

a further advantage is derived from the uniformity of such instruction. Of great importance also was the removal of that serious interference with the proper administration of the work in the wards which resulted from taking pupils at irregular hours to attend classes and lectures.

A somewhat similar course of training to that which has been outlined above was established at the London Hospital about 1895.* It differs from that of the Glasgow Infirmary in the following points: in length, which was about six weeks; in some of its subjects; in providing board and lodging free of expense, and in the fact that it was expressly stated to be established for a limited number of selected candidates.

Pupil probationers received instruction in and were required to perform such household duties as would subsequently fall to their share when admitted to the wards. These included sweeping, dusting, etc., but no cleaning of grates nor scrubbing. They were expected to become quick and thorough in accomplishing such portions of ward work as would shortly become a part of their daily routine in the hospital. They were also expected to become proficient in sick-room cookery, in bandaging, and in such details of practical nursing as could be taught previous to their actual attendance on the sick. In addition, they were to have the advantage of attending lectures and classes on elementary physiology, anatomy, and hygiene especially arranged for their benefit.†

This idea was further developed in the Dublin Technical School for Nurses, which was established as a central place where probationer nurses from all hospitals could attend to receive instruction in anatomy, physiology, hygiene, and cookery, after first passing required examinations in English.‡

On this side of the Atlantic we find what seems to be an outgrowth of a similar idea in the School for Nurses at Waltham, Massachusetts. Here the first six months of the three years are set aside for the preparation of the pupil for her practical work later, and are called a probationary period. During the first term of the probationary year instruction is given in anatomy and physiology, in chemistry and hygiene, in the

principles and practice of asepsis, in all branches of practical housekeeping, especially housekeeping for the sick, and in the care of infants and convalescents. At the end of six months, probationers who have passed satisfactory examinations, and who have proved their efficiency in all of these branches are given nursing service in the wards of the Waltham Hospital. As, in addition, "during the first term of the junior year student nurses are assigned to nursing service in the private practice of their physician-instructors," it is evident that this is not preliminary training in the sense in which it has been established in the schools before referred to. Practical nursing work, done outside of the hospital instead of in it, is apparently performed by the probationer from the date of entrance. This is done partly under supervision, and partly without it, as the accompanying extract from the circular will show:—

"A distinctive feature of the school is the training given in district visiting nursing. As has already been stated, the probationers are taken out by the superintendent or her assistants to such work, beginning with the more simple cases. Several thousand such visits are made during each year. On these nursing visits they are taught how to wash and dress infants, how to care for lying-in women, how to make clean and comfortable convalescent patients and helpless chronic invalids who either cannot afford or do not need continuous nursing. After the probationer has satisfied her teachers of her ability to do well the nursing service required at one place, she makes the visit by herself on the following days until the patient recovers, or until another probationer is taken there to be taught, and she is transferred to a more difficult case."

The course at this hospital cannot, therefore, be considered in any sense an adequate preliminary course.

That some preparatory instruction of the pupil before permitting her to enter upon practical training in the hospital wards is a necessity is an idea, then, which has taken definite form in a course of instruction provided for that purpose in three important centres.

It is of further interest to us to see to what degree such ideas may be held by others representative of the nursing profession and competent to judge of its needs. From recent papers and addresses given before our nursing societies we find evidences of the general tendency of thought in such statements as follow:* "There is no present prospect for the nurse of gaining her

* "How to Prepare Nurses for the Duties of Alumnae," by Miss Lucy Walker, superintendent of nurses, Pennsylvania Hospital, before the Superintendents' Society. *NURSING RECORD*, April 15, 1899.

* The writer is not informed as to the exact date on which the London Hospital established this course of training, but remembers first hearing of it in the year 1895 as something quite recently inaugurated.

† A recent comment upon this system, cut from the *NURSING RECORD* may be accepted as some evidence of its value: "Preliminary training for probationers at the London Hospital has proved so successful that the system is now being greatly extended. Tredgar House, Bow Road, where pupils have been received for preliminary instruction in technical details, has failed to meet the demand for such instruction, so the committee has acquired the adjoining house, which will enable all probationers to be received for this teaching before passing into the hospital wards for practical trial."

‡ A recent letter from Miss Huxley says, "We have every reason to be pleased with the results."

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