

## AN OPPORTUNITY LOST IN TIME - THE FIRST GENERATION OF STUDENTS AT THE COLLEGE OF NURSING: SCHOOL OF MEDICINE IN ZAGREB, 1953/1954

### PRILIKA IZGUBLJENA U VREMENU: PRVA GENERACIJA STUDENTICA VIŠE ŠKOLE ZA MEDICINSKE SESTRE MEDICINSKOG FAKULTETA U ZAGREBU 1953./1954.

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#### SUMMARY

*The aim of this paper is to present the course of the transformation of the Nursing high school into the College of Nursing and its accession to the School of Medicine in Zagreb. The task of the paper is to present the organisation of schooling for the first generation of nursing students. The reconstruction of the data was based on the archival material stored in the files of the School of Nursing Mlinarska in Zagreb and the Society for Nursing History of the Croatian Nurses Association (CNA). Documents and photographs kept in private collections were used as well as already published literature related to the topic. For the purposes of oral history collection, a semi-structured questionnaire created in 2013 by the Society for Nursing History was used.*

*The first program of the College of Nursing was launched at the initiative of Dr Andrija*

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Štampar<sup>1</sup> in the academic year 1953/1954. There were 17 students enrolled, 11 of whom graduated on time. The study program was comparable to the current world trends in nursing education. The analysis of the teaching staff reveals that the teachers were nurses with extensive experience and recognised university lecturers. The introduction of a higher education nursing program, comparable to the international nursing programs, speaks to the nurses' expectations and status. Compared to today's programs, it was very modern.

**Keywords:** history of nursing, nursing education, Zagrebu College of Nursing, study programs

## INTRODUCTION

The formal education of nurses in Croatia began in 1921 with the establishment of the School for Nurses in Zagreb. The Founding order states that the education will last for one year (Hofgraff & Franković, 2017; Trgovec & Franković, 2021; Franković, Abou Aldan & Ostojčić, 2020). Education was gradually extended, and in 1923 the school lasted for two years, in 1930 for three years, and since 1948 it was extended to four years.

The School of Nursing Mlinarska, from 1948 to 1952, implemented a four-year high school program. Beginning with the school year 1952/53, education again lasted for three years (Emili, 1957). It should be noted that from 1952, primary education was extended to 8 years, which was regulated by the "Law on Public Schools" of the Parliament of the People's Republic of Croatia from 26 November 1951 (Franković, 1958). When considering higher education, it was thought that, besides the maturity of the students, it was an advantage for occupational education and that this would be the most appropriate way of educating nurses (Lalić, 1971).

The higher education of nurses in the Republic of Croatia begins in the academic year 1953/1954. At that time, the high school program of the School of Nursing in Zagreb was extended into a three-year college program, and the school was annexed to the School of Public Health of the School of Medicine, University of Zagreb.

University education for nurses in the United States began in 1923 with the founding of the School of Nursing at Yale University. At the same time, in the 1950s, there was intense debate in the United States, the United Kingdom, and other countries about the importance of introducing university education as a basic nursing educational level. Nursing university educa-

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<sup>1</sup> At that time, dr Štampar was a Full Professor at the University of Zagreb, School of Medicine (where he was also a dean from 1952 until 1957) and a president of the Yugoslavian Academy of Science and Arts (since 1948).

tion began to become fully operational in the United States during the 1950s (Scheckel, 2009).

## METHODS

The starting point of this research was archival material stored in the files of the School of Nursing Mlinarska in Zagreb and the Croatian Nurses Association (CNA), as well as published literature on the establishment and operation of the school. Documents and photographs stored in private ownership and a first-generation student index of the College of Nursing were used. A semi-structured questionnaire created in 2013 by the Society for History of Nursing (Croatian nurses association) was used to collect data from the first-generation nursing students (Franović, in preparation for publication).

### Launch of the College of Nursing in Zagreb in parallel with global change in nursing education

In the 1950s, university education for nurses as a basic educational level began to be discussed in the United States, the United Kingdom, and some other countries (Scheckel, 2009). One of the main difficulties with this idea was the lack of teaching staff qualified to take over university teaching. For the purposes of college teaching, the first graduate and postgraduate nursing studies were opened at the teaching colleges in the United States. Thus, as early as 1899, the first nurses were educated for teaching practice. At Teachers college, the University of Columbia, in 1924, nurses were allowed to enrol in doctoral studies in the field of education as a prerequisite for taking university classes independently (Scheckel, 2009). This created a critical mass of nurses who could teach at future universities, avoiding the necessity of other professional groups acting as nursing educators.

Yet all nursing studies up to the founding of Yale University's School of Nursing had low levels of autonomy. The recommendations of the Goldmark report<sup>2</sup> said that the teachers and dean had to be nurses. The first dean was nurse Annie Goodrich (1866 - 1956) (Varney Burst, 2013). The first generation of students was enrolled in a three-year study program whose curriculum was planned for 28 weeks of lectures. Although the first master's degree program

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<sup>2</sup> Report drawn up by an advisory group appointed by the Rockefeller Foundation and led by Josephine Goldmark. The advisory group began its work in 1919, and the report was submitted in 1923, the same year that the Yale school of nursing was founded.

in nursing was launched at that School before the 1950s, the need to replace it with a Master of Science degree program soon emerged.

This transition went through a number of difficulties that led to the termination of the master's degree program instead of the desired change. The events of that period are described in the 90-anniversary history book of the Yale School of Nursing. Alfred Whitney Griswold (1906-1963), then the president of the University, was held responsible for the termination of the master's degree. He supported the decision that, at the graduate level, only the previously recognized scientific disciplines can be studied, but not the disciplines that require vocational training at the undergraduate level. During his management, the university was going through an extremely difficult financial period, and in 1956 it terminated its master's degree. However, the alumni's protests and demonstration and the protest resignation of the faculty dean led to a gradual change in approach to the problem, and the Master of Science program was started in 1959. Some of the first graduates, notably Virginia Henderson, Ida Jean Orlando and Ernestine Wiedenbach, became prominent figures in the field of nursing theory and were longtime faculty members of the Yale School of nursing (Varney Burst, 2013).

In 1955, under the auspices of the World Health Organization, a working group of nurses met in Brussels to propose a program for a conference on nursing education. In 1956, a conference was held in Scotland to discuss the necessary changes in nursing education in Europe. The conference concluded that nursing education should include broader theoretical knowledge, but also mentioned that the provision of prerequisites for nursing specialization as well as postgraduate education should be made. An article written by Nevenka Hansal and Darinka Kostić, after returning from the conference, stated that "Our system of nursing education is generally set up correctly and can be said to have moved in a positive way from the education systems in many other countries. The plans of our schools correctly define the relationship between theoretical and practical teaching, preventive and curative subjects are represented, as well as subjects that provide a broader education: pedagogy, psychology and mental hygiene. Our schools equip students for all health service jobs, and their plans and programs can serve as a solid base for continuing nursing education" (Hansal & Kostić, 1957).

In the context of current changes in education in the world, about which nurses in our area were informed through personal correspondence and during study visits in the USA, Canada, and European countries, the establishment of the College of Nursing in Zagreb took place.

Despite the fact that the opening of the three-year College of Nursing was an opportunity for professional development in the wake of developed countries, very few published papers delved into the role and importance of this program. Moreover, the College program was an opportunity to establish an educational vertical for nurses at the university. We see this possibility in the statement of dr. Anka Jakaša, director of the College, who states: "...Dr. Štampar had further plans for the development of the school. He wanted to give the school the status of a faculty for the nurses, but death overtook him." (Bunijevac, 1996).

After this missed opportunity, higher education was re-established in 1966 as a professional two-year undergraduate study. In 2005 professional graduate studies were realized. The first university undergraduate and graduate programs of nursing started at the School of Medicine in Osijek in 2010, and subsequently, the graduate program of nursing at the School of Medicine in Zagreb started in 2011.

One year before the launch of the College of Nursing, there were changes in the high school program. For the school year 1952/1953, we found promotional material that was probably intended to be a guide to potential candidates for school enrollment.

The first part of the booklet describes the scope of work and expectations from future nurses. It explains the importance of the polyvalent nursing service and presents a brief history of nursing education, with a description of the teaching organization at the School of Nursing.

Furthermore, we find pictures of nurses in different workplaces, descriptions of the school's spatial conditions and information on the possibility of additional training and education. The brochure also contained a list of requirements for enrollment into the School: Candidates must have been 18 years of age but not over 25 years of age. They had to be healthy and successfully pass the maturity examination – full primary school completion. Candidates with less than 6 years of education could not be considered (Anonymous, 1952).

This booklet describes the course of enrollment at a time when significant changes took place in primary education. On 30 October 1946, the Parliament of the People's Republic of Croatia adopted the Law on Seven-Year Primary Education. In 1951, the aforementioned law was passed, extending education to eight years. However, the post-war period and the shortage of teaching staff resulted in the establishment of a special type of six-year schools in areas

with more difficult working conditions. They were considered a transitional variant of the school until the conditions for an eight-year school were provided in those places (Mijatović & Puževski, 2002).

Furthermore, the brochure states that all candidates will be medically examined immediately before school admission. Housing in a boarding school was compulsory, with some compensation paid by the students themselves. In the school year 1952/1953, the plan was to enrol 30 students in a three-year program (Anonymous, 1952).

It is noted that this program, compared to others, looked more like a college program than a high school. However, it was still a high school program, while enrollment in the college program would be postponed until the academic year 1953/1954. Similar educational changes in this period occurred in Serbia and Slovenia, the republics of the former federal country of Yugoslavia. College nursing education in Yugoslavia began in 1952 in Belgrade, in 1953 in Zagreb, and in 1954 in Ljubljana.

The Yugoslav Red Cross College of Nursing was established in Belgrade in 1952. The College of Nursing of the People's Republic of Serbia was founded in 1958. Subsequently, the two schools would be merged into a single institution (Kekuš, 2018).

A three-year College of Nursing was founded in Ljubljana in 1954. This school provided part-time studies for students from Zagreb after the Zagreb School was abolished in 1960 (Kralj, 2005).

After the enrollment of the generation under the new conditions in 1952, the following year, at the special insistence of Andrija Štampar, then Dean of the School of Medicine, the School of Nursing in Mlinarska was transformed into a College and, in 1953, joined the School of Medicine, University of Zagreb (Lalić, 1971).

The Nursing Schools Act was amended in 1956, and it stipulated that in places where there is a school of medicine, all secondary schools are to be raised to the level of a college with enrollment conditions the same as those of colleges (Zgrablić, 2006).

Until then, there were nursing high schools in Zagreb, Osijek, Split, and Rijeka, as well as a school for medical assistants in Šibenik. All of them, except Šibenik since 1956, acted as Colleges of Nursing (Abou Aldan, 2019). A school was established in Pula in 1956, which will also act as a college (Prlić, 1990).

In the Federal People's Republic of Yugoslavia territory in 1957, there were nine Colleges of Nursing. One in Zagreb within the School of Medicine and one in the Military Hospital, two in Belgrade, and one in Ljubljana, Rijeka, Split, Osijek, and Pula (Norma, 1957).

The status of health workers, who were not physicians, can be seen in the second publication of the Nursing Journal (Cro. *Vjesnik medicinskih sestara*) in 1957. The entire edition shows an open letter from Emili Norma in which she discusses "the problem of healthcare workers". It includes a discussion about the position and status of nurses. It explains that nurses and other healthcare workers that are not physicians are the only public servants who do not have the needed and expected level of independence and responsibility (Norma, 1957).

The last generation was enrolled in the Zagreb's College of Nursing in the academic year 1959/1960 and graduated in 1962. Although the reason for the discontinuation of the College was not entirely clear, it was explained by the increasing need for nurses who were easier to educate at the high school level. The decision to abolish the College and restart the high schools was proposed by the National Health Council (Prlić, 1990). At the same time, schools in Belgrade and Ljubljana continued their work without interruption.

### The curriculum

In the analysis of the College of Nursing in Zagreb, it is worth highlighting the characteristics of the curriculum. Although the list of courses in the first-generation index corresponds to the list of courses in the curriculum, there are still some differences in the naming of the courses. Some courses were arranged differently by semester than originally planned. Also, it is noted that some courses in the index are missing or at least are not clearly identified by the similarity in the name. These are the *Introduction to Nursing* course planned for the first semester, the *Visiting nursing services* planned for the fifth semester, and the *Organization of hospital and Managing in the profession*, both planned for the sixth semester.

Table 1. Curriculum of the College of Nursing approved at the School of medicine board meeting on 09 November 1954. (Keros, 2016)

<b>I. SEMESTER</b>				
<i>Course/subject</i>	<i>hours</i>	<i>Pracitcal work</i>	<i>hours</i>	<i>Excursions</i>
<i>Introduction to nursing</i>	6	<i>Morning patient care at hospital wards</i>	30	<i>Nursery</i>
<i>History of nursing</i>	24		60	<i>Kindergarten</i>
<i>Applied physics and chemistry</i>	36		48	<i>Home for preschool children</i>
<i>Biology</i>	36			<i>Retirement home</i>
<i>Anatomy and physiology</i>	56			<i>Home for imbecile children</i>
<i>Medical psychology and mental hygiene</i>	30			<i>Children's home with kitchen</i>
<i>Hygiene</i>	14			<i>Home with an auxiliary school for students in the economy</i>
<i>Nursing of healthy child</i>	40			<i>Psycho-hygiene station</i>
<i>Basic nursing care</i>	60			<i>Medical-pedagogical advisory centre</i>
<i>Household and dietetics</i>	36			
<i>Physical education</i>	14			
<i>Pre-war training</i>	28			
<i>English language</i>	28			
<b>IN TOTAL:</b>	<b>408</b>		<b>IN TOTAL:</b>	<b>138</b>
<b>II. SEMESTER</b>				
<i>Course/subject</i>	<i>hours</i>	<i>Pracitcal work</i>	<i>hours</i>	<i>Excursions</i>
<i>Basic pathology</i>	26	<i>Internal medicine clinic</i>	360	<i>Transfusion station</i>
<i>Pharmacology</i>	20	<i>Neuropsychiatry clinic</i>	120	<i>Psychiatry hospital</i>
<i>Internal medicine</i>	70			<i>Vrapře</i>
<i>Neurology and psychiatry</i>	28			<i>City water supply, rural wells and tanks</i>
<i>Hygiene</i>	14			<i>Sewage and landfill</i>
<i>Dietetics</i>	20			
<i>Physical education</i>	14			
<i>Pre-war training</i>	28			
<i>English language</i>	14			
<b>IN TOTAL:</b>	<b>236</b>	<b>IN TOTAL:</b>	<b>480</b>	



<b>III. SEMESTER</b>				
<i>Course/subject</i>	<i>hours</i>	<i>Pracitcal work</i>	<i>hours</i>	<i>Excursions</i>
<i>Surgery</i>	42	<i>Surgical clinic</i>	288	<i>Home with an auxiliary school for deaf-mute children</i>
<i>First aid</i>	14	<i>Orthopaedic clinic</i>	288	
<i>Orthopedy</i>	14	<i>Home for invalid children</i>	50	<i>Home with an auxiliary school for blind children</i>
<i>Physical therapy</i>	14			
<i>Otorhinolaryngology and dentistry</i>	14	<i>Otorhinolaryngology clinic</i>	50	<i>Overview of rural and urban settlements and apartments</i>
<i>Ophthalmology</i>	14	<i>Ophthalmology clinic</i>	50	
<i>Hygiene and social medicine</i>	14			
<i>Physical education and orthopaedic gymnastics</i>	14			
<i>English language</i>	28			
<b>IN TOTAL:</b>	<b>168</b>	<b>IN TOTAL:</b>	<b>488</b>	
<b>IV. SEMESTER</b>				
<i>Course/subject</i>	<i>hours</i>	<i>Pracitcal work</i>	<i>hours</i>	<i>Excursions</i>
<i>Pedagogy</i>	28	<i>Maternity ward</i>	144	<i>Home for school children</i>
<i>Obstetrics and women's diseases</i>	42	<i>Paediatric clinic</i>	144	<i>Vocational station</i>
		<i>Milk kitchen</i>	18	<i>Education institutes for delinquents</i>
<i>Social and clinical paediatrics</i>	42	<i>Women's policlinic</i>	50	<i>Overview of collective food establishments</i>
<i>Hygiene and social medicine</i>	14	<i>Children's policlinic</i>	50	
<i>Case study</i>	28	<i>School policlinic</i>	59	<i>Slaughterhouse and diary</i>
<i>Physical education</i>	14	<i>Hospital's social service for children</i>	30	
<i>English language</i>	28			
<b>IN TOTAL:</b>	<b>196</b>	<b>IN TOTAL:</b>	<b>466</b>	

<b>V. SEMESTER</b>				
<i>Course/subject</i>	<i>hours</i>	<i>Pracitcal work</i>	<i>hours</i>	<i>Excursions</i>
<i>Infectious diseases and epidemiology</i>	42	<i>Hospital for infectious diseases</i>	216	<i>Lung and bone tuberculosis hospital</i>
<i>Tuberculosis</i>	28	<i>Antituberculsis policlinic</i>	100	
<i>Skin and sexual diseases</i>	28	<i>Dermatovenerology clinic</i>	50	
<i>Hygiene and social medicine</i>	14	<i>Patronage (home nursing) service</i>	100	
<i>Patronage service</i>	14		466	
<i>Home nursing</i>	10	<i>IN TOTAL:</i>		
<i>Physical education</i>	14			
<i>English language</i>	28			
<i>IN TOTAL:</i>	<b>178</b>			
<b>VI. SEMESTER</b>				
<i>Course/subject</i>	<i>hours</i>	<i>Pracitcal work</i>	<i>hours</i>	<i>Excursions</i>
<i>Health education</i>	20	<i>Health station</i>	192	<i>Overview of factories Overview of railway and maritime hygiene facilities A larger excursion to get to know the work of institutions in certain areas</i>
<i>Hygiene and social medicine</i>	26	<i>Hygienic household course</i>	144	
<i>Organization of health services and legislation</i>	14	<i>Nursing home care Administration</i>	90	
<i>Organization of social services and legislation</i>	14		60	
<i>Organization of hospital Administration</i>	14			
<i>Vocation dealing</i>	14			
<i>Physical education</i>	14			
<i>English language</i>	28			
<i>IN TOTAL:</i>	<b>160</b>	<i>IN TOTAL:</i>	<b>466</b>	
<b>IN TOTAL: 3850 hours</b>				

First-generation teachers were selected among distinguished university lecturers and nurses with extensive experience in teaching and practice. The nurses-teachers were: Ada Bauer for Nursing of a Healthy Child; Ljerka Ghillardi for the course on Nursing; Marija Zlatarić for the History of Nursing and Household, and Nada Harbić for the Nursing Care in the Home.

Galkowski states that Ada Bauer was the student group leader. Although their names were not included in the index, the instructors were nurses Helena Bauer and Mihaela Terzić (Galkowski, 2018).

Karaman states that some of the lectures the students of the College of Nursing attended with the students of medicine. Hygiene-household courses were conducted by Marija Zlatarić, while Jelena Jurjević was in charge of conducting the practice in the psychiatric ward (Karaman, 2012).

Details about the organization of the College of Nursing are available in the brochure of the *University of Zagreb, School of Medicine, High school of Nursing, Organization, and Activities*, published in 1958.<sup>3</sup>

In the wake of discussions that have taken place even at the WHO, Nursing School programs have been launched to raise nursing education to a higher, recommended level. “The decision made by the School of Medicine’s council regarding the curriculum and the trend of the development of the School of Nursing is the best evidence that the Faculty is heading in the right direction” (Anonymous, 1958).

In describing the organization of the College of Nursing, it is stated that it is managed by a director approved by the School of Medicine Council, who must be a nurse. During this period, the function of the director was performed by Dr Ana Stajanko-Jakaša. She graduated from the School of Nursing Assistants in 1936 and subsequently graduated from the School of Medicine in Zagreb. Permanently employed teachers were nurses Ada Bauer, Helena Bauer, Ljerka Ghillardi, Nada Harbić, and Marija Zlatarić. In addition, 26 other teachers were employed part-time.

Particularly interesting in this brochure are the curricula of individual courses. This gives us an insight into both the content and the goals that were to be achieved.

The final part of the brochure is dedicated to postgraduate nursing education, which states that it is open to all nurses with three years of work experience, and the education itself lasts for three additional semesters. It was primarily intended for nurses in leading positions, head nurses in hospitals as well as teacher nurses.

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<sup>3</sup> The brochure states that “the problem of nursing education has been approached in many ways in different countries. In the United States, for example, there are separate colleges for nurses at specific universities, while in some other countries, there are special schools for nurses whose job is to prepare candidates for different types of jobs, whether in public health, hospitals, maternal, and child care or social institutions”.

## First-generation students

According to the register of the School of Nursing Mlinarska, 17 female students were enrolled on 01 October 1953. Two students dropped out immediately after enrolment, two dropped out in 1954, and for another student, there is no record of when she dropped out.

11 of them successfully completed their studies and on 9 June 1956, a diploma was issued for: Andriščak Gizela, Ilčišin Anica, Kralj Nevenka, Kuzmić Sidonija, Penjak Ketj, Podoreški Blaženka, Poslončec Višnja, Rechnitzer Aleksandra, Žegura Mirjana, Brizić Tereza i Milković Ljubica. Diploma for Albrecht Višnja was issued on 12 June 1957.



Figure 1. First generation of students with Professor Štampar. From left to right: Sidonija Kuzmić, Tereza Brizić, Višnja Poslončec, Ljubica Milković, Anica Ilčišin, Blaženka Podoreški, Professor dr. Andrija Štampar, Gizela Andriščak, Aleksandra Rechnitzer, Ketj Penjak, Nevenka Kralj, Mirjana Žegura. Source: Society for nursing history (CNA)

Upon graduation, nurses were awarded a badge. The badge was awarded from 1956 to 1961. It is round in shape with a corrugated edge. The front has four drawings that touch each other, showing the nurse on top, a house, a mowing villager, and a mother breastfeeding a baby. On the edge of the badge is the inscription: COLLEGE FOR NURSING SCHOOL OF MEDICINE ZAGREB.



Figure 2. Badge of College of Nursing, School of Medicine Zagreb.

Source: Society for nursing history (CNA)

The testimonies of first-generation students speak of the intention of the founder of the College of Nursing to provide the nurses with adequate social status. It is stated that Andrija Štampar visited the school on a weekly basis. On those occasions, he would talk to the director and, in a conversation with the students, he would be interested in their satisfaction with the school's conditions. Residence at the boarding school was mandatory for all students, and the monthly fee was approximately 1500 dinars.

Nurses perceived Andrija Štampar as a supporter of Nursing. The former student states that Andrija Štampar expressed respect and attention towards them. With his dedication, a week of skiing was organized for the first generation of students in Kranjska Gora, accompanied by a physical education teacher (Galkowski, 2018). The skiing organization likely required additional preparations because it was necessary to provide equipment that the students did not possess. It is also stated that Slovenian nurses came to Zagreb to get familiar with the program of the College of Nursing at the School of Medicine.

Andrija Štampar was present at the graduation ceremony, and the diplomas were handed by the school director, Dr. Anka Jakaša. In addition to the diploma, a badge was also awarded. The students wore a light blue dress, a white apron, a white-collar, and a headdress attached to the nape of the head at the clinic. Care was taken to ensure that the hair was completely encased in the cap (Karaman, 2012).

The director and the teachers wore dark blue uniforms, while the students could wear a dark blue uniform after graduation. For the purpose of transportation from the school to the hospital, they had a bus at their disposal that was also intended for field trips (Karaman, 2012).

### Termination of the College of Nursing

The Law on Nursing schools was passed on 7 July 1959, and it abolished the former system of educating nurses at the Nursing Colleges. According to it, nursing schools returned to the secondary school level and educated general nurses and pediatric nurses. Article 119 of the Law states that “Students enrolled in the School Years 1957/1958 and 1958/1959 in the College of Nursing (...) will continue their education in accordance with previous regulations. Students, who are enrolled in the College of Nursing after completing 2 grades of high school, will continue their education according to the provisions of this law. Their education will last for a total of three years” (Medical schools Act, 1959).

In the period from 1953 to 1961, 185 students graduated from the College of Nursing in Zagreb, after which the college returned to the secondary school system (Bunijevac, 1996). Unlike Zagreb, the Colleges in Belgrade and Ljubljana continued their regular work.

With the termination of the existence of Colleges of Nursing in Croatia, the debate on their importance did not stop. Moreover, later recommendations and analyses have directed the idea of developing nursing education across multiple levels of education, arguing for the benefits of the secondary and post-secondary education systems as a necessary continuity of education, as well as special higher education programs.

In the mentioned letter from Emili Norma (from 1957), it is explained that nurses are the only group of civil servants who lack the necessary and expected level of independence and responsibility, and in the nursing education section, it concludes:

*“If, therefore, only the College of Nursing remained, which number and capacity would certainly be lower than the high schools, it would go backwards and not advance, the fact is that in Croatia this year there is not enough candidates to apply for all nursing schools, so in some places, the first class of these schools did not open (...) However, further keeping of nursing high schools does not mean that we do not need Colleges. The existence of Colleges provides a perspective for the development of nurses with high school education, be-*

*cause the general principle of today's education is to enable every person to refine and supplement his/her acquired knowledge by transferring to higher schools under certain conditions (...) work in Colleges will be much easier with students who have general and technical knowledge obtained in secondary schools, and who also have the knowledge acquired at work" (Norma, 1957).*

It is interesting to note that in the proposed scheme of the new system of education for health care professionals was a proposal of Faculties, whose task would be to prepare teachers for work in secondary schools for nurses and Colleges.

## CONCLUSION

The implementation of the College of Nursing in Zagreb in 1953 should be viewed in the context of changes that took place not only at the national level, but also in line with European and world trends. The introduction of this program speaks to the status and expectations set before the nurses, which is clear from its content but also from the teaching staff involved in the education.

Furthermore, it is worth pointing out that the introduction of this program was in line with the then European Recommendations on Nursing Education, and despite the fact that only six generations were educated in this way, it is not completely clear from the available data why it was terminated. It can be concluded that the program, by its comparability with the programs in other countries, could have been a major prerequisite for the further development of the nursing profession.

Through the available documentation and testimonies of the first-generation students, a reconstruction of the first-generation enrollment was made, as well as the characteristics of the organization of teaching. In the first generation of the College of Nursing in the academic year 1953/1954, there were 17 students enrolled and 11 of them graduated. In total, 185 nurses graduated from the College of Nursing in Zagreb in 6 generations.

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## SAŽETAK

Cilj je ovog rada prikazati tijek transformacije Srednje škole za medicinske sestre u Visoku školu za sestrinstvo i njezino pripojenje Medicinskom fakultetu u Zagrebu. Zadaća je rada prikazati organizaciju školovanja prve generacije studenata medicinskih sestara. Rekonstrukcija podataka temeljila se na arhivskoj građi pohranjenoj u kartotekama Škole za medicinske sestre Mlinarska u Zagrebu i Društva za povijest sestrinstva Hrvatske udruge medicinskih sestara (HUMS). Za potrebe rada korišteni su dokumenti i fotografije koje se čuvaju u privatnim zbirkaama te već objavljena literatura vezana uz ovu temu. Za potrebe prikupljanja usmene povijesti korišten je polustrukturirani upitnik koji je 2013. izradilo Društvo za povijest sestrinstva.

Prvi program Visoke škole za sestrinstvo pokrenut je na inicijativu dr. Andrije Štampara u akademskoj godini 1953./1954. Upisano je 17 studenata, od kojih je 11 diplomiralo u roku. Studijski program bio je usporediv s aktualnim svjetskim trendovima u obrazovanju medicinskih sestara. Analiza nastavnog osoblja pokazuje da su učiteljice bile medicinske sestre s dugogodišnjim iskustvom i priznati sveučilišni predavači. Uvođenje programa visokog obrazovanja iz sestrinstva, koji je bio usporediv s međunarodnim programima sestrinstva toga doba, dovoljno govori o očekivanjima i statusu medicinskih sestara. U usporedbi s današnjim programima, bio je vrlo moderan.

**Ključne riječi:** povijest sestrinstva, sestrińska edukacija, Visoka škola za sestrinstvo u Zagrebu, studijski programi

