

the Incorporated Law Society, and that a radical elevation of the whole Profession of Nursing would be the first and most inevitable outcome of the Association's indubitable success.

We know, from many quarters, that the leading members of the Medical and Nursing world, who have worked so strenuously for the Association, are chiefly working for this end, and so we can assure our readers that, though our forecast of the future may be wrong, one thing is quite certain—that, in a shorter period than they consider possible, the present order of things will have passed away and given place to new.

It goes without saying, that there are great and vital differences between the education of Doctors and that of Nurses; but, on the other hand, there are many points whereon their training is practically identical. Anatomy, Physiology, Hygiene, the observance of strictest cleanliness, the bandaging of limbs, and the dressing of wounds is, so far as each goes, precisely the same, whether it be taught to Nurses or to Medical Students. So we believe that, in attempting to foresee how Nurses of the future will be trained, we shall be most successful if we reason and judge largely by the origin, progress, and present position of Medical education. And thus we have, as we have said, firstly to consider the position which Nursing Schools will in future occupy.

Looking back only one century, we find but two Hospitals in the Kingdom at which lectures were delivered, and at both of these this tuition was spasmodic, and, though doubtless valuable, was confined entirely to clinical subjects. The Physicians and Surgeons to Hospitals, and the general practitioners all over the country, took pupils, or apprentices, to whom they imparted the results of their own individual experience and observations of disease, and explained the rational or the empirical treatment they adopted in each case. In due course the student passed his examination, and began in like manner to transmit the knowledge he had acquired to his pupils. Practically, be it remarked, this was the method of educating Nurses in force till thirty years ago. The first improvement in Medical teaching came in the form of Anatomical Lectures and Demonstrations, and then on the exact knowledge of the human frame was built up more scientific teaching on the functions of its various components, and so Physiological Lectures were added to the course of instruction. Coincidentally with this the effects of drugs on the various organs of the body began to be studied with more exactitude, and then explained and taught. So Therapeutics arose, followed, of course, by the description of the drugs themselves in Lectures on *Materia Medica*, while the origin of the medica-

ments demanded courses of instruction in Chemistry and Botany.

For the present, then, we may halt here, because all these subjects, added, one by one, almost by logical sequence to the curriculum of study imposed upon Medical Students, demanded the institution of Medical Schools, with regular lectures and ever strengthening and increasing organization. Furthermore, at the present time, all these subjects have been collected together to form the primary part of the Student's education, in which he must not only be well grounded, but of which he must prove his knowledge by examination, before he can proceed further in his course of study—before he can pass onwards to the Clinical work in the Hospital Wards. We ask our readers specially to notice this fact—that the slow development of Medical education during the past seventy years has all tended and has now finally culminated in this universal rule—that the theoretical knowledge must be fully acquired before the practical part of the training can be commenced. We take it that, sooner probably than later, this cardinal and most wise and salutary rule will become invariably enforced in the education of Nurses.

But to return once more to our fundamental point—the Nursing School. As we have shown, Medical men were formerly trained everywhere and anywhere, but when lectures became an integral part of their education, we find that Students came from all parts of the country, and paid fees, to attend the classes held by a learned Anatomist here, or a great Surgeon there, or a distinguished Physician in some other place. From this naturally grew the custom, which for many years prevailed, of several well-known Lecturers combining together to rent premises in some central position, whereat they could with more convenience to all sides meet their pupils. The pecuniary success and celebrity which soon attended these Schools soon prompted the larger London and Provincial Hospitals to imitate their example, and to combine the advantages of their Ward experience with that of regular lectures delivered by the members of their Medical Staff. Thus arose the Medical Schools of the present day.

The expenses, however, of maintaining these in efficiency were, of course, considerable, and this therefore entailed the payment of large fees by the Students they accommodated. Consequently they became rich and powerful, and to prevent every Hospital in the kingdom, however small, from starting such an Institution of its own, it was decided by Parliament that none should be recognised, and therefore permitted to take Students, unless it satisfied certain conditions, as to size and capabilities of teaching.

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