

that Nurse will have the most success who makes an individual study of her patients. Moreover, the Nurse must be quick to discern and interpret the minute variations in her patients' condition, and this can only be the result of experience, and most careful observation; so that whilst she is in charge of her patients they must always be on her mind, for only by comparing one day with another, one hour with another, will she be able accurately to gauge her patients' progress.

In Ward arrangements and times, those suitable for the adult do not march with the child's habits, as the drawing-room and the nursery do not keep the same hours. The little ones awake early in the morning, and by their chatter and noise disturb their elders, and they alike want to fall asleep early in the evening, when the adult is rejoicing in the brightly-lighted Ward, and the opportunity of talking or reading, whilst the work and bustle of ending the day are in full swing.

It will not be found that the same regularity and order can be maintained amongst the children as among the adults. Order and discipline there must be, or the children will not be happy; but the Ward that is tidied up to perfection, in which the little ones look like well drilled soldiers, when the home look of liberty is absent, and nothing is out of its place, is hardly suggestive of the happy heart of a child. Toys and games are as much part of the treatment as physic, and the ceaseless chatter and careless distribution of the toys are surely consistent with a well-ordered children's Ward. As a convalescent, a child requires nearly as much attention as one in bed, and because the heart of a child is set on mischief, certainly as much looking after. Some of the older children may make themselves of use in the Ward; but also they may be a great deal of trouble, so that from first to last the sick child is some person's care. Then, suppose that a special treatment is ordered for them, such as galvanic baths, rubbing, passive movement, regulated exercises, or the like, or the sending of them into the garden—this is all Nurse's work, as in no case can the children be left alone, nor can they be trusted to follow any directions, however well intentioned they may be.

Only those who have had the care of sick children know the amount of care, thought, and responsibility that they bring with them, and when they are young babies this is intensified. A sick child, to be well nursed, does not only need to be placed in bed under favourable circumstances, but it requires an amount of fussing over, and working at, that would be intolerable to a grown-up patient. The child wants to be "mothered."

Having, I trust, proved that sick children re-

quire special nursing, I will deal with proposition two—that sick children's Nurses require special training. By special training I mean training other than that found in general Hospitals, and of a kind that differs from that given in adult nursing.

In the good old days, each little maiden had her doll, and the doll, though a plaything, was a plaything with a purpose. In the care of her doll, and in the clothing of her doll, the little maiden was intended to rehearse some of the great functions of her future life: her doll was to be to her as a child, and it was meant to develop the maternal instinct, the love and care of children, and the order and thought necessary for their well-being; it certainly brought out the individuality of the child, and often was a good teacher.

In training the sick child's Nurse something of the same system may be pursued with advantage. Of nine-tenths of the young women who offer themselves as candidates for training, the skill to manage and handle a child, whether sick or well, has to be taught from the beginning. Of course, in all cases the preliminary training must be the same, and that means instruction in discipline, obedience, promptitude, order, method, and cleanliness; the ways to reach these ends differ in each Hospital, but in all they form the A. B. C. of training. Then we come to the instruction proper. What we have to aim at is the development of the individual Nurse by the individual child: the Probationer must learn her lesson on her patient, her work being directed and supervised by the Sister. At first, her charges would be only such patients who might be entrusted to a novice, and on them she would learn how to handle a child, to wash and dress it, and to keep it clean; how to feed an infant; and she would be taught to observe and report upon the functions, and also to notice any deviations from the normal standard. The Probationer would start with these patients in the morning, take their temperatures, wash and dress them, give them their medicine and food, carry out any special treatment ordered, hear the Doctor's remarks on these cases, and his orders given, follow them through the day, again take their temperatures, and finish them for the night. These children, and these only, would be in her mind; and if she were a thoughtful Nurse, and in earnest about her work, she would think of them, compare their condition from day to day, and certainly take a pride in their well-being and appearance. As she proved herself capable and trustworthy, she would be entrusted with the nursing of cases of more severe illness; and by these she would be taught to observe symptoms, reason upon changes, and she would learn that most important lesson, how to

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