

## Training at the Salpêtrière School for Nurses.

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We need not speak about the standard of general education, about the standard of professional training for nursing now: no more discussion about theoretical knowledge and practical attainments that a nurse must be acquainted with. Everybody agrees as to their necessity, and, on such a basis, we can mount to another stage. In order to make immediate progress there is only one way, viz., to look from new points of view, to search for improvements which modern medical science, and the rôle that Nursing is gradually assuming in social work, require to-day from a nurse.

In France, we hope, Nursing will soon undergo improvements. For, we are no longer obliged to show that it requires a special training, how devotedness and "vocation" cannot supply the place of professional knowledge.

Such a demonstration, in spite of blind opposition, has been given, for thirty years, by Dr. Bourneville's successful endeavour, with the four *Ecoles Municipales*, for day scholars only, at the Salpêtrière, Pitié, Lariboisière, and Bicêtre. We merely wish to state that every year more than 500 scholars work in these schools, and we feel glad at the discomfiture of those ill-natured slanderers, who deliberately make the mistake of talking politics when nursing alone is in question. What a distance there is between politics and hospital nurses, and how some unexpected hindrance may delay every endeavour!

The new system of training at the *École des Infirmières de l'Assistance Publique* shows how we are attempting to go a step further. Two main points seem to be of great consequence. Our pupils, who are, of course, under the professional and ethical direction of highly experienced Matrons, are only pupils during the two years' training, and are specially devoted to the branch of nursing the school is intended to supply.

The schools, established by Dr. Bourneville in 1877, receive every evening, at the lectures at 8 p.m., the staff of the wards; every male or female appointed, if possessed of sufficient general knowledge, may come, when off duty, and work in order to pass the yearly examinations and get a certificate. We now admit that the daily work is too hard to be combined

with the higher knowledge they ought to acquire. You cannot expect a young woman to be a good scholar after a round of dull work; you expect her to be strong enough to perform extra work successfully, and above all, intellectual work. The daily service, in one and the same ward, with the same set of patients, and the same work is often without any utility for improvement, and is not consistent with the needs of a good training, with the comprehensive training



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in nursing for every kind of disease.

Therefore, our pupils attend the patients, as pupils, the duty is regulated only with the view of instruction; they are appointed to perform such work as will enable them to make use of the instruction they receive; they are always under special supervision, and every endeavour is made to perfect their educational and professional training. Such a method is indispensable, especially in France. Everybody who has visited our hospitals will understand it; our Parisian staff is often overworked and patients are often considerably over the right number. Our pupils, therefore, remain

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