

Brazilian nursing history on the shoulders of giants

T. Oguisso^{1*} RN, PhD & G.F. de Freitas^{2†} RN, DNSc

¹ Professor, School of Nursing, ² Associate Professor, Professional Guidance Department, School of Nursing, University of São Paulo, Sao Paulo, Brazil

OGUISSO T. & DE FREITAS G.F. (2015) Brazilian nursing history on the shoulders of giants. *International Nursing Review* **62**, 75–81

Background: This study describes the route followed by nursing in Brazil, through the foundation of nursing organizations and the emergence of nursing leaders and pioneers.

Aim: To present the origins of modern nursing in Brazil, identifying the main nurse-leaders and analysing their performance for the creation and consolidation of the nursing organizations.

Methods: It is a historical and social study with descriptive approach, to describe the process of Brazilian nursing professionalization and leadership through a literature review.

Results: The oldest nursing organization is the Brazilian Nursing Association that holds scientific and cultural activities. There are also nurses' unions and nursing specialty associations, such as the Brazilian Academy for the History of Nursing, and the Federal Nursing Council. The latter has compulsory membership for controlling nursing services according to the qualifications of the personnel. The very first school for nurses in the Nightingale system was created in São Paulo, 1894, at the Samaritan Hospital, and by the government in 1923, in Rio de Janeiro, for which American nurses, led by Ethel Parsons, sponsored by the Rockefeller Foundation, were essential for the creation of the Anna Nery Nursing School, still in operation within a federal university. Some nurses pioneered these works such as Edith Fraenkel, Maria Rosa Pinheiro, Amalia Carvalho and others.

Conclusion: The work done by nursing leaders has brought to the profession a better status and made it more recognized by the society.

Keywords: Brazilian Nursing History, Nurse-Leaders, Nursing Organizations

Correspondence address: Taka Oguisso, School of Nursing, University of São Paulo, Eneas de Carvalho Aguiar Av, 419, 05403000 Sao Paulo, Brazil; Tel: 55-11-30617552; Fax: 55-11-30617551; E-mail: takaoguisso@uol.com.br.

Paper originally presented at one of the main sessions of the 25th Quadrennial Congress of the International Council of Nurses, in Melbourne, Australia, 18–23 May 2013.

*Retired. President of the Brazilian Academy for the History of Nursing (2010–2014). She was invited to present a paper with this title at one of the main sessions of the 25th Quadrennial Congress of the International Council of Nurses, in Melbourne, Australia, 18–23 May 2013. She was responsible for data collection, analysis and first drafting of the paper.

†3rs Vice President of the Brazilian Academy for the History Nursing (2010–2014). He participated in the acquisition of data, analysis and interpretation of the data, and critical revision of the paper.

Background

A history of nursing is more than reporting facts with names of outstanding men and women, dates and places. Documentation must be part of the report, and the Brazilian nursing history is well documented as it has evolved parallel to the Brazilian Nursing Association (BNA), which was created in 1926. It must be highlighted that 3 years later (in 1929), this small organization was accepted as a member of the International Council of Nurses (Carvalho 1976).

Brazilian nursing can be considered an International Council of Nurses (ICN) senior member, as it was the first in Latin America to become part of the international arena. The National Nurses Association (NNA) of Cuba was accepted in 1925, but it has cancelled its ICN membership soon after the Revolution, in 1959. Thus, Quinn (1989) considers the Brazilian NNA as the first from Latin America, as the Cuban association returned only in 1981. In the same way, the BNA membership with ICN was transferred to the current Nursing Federal Council (Cofen), in 1997. However, Brazilian nurses never left the international scene through ICN as was the case with Cuba (Oguisso 2007).

As Brazil was a developing country at that time, it was no easy task for nurses to keep up with nursing progress. Ethel Parsons, an American nurse, arrived in Brazil in 1922, with a group of about 20 nurses through the Rockefeller Foundation because a yellow fever epidemic had started in Rio de Janeiro, the capital of the country (Carvalho 1976). She met Edith de Magalhães Fraenkel, who was a health visitor and able to communicate well in English, and invited her to study in the USA. Then, Ms Fraenkel was granted a scholarship to study at the Philadelphia General Hospital School of Nursing from 1922 to 1925 and became the first nursing graduate in the country (Carvalho 1989). Other Brazilian nurses who became national leaders studied nursing at the University of Toronto in Canada or at the Red Cross Nursing School in Paris (Carvalho 1976). The Teachers College at the Columbia University, New York, and other universities have also received several Brazilian nurses for specialization or studies at the graduate level for a master's degree in the 1940s and 1950s.

Before the first nursing schools were created in the 1890s, health and nursing care were delivered mainly by priests and nuns, and before the slavery abolition (1888), also by slaves and Indians, and later by other untrained personnel. Even so, many women and men valiantly cared for the sick as pre-nurses, as there were no nursing schools or nursing education at that time (Paixão 1951).

Aim

This paper presents the origins of modern nursing in Brazil, identifying the main nurse-leaders and analysing their performance for the creation and consolidation of the nursing profession, schools and organizations.

Methods

It is a historical and social study using a descriptive approach to describe the process of Brazilian nursing professionalization and leadership through the literature review. It includes nursing organizations, such as schools and associations, and their leaders. Documentary sources utilized were obtained from the Iberian American Historical Center of the Nursing, belonged to the School of Nursing at University of São Paulo – Brazil, as well as from the library of the same school.

Results

Just after the proclamation of the Republic in 1889, its first President, Marshal Deodoro da Fonseca, created the first professional school for nurses at the National Insane Asylum (or Hospital) in September 1890. Set up by psychiatrists educated in France, it was open to receive men and women as candidates, requiring them to be only literate (knowing just how to read and write) and know simple arithmetic. Even this small requirement in the late 19th century was lacking among the populace in a new republic, mainly among women (Moreira & Oguisso 2005).

Although the Nightingale system was already implemented in many parts of the world, it was not recognized by psychiatrists. It should also be noted that Roman Catholicism was Brazil's official religion until the republic adopted positivism in its new Constitution. Therefore, nursing professionalization – namely the beginning of nursing as a professional activity or remunerated one – was inaugurated with the foundation of the Professional School of Nursing at the Insane National Asylum in 1890, now located at the Federal University of the State of Rio de Janeiro (Unirio) and renamed the Alfredo Pinto Nursing School (Moreira & Oguisso 2005).

Private organizations added to this official government effort by creating schools and courses such as that created at the Samaritan Hospital in 1890 in São Paulo by English, German and American doctors who were not Catholic, and so did not accept Catholic nuns. Instead, nursing services were carried out mainly by English nurses prepared according to the Nightingale system. Soon after their arrival in 1894, these nurses created a school to prepare daughters of immigrants and other Brazilian women to become nurses. Another interesting detail is that in this hospital, they created the same nursing structure existing in

England consisting of matron, sisters and nurses, and worked in English in a Brazilian city with Portuguese as the official language. Currently, these titles are manager, directors, supervisors and head nurses of nursing departments. This structure survived until the early 1960s in this hospital, where medical records and nursing notes were mainly in English. When the school was created at the end of the 19th century, specific educational regulations for nursing schools were non-existent. It is currently recognized that this was the first nursing education programme within the Nightingale system, although still, not much is known as the first publication on this subject was issued only in 1965 (Carvalho 1965).

The Brazilian Red Cross, founded in 1908, also joined this initiative by creating a school for voluntary nurses in São Paulo in 1914 because of the First World War and the influence of a Belgian doctor, Maria Renotte. Two years later, in 1916, the Red Cross established another school in Rio de Janeiro. Both schools were recognized as professional by the federal government decades later (Oguisso et al. 2008).

Another private hospital, the Botafogo Polyclinic in Rio de Janeiro, which was created in 1917, set up its own nursing school, but closed it down after few years (Mott Oguisso).

Finally, in 1923, the National Public Health Department created a School for Nurses. One year before, thanks to financial assistance from the Rockefeller Foundation, a group of American nurses led by Ethel Parsons was brought to Rio de Janeiro to help the health authorities deal with a yellow fever epidemic that broke out in the capital. This group later called the Parsons Mission set up a modern school for nurses to confront not only the epidemic but also future epidemics. In 1926, this official school was renamed the Anna Nery School for Nurses in honour of a Brazilian lady who cared for wounded soldiers during the Paraguay War (1864–1870) (Oguisso 2007).

In 1931, the Anna Nery School was considered by Decree 20,109/1931 as the standard official nursing school, and every other school had to follow all its patterns to be allowed to function legally. Currently, this is the Federal University of Rio de Janeiro, Anna Nery School of Nursing. Thus, this school is the second created in Brazil within the modern system, after that of the Samaritan Hospital in São Paulo, and sixth chronologically (Oguisso 2007).

As Padilha & Sioban (2009, p. 171) mentioned, 'the study of history offers an important opportunity for the development of students learning and that more creative and dynamic teaching strategies be applied'. They argued 'the need for professors to be active historical researchers, so they may meaningfully contribute to the development of local histories and enrich the professional identities of both: nursing students and the profession'. They also concluded 'that historical education in nursing is

limited by a traditional and universalist approach to nursing history, by the lack of local sources or examples, and by the failure of historical education to be used as vehicle to provide student with the intellectual tools for the development of professional understanding and self-identity'.

It is also important to report that 'while physicians were traditionally trained to develop technical skills and focus on finding cure for diseases, nurses were trained in developing interpersonal skills with patients and colleagues, providing holistic care for patients and making decisions interdependently with physicians' (Tang et al. 2013, p. 294).

As mentioned earlier, the BNA, created in 1926, was the first nursing organization created and run by nurses in Brazil, with voluntary membership. Three years later, it applied and was accepted as a member of the ICN (1929). Among dozens of important activities for the benefit of the nursing profession, some of its activities must be highlighted. In 1947, it organized Brazil's first nursing congress in the city of São Paulo at the premises of the University of São Paulo, School of Nursing. These congresses still continued to be held annually. Only once, in 1953, the congress was not held because Brazilian nurses had to organize the ICN 10th Quadrennial Congress. It was the first ICN event promoted in the Southern Hemisphere, and also the first in a Latin American country according to Daisy Bridges (1967, p. 166). In this event, the International Code of Nursing Ethics was approved for the first time in the world. A nurse who graduated from the University of Toronto, Glete de Alcantara, was the BNA president at the time.

Another important BNA activity that demanded years of work was the approval by the National Congress of the Federal Law No. 775 of 6 August 1949 regulating the nursing education in the country following a very modern system.

The BNA was also instrumental in conducting Brazil's first nursing research project – the national 'Survey of Needs and Resources in Brazil, 1956–58' (see figure 1) – which followed all scientific requirements and resulted in complete and full data on real needs and existing resources in the country. Objectives were to identify practising nursing in the country and their levels of qualification as well as the nursing services in hospitals and the public health sector. This research was made possible by financial support from the Rockefeller Foundation, the Ministry of Health and others, including the World Health Organization and the Pan-American Health Organization (Carvalho 1976). In 1963, the Rockefeller Foundation published a full report of the survey in English. BNA could not afford to publish this final report in Portuguese which was done in only 1980. Before this date, only mimeographed copies were available.

One of the survey's outcome showed that 70% of nursing personnel were not qualified and were working without nurse's

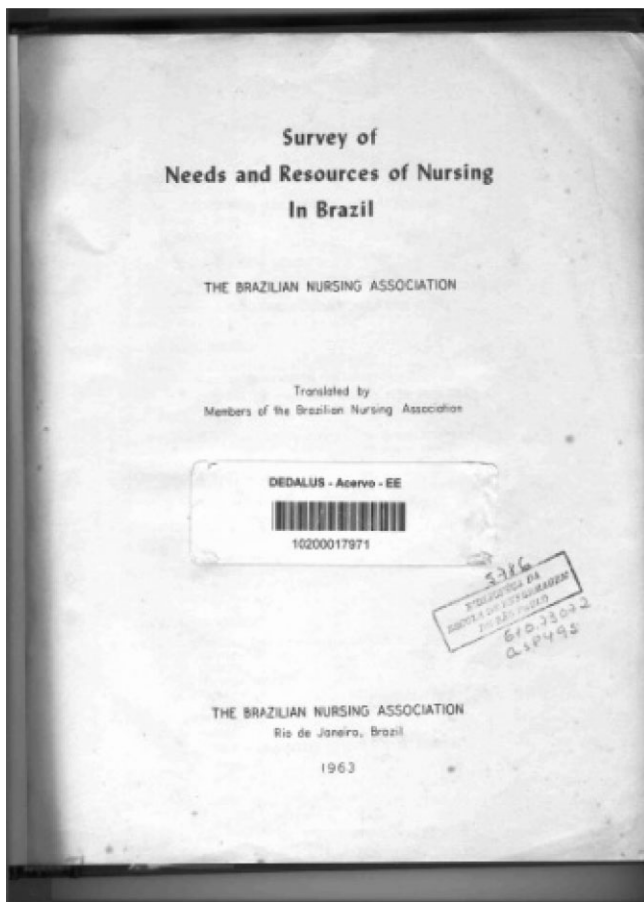


Fig. 1 Survey of Needs and Resources of Nursing in Brazil.

supervision. Although this revelation came as a shock, nurse-leaders were aware of this situation already but could not prove it without serious and credible research. When the government saw the picture, it started stimulating and setting up new nursing schools and implementing modern nursing programmes (ABEn 1980).

By June 1959, only 39 government-recognized nursing schools existed in a country as large as Brazil (Ministério da Saúde 1959). The early schools created outside the Nightingale system had to be adapted to the Anna Nery School standards according to the Federal Decree # 20,109/1931 or, later, recognized according to Law # 775/1949. Others schools were created under the influence of the Rockefeller Foundation, specifically in the north, the Amazon region (with its rubber extraction) and the northeast of the country because of the efforts of the USA related to World War II. Schools that were unable to adapt had to close down. As a consequence there were not enough schools to train nurses to meet the needs of the country. Many

schools had a strong Roman Catholic orientation, which can be identified through their names related to saints, priests, sisters, mothers and fathers.

Another important activity that took almost 30 years of efforts by all BNA nursing leaders was the 1973 creation of an organization to monitor whether personnel were legally capable of performing nursing activities. The previous Law 2604/1955 was not enough; what was needed was a proper entity to oversee who would be able to carry out nursing activities, particularly as the BNA had no legal authority to restrain those who were not prepared to do nursing activities (Carvalho 1976).

The Law 5,095, of 12 July 1973, created the Cofen (in Portuguese) at the national level, and the Nursing Regional Council (Coren), one per state and one in Brasilia, the Federal District, making 27 regional offices. This is currently the nursing structure at the national level in the country, with mandatory membership of all nurses and nursing personnel. Without this membership, the nursing personnel cannot work in the public or private health services. Evidently, the Cofen/Coren system is the wealthiest nursing organization, as everyone is obliged to pay their dues to be able to work. When this system was created, many workers were performing nursing duties with no qualification whatsoever, only practical experience. Gradually, they had to leave the health services or properly train in nursing schools to keep their positions, which was very beneficial for patients and also for the profession (Oguisso 2014).

The first Cofen's president was Maria Rosa Pinheiro, a 1943 graduate of Toronto University's School of Nursing who completed her master degree at the Columbia University's Teachers College in 1947. She was elected president by her peers in 1975. She was also BNA's President when the Survey of Needs and Resources in Brazil was carried out. In one year of her mandate she had installed 23 regional councils (Corens) in almost all states and approved the Code of Ethics for Nurses. The second President was Amalia Correa de Carvalho, also a former BNA President for 4 years (1968–1972), who in 1957 also obtained a master degree from Teachers College, Columbia University. She consolidated the Cofen and Corens in each state and left the presidency to Maria Ivete Ribeiro de Oliveira. During her presidency, and with partnership of the BNA, Oliveira proposed and organized the second largest nursing research at the national level following up the survey carried out in 1956–1958. Outcomes were published in 1983 in two volumes: one on the 'Nursing workforce' and the second on 'Nursing in the Institutional Context'. After leaving Cofen, she served as BNA President from 1983 to 1986.

Therefore, all of Cofen's first three presidents were presidents of both Brazil's most traditional and important nurses' organizations. So, Maria Rosa Pinheiro, Amalia Correa de Carvalho,

Maria Ivete Oliveira, Glete de Alcântara, Anayde Correa de Carvalho should be included among nursing giants for the Brazilian Nursing.

To preserve nursing history, Cofen promoted and carried out the First National Seminar on Nursing History in Salvador, in the Bahia State, in May 2010, at which time the Anna Nery Nursing National Museum was officially inaugurated. The Second Seminar was held in 2013, again in Salvador, not only because it was Brazil's first capital, but also because it was the natal state of Anna Nery, the Brazilian lady who served in the Paraguay–Brazil war (1864–1870). She was born in Bahia, in a small village in December 1814 (Porto & Oguisso 2010, p. 2). It is intended that this event be held regularly every year.

The museum is located in the historical site of Pelourinho, which means the whipping post where slaves were punished publicly. In this area all houses and buildings are preserved as they were from the 18th and 19th centuries. There are two Board members from the Brazilian Academy for the History of Nursing who live in Salvador and one of them is an active professor at the Federal University and the other has retired from the same school.

Cofen also maintains a regular official journal (Nursing in Focus) that often covers nursing history. The publication, largely distributed among its members, aims at facilitating communication among scientific communities and general nurses as well as promoting debates on nursing, also as a social work, a knowledge discipline and a profession for human caring. Also, a congress for presentation of papers on studies related to the topic of the year is promoted annually on a national level.

Cofen is conducting another national survey, following those of the 1950s and 1980s. The main objective of the new survey is to find out the current nursing situation within the recent socio-economic and political context. It is being carried out by the Oswaldo Cruz Foundation (FIOCRUZ) overseen by the Studies and Researches on Health Human Resources Nucleus, headed by Prof Maria Helena Machado and Ana Luiza Stiebler Vieira. This ongoing research has resulted from a partnership between FIOCRUZ and Cofen, and several other national and international organizations and the government. There are some 1 700 000 members, including nurses, nursing technicians, nursing auxiliaries and others such as those non-physician members working in surgery teams to pass on surgical instruments to the surgeon. A random statistical sample was selected for interviews. The study on the nursing profile will include professional qualifications of the workforce, socio-economical origins, work quality and conditions, wages and social-political participation. These aspects are important to formulate proper policies for the national health system.

There are also several nursing unions per state (currently in 12 states), including the National Nurses Federation in Brazil, created in 1987. The unions are specifically concerned with the social welfare of nurses, their present aim being shifts of six working hours per day. Membership is voluntary.

Brazil also has over 40 associations dealing with a specific nursing specialty, in which membership is also voluntary. They are all small organizations as they center on topics related to their specific specialty. Although the BNA created a Department on Nursing History under its board in 2009, another group of nurses preferred an independent organization and set up the **Brazilian Academy for the History of Nursing** in 2010, on August 13th, the date of the centennial of Florence Nightingale's death. Its specific goal is to promote the advancement of the nursing history development as a way to understand the past, interpret the present and influence the future and also to contribute in shaping the Brazilian professional nursing identity and giving more social visibility to nurses. Since the 1990s, nursing schools have created research groups on nursing history and legislation within the universities to stimulate graduate and undergraduate students to study this topic (Oguisso 2014).

To facilitate communication among Latin American and Iberian specialists, the Iberian–American Federation for the History of Nursing was created in 2009 in Lisbon, Portugal. Members of the Federation carry out biennial symposium on nursing history. The first symposium was organized in São Paulo in 2007, which was the first initiative to promote studies and international partnership on this specialty. Then the second was held in Lisbon, Portugal, in October 2009, when the Federation was created. The third was in Alicante, Spain, 24–26 November 2011, when the Federation's by-laws were discussed and approved and its first board was elected. Official registration at the Public Notary is a difficult issue because of the bureaucracy involved and is still in progress. Members of the Federation are from: Spain (with two organizations), Portugal (two organizations), Mexico (one organization) and Brazil (one organization). Other groups were from Argentina, Colombia and Chile are preparing for future admission as members. The fourth symposium on nursing history was held in Mexico, 10–12 October 2013, the fifth will be in Medellin, Colombia, in 2015. Why create an international organization on nursing history having Spanish and Portuguese as official languages? Why not join other international organizations on the same subject? It is known that there are other excellent organizations on nursing history. However, English language is the barrier (Oguisso, Freitas 2015). For strong language speakers like Spanish, oral communication is very difficult, although many are able to read or communicate in writing.

Many of Brazil's nursing leaders have also been presidents of BNA. Miss Fraenkel, who was one of the founders and the first BNA president, was elected and re-elected three times. She is still considered the most important Brazilian nursing leader of all time, based on her indefatigable work, which includes the creation of the national association and its membership to the ICN, the publication of the first nursing journal (still being issued) in Brazil and the establishment of the first nursing school in an university – the University of Sao Paulo, School of Nursing – where she was the first dean from 1942 to 1955. At that time, schools were created inside hospitals or as part of the Health Department, as in the case of Anna Nery School (Carvalho 1976). Therefore, Ms Fraenkel may be considered the greatest Brazilian nursing giant.

Among all these Brazilian nurses, two Americans should be mentioned as their contributions were outstanding: Ethel Parsons, who spent 10 years in Brazil and was instrumental for setting up the Anna Nery Nursing School in Rio de Janeiro; and Ella Hasenjaeger, recruited by Ms Fraenkel, to work as her consultant from 1944 to 1951. She came to Brazil as part of the American Good Neighborhood Policy, sponsored by the Rockefeller Foundation. Her influence was widespread. Students had both theoretical and practical classes with her, particularly in psychiatric nursing and communicable diseases. She also helped in organizing the first Brazilian Nursing Congress in 1947, at the premises of the University of São Paulo, School of Nursing, and participants were hosted at the school's students' residences. Promoted by the BNA since 1947, these congresses are still held annually. (Carvalho 1980).

Conclusion

As shown in this brief report, Brazilian nursing leaders have worked extremely hard to reach the present status that new nursing generations can enjoy. They were brave and persistent in their determination to meet their objectives of improving nursing and making it a recognized profession. These nurse-pioneers deserve the title of Brazilian nursing giants.

They created nursing organizations and schools, and through them implemented a foundation of the nursing profession in the country. They became the model and example to be followed by those interested in nursing, which can be known through its history. Unfortunately, this topic is still much neglected in the nursing schools where the subject has been reduced in the curriculum. Class hours have become shorter and many times included in other courses as a small module of 12–20 h. Themes like intensive care or health technologies are made more attractive for students. It is a difficult dispute as even some faculty members are not interested in the subject and advise nursing students that hospitals and health services are

not looking for nurses whose expertise is on history, a specialty that does not improve practical nursing care nor the knowledge and abilities in modern technologies. But it does help in the leadership development and for shaping professional identity.

Also, this knowledge on nursing history will empower the professional for transforming nursing practice realities into a more humanistic rather than technological care.

Therefore, we need to continue struggling, as did our first nurse-pioneers, who have left a tremendous legacy of work accomplished, professional achievements, and successful opening of new ways and options for future developments in the profession as well as personal growth. We need to take the stand and go ahead.

Author contributions

Both authors have approved the final version of this paper. Taka Oguisso presented part of this paper at one of the main sessions of the 25th Quadrennial Congress of the International Council of Nurses, in Melbourne, Australia, 18–23 May 2013. Also she contributed to the conception design of the study, acquisition of data, analysis and interpretation of the data, drafting the paper, and critical revision of the paper. Genival Fernandes de Freitas has contributed to the conception design of the study and critical revision of the paper.

References

- Associação Brasileira de Enfermagem, ed. (1980) Levantamento de Recursos e Necessidades de Enfermagem no Brasil: 1956–1958. Relatório Final. Associação Brasileira de Enfermagem, Brasília.
- Bridges, D.C. (1967) *A History of the International Council of Nurses, 1899–1964. The First Sixty-Five Years*. England.
- Carvalho, A.C. (1965) Histórico da Escola de Enfermagem Job Lane. *Revista Brasileira de Enfermagem*, **18** (2–3), 151–156.
- Carvalho, A.C. (1976) Associação Brasileira de Enfermagem: 1926–1976 – Documentário. Folha Carioca Ed, Rio de Janeiro.
- Carvalho, A.C. (1980) Escola de Enfermagem da Universidade de São Paulo: resumo histórico: 1942–1980. Escola de Enfermagem da USP, São Paulo.
- Carvalho, A.C. (1989) Edith de Magalhães Fraenkel. Escola de Enfermagem da USP, São Paulo.
- Ministério da Saúde (2nd) (1959) Enfermagem (leis, decretos e portarias) Serviço Especial de Saúde Pública, Rio de Janeiro.
- Moreira, A. & Oguisso, T. (2005) *Profissionalização da Enfermagem Brasileira*. Guanabara-Koogan, Rio de Janeiro.
- Oguisso, T. (2007) *Trajetória histórica e legal da Enfermagem*, 2nd ed. Manole, São Paulo.
- Oguisso, T., Dutra, V.O. & Campos, P.F.S. (2008) *Cruz Vermelha Brasileira – Filial do Estado de São Paulo – Formação em tempos de paz*. Ed. Manole, Barueri.
- Oguisso, T. (2014) *Trajetoria historica da Enfermagem*. Ed. Manole, Barueri.

Padilha, M.I. & Sioban, N. (2009) Teaching nursing history: the Santa Catarina, Brazil, experience. *Nursing Inquiry*, **16** (2), 171–180.

Paixão, W. (1951) *Páginas da História da Enfermagem*. Universidade do Brasil, Rio de Janeiro.

Porto, F. & Oguisso, T. (2010) Anna Justina Ferreira Nery. In *História da Enfermagem: identidade, profissionalização e símbolos* (Porto, F. & Amorim, W., eds). Yendis, São Paulo, pp. 1–9.

Quinn, S. (1989) *ICN: Past and Present*. Scutari Press, Middlesex, England.

Tang, C.J., et al. (2013) Collaboration between hospital physicians and nurses: an integrated literature review. *International Nursing Review*, **60**, 291–302.

Appendix I Brazilian federal laws and decrees

1 Lei 775, de 6 de agosto de 1949. Dispõe sobre o ensino de enfermagem no País e dá outras providências. In: Ministério da Saúde, Fundação Serviços de Saúde Pública, Enfermagem, legislação e assuntos correlatos. 3a. ed, Rio de Janeiro, vol. 1, p. 154–157. 1974.

2 Lei 2604, de 17-09-1955. Regula o exercício da enfermagem profissional. In: Ministério da Saúde, Fundação Serviços de Saúde Pública, Enfermagem, legislação e assuntos correlatos. 3a ed, Rio de Janeiro, 1974, vol. 1, p. 177–9.

3 Lei 5.905, de 12-07-1973. Dispõe sobre a criação dos conselhos federal e regionais de enfermagem e dá outras providências. In: Ministério da Saúde, Fundação Serviços de Saúde Pública, Enfermagem, legislação e assuntos correlatos. 3a. ed, 1974. Rio de Janeiro, vol. 3, p. 759–63.

4 Decreto 20.109, de 15-06-1931. Regula o exercício da enfermagem no Brasil e fixa as condições para a equiparação das escolas de enfermagem e instruções relativas ao processo de exame para revalidação de diplomas. In: Ministério da Saúde, Fundação Serviços de Saúde Pública, Enfermagem, legislação e assuntos correlatos. 3a. ed, Rio de Janeiro, 1974, vol. 1, p. 68–72.