e) An Active Participation in the Church, (f) A Christian Interpretation of Life and the Universe, (g) Familiarity with the Bible and other Religious Thought, and also teach her methods whereby she would be able to aid her student nurses to

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¹ Cf. The International Council of Religious Education: The International Curriculum Guide, Book I, pp. 10-15.

grasp these fundamental truths of Christianity and transmute them into life.

3. Church History

Dr. Betts has made the following observations:

"To master the Bible one must have a background of knowledge of the life and history of its times. He must enter into the spirit and genius of the Hebrew nation, know their aspirations, their political and economic problems, and understand the tragedies and sufferings of the Jewish people, the nations and civilizations that surrounded them, and the customs, mode of life, and trend of thought of contemporaneous peoples."¹

For the untutored Christian, church history has a practical value. It shows the eternal presence of Christ among the churches carrying on His work of warning and encouragement, of comfort and counsel, of salvation and grace. It shows how Christians have lived, fought, and died for the sake of their faith. It is a reminder that believers are still the salt of the earth and the light of the world. It possesses a general and a specific educational value; it reveals man to himself in all of his glory and wretchedness; it liberates the student from the confining bonds of personal experience and develops compelling convictions and full-orbed ideas; it disciplines the mind by fostering historical-mindedness;

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¹ George Betts: How to Teach Religion, Principles and Methods, p. 23.

it makes for sanity, intelligence and wisdom, and is a remarkable panacea for despair; it is a key to the past and present condition of the Church, and a reliable guide to worthy, intelligent, and successful labor in her cause.

4. Missions

The course in missions will depend upon the school in which the nurse matriculates. The content of the courses should include a systematic survey of the general tasks of world evangelization: a study of missionary principles and forces in light of the nature of Christianity and of the Church experience. This will include the missionary obligation, motive, and aim; the methods and departments of work; the home base, including the organization and function of Mission Boards in their relation both to the home church and to the mission; problems of administration; missionary polity; the church on the mission field.

Such courses should be pursued as "History and Philosophy of Non-Christian Religions," for the missionary nurse for China will be working with people in the Taoist, Buddhist, Mohammedan, and Confucianist faiths. In order to answer their spiritual needs during their days of pain and suffering the missionary-nurse should understand some of the basic principles of the foundations of these religions.

Also, a course such as "The Christian Message to the Non-Christian World" should be studied. Such a course should enable the nurse to leave the school of missions with a clarified concept of her place in the missionary program.

The missionary nurse candidate should have in a School of Missions or in a School of Christian Education an opportunity to live among missionaries and Chinese students, and through these contacts to study informally the background of China, which would have extra significance for her because of her previous study of Chinese history in college. In addition, in this type of informal study she would learn to understand the philosophy of missionaries. In this same manner the missionary nurse candidate would gain the experience of working with people who would be preparing for the same type of work and this experience would be of extreme value to her. Furthermore, in all probability, she could learn much of Chinese customs and could establish satisfactory relationships with the Chinese students who might become life-long friends.

E. Summary

This chapter has suggested, after considering further demands of the field for adequate preparation,

four specific courses in academic studies for professional preparation in order that the missionary nurse may become a good administrator. Moreover, two methods have been presented for solving definite problems in a China school of nursing: the first one, that of a post-graduate course before sailing for China, and the second method, that of studying in a Chinese university school of nursing after the nurse has acquired the language. Furthermore, courses of the National League of Nursing Education have been advocated as part of the pre-field orientation program.

The writer, in presenting the need for including nine electives in the academic preparation of the missionary nurse, has done so on the basis of specific needs for nurse candidates who expect to administer in China.

For the year of post-graduate Christian Education the investigator has advocated Bible study for special consideration. Studies on Christian Education, Church History, and in Missions have also been recommended.

CHAPTER V

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SUGGESTED FIELD ORIENTATION PROGRAMS

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SUGGESTED FIELD ORIENTATION PROGRAMS

A. Introduction

The previous chapters have surveyed the demands of the China missionary nursing program in order to set up an adequate pre-field orientation program. In this chapter the writer will proceed to investigate the demands of the field in order to determine the need for a new field orientation plan. The present orientation program will be investigated by means of a series of job analyses of a missionary nurse, and case studies of existing administrative problems in the hospitals and of existing relationships in the community. From the findings of the field survey and the result of the study of literature, the writer will construct an orientation program built on a variation of procedures for each year of the first term for the new missionary nurse. From the same investigation another orientation plan will be presented in which the new missionary nurse will have the complete first term as an apprentice to an experienced administrator.

B. The Present Field-Orientation Program

1. The First Year: Intensive Study

Many difficulties of the new missionary nurse lie in the realm of linguistic problems. This fact has been recognized by the Mission Boards as an important factor in all missionary endeavor and has led to inter-denominational harmony of action. In consequence, schools and colleges for language study for the new missionary have been established.

a. Speech

Chinese, as studied at the North China College of Chinese Studies, is learned by the direct method. In the past, nurses have had the reputation of being the slowest group of professional people in acquiring the usage of the Chinese language.¹ If the suggested pre-field educational plan is carried out, whereby the missionary nurse has developed a skill in one foreign language, it should be easier for the nurse to acquire a second foreign language.

b. Writing

According to existing standards on the field,

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¹ Statement based on an interview with Dr. William B. Pettus, President of the North China College of Chinese Studies.

as part of her first-year examination, the nurse must be able to analyse and write the one hundred Chinese characters most commonly used.

c. Geography

A required course in geography under competent teachers, including supplementary readings and a term paper, is given as a part of the educational course of the nurse. This course is very valuable in the sociological adjustment of the nurse as she enters into her nursing field in the interior of China.

d. Culture of China

The representatives of the Mission Boards in China cooperate in every way possible to make the cultural part of the orientation program of the language college a success. The president of the North China College of Chinese Studies has been able to present in the past outstandingly successful cultural programs which not only instruct the students of the school, but also attract the senior missionaries in Peiping and the surrounding vicinity to participate in the courses.

2. The Second Year: Part-Time Language Study

In the second year of the life of the missionary nurse in China many adjustments must be made by her. These adjustments are in three fields of activity: the first is to a new dialect; the second is to administrating among people whose customs, as well as their language, is different; and the third is to a new manner of living in an American community where almost everyone is older than herself.

a. Continuation of Language Study

Ideally, the nurse in the second year has her time divided evenly between administration and language study. Few nurses have the privilege of working near enough to the language college in which they have their first year of study to be able to continue this study in the same dialect or with as experienced teachers. Many missionary groups are sending the official mission teacher to a language college in order to learn methods of teaching. In the second year of language study, the nurse must re-study much of the first year's work in order to acquire the dialect that she must understand and use if she is to function in her nursing school. She has studied in the Hua Wen terms and phraseology of the modern student, and she has had an introduction to

Wen Li, the literary language of China. However, during this second year she must learn the Tu Hua (the vernacular of the people as used by her sewing women, servants, orderlies, and often by her nurses). At the language college the nurse has had a course in nursing terms, but as she enters into her hospital administration she must learn the colloquial nomenclature of these terms.

b. Beginning Nursing School Administration

The various duties of a nursing school administrator have already been discussed. In order to understand the demands of the field for an improved orientation program for the new missionary nurse administrators, a special study has been made of a hospital reported in the Official Journal of the North China Annual Conference of the Methodist Church, 1939. This hospital is usually administered by an American Christian missionary-nurse administrator. The statistics given in Table I, on page 122, are presented in order that the person not familiar with the nursing work in China may gain a concept of the personnel and the personal contacts that a missionary nurse maintains in her hospital during the year.

The medical and nursing staff of this hospital, in peace times, also cares for a Tubercular Sanitorium located in the Western Hills, west of Peiping, and at

present cares for a newly-established Tubercular Hospital within the city.

TABLE I: PERSONAL CONTACTS MADE BY
MISSIONARY HOSPITAL NURSING SCHOOL
ADMINISTRATOR

<u>Staff of Workers</u>	
Number of Chinese Physicians	11
Number of Foreign Physicians	2
Number of Chinese Nurses	11
Number of Chinese Chemists or Pharmacists	2
Number of Foreign Chemists or Pharmacists	0
Number of Students and assistants (porters)	79
Number of Total Staff	105
Hospital	
Number of In-patients	1116
Total Number of Patient-Contacts	26680
Dispensary Department	
Contacts with First Calls	27,398
Contacts with Return Calls	104,501

The following statistics, Table II, taken from the same source, give a conception of the financial undertaking of which the missionary nurse becomes a part in her field of administration.

TABLE II	Property and Endowment of a Mission Hospital	Chinese dollar
Number of Buildings		28
Value of Buildings		\$ 87000
Value of Land		50000
Value of Equipment		45000
Productive Endowment		25392
Total		\$ 207,392
Income stated in Chinese Currency		
Hospital Patients' Fees		\$ 42526
Dispensary Patients' Fees		18913
Appropriations, Special Gifts		369
Chinese Contracts and contributions		
Foreign Contracts and contributions		
Sales of Drugs and Supplies		49369
Miscellaneous Currency Receipts		17493
Total Receipts		\$ 178,670
Expenses (Chinese Currency)		
Salaries and Wages		\$ 67788
Drugs and Supplies		72029
General Upkeep (light and heat)		13983
Repairs		5290
Miscellaneous Current expenses		3667
Total		\$ 162,758

c. Entering into Community Living

The missionary nurse lives in three communities: the hospital, her mission station, and that of the community at large.

The hospital community demands social, as well as professional, living. The social relationships between the leading doctors and their families is an important function which is usually neglected by many missionary nurses because of the pressure of other demands. Office and supervision contacts are sufficient for the ordering-type of administration of a nursing school, but as most nurses understand their function to be that of developing Chinese Christian nurses into leaders for China, their relationships, as well as their thinking, must be broad. Dinners for weddings, hospital meetings, and other special events must be attended on supposedly free time. Parties for beginning students and farewell affairs for the graduating classes must enter into the planning of her day. Many other functions of the hospital community living must be planned, as well as participated in, if the missionary nurse is to have a successful administration period. Furthermore, as well as being entertained, she in turn is obligated to plan dinners and teas for members of the staff. The missionary nurse's hospital community does not end with the

local hospital. The nurse's official position demands social relationship with administrators of other hospitals of the vicinity, with nurses visiting from other parts of China, and with nurses visiting from other countries.

In the community living of the mission the missionary nurse will be expected to carry her share of responsibilities in entertaining mission guests in her apartment, in holding office in the mission organizations, and in assisting as hostess and serving guests at monthly mission teas. In the religious activities she will be expected to carry a share of the leadership, to attend mission meetings, and to participate in conferences.

In the community at large she has still other obligations to others and to herself. The complexity of these relationships will depend on the geographical location of the hospital of the nurse's assignment. Naturally, in the smaller stations this type of community living is simplified. In the larger cities there will be the community English-speaking church, international clubs, and, if she is eligible, college clubs. During her first few years of missionary living she will be guided in many of her decisions by the opinion of older missionaries. Often the opinions of one of her senior friends will conflict with the opinion of another close senior missionary friend.

No one can organize the work and social life for the new missionary nurse but herself. It is sufficient for the present purpose to state that living is very complex for the new missionary nurse, who often must live at the hospital, away from her newly-acquired American friends, in order to carry out her professional responsibilities.

3. Other Years: Full-Time Administration

The third, fourth, and fifth years are devoted to hospital administration. It is furthermore stipulated that an hour a day must be given to study of the language.

a. A Series of Job Analyses of a Missionary Nurse's Activities in Nursing School Administration in China

In order to prevent generalization and to indicate the necessity for a better orientation program for the new missionary nurse, time studies of an administrator's day are here presented.

Graph I, which follows, shows an administrator's ten and a half-hour day, including two hours spent in teaching the preliminary class, but not including time to prepare material for teaching her classes.

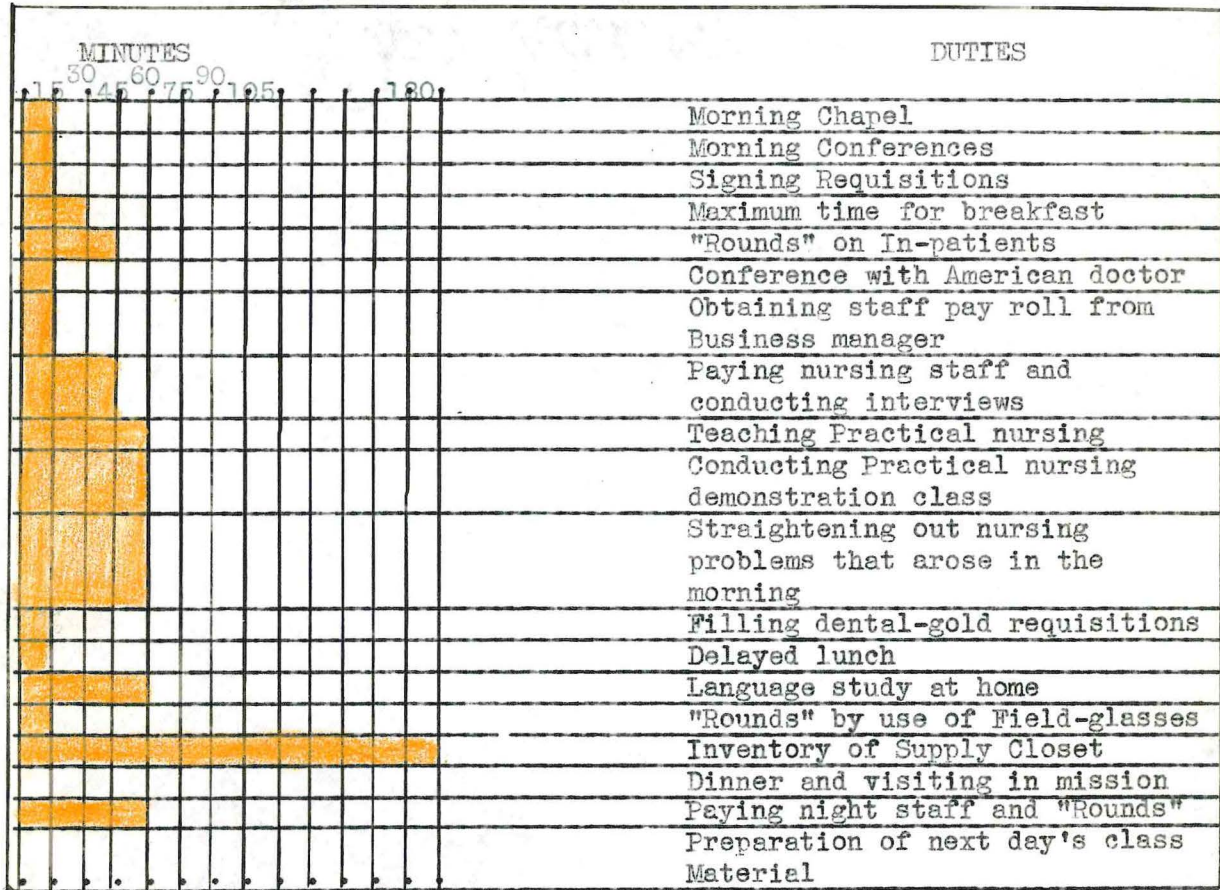
GRAPH I AN ADMINISTRATOR'S DAY WITH CLASSES

MINUTES					DUTIES
0	15	30	45	60	
					Morning chapel
					Signing requisitions
					Checking time slips
					Conference with assistant
					Maximum time for breakfast and Household arrangements, while on call for hospital.
					"Rounds" on In-Patients via kitchen for checking dietary conditions
					"Rounds" in Clinics
					Conference with business manager
					Conference with assistant housekeeper
					Teaching practical nursing
					Student Demonstration class
					Maximum time for lunch and emergency hospital calls
					Emergency rounds
					Weighing dental gold
					Language College
					Return to Hospital
					"Rounds" on wards
					Correspondence of school nursing
					Dinner
					Evening "Rounds"

Graph II, which follows, is a time-study representing the activities of the same nurse administrator on the first day of the month, with special duties.

This graph represents a day of eleven hours and forty-five minutes on the first of the month, when the administrator had many duties other than her customary ones, including "Rounds"; that is, tours of inspection throughout the hospital to make observations on the care being given to the patients, the conduct of the nurses on duty, and the methods being used while treatments were being done, and informal interviews with the hospital personnel. On these extra-busy days "Rounds" were often conducted by means of field-glasses, the administrator observing from the administrative building the activities in the various buildings, and corrective criticism when necessary was made by telephone to the supervisors or by hurried ward visits.

GRAPH II A NURSE ADMINISTRATOR'S DAY ON THE FIRST OF THE MONTH...11 HOURS 45 MINUTES



Graph III, following, presents a seventeen-hour working day of the same administrator.

This graph is a Saturday time-study of one Saturday during the four-week period when the missionary nurse administrator was substituting as the night supervisor, when one of the senior graduate staff members had been forced by the hospital administration to resign rather unexpectedly. This was done in order to cover the supervision shortage while training the assistant superintendent of nurses to take over administrative duties during the incumbent's furlough.

GRAPH III	
A TIME-STUDY OF AN ADMINISTRATOR'S DAY WHILE RELIEVING ON NIGHT-DUTY SHIFT AS NIGHT SUPERVISOR (24 hour day) TOTAL NUMBER OF HOURS 17.	
9 P.M. 10 P.M.	Office Work on Nursing School Records
11 PM 12 PM 1 AM 2 AM 3 AM 4 AM 5 AM 6 AM 7 AM	Night duty as the only nurse on a thirty-four bed ward, consisting of private, sem-private, and ward patients, in the eye and medical departments, "Rounds" could only be made on other floors when an orderly could be secured to relieve on the ward for the nurse. Types of cases in the department of this 34 bed ward: erysipelas, tuberculosis, opium cure cases, cataract operative cases, etc.
8 AM	Breakfast
9 AM	Administration conferences
10 AM	Weekly Linen Check and Exchange of Linen
11 AM	in Conference with Sewing Women
12 AM 1 PM 2 PM 3 PM 4 PM	Sleep
5 PM 6 PM	Joint Graduation Committee Meeting with Administrators of Two Other Hospitals in City
7 PM 8 PM	Dinner and Recreation

The problems of a nursing school director differ considerably in China and in America. In America, where it is comparatively easy to secure the type of supervision desired in order to direct the educational system, the course of the nursing school personnel turn-over of assistants is of little importance to the director of the school. One nursing school administrative staff in New York City maintains ten nurses with Bachelor's degrees, three nurses with Master's degrees, and departmental supervisors and head nurses many of whom are students at Columbia University.¹ These nurses in America are trained well for their jobs. If the assistant fails in any respect to fulfil the demands of her position, a better qualified person is ready to step into her place. This is not true in administration work in China. One of the most difficult positions to fill is that of the night supervisor. In the hospitals where there is only one missionary nurse, the problem of establishing satisfactory night supervision is most difficult. The writer worked on this problem for four years before any noticeable results were evident. During these years night rounds had to be made by the director,

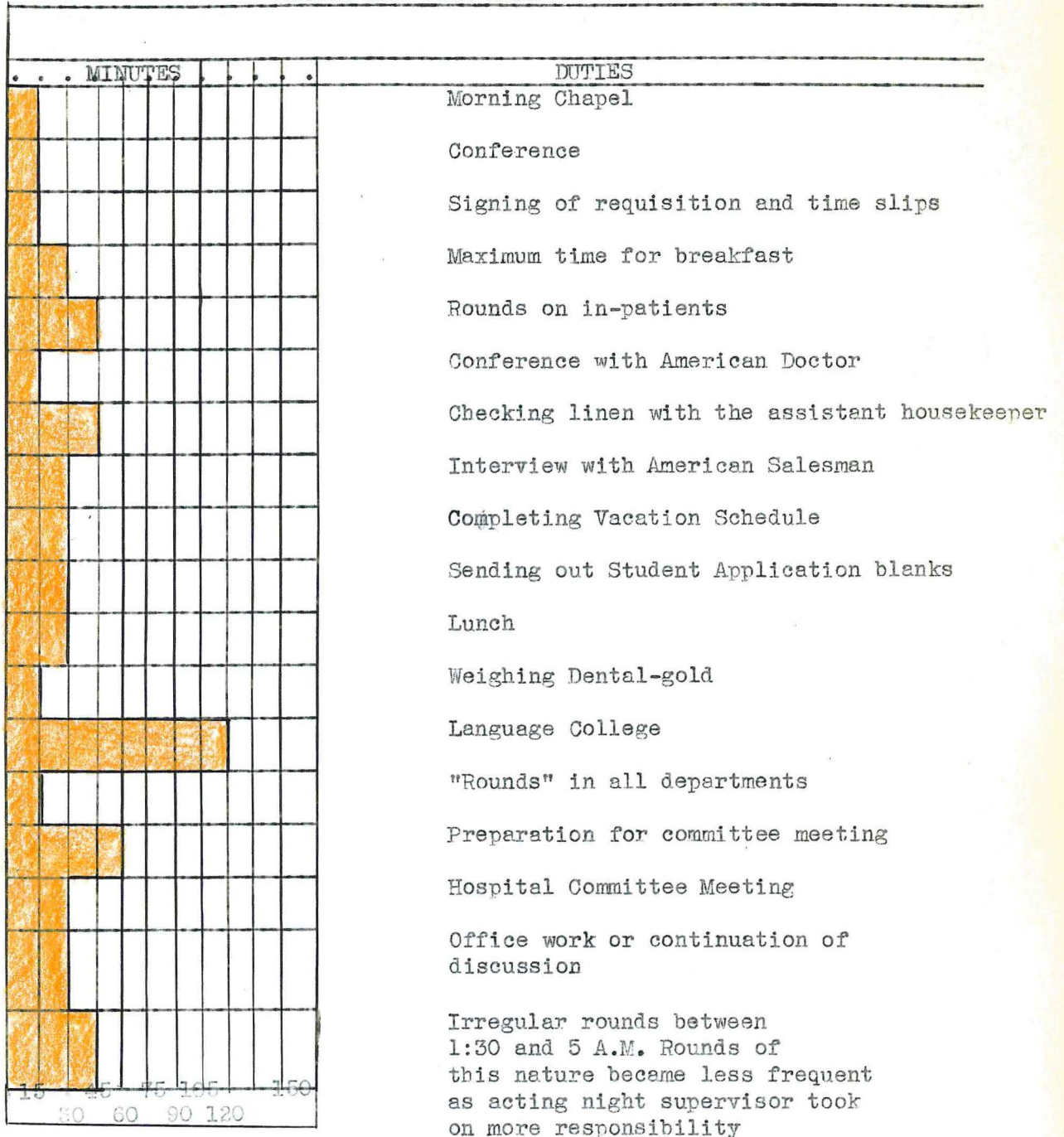
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¹ Cf. The Presbyterian Hospital in the City of New York, The Sloane Hospital for Women, Vanderbilt Clinic. Sixty-ninth Annual Report, 1937, p.132.

and policies of leniency had to be developed in order to conserve and develop valuable supervisors. In the early years of the writer's administration, a nursing school committee meeting was usually held in the afternoon following such early morning rounds.

Graph IV, on page 144, is a time-study of the administrator's activities on a day of a hospital committee meeting after night rounds had been made early that morning.

GRAPH IV TIME-STUDY ON A DAY WHEN EARLY MORNING ROUNDS HAD BEEN MADE



b. Effect of Fatigue on the
Missionary Nurse's
Relationships

Pressure of work and many conflicting opinions as to the time an administrator should be away from her work, plus the difficulties and expense of travelling even short distances, keep the missionary nurse administrator at her work at least part of every day, except during the month of vacation. In recognition of the fact that she has better food and a greater range for recreation than her Chinese assistants, she will often take the burden of administration over the week-ends. There is another reason why she follows this procedure; namely, the fact that the busiest departments of the hospitals in China are the dispensaries and operating rooms. Therefore, on Sundays when these departments are not open, the director can, with careful planning, allow almost all of her graduate staff time off duty for rest, in order that the remaining six days may be managed as smoothly as possible.

However, the writer, after her own experience in China, is prone to agree with the authors of the book, "A Short History of Nursing," in their statement:

"After this enumeration of the manifold duties of a director it may seem asking the impossible if we adjure her not to overdo. That must, however, be the closing word on the subject, for a wise apportionment of her time is, after all, merely a question of selection. If she is to be a good

executive, bearing the right relationship to her board of managers, and taking time to prepare for their meetings, if she is to know personally her nurses, selecting them thoughtfully; if she is going to take her proper place in the community, keeping herself accessible to those whom she might help; if she is to do her share of state and national work, it is obvious that she must be relieved of the less necessary duties."¹

In the development of this chapter it has been shown that the present field orientation program is inadequate to meet the needs of a missionary nurse in China. It has also been revealed that the present second-year plan is inadequate for language study, for professional adjustments of the nurse, and for social adjustments for community living. Furthermore, the writer has shown that nurses not trained for their job of nursing administration in China carry an over-load of duties.

C. The Need of an Orientation Program in Specific Areas

The following six specific demands for the need of a new orientation program must be considered in order to set up an adequate field orientation program.

1. In the Field of Nurse Placement

In planning the objectives of a particular

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¹Dock and Stewart: A Short History of Nursing, p.217.

nursing school, the administrator must be able to visualize the realm of activities for which she is preparing her students upon the completion of their training. One of the major fields of occupation in America is that of private-duty nursing. This is practically a closed field in China. One of the duties carried by the superintendent of nurses on the mission field is that of aiding the graduate nurses in locating positions. In America the superintendent of nurses does not have this responsibility since the professional nursing agencies of state and district care for the placement of the nurses.

One of the sources of nursing employment the missionary nurse should have time to learn about is the activity of the National Health Administration (the Wei Shen Shu) of the National Government.¹ In this sphere the Chinese government has set up five departments,² namely:

Maternity and Infant Welfare
School Health Station

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¹ Cf. Edward H. Hume: Chinese Medical Work and the Chinese Government, The International Review of Missions, July 1938, pp. 433-443.

² Cf. Heng I. Liu, Director of the National Health Administration: Some Phases of Public Health Work in China, The Chinese Medical Journal, January 1934, pp. 70-73.

Communicable Disease Control
Public Health Education
Rural Health

Other possible openings for service are offered by the Peiping Union Medical College, mission hospitals, school nurses, independent local hospitals, and many government hospitals, all of which are always accepting well-qualified new graduate nurses on their staffs. For the sake of her own hospital the new administrator should know the nursing employment situation in China. Since other hospitals will make better financial offers to her best nurses, she should know other nursing administrators well enough to be able to arrive at a mutual understanding in order to conserve the best nursing talent for her own administration. Moreover, some nurses will work against a new administrator, often attempting to discredit her ability, yet technically these are good nurses. For these she will want to secure good positions elsewhere and select cooperative nurses for her own hospital. Most larger hospitals are cooperative in accepting the smaller hospital's nurses for a year of specialized work with remuneration, in order to aid the lifting of nursing standards throughout China.

Under the present arrangement the new missionary nurse is plunged into administration without a senior missionary nurse to introduce her to the work. Because the general problems involved are so great, the

nurse does not enter into this important phase of the nurses' placement efficiently until it is time to return home on furlough.

2. In the Field of Problems in Nursing Administration in China

The need for orientation in this specific area is evident only after careful study. However, if this factor is not recognized the subtleness of involved problems which may arise from lack of analytical study of the basic problem may hinder the development of the nursing school.

In the American training of the missionary-nurse administrator, certain fine traits of loyalties are developed for the medical profession. In administration these loyalties often supersede family loyalties.

The Chinese, however, have not developed professional loyalties above family loyalties. The life of the Chinese is centered in the family or the clan. Often the people in whole villages bear the same surname. Each village has its ancestral hall in which the ancestral tablets are placed and around which much of the life of the village is centered. It is significant that Dr. Sun Yat-Sen, the founder of the Republic, felt that his people had strong family or clan spirit, but very

little national spirit.¹ Of this he said, "So if we want to restore our national standing we must first revive our national spirit."²

One of the foundation principles of Confucianism is that of filial piety. Ancestor worship also, as has been shown, binds the family close together. The industrial life of the village is another factor binding the family. Trades, professions, and arts are still under the control of the family, as in the pre-industrial revolution period of Europe.

One missionary nurse administrator had her first term of missionary work complicated through a family relationship which superseded hospital loyalties. The following case study is a digest of the problems involved:

Chinese nurse A had been superintendent of the Nursing School for a year while the foreign missionary nurse administration personnel was in the process of a change. Chinese nurse B was a brother-in-law of nurse A. Nurse B had been admitted to the nursing school as a graduate of a non-registered school. According to the Nurse's Association of China, a non-registered N.A.C. school graduate, if accepted into a registered nursing school, is entitled to the privilege of graduating from that school within a year, provided the nurse is successful in passing the

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¹ Sun Yat-Sen, Translated by Frank Price: San Min Chu I, p.12.

² Ibid, p.124.

N.A.C. examinations. The new missionary nurse, upon investigating the case of nurse B, learned that nurse B had never studied in a non-registered school. The Nanking office of the Nurses' Association of China confirmed the investigation and nurse B had to complete the full course at the N.A.C. Hospital before being given the privilege of graduation. However, nurse B continued to be a problem case.

Chinese nurse A had also enrolled a nephew in the student body of the hospital school. After two offenses which required hospital action, he was expelled from the school by the action of the hospital administrative committee.

The missionary nurse, following the advice of the medical missionary, did not hint to nurse A of her knowledge of the relationship existing between the administrator and the students B and C until their problems were cared for on a fair professional basis.

In recognition of the fact that a Chinese under the influence of unitary tradition feels more responsible for his family than for his social obligations to the community,¹ it seems to the writer that if the new missionary nurse administrator had a period of living in a village before undertaking administrative duties, she would gain an understanding of this clan relationship. With such understanding of the problems involved in Chinese family relationships, the new administrator would have some basis on which to plan a satisfactory solution.

In the book "Christ and a Chinese Family," Gilbert New has explained how fear inhibits the action of the Chinese people. The author states that if a person

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¹ The Laymen's Foreign Missions Inquiry: Vol. V, Part II, p. 425.

is drowning many are unwilling to go to the rescue for fear that the evil spirit which is trying to get the drowning person may turn on the rescuer. It is better to leave him to his fate.¹

Mabel Nowlin, in an article, "Christian Character for Modern China," has made the following deductions in regard to the carry-over of pagan fear into Christian living:

"The many times that fear of 'evil spirits' was mentioned, often by children from Christian homes, would indicate that it takes more than one generation to overcome the conditions of centuries and the current beliefs of a non-Christian community. The constant possibility of being overtaken and harmed by some evil spirit breathes in the air. The hideous images of these deities in the temples and the offerings every month to placate them, make them real in a way that no American 'ghosts and goblins' can be. Buddhism as one sees it in these fear-ridden children and adults seems far from the flowery, esoteric philosophy of the books read on the subject in comfortable American libraries! The cold morals of Confucianism offer these children nothing as vivid as are the forces of evil that haunt them."²

Dr. Lewis Hodous, Professor of Missions in China at the Hartford Seminary Foundation, has pointed out that fear has kept the Chinese physician somewhat limited to the medical aspects of his profession.

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¹ Cf. Gilbert C. Nee: Christ and a Chinese Family, p.18.

² Mabel Nowlin: Christian Character for Modern China, International Journal of Religious Education, November 1935, p. 9.

Acupuncture (a system of needling) has been practiced from ancient times in order to allow the evil spirit a way of escape. Because of this fear of spirits, deep surgery was not practiced until the period of the Christian missionaries, which brought a release from fear.¹

Chinese nurses who have come to the mission hospital are often just new-born babes in Christ. Often they have accepted Christianity while in a Christian mission school and have not fully disassociated themselves from non-Christian fears. During the majority of their lives they have been steeped in the belief that disease control is spirit-control, rather than on the conception of knowledge of bacteriology, the foundation of the modern trend in nursing teaching techniques.

The writer has had a growing sense of realization of the fact that the inherent trait of fear explains some of the retarded advance of problem cases in the nursing school, where native ability should have warranted the development of excellent nurses.

3. In the Field of Cooperation with the Nurses' Association of China

So that the reader in America may understand

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¹ Cf. Lewis Hodous: Folkways in China, p. 208.

the uniqueness of the Nurses' Association of China and the need of an orientation year in which a new nurse might learn under favorable conditions her relationship to this important organization, the following observations are being presented:

The superintendent of nurses of a local school is not the final authority on who graduates from her school, as she is in America. The examinations of the N.A.C. are given under a unique system, too lengthy a process for details here. After three months the grades are returned to the school by the National Organization, which has made up the examination, appointed the examiners, and determined the gradings of the examination.¹ No nurse is allowed to graduate from her school until those grades are returned. In case of failure to pass a subject the nurse must remain in the school until the following year and re-sit for examination.

Alice Fitzgerald, of the International Nurses' Association, in writing of Eastern nursing, states:

"As the standards of the profession rise, tradition, ignorance, misunderstanding still align themselves against it and the fight must go on. . . . the efficient work of the Nurses' Association of China, which is an organization second to none, and which commands for itself an almost unbelievable position of authority."²

Certainly, if the new missionary nurse could

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¹ Cf. Caroline McCreery: Nurses' Examination in China, Pacific Coast Journal, October 1935, Vol. 31, p. 570.

² Alice Fitzgerald: Eastern Nursing through Western Eyes, World's Health, Vol. 10, pp. 37-42.

have a year of apprenticeship under an experienced administrator of the Nurses' Association of China, she would avoid much confusion in adjustment.

4. In the Field of Administrational Guidance

The missionary personnel consider that they have certain rights on the demands on the nurse's time, as she is under appointment and support of the Board of Foreign Missions. Among some of the extra-duties in this relationship, a nurse has listed four items among which are (a) occasional medical treatments at missionaries' homes, (b) a six-hour night trip to Ch'ang P'ing to assist an American Doctor, (c) giving of typhoid inoculations to the missionary personnel, which included seventy-five injections given at the convenience of the missionary personnel and taking three weeks of the nurses' recreational time, (d) nurse assistant to the American doctor during the annual physical examinations of female missionaries of the Board. The missionary nurse, naturally as a personal friend to the missionary staff, wants to do much for them, but her strength is limited, and, as has been shown in the job analysis studies and in the graph studies, her administrational duties are numerous. It seems to the writer that a period of apprenticeship under a nurse who has made a satisfactory adjustment to these hospital and mission responsibilities

would be a better method than the trial and error system of finding out how much she can do. The explicit position of the nurse in a mission hospital with only one nurse has never been fully clarified.

Aside from her administrative responsibilities, the new missionary nurse in China must continue her own professional studies in nursing, as in the China hospitals she will find disease and techniques that are unfamiliar to her: cholera, typhus, dysentery, the care of opium cure cases, and specialization in ophthalmological nursing.

The new administrator is unable to read the text books in Chinese, and her Chinese nurses are unable to explain in English. Explanation in Chinese is complicated by the fact that the Chinese nurse does not sense the limited vocabulary of the new nurse, who must couch her phrasing when speaking in her newly-acquired language in words that she is able to understand. Under supervision of a senior missionary nurse, the new administrator would not "lose face" (undergo loss of prestige) before her nursing group, and she would have the added advantage of acquiring nursing knowledge under favorable conditions.

Furthermore, in America, nursing administration has developed on lines of military discipline, with a modern trend toward the cultural; abruptness in administration has been the pattern of action. In China,

with the native trait for polished courtesy, the abrupt manner is instinctively disliked. The new nurse must adjust to the refined cultural approach of the East. This could be greatly facilitated by observing expert missionary administrators handle difficult problems with ease and grace.

In her administration the missionary nurse will meet problem cases where Christian standards are being misrepresented by nominal Christians. Some of the problem students will have to be dismissed from her school, for hospitals are for the housing and care of people in the balance between life and death. The nurses must be trustworthy in giving care and in administering medicine, and in the recording of facts concerning the patients under their care. Sometimes the student has not adjusted herself to the life of the hospital. On the problem of discipline, Lillian Clayton has said:

"Discipline is as necessary in our organization, if problems are going to be averted, as a rudder is to a ship, and consistent discipline is more imperatively required of an executive than any subordinate."¹

Dogmatically to dismiss these nurses without a thorough investigation and consideration would be no more Christian than the deed that caused the disciplinary

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¹ Lillian Clayton: Problems of Administration, American Journal of Nursing, April 1930, p. 420.

action. In making contacts with unadjusted persons, Jesus sought to restore their self-respect and develop their personalities. Missionary nurses must attempt to follow the example of the Master Leader if they are going to help rather than hinder the missionary cause. The many factors involved in the disciplinary problems bring considerable strain to the working load of the new missionary nurse administrator, for often nerve energy is expended over a considerable period of time. This last factor of an executive nature is probably the most important reason why the new nurse should have guidance during the first year of nursing in China.

5. In the Field of Professional Relationships

The missionary doctor is the "chief" of the missionary nurse administrator, as well as the "chief" of the hospital. His approval or disapproval of the missionary nurse conditions the attitude of the missionaries, as well as of the hospital staff.

For the purpose of this thesis, that of revealing the demands of the field for a better orientation program, the writer is considering only one issue involved in this relationships, namely, that of the problem of fatigue.

Miss Lillian Gilbreth, of the nursing department of Teachers College, Columbia University, in her study on

fatigue, states:

"We have noted also that the person who is being fatigued often does not notice this, especially if she is interested in her work. This interest may maintain the skill, also the quantity of the work temporarily, but this is at the expense of the worker who is unconsciously making greater demands upon herself than she should be forced to make."¹

Several instances of the manner in which fatigue and "drive" of unaccomplished hospital work has blinded the doctor and nurse to each other's needs have been drawn to the writer's attention:

Case A is from the mission field of India. This missionary nurse had worked hard. From her statement she had approached her medical chief several times about a physical ailment which was belittled, and she was instructed not to worry. Finally she went to another hospital where she was operated on for an almost complete intestinal obstruction.

Case B is from China. The chief of this nurse informed her that certain headaches of which she frequently complained were due to eye-strain from studying Chinese and to nerve strain of adjustment to living in China. At the insistence of an educationalist, another doctor was called on the case and the diagnosis was that of acute sinusitis. After proper treatment the headaches were stopped entirely.

Case C is also from China. The chief of this nurse thought she was emotionally unbalanced and sent her to the nearest vacation place for a complete rest. This nurse stated that she became so ill that she hired a ricksha and went to another hospital, where they

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¹ Lillian Gilbreth: Fatigue as it Affects Nursing, The American Nursing Journal, January 1935.

studied her case scientifically and found her blood full of malaria germs.

If this investigation included a study of the doctor, many things could be added where the results of fatigue made his work extremely difficult. However, this study is being limited to the nurse administrator. It seems to the writer that if the strain of constant administration and the importance of protection from fatigue were recognized, the medical people on the field would take care of the adjustments necessary to preserve their force.

The writer believes that relationships could be improved if, when in a mission, both the doctor and the nurse are new, one could be sent as a substitute to a university hospital and an experienced person take the appointment in the hospital under consideration.

6. In the Field of Missionary Staff Relationships

The Master Teacher of the world has taught:

" . . . that ye love one another, even as I have loved you. Greater love hath no man than this, that a man lay down his life for his friends."¹

Non-Christians are often lacking in this aspect of moral responsibility. Christian missionary nurses expect to

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John 15: 12,13.

find this fine expression of Christian love when they reach the mission field of China. Psychiatrists call the ability to enter into this teaching of Christ "empathy":

"Empathy is different from sympathy, which is feeling for others. Empathy is feeling into them, almost feeling yourself what they are feeling, understanding what they are thinking and how they came to be thinking and feeling as they do. . . . With it, I think, goes a certain capacity for objectivity, forgetting one's prejudices . . . and thinking only with the person."¹

It is difficult for a person to accomplish this high standard of living. A friend of the writer has written in a Bible, "It takes more than crossing the Pacific Ocean to make a missionary." On this Dr. Latourette, the D. Willis James Professor of Missions and Oriental History in Yale University, has written:

"As human beings we are strange contradictions. We are gregarious creatures who tend toward fellowship. We have capacities for heroism, for sacrificial love that forgets itself in the service of others, and for the adoration of the God of love. The majority of Christians have insisted through the centuries that Jesus, who gave Himself in loving service in the cities and villages of Galilee and Judea, and who went voluntarily to the cross, was fully man as well as the unique revelation of God. Yet as a seemingly integral part of human nature, envy, faction, striving for self-aggrandizement, hatred, bitterness, the desire for revenge, and many other traits actively oppose what the Christian means by fellowship. These unlovely and anti-social features of the human spirit are

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¹
Fox, op. cit., p. 9.

not at once removed by a dedication of the self to God. In relatively few do they every completely disappear."¹

It has been revealed that the weakness of the present plan of orientation program for missionary nurses in China lies not only in the easily recognized areas of experience, but also in the difficult realm of understanding the undercurrent thoughts and actions due to inherent traits in Chinese culture. Again the problem of fatigue has been studied as it affects the administrators of the hospital, namely, the foreign doctor and the foreign nurse, in order to emphasize the immediate need of a better orientation program.

D. Suggested Plans for the Induction of the Missionary Nurse into Administration

War conditions in China are reported to be affecting 23 per cent of the Christian medical work in the following manner:²

Hospitals bombed.....	13
Hospitals destroyed.....	10
Hospitals burnt.....	3
Hospitals occupied.....	8
Hospitals closed.....	11
Hospitals interfered with...	6

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¹ Kenneth Scott Latourette: *Toward A World Christian Fellowship*, p. 50.

² Cf. Bernard E. Read: *The Effect of War on Medical Missions*, The Chinese Recorder, October 1940, pp.624-626.

It seems to the writer that this period could be utilized in medical mission circles as a time for reconsideration and planning for the future. To produce a workable plan will demand considerable time and effort of the group. The writer, in presenting the two following plans, recognizes the fact that the first plan is idealistic, with an expensive initial cost for the Boards, and that the second plan is practical, but has fallacies. Any one person in advocating a plan or plans is attempting something that has been talked of, but has not had a champion. Miss Cora E. Simpson considers the perfecting of a plan for this purpose a task.¹

1. Plan I

In Plan I the writer will recommend that the second, as well as the first year, be given to full-time language study, that the third year on the mission field of China be spent under supervision of a missionary nurse administrator at the administrator's hospital, that the fourth year be spent at the place of appointment under the direction of an experienced administrator, and that the last year of the first term be spent by the first-term missionary nurse in full administrative authority.

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¹

Cora E. Simpson, in personal letter to writer, dated March 27, 1941.

a. First Year: Full-time Language Study

A continuation of such orientation programs as that of the North China College of Chinese Studies seems to the writer to be the ideal set-up for a first-year orientation program for new missionary nurses for China.

b. Second Year: Language Study and Sociological Adjustments

Guided by the weaknesses of the present program, as revealed by a survey of the field and by considering further facts, the writer will advocate full-time language study for the second year for a new nurse in China. As has been previously stated, language study is of utmost importance to the success of a nurse administrator. The writer has observed on the mission field of China that hospital duties so overbalance the half-time language study that the nurse is tempted to shorten the hours demanded for lesson preparation to the pressing demands of the hospital.

At the same time, this plan is being advocated in order that she may have time to make sociological adjustments to Chinese culture. Pauline V. Young states:

"The most important, if not the most fundamental differences between nations and peoples, aside from physical characteristics, are reflected in their manners, their etiquette, and in the conception which they form for themselves. The characteristic

traits are, in other words, not so much innate qualities as group conventions."¹

In a large mission compound, it is difficult to adjust to sociological conditions. The following indicates the way one nurse tried to adjust to conditions:

This nurse, knowing of a lack of harmony between herself and others in her mission, not only tried to solve her problem in a Christian manner, but also went to a Christian psychiatrist for psycho-analysis. The result of this analysis was favorable for the nurse, as she was reassured that she was making a satisfactory adjustment in a difficult situation.

Plan I proposes that this second year be spent in a small station for language study; that this station be in the same locality as the hospital in which she is to be an administrator, in order that she may learn the same dialect as that in which she is to administer. Moreover, the second-year language center should be near to the hospital, so that the nurse may take occasional trips to the hospital in order to become acquainted with the personnel and be able to observe nursing in China.

c. Third Year: Guided Supervision in a
Hospital with More than One
Missionary Nurse

Plan I advocates that the new missionary nurse spend the third year in a mission hospital where there are

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¹ Pauline V. Young: The Art and Science of Interviewing, p. 157.

more nurses than one in administration.

The nursing situation during the past decade was studied by the Laymen's Foreign Missions Inquiry, who summarized their findings in the following words:

"As regards nurses, there is now one foreign nurse per hospital. Thirty-six per cent of all the 235 hospitals have no foreign nurse, 33 per cent have one nurse, 21 per cent two, and only 10 per cent have more than two. . . . in fifteen hospitals the nurse is the only foreigner."¹

From the deductions drawn from the above report, from the observations made by the writer in China of the nurse personnel turn-over, and from the study of the presented needs for a field guidance program for the new missionary nurse, it would seem a matter of urgency to provide a year of guided nursing in China in a hospital well managed by an experienced executive while her assistant relieved in the lone-nurse hospital. The new nurse, trained and educated in the latest techniques of American nursing could bring much new life into a large hospital. Furthermore, working under supervision after a year in a small station, she would not have a tendency to become discouraged because of lack of ability to put her plans into immediate action because she would be prepared for the necessity of a slow approach. Moreover, the new nurse will have an opportunity to observe the functioning

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¹ Laymen's Foreign Missions Inquiry, China: Vol. V, Part Two, p. 456.

of the Nurses' Association of China program in one of its hospitals of good repute and have the privilege of becoming acquainted with its leaders through her sponsor, the experienced executive in China.

d. Fourth Year: Guided Administration at the Hospital of the New Administrator's Appointment

Plan I advocates that the fourth year for the new missionary nurse in China be under guided supervision at the hospital of her appointment. The experienced missionary nurse of China, who has previously been a secondary administrator at a large hospital, has had three years of valuable experience in administrating in a small hospital, will be ready to guide the new missionary nurse while she becomes acquainted with the local hospital administrative personnel, the student body and some of their characteristics, and learn the facilities for purchasing nursing school supplies.

The first year of administrating in one's own school is always difficult. This is especially true in a mission hospital managing on a low budget. An administrator of a nursing school made a time-study in nursing placement based on twenty-four-hour nursing care as given by her staff of nurses, which consisted of ten graduate nurses and fourteen students. Graph V on the following page gives the results of this study.

GRAPH V A TIME STUDY IN NURSING PLACEMENT BASES ON 24 HOURS FOR THE HOPKINS MEMORIAL HOSPITAL WITH A STAFF OF 10 GRADUATE

Assistant Superintendent of Nurses
Graduate Nurse... Second Assistant to Western Hills Sanitation

SENIORITY OF NURSING STAFF	HOURS IN NURSE PLACEMENT									
	7	8	9	10	11	12	1	2	3	4
	SURGICAL WARD									
Supervisor						L	off duty			
Post-grad.	off duty		Eye Clinic			L				cl
Senior			medical clinic and				off duty			
Junior (a)		operating room				L	P.M.		off duty	
Junior (b)						L	E.N. Clinic		off duty	
	MEDICAL WARD									
Supervisor	Day off duty									
Supervisor						L		off duty		
Post-grad.		class		off duty		L				cl
Junior							off duty			
	EYE WARD									
Supervisor						L		off duty		
Post-grad.		class				L	off duty			cl
Senior							off duty			
Junior			off duty			L				cl
	OPERATING ROOM									
Supervisor						off duty				
Senior						off duty				
	MEDICAL AND SURGICAL DISPENSARY									
Graduate						off duty				
Relieve	off duty									
	EYE DISPENSARY AND EAR, NOSE, AND									
Graduate						off duty				
Relieve	off duty									
	NIGHT DUTY NURSES									
Supervisor				7P.M. to 7A.M.			off duty			
Surgical wd.				off duty						
Medical wd.							off duty			
Eye Ward										
Floater	off duty									

- Supervisor out of the department
- Post-graduate nurse out of department
- Senior nurse out of department
- Junior nurse out of department

post-grad. = part
L. = lunch
D. = dinner
P.M. = afternoon

ING PLACEMENT BASES ON 24 HOURS OF NURSING CARE (SERVICE)
 PITAL WITH A STAFF OF 10 GRADUATE NURSES AND 14 STUDENTS

Nurses
 istant to Western Hills Sanitorium 24 hour call basis

HOURS IN NURSE PLACEMENT							TOTAL INDIVIDUAL NURSING HRS.	TOTAL NURSING HOURS IN THE DEPARTMENT
12	1	2	3	4	5	6		
L	off duty					D	8	24½
L				class		D	5	
clinic and off duty				class		D	4½	
L	P.M.		off duty		class		2½	
L	E.N.T. clinic		off duty		class		5	
off duty							off	21
L		off duty				D	8	
L				class		D	6	
					class	D	7	
L		off duty				D	8	29
L	off duty			class		D	6	
	off duty				class	D	7	
L				class		D	8	
off duty							8	16½
off duty							8½	
MEDICAL AND SURGICAL DISPENSARY								10½
off duty							8	
class							2½	
DISPENSARY AND EAR, NOSE, AND THROAT								12
off duty							8	
class							4	
10 7A.M. NIGHT DUTY NURSES							9	
off duty							9	20 hours
off duty							9	12 hours
off duty							9	12 hours
off duty							9	

post-grad. = part graduate
 L. = lunch
 D. = dinner
 P.M. = afternoon

wd = ward
 E.N.T. = ear, nose, throat
 floater = one who relieves

The foregoing graph is a study in the placement of the nursing staff in a mission hospital. It shows how an administrator covered all departments with a limited staff of nurses. The study is based on two twelve-hour shifts of the nursing staff: a night shift from 7 P.M. to 7 A.M., and a day shift from 7 A.M. to 7 P.M. The colored sections in the graph represent time out of the department for such reasons as:

Rest and recreation
Class-room lectures
Meal-time
Relieving in other departments

The uncolored section represents the time actually spent on duty. The last column, in which the total number of nursing hours in a department is given, is significant to this study.

There is a difference between getting the work done and giving good nursing care. The following study has been made by the National League of Nursing Education in regard to the number of hours, in a period of twenty-four hours, sufficient to guarantee adequate nursing care:

Adult surgical patients.....	3 to 3 1/2 hours
Medical patients.....	3 to 3 1/2 hours
Children over five years of age..	4 hours

A study of the chart on page 158 will reveal that on a floor with a thirty-four-bed ward, semi-private and private patients, it is impossible to give more than one and one-half hours of nursing care in some mission

hospitals of good repute.

In cases in which the patients are critically ill, or in which complicated dressings are needed (one mission administrator took one hour every day to do personally a severe burn case dressing because shortage of staff would have prevented giving adequate care otherwise), several things may happen:

" . . . From the standpoint of the patient, all nursing orders may be carried out but with the possibility of faulty technique, ineffectual results, and the transmission of infection; or, only part of the work will be covered and the patient will not get the routine nursing care necessary for personal comfort; or, the discrepancy between nursing time required and nursing time provided may be such that special treatments, as well as routine procedures, will be omitted."¹

In order that the new nursing administrator may learn to manage the placement of her nursing staff, arrange class-time for students, and teaching time for a limited number of supervisors,² and, furthermore, may perform the other duties of administration, the writer advocates that in China, even in the fourth year, the new

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¹ National League of Nursing Education: Bedside Nursing Hours for Ward and Semiprivate Patients, Manual of the Essentials of Good Hospital Nursing Service, p. 12.

² Gladys Parker, of the Lester Chinese Hospital, Shanghai, has written: "One of our difficulties is to give the nurse adequate theoretical training and also staff the hospital so that the patients are well cared for."

missionary nurse administrator should have guidance by an experienced administrator.

This fourth-year plan would also allow her time to work within the boundaries of a normal working day and have time for community living.

e. Fifth Year: Full Administrative Responsibilities

The missionary nurse is often admonished that the first term is not a term for "action," but a term for "learning" in order to conserve her for fruitful life of missionary endeavor. But this period should be important for the nurse in arriving at a decision as to what will be of advantage for her to study in her furlough year in order to advance the cause of Christianity through its medical mission program. In order to accomplish this objective the nurse should have the last year of her first term in the hospital of her final appointment with full administrative responsibilities.

The writer realizes that the weakness of Plan I lies in two areas: the first, that of securing the cooperation of hospital executives of well-organized mission hospitals; the second, that of Mission Board finances. The first problem may be solved by a recognition of the benefits to be gained by such a Plan as the above; new professional growth stimulated by the coming of a new, well-educated, experienced American

Christian executive to a large institution; a secondary executive given an opportunity to attempt solo administration. The second problem is not a difficult one when the five-year guidance plan is analyzed, for in comparison with the present orientation program the following results are evident:

- a. The first year is the same
- b. In the second year the nurse spends the equivalent of 5 1/2 months not working at nursing, but studying language; otherwise, the program is supposedly the same
- c. In both the present and in Plan I. orientation programs, the nurse is working full time at nursing during the third year
- d. In the present program and in Plan I there is allowed an overlapping of two missionary nurses; the present orientation program allows it in favor of the larger hospital, while Plan I allows the overlapping for the development of a new executive
- e. The fifth year is the same

2. Plan II

a. First Year: Language Study

In Plan II the first year orientation program would be the same as in Plan I.

b. Other Years: Direct Appointment to a Hospital Maintaining Two or More Missionary Nurses

When the nurse must function immediately after her first year of language college, it would be better for her to be assigned to a hospital maintaining more

than one nurse. In case the nursing school is a part of a Union-project, as a university school of nursing, it seems to the writer that unless the Board's representative is the director of the school, the senior missionary nurse under appointment of the Board should be assigned for the One-Missionary-Nurse-School, and that the new missionary nurse be assigned for the complete first term at the university school. In one mission observed in China a fine piece of correlation work was carried out.

Nurse F died while attending to the administration of a nursing school in a certain province. Hospital A had three nurses, a senior missionary nurse, a missionary nurse with a Master's degree in nursing education, and a third missionary nurse. This hospital had also developed a high standard for the Chinese nurses. The third missionary nurse went to the hospital where Nurse F had died and administered for two years, while the new missionary nurse under appointment had a year at language college and a year of language study in the province and had an introduction into the hospital under the relieving missionary nurse.

It seems to the writer that if this process had been carried a step further it would have been more successful. For, the new missionary nurse, upon completion of her term of being a missionary nurse, returned to the United States for an extended furlough. While home she accepted a two-year contract with the University Hospital at Beirut, Syria. When this contract was completed and before returning to America, she re-accepted an appointment with her Board for China. The question arises: if this nurse

had had her first term placement at a hospital where she could have had supervision and guidance of the finest type in China for a full term, while the experienced nurse had taken charge of the nursing school where the new nurse was later to be the one administrator, is it not possible that the hospital under consideration would have prospered under a continuity of administration and a capable nurse administrator would have been developed within the period of her first term?

The writer is advocating that if the mission Board of the nurse under appointment has an affiliation with a hospital maintaining more than one nurse, they form a policy of appointing their new missionary nurses to one of these hospitals.

The National League of Nursing Education has made suggestions for the improvement of the Nursing Service Organization of hospitals. They state:

"Since one of the main functions of a hospital is to provide nursing care for its patients, the nursing department is one of the largest and most important in the hospital. In a discussion of the basic factors underlying the administration of a hospital nursing service, there are certain prime requisites: there must be a comprehensive understanding of the relationships which should exist between the members of the personnel of the department; the department must be understood in its correct relationship to the other departments and to the hospital as a whole; the officers and workers of the department must know the plan of organization and the means of control of the hospital to enable the personnel to understand the functioning of the hospital according to its varying and complex responsibilities. There must

be unity in thought and action, not only within the department itself, but within the hospital of which it is a component part."¹

If the above statement is analyzed, the necessity for further study is self-evident. To use the figure of de Schweinitz, the new missionary is like a canoeist. She needs to learn to direct her course; as he puts it --

"Man (in this case, a nurse administrator) is like a canoeist directing his course through waves. One after another he meets them. They may be heavy and powerful or they may be light ruffles of a sunshiny day in midsummer. He must ride them all. To each he must slant his craft, dipping his paddle at the right moment, giving the right twist, putting just the right amount of force into the stroke. Each wave requires a decision. Let him fail in judgment, or in skill and strength, and his canoe may ship water until it fills, or, in the lift of some great breaker, overturn immediately."²

The problem of working out a plan should become a subject for further study by a committee of the Nurses' Association of China. The findings resulting from such study should be presented to the Missionary Council for the formation of an improved policy of induction of the missionary nurse into administration in China.

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¹ National League of Nursing Education: Essentials of Good Hospital Nursing Service, p. 8.

² Karl de Schweinitz: The Art of Helping People Out of Trouble, p. 4.

E. Summary

This chapter has shown that in order to conserve a group of Christian workers among whom there has been a high percentage of turn-over, a new orientation plan is needed for the new missionary nurse during her first term on the field.

By presenting facts based on a study of the present field orientation program, the writer has shown that the nature of the nurse administrator's work demands more time for language study and more time to understand factors that determine the construction of a balanced executive load.

Furthermore, the writer has shown that in order to aid the nurse in constructive nursing administration and to learn the danger of fatigue there should be a year of apprenticeship.

The writer has recommended two possible plans for new orientation plans. The first is idealistic; the second is immediately practical.

It is recommended that further study of this problem, looking toward the formation of a plan that shall constitute mission policy in the future, be made by a committee of the Nurses' Association of China, with approval of the Missionary Council.

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

As a first step in accomplishing the purpose of this thesis, namely, to present an orientation program for Christian Missionary Nurses for China, the writer investigated the need for such a program for the new missionary candidate by analyzing the task awaiting her on the field. This study revealed that the field of Christian Missions in China demands of the missionary nurse: (a) that she be able to administer a nursing school; (b) that she be capable of directing an educational system; and (c) that she be trained to understand and apply the principles of Christian leadership.

The writer then reviewed the current requirements of the Foreign Mission Boards of the outstanding Christian denominations in the United States and Canada. The present system of preparation, it was found, places emphasis on preparing the applicant for the practicing of nursing to the neglect of administration and Christian education. In the light of the demands made upon the missionary nurse administrator in China, many of these programs were seen to be inadequate and to be recognized as such by most of the Mission Boards.

Investigation through interviews and observations has revealed the necessity for the Boards of

Foreign Missions of the Christian Church to give greater emphasis to the guidance of the missionary candidate. This thesis has shown that in order to secure the most effective professional, academic, and evangelical preparation the candidate must receive continuous guidance. It has been shown that the pre-field guidance should begin with the date of application and end with the sailing date, and that it should be conducted through three channels of contact; that is, (a) through periodic conferences with the candidate's personnel committee, through correspondence, and through contacts with medical missionaries on furlough and with Chinese students in America.

Consideration of the pre-field program disclosed that the ideal program suggested by some of the Mission Boards, if carried out, would adequately prepare the nurse candidate and have her on the field by the time she is thirty years of age. This program would include four years of college work, three years of nursing training, one year of religious education, two years of professional experience, and one year of language study on the field. However, in practice this program is curtailed, with a consequent loss of preparation, in order to get the nurse on the field by the time she is twenty-five or twenty-six.

To meet this problem the writer outlined a five-year diploma-degree course whereby the candidate may

receive the best of nursing education and a bachelor degree within a period of five years. It was shown that a nurse could be prepared for her professional duties by an adequate background in degree-level courses in nursing supervision in hospitals, in evaluation and construction of nursing procedures, in curriculum construction in nursing education, and in organization and administration of nursing schools. In her academic studies she would profit by orientation studies in Chinese history, ear training in preparation for studying in her field orientation program, and cultural courses which would aid her in her social adjustments.

Missionary surveys and councils were seen to have set forth the need of preparation of the missionary nurse in religious education, but observation of the missionary nurses on the field has revealed that usually this phase of preparation is omitted. The study of the demands of the field revealed the need for all nurses to have such preparation. In the suggested pre-field orientation program as set forth by the writer, an allowance of a full year of graduate work is made for such studies.

In addition to an adequate pre-field program, it was demonstrated that there must be a more extensive field orientation program than is now considered necessary.

A study of the present field orientation program revealed that its inadequacy rests on factors such as these: (a) the attempt of a foreign nurse to administer in an unfamiliar tongue, (b) the attempt to educate the youth of China without understanding their inherent traits, (c) and the attempt to make personal adjustments to sociological conditions while laboring under a nursing over-load.

This study has shown that the trial and error method for administration of nursing in China is far from desirable, for: (a) it is a disadvantage to the hospital nursing school itself; (b) it is a disadvantage to the Christian Missionary Boards because of financial waste; (c) and it is a disadvantage to the nurse in terms of health waste due to excessive expenditure of energy.

In view of the above findings, the writer has set forth two plans of field orientation. The first plan is organized for yearly progression in the development of the missionary nurse administrator in order that she might better function in her official position with the Nurses' Association of China and with the Christian Board of Foreign Missions under which she has her appointment. This program calls for a slight increase in the time for language study and for a stronger administrative guidance program under experienced missionary nurses. It also suggests the

fifth year of independent administration in order that the nurse may be prepared to determine her major emphasis for furlough studies.

The second plan is simpler in that it provides for the customary year of language study to be followed by four years of secondary administration under the directorship of an experienced missionary nurse, thus leaving major, or independent, administration until the second or third term of missionary services.

The writer in advocating these two plans recognizes that in order to establish a workable plan further study should be made on the field by nurses holding membership in the Nurses' Association of China. An administrative survey committee should be set up and on the basis of their findings it is recommended that the Christian Medical Council for Overseas Work work out an adequate plan of interdenominational cooperation for the process of inducting the missionary nurse into her administrative tasks in China.

APPENDIX A

CORRESPONDENCE

C O P Y

CHRISTIAN MEDICAL COUNCIL FOR OVERSEAS WORK

156 Fifth Avenue, New York, N. Y.

October 15, 1940

Dear Miss Stillman,

What Doctor Dodd has written you is of the greatest value. I should like to stress what he has mentioned at the bottom of the first page of his letter of October 11th, namely that few nurses and few doctors have had any training in understanding the meaning of Christianity. For this reason I recommend to you as a text book the great work by Hendrik Kraemer entitled THE CHRISTIAN MESSAGE FOR A NON-CHRISTIAN WORLD. You can get copies of this in any library and ought to be immersed in its contents.

Another book you ought to study is RE-THINKING CHRISTIANITY IN INDIA by six Indian Christian authors. This book was issued in late 1938 and I shall be glad to loan you my copy if you want it at any time. The point to remember is that in these countries to which we go and for which we prepare, there is an intellectual attitude toward religion with which we Americans are too often unprepared to cope.

Do come in to see me from time to time.

Sincerely yours,

(Signed) Edward H. Hume

Edward H. Hume, Director

Miss Lucy R. Stillman
Biblical Seminary
235 East 49th Street
New York, New York

C O P YTHE WOMAN'S MISSIONARY SOCIETY
o f
THE UNITED CHURCH OF CANADAGeneral Offices: 412-413 Wesley Buildings
Toronto - Canada

October 17, 1940

Miss Lucy R. Stillman,
Biblical Seminary in New York,
235 East 49th St.,
New York, N. Y.

Dear Miss Stillman:

Your letter of October 1st reached me some little time ago. I am sorry for the delay in writing.

The qualifications for our outgoing missionary nurses are what we call Grade XII in High School which is equivalent to first year University here. In addition to that, professional training in a hospital of good standing, plus post graduate work, if possible, and at least one to two years' experience in Canada. There are a few cases when we do accept nurse candidates who have not Grade XII but who have sufficient academic qualifications in other lines or who have been teaching or who have had considerable post graduate work in their own field. Then, in addition to these qualifications all missionary nurses are expected to spend one year in our United Church Training School in Toronto where they are given definite missionary training. They are allowed to substitute one course in their own professional line for one of the regular courses at the Training School in order that they may not lose touch with their profession. On their first furlough they are expected to take post graduate work along whatever line they have seen valuable to them in their own field. During subsequent furloughs we encourage them to do further study but during the first furlough we feel it is essential.

I am sorry that we have at present none of our furlough missionaries in New York who could consult with

you. If you would care to correspond with any of those in Canada, I would be glad to give you the name of any of them.

I hope this information will be of some use to you.

Sincerely yours

(Signed) Ruth H. Taylor

Foreign Mission Executive Secretary.

C O P Y

THE BOARD OF FOREIGN MISSIONS
OF THE PRESBYTERIAN CHURCH IN THE
UNITED STATES OF AMERICA
156 Fifth Avenue
New York

Medical Department
E. M. Dodd, M.D.

October 11, 1940

Miss Lucy R. Stillman
Biblical Seminary
235 East 49th St.
New York, N. Y.

Dear Miss Stillman:

We are, of course, much interested in your plan for doing a thesis on the preparation of missionary nurses for China. It should be a very interesting and profitable undertaking. And we would all like to see the completed work.

I am glad to see that you have been in touch with Dr. Hume and I hope that he was able to make you some valuable suggestions from his rich background.

I don't know of any previous full length study along this line for China or any other field.

As a suggestive bit, I am enclosing a little pamphlet we used with our prospective nurse candidates.

For some years back, the professional points I have been stressing, in the preparation of nurses for China and elsewhere have been these:

1. Training in administration, including the job of superintending a small hospital.
2. Training in teaching nurses.
3. Training in public health nursing for that growing field.
4. Training in dietetics.
5. Training in anesthesia, though that field

has been shifting back somewhat to the surgeon himself, with the increase in spinal and regional anesthesia.

6. Midwifery which is a course that is more difficult to secure in this country than abroad (before the war).

For our own Board, we feel that a good many of our doctors and nurses have not had enough real training on the religious side - - on the thought content of Christianity, shall we say, on the history of Christianity and the Church, on methods of work which can be utilized by a nurse, etc. So we have been trying to develop this side more.

We like to have our nurses take at least one or two years of further training and experience after graduation from nurses training school, in addition to a strong emphasis on college work before training school.

We have one very good furloughed nurse here in New York now, Miss Mary Bischoff, who is taking post graduate work at Teachers College. Her address is Whittier Hall, 1230 Amsterdam Avenue, N.Y.C. I am sure that she would be glad to talk over this very worthwhile subject with you.

Dr. H. E. Henke, one of the very able younger men, in our North China Mission, is going to be here in this office from about October 14th to November 16th, while I am away on a deputation trip for our Board in Central America. You might like to have a talk with him also. Fundamentally, I don't think that there is any great difference in training nurses for China and training nurses for any of the other fields. On the whole, China is more advanced. And, in any case, it is desirable to have some special training toward the field one has in mind, during the last year or so, if it is possible.

If I can be of any further help to you, please let me know.

With all best wishes for your thesis which, as I say, I hope we will see.

Very sincerely,

(signed) E. M. Dodd

I'm sorry that this letter has been so delayed. It was dictated some time ago.

C O P Y

THE BOARD OF FOREIGN MISSIONS
OF THE PRESBYTERIAN CHURCH IN THE
UNITED STATES OF AMERICA
156 Fifth Avenue
New York

Medical Department
E. M. Dodd, M.D.

February 21, 1941
Dict. Feb. 20th

Miss Lucy R. Stillman
235 E. 49th St.
New York, N. Y.

Dear Miss Stillman:

I was interested in your letter the other day discussing the qualifications for nurses for the foreign field with the age question as affected by the desirable items of preparation.

In general, the preparation we want is not far from what you cite here. We very much prefer college graduates, and in that order, i.e., taking the nurse's course after college, though we have sent out a few people who did not have full college work.

As you rightly say, that, on the average, would make a girl 25 years old.

From that point on, our feeling would be to make it an individual matter, and to try to get the girl out to the field in the course of the next couple of years, preferably before thirty. We like to have a year or so of administrative or teaching experience after training school, and then perhaps some religious education, if she is particularly in need of that.

On the whole, this would work out not far from what you outline here, reaching the field at about 27 or 28 years old.

We have sent out some nurses who are quite a bit older, who have made out very well. Their maturity has made up for some other losses. But, on the whole, we would rather have a person out before they are thirty years of age.

We are not greatly interested in general duty training after medical school. Ward supervisorship or operating room supervisorship would do, if we could not get anything more than that. And, as you say, it is not likely that a young girl would have a leading administrative position.

Very sincerely,

(signed) E. M. Dodd

C O P Y

THE WOMEN'S MISSIONARY SOCIETY

The United Lutheran Church
In AmericaNona M. Diehl
Executive Secretary704 Muhlenberg Bldg.
1228 Spruce Street
Philadelphia, Pa.

November 11, 1940

Dear Miss Stillman:

The requirements of our Board for candidates for missionary service in the field of nursing are first of all training in the profession and then experience. In addition to this we ask the nurse to have some special training in Bible study.

Recently our Personnel Committee had conference with one of our missionaries from India, who has had years of experience in the field. He made us see that requirements should be more rigid in some respects than we have heretofore considered them. He called our attention to the fact that we have always known, of course, that a nurse should have administrative ability because on the mission field, she is usually in charge of a hospital. She should have teaching ability because she is also the head of a nurses' training school. Business training would be a great asset to her. Above all she is a missionary of the Gospel and as such is responsible for a program of religious education in the institution in which she works. We realize that this is a high standard. Fortunately, however, we are sending to India during the coming month a young woman who does answer these qualifications.

We realize more and more the value of having a degree in nursing education. This has not been required up to the present time, but we feel that it is an asset which young women who wish to become missionary nurses ought to try to attend.

I am sorry that we do not have in any printed form our procedures for finding missionary nurses. I hope that what I have written may be of some value to you.

Very sincerely yours,

(signed) Nona M. Diehl

Executive Secretary

Miss Lucy R. Stillman
235 E. 49th Street
New York City.

C O P YBOARD OF MISSIONS AND CHURCH EXTENSION
OF THE METHODIST CHURCH

150 Fifth Avenue

New York, N. Y.

Missionary Personnel

February 7, 1941.

Miss Lucy Stillman
Methodist Hospital
6th Avenue and 6th Street
Brooklyn, New York

Dear Miss Stillman:-

It would not be surprising if you thought I had forgotten your request to write you about my hopes for a Missionary nurse. The other day our committee set up a list of requirements that we are going to hold for Missionary nurses. The requirements that we made are that the Missionary must have her college degree from a recognized, grade A, college, as well as, her R.N., then we want her to have one year in a recognized training school for Missionaries. We are asking, also, that every Missionary that goes out has at least one year of successful experience in work similar to which he will be assigned.

My idea about this is that I should like to see the person get her R.N., then have a year or two of successful experience, and with that background, go to a school like Hartford or Scarritt where she could study the background of the country to which she was to go, the philosophy of Missionaries, and have the experience of working with people who are preparing for the same type of work. Of course, it would be impossible to accept any girl unless she had a Christian motive which would compel her to be of service to others.

I can name many characteristics which a Missionary needs to have, but it seems to me, that one of them should certainly be a sense of humor. The older I get, the more experience I have with furlough Missionaries and the more I am convinced that they must be able to laugh at themselves.

I trust that you are enjoying your work on your Masters thesis. I shall look forward to knowing about it when you have it ready.

Very sincerely,

(signed) Ruth Ransom

Ruth Ransom
Secretary of Missionary Personnel

RR:NB

C O P Y

METHODIST COMMITTEE FOR OVERSEAS RELIEF

150 Fifth Avenue
New York, N. Y.

Bishop Herbert Welch, Chairman

November 4,
1940.

Miss Lucy R. Stillman,
235 East 49th Street,
New York City, N.Y..

My dear Lucy:

I have talked over yours of October 31 with Mrs. Welch. I am sure the information and advice you have had from the various doctors covers the ground in which you were interested much better than anything I could say.

My only suggestions would be of a general character. I believe the candidate should at least have a full High-School course, and it would be better if she could have had the whole or even part of a general college course preceding her special training. For, I believe a good knowledge of history, philosophy, religion, and psychology (including its abnormal phases), would be of real help in meeting the demands of days like this in missionary lands.

With all good wishes to you, both now and when you return.

Heartily yours,

(signed) Herbert Welch

Herbert Welch.

C O P YAMERICAN BOARD OF COMMISSIONERS
FOR FOREIGN MISSIONS

14 Beacon Street Boston, Mass.

Foreign Department

October 22, 1940

Medical Secretary
Mark H. Ward, M.D.Miss Lucy R. Stillman
Biblical Seminary
235 East 49th Street
New York, New York

Dear Miss Stillman:

I am very sorry that I have been delayed these three weeks in answering your request to me of October 1. I was very glad to learn that you were making a study of a nurse's preparation for missionary service. The American Board supports twenty-one nurses working in Africa, China, India, and the Near East in connection with the medical work of the Board. Enclosed is a little booklet entitled "Information for Missionary Candidates." This will give you some idea as to the standard of qualifications demanded of those going out under the American Board.

The American Board requires that nurses for most of the mission fields have a full college training in addition to the full nurses training in a well-equipped hospital. From its years of experience the Board realizes the importance of the doctors and nurses having a year of training in a school of missions such as the one at the Hartford Foundation.

Our experience leads us to feel that a nurse going out to China should be exceptionally well qualified. In most cases the nurses are expected to head up, or at least teach in, the nurses' training school. I would be very much interested in going over the results of your study and any suggestions that you might have as to a more adequate training for missionary nurses for China.

This year there are no missionary nurses of the American Board home on furlough. Only this last August Miss Helen Dizney of Tehchow, North China, returned to the field after a year of furlough which she spent studying at Peabody College, Nashville, Tennessee. Next summer we anticipate that Miss Emma Noreen of Fenchow, China, will be coming home. We hope that she also can devote a large part of the furlough period to better preparing herself for her missionary work. I should be very glad to assist you in anyway that I can for I realize that you have undertaken a very important piece of work.

Very sincerely yours,

(signed) Mark H. Ward

Mark H. Ward, M.D.

C O P Y

NATIONAL LEAGUE OF NURSING EDUCATION

1790 Broadway, New York, N. Y.

Executive Secretary
Claribel A. Wheeler, R.N.

February 28, 1941

Miss Lucy R. Stillman
235 East 49th Street
New York, New York

My dear Miss Stillman:

We have received your letter of February 21. Columbia University, Harvard University, Duke University, and Syracuse University do not have undergraduate basic programs in nursing. Duke did have such a program but recently discontinued it.

We have attached a list of schools of nursing connected with colleges and universities offering an undergraduate program leading to both a diploma in nursing and a degree on which I have checked some of those we know to be sound. In some places the affiliation of the school of nursing with the college or university is a very loose one.

The two nurses whom we know who used to be in China and connected with the Peiping Union Medical College are: Miss Anna D. Wolf, now Principal of the School of Nursing at Johns Hopkins Hospital and Miss Gertrude Hodgman who has just gone to the Russell Sage College in Troy, New York.

We trust you will find this information of some assistance to you.

Very sincerely yours,

(signed) Claribel A. Wheeler

Claribel A. Wheeler
Executive Secretary

APPENDIX B

BLOCK PROGRAM FOR A
THREE-YEAR COURSE IN NURSING

THE BLOCK SYSTEM

Explanation of the Chart on the Block Program

This system of nursing education receives its name from the fact that the courses coincide with the ward practice of the student nurse, rather than follow other methods in which practice on the ward may precede the lectures, or in which, after theory has been studied, years have elapsed before placement in the ward for practical experience. In this method it is believed that the law of association at the time of learning through lecture, literature, and observation is the most practical method of studying.

The chart following shows the three major divisions of the school as based on the three years in the school, the school year starting in February. The section denoted in yellow is the preliminary class. The complete time of the student is given to lectures and theoretical studies. Throughout the chart green denotes vacation. Each block of studies is represented by a change in the color, and the chart is self-explanatory.

Class hours are planned so that the section on night duty do not have classes during sleeping hours, and thereby the health of the nurse is preserved.

This system, unadapted, is practical only for large training schools, for the reason that in case of prolonged illness the student must drop out of the school until that section of theory and practice is given the next year.

BLOCK PROGRAM OF STUDIES FOR A THREE YEAR COURSE IN NURSING

February	March	April	May	June	July
Preliminary Nursing Course				hours	clinic
				Lecture	Lab conf.
1. Anatomy and Physiology			50	25	16
2. Microbiology			15	15	2
3. Personal Hygiene			8	4	3
4. Elementary Hygiene			3	1	1
5. History of Nursing			12	0	4
6. Nursing Ethics			5	0	10
7. Principles & Practice of Nursing			53	81	13
8. Elementary Materia Medica			12	14	6
9. Nutrition, Food & Cookery			12	28	3
10. Chemistry					
11. Pharmacology & Therapeutics			30		
12. Bandaging			10		

February	March	April	May	June	July
The Second Year Course			Hours		
			lecture		
1. Pediatric Diseases			10		
2. Pediatric Nursing			11		
PEDIATRIC NURSING ON THE WARDS			Urological Nursing Ten hours individualized by Supervisor	NO CLASSES Dispensary	VACATION

February	March	April	May	June
1. Gynecological Nursing			AFFILIATION IN	
2. Pre-Natal Clinic			Public Health Nursing	
3. Baby Keep Well Clinic			classes	
4. Formula Laboratory			1. Health in family-----	
5. Post-Natal Clinic			2. Nursing Service-----	
6. Obs. Cardiac Clinic			3. Public Health Department Rec	
7. Care of Nursing Mothers			4. Nursery School-----	
8. Care of Nursery			5. Industrial Nursing-----	
9. Delivery Room				
10. Gynecological Operating Rm.				
OBSTETRICAL NURSING AND GYNECOLOGICAL NURSING				
Individualized care				
Lectures by Supervisor				

IG

July	August	September	October	November	December	January
		Medical Nursing Course				
		Hours of	Lecture	Lab	Demonstration	
NO CLASSES		Case Method Study	3	2		
On medical, surgical, and Orthopedic wards. Supervised for Bed-side nursing		Advance Nursing Principles	21	3	56	
		Elementary Principles of Massage	5	10		
		Orthopedic Lectures				
		Medical Lectures	11	10		
Elementary Nursing Only		Surgical Lectures	23	7	DISPENSARY	

July	August	September	October	November	December	January
		SURGICAL NURSING			OPERATING ROOM	
VACATION	ORTHOPEdic NURSING	Communicable Diseases		50	Operating Room Duty	
		Eye Nursing		4	Operating Room Technic lectures by operating room supervisor 10 hrs.	
		Ear, Nose, Throat		4		
		SURGICAL WARDS ON DUTY				

July	August	September	October	November	December	January	
					Lect	Dem	Lab
Psychiatric Nursing					AFFILIATION IN PSYCHIATRIC NURSING		PROFESSIONAL COURSE II
-----	10	2	Lab	VACATION	10	2	7
-----	4	1			4	1	
-----	6	1	7		5	1	12
-----	5		12		5	3	
-----	12	3			12	1	
					14		
					6. Social Service		Electives for Students as Head or Private

APPENDIX C

CHART OF

THE CHINESE GOVERNMENT REQUIREMENTS

FOR NURSING SCHOOLS

THE GOVERNMENT OF CHINA
DEPARTMENT OF EDUCATION REQUIREMENTS
for
NURSING SCHOOLS OF CHINA
including
NURSES' ASSOCIATION OF CHINA SCHOOLS

First year subject	hours
1. Nursing History and Ethics	30
2. Anatomy and Physiology.	100
3. Materia Medica.	60
4. Bacteriology.	20
5. Personal Hygiene.	20
6. Theory of Nursing	60
7. Practical Demonstration (class room).	60
8. Dietitics (plus one month in diet kitchen).	30
9. Citizenship.	40
10. Chinese Literature	80
11. English.	80
12. Sociology.	20
13. Psychology	20
Second Year	
1. Nursing Theory.	40
2. Nursing Practice and Demonstration.	60
3. Ear, Nose, Throat, and Eye	30
4. Dietitics	30
5. Chinese Literature.	40
6. Surgical Nursing.	20
7. Medical and Contagious Diseases.	40
8. Pediatric Nursing.	30
9. First Aid.	20
10. Housekeeping, care of linen stores.	10
11. English.	11
12. Physio-therapy	10
Third Year	
1. Obstetrics, theory.	60
2. Obstetrics, practice	60
3. Gynaecology (Urology for the men).	20
4. Public Health (with out-patient department exp)	80
5. Professional Problems	20
Sociology, citizenship, and chinese literature not compulsory if certain educational requirements are met by the student.	

APPENDIX D

MONTHLY EFFICIENCY RECORD

**MONTHLY EFFICIENCY RECORD
PROFESSIONAL FITNESS**

Place Check in Appropriate Column

	Far Below Average	Below Average	Average	Above Average	Far Above Average
ACCURACY					
Does she execute procedures correctly? _____					
Does she chart with accuracy? _____					
CONSCIENTIOUSNESS					
Does she assume responsibility for her own acts? _____					
Does she assume her share of ward activities? _____					
Is she attentive to details? _____					
REACTION TO CRITICISM					
Does she accept criticism well? _____					
Does she profit by suggestions? _____					
EXECUTIVE ABILITY					
Does she organize and execute her work efficiently? _____					
Is she capable of directing the work of others? _____					
INITIATIVE					
Is she inventive in method and device? _____					
INTEREST IN WORK					
Does she utilize opportunities for increasing her clinical knowledge? _____					
Does she have a genuine enthusiasm for nursing? _____					
LOYALTY					
Is she loyal to — (a) school? _____					
(b) associates? _____					
(c) patients? _____					
Is she cooperative? _____					
MEMORY					
Does she readily recall what she has learned through study or experience? _____					
Does she remember directions and follow them? _____					
NEATNESS IN WORK					
Does her work have a finished appearance? _____					
OBSERVATION					
Does she note changes in the mental and physical condition of her patients? _____					
Does she see work to be done other than that assigned? _____					
PUNCTUALITY					
Is she punctual in reporting on and off duty? _____					
RELIABILITY					
Can you rely upon her judgment? _____					
Does she prove worthy of being depended upon? _____					
TACTFULNESS					
Does she have an intuitive appreciation of what is appropriate in a given situation? _____					

***REMARKS** _____

Have you discussed this record with the student? _____

[Signed] _____

Charge Nurse

**Indicate any special handicaps that the student will have to overcome as well as outstanding abilities noted.*

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6. Duke, Durham, North Carolina
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8. Georgetown, Washington, D. C.
9. Harvard, Cambridge, Massachusetts
10. Indiana, Bloomington, Indiana
11. Maryland, College Park, Maryland
12. Michigan, Ann Arbor, Michigan
13. Minnesota, Minneapolis, Minnesota
14. Nebraska, Lincoln, Nebraska
15. New Hampshire, Concord, New Hampshire
16. New York, New York City
17. Ohio State, Columbus, Ohio
18. Oklahoma, Norman, Oklahoma
19. Oregon, Eugene, Oregon
20. Pennsylvania, Philadelphia, Pennsylvania
21. South Dakota, Brookings, South Dakota
22. Stanford, Palo Alto, California
23. Syracuse, Syracuse, New York
24. Temple, Philadelphia, Pennsylvania
25. Vanderbilt, Nashville, Tennessee
26. Virginia, Charlottesville, Virginia
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29. Wayne, Detroit, Michigan
30. Yale, New Haven, Connecticut

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9. Cleveland Bible College, Cleveland, Ohio
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13. Columbia University, Courses in Religion, New York City
14. Drew Theological Seminary, Madison, New Jersey
15. Emory University, Emory University, Georgia
16. Gammon Theological Seminary and School of Missions, Atlanta, Georgia
17. Garrett Biblical Institute, Evanston, Illinois
18. Hartford Seminary Foundation, College of Missions, Hartford, Connecticut
19. Harvard Divinity School, Cambridge, Mass.
20. Lutheran Theological Seminary, Gettysburg, Pennsylvania
21. Moody Bible Institute, Chicago, Illinois
22. Oberlin College, Graduate School of Theology, Oberlin, Ohio
23. Pacific School of Religion, Berkeley, California
24. Presbyterian College of Christian Education, Chicago, Illinois
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27. Texas Christian University, Fort Worth University, Texas
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