

and Hygiene. But having, we will suppose, successfully passed through this ordeal, how can the Nurse next be instructed in the more practical details of her calling. Once more returning to the analogous case of the Medical Student, we find that when he has passed his first examination, his work is transferred from the Lecture Rooms of the Medical College to the Wards and Operating Theatre of the Hospital; in other words, he moves from Theory to Practice. But though his progress in knowledge is now largely dependent upon his own assiduity and observation, he does not cease to receive invaluable assistance in the shape of Clinical Demonstrations and Lectures.

We have on several occasions pointed out in these columns the great importance of Clinical teaching for Nurses. In fact how essential it is for them to obtain some detailed instruction at the bedside as to the progress and the symptoms of disease—what are the salient features of this complaint—what has to be specially watched for and instantly reported in that—what has to be chiefly guarded against, and, if possible, averted in some other. We are not, therefore, surprised to find a growing desire to provide such tuition as this for the Nursing Staffs of Hospitals. As its importance becomes more widely understood, we expect this course to be still more extensively adopted. And we have no doubt that as soon as Registration comes into force, and some uniform system of Nursing education is—as an almost necessary consequence—brought into being, Clinical instruction will be enjoined as an essential part of the training.

But the Medical Student learns the practical details of his work, not only in the Wards, but in the Out-patient Rooms—applies dressings, bandages, and splints, and acquires proficiency in the various instruments of precision which are used for purposes of diagnosis or treatment. It appears to us, therefore, that the corresponding course in a Nurse's education must of sheer necessity be taken in her first year, and thus she must have demonstrations on practical Nursing details, bandaging, &c. Then in her second and third—and we will suppose her final—year might be taken the systematic course of Clinical instruction to which we have referred, and at the end of this term should come the final test as to her proficiency and knowledge.

Will it be said that we have sketched out too ambitious a course of instruction for a Nurse to receive, or one too difficult for her to pursue? We entirely traverse both impeachments. We hold that Nursing is the noblest occupation in which a woman can engage, and that therefore it is an impossibility for her to be too highly in-

structed in it. Nay, we go further, and confidently assert that no Training School in future will justify its existence, or fulfil its primary duty to the public, or to its Students, unless it affords the latter the largest opportunities of acquiring knowledge in their calling. And on the second count we hold, with no small confidence, that the class of women who now are crowding into the profession are in every way qualified to understand and to appreciate the higher scheme of Nursing education which we have endeavoured to outline.

To prove this, indeed, it is only necessary to remember the advances which have been made in the system of training within the past decade. Had we ten years ago ventured to foretell the present condition of affairs in most large Hospitals, and even in some Poor Law Infirmaries, we should have been laughed to scorn as visionaries, and Utopian dreamers. The watchword of the age is Progress, and in view of what the last ten years has brought to pass in Nursing matters, we are more than justified in the most roseate anticipations of future advance and improvement.

Our readers will have observed that so far we have only discussed the question of lectures and demonstrations. It leads naturally to the next division of the subject—the organisation of the Nursing School, with especial reference to its staff of workers. Firstly, then, a model School should have a governing and controlling body. There are, it must be remembered, various interests to be considered—those of the Medical Staff of the Hospital, and those of the Governors of the Institution. So it appears to us that a Nursing Committee should be appointed, to be composed of three, or at most four, Members of each of these bodies, and to this Committee complete authority should be given to appoint or discharge Nurses, to elect Lecturers and Examiners, to grant certificates, to collect fees, and defray expenses. Responsible to the Committee, and acting as their representative, and the ostensible head of the School, should be the Lady Superintendent of the Hospital. She should, we believe, hold the position which the Dean or Warden of the Medical School occupies, and have a seat and the power of voting on the Nursing Committee. Her duties should include the giving of a course of lectures each session upon the details of practical Nursing, and the oversight of the individual instruction which each learner should receive in her daily work in the Wards. Then, most assuredly, she should take part in the Examinations through which her Students are expected to pass, and be able to award marks to each for character and conduct. We would lay special stress upon this point, because it is one which, though it cannot be disputed in theory, is very frequently neglected, or

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