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**EDITORIAL.**

**THE RELATIONS OF WOMEN MEDICAL  
AND NURSING STUDENTS.**

"Betty" is one of the few really brilliant young women who has been studying science, who is looking forward to a medical career, and who is entered for her hospital terms at a medical school which has recently admitted women students.

Over the teacups, we asked "Betty" about her future programme, and was interested in her reply.

"Next week," she said, "I begin my ward work, and I feel a bit anxious about it. They tell me the Sisters and nurses are just horrid to women students."

"But surely the duties of each are defined?" we remarked.

"It does not seem so," Betty replied. "For instance, take dressings—this is part of the work we are there to learn—in the past the nurses appear to have done most of them. But how can we learn to dress wounds unless we are taught?"

"But surely as dresser for a certain surgeon—work for which a student pays—you have a right to do the dressings, and the House Surgeon on duty will teach you your work."

"Yes, but the House Surgeon cannot be in every ward at once, and he has only time to attend to the big dressings, and then there are dozens of other things. What is the etiquette about taking temperatures, and all the practical applications such as enemas, and blistering and bandaging, and bed-making—all the interesting things appear to be nursing duties? There seems to be nothing left but urine testing, and note taking, and trotting after the surgeon and wandering round."

Then we reminded "Betty" of the manual drudgery and long years of training

a woman had to put in, to learn all these "interesting things," and that as a Sister it became her duty to impart her wonderful knowledge to a succession of probationers who would carry on traditions and continually increase their knowledge and skill, and that what they learned and applied constituted the technique of the profession of Nursing. That in the past, very few male medical students had thirsted after a knowledge of nursing details, which should rightly be included in their first year's clinical curriculum, and in this lack of instruction they have been deprived of the basis of the practical application of much which constituted sound medical practice.

"Betty" is very intelligent, and whilst grasping these facts would prefer to enter upon her hospital duties without ambiguity. She loves peace and desires to ensue it; and rightly considers someone—she doesn't know who—is responsible that the position of women medical students, in so far as their relation to the Nursing Staff is concerned, should be clearly defined, and friction avoided.

**IS WORK IN THE WARDS DEFINED?**

With this point of view we thoroughly agree, and we have addressed the Wardens of the Medical Schools which have recently admitted women students, and asked them to be good enough to furnish us with a copy of the regulations adopted defining the curriculum for such students in the wards; and to kindly state if the trained sisters and nurses wait upon and instruct them in the application of dressings and other practical details; and if they have any remuneration either from the Medical School or the Hospital Board for these special duties?

**A HOSPITAL SISTER'S VIEW.**

We have also consulted an experienced

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