

undecided and easy-going must be made reliable by learning promptness of obedience and accuracy. It is a great mistake, and, I fear, a not uncommon one, to try to mould every Nurse into the same form. Let us have, by all means, as a result of training, uniformity in externals. The best results, however, will follow the careful study of the individual, and this, I am confident, may be done with perfect safety to the community life of the whole, nay, with a definite good result for the whole staff, provided that on every individual is impressed, from her first entry, the stamp and seal of obedience. The first principle of training is the teaching of obedience. The branch must not be broken; it must be bent and supported till its growth is strong and free.

While Matrons and Sisters, who think about their responsibilities on this subject, will readily acknowledge that better results would follow if their Probationers and Nurses were considered individually, and their work arranged so as to develop the best in each, and they will, nevertheless, answer me—"We have no time." The fact is, they are made into machines by the hurry and press of their work. Their staff is part of the machinery, and so must be taught *en masse*, fed and housed *en masse*, and all go through the same mill.

To quote from a recent article on Education, in the *Nineteenth Century*.—"The main feature of the modern system is hurry; and hurry is fatal to all good training." A remark as applicable to Hospital work as it is to other branches of Education. If we speak to the Committee of a Hospital about the details required for the individual training of their Nurses, their answer will be much the same:—"Very good. Of course, we give them three years, and they have lectures, &c., though it appears there is barely time for that." If we suggest a larger staff, the conscientious administrator of other people's subscriptions takes fright at once: "Oh, we cannot afford that; in debt already; we must keep down expenses." The difficulties are, in many Hospitals—especially the small ones—very great; but, in spite of difficulty and opposition, I feel sure much might be done were the necessity for a higher standard of work realized by those in whose hands the training of Probationers lies.

At present, there seem to be three factors in the training of Nurses:—

1. Work in the Wards.
2. Lectures given by the Medical Staff.
3. The teaching in class by Matron or Home Sister.

Of these, the first is universal and inevitable; the second is irregular, both in event and value;

and the third is by no means the rule; but, unless all three are combined in the training of our Probationers, I do not think we can hope for thorough finished work from our Nurses; nor can we, with any reason, expect to have a supply of good Nurses to act as Sisters, and in their turn do their part (a very important one) in the teaching of those under them.

In the wards, the Staff Nurse or Sister has the greatest possible influence over the Nurse. Who among us does not look back with gratitude to the Sister who drilled us in dusting and bedmaking, bandaging, and the cleaning of instruments? and with dislike and contempt to the woman who was chiefly ornamental in the ward; who amused herself with her friends and students, and left the work to its fate, till something made it impossible for her to take it easy any longer, and then she "stormed the corridors out!" The Sister is, no doubt, a power in the Probationer's training, and therefore, the wise selection of Sisters is a serious part of Hospital management. It is of the greatest importance that the Sister should have a right conception of what her duty towards her Probationer is. Too often a Probationer is looked upon only as a trouble and annoyance—one who will hinder as well as increase the Sister's work. Thus regarded, the new worker, if she be earnest and at all impressed with her responsibilities, will become timid and try to keep out of the Sister's way. She will stumble through her work as best she can, and be too much afraid of giving trouble to ask directions. While the self-confident young woman will take all manner of things upon herself without waiting to ask, being in haste to prove that she is no trouble, and quite capable of doing the work without teaching. If, however, the Sister be a person who has method in her work, she will have a definite place for instructing her Probationers, and the systematic teaching she will give them will have a definite result. She must never lose sight of the fact that the training of her Probationers is as much a part of the work of her office as her care of the ward linen, or the making out of the diet sheets, and probably a duty of much further reaching results than anything else she does.

The teaching of the medical staff has a value which cannot be too highly estimated. I have before me the syllabus of a course of lectures given to the Nurses of the Edinburgh Royal Infirmary; and notes from similar courses given at various Hospitals in London. There has lately been published in the RECORD, the "Menu" (so to speak) of the Glasgow Royal Infirmary: Elementary Anatomy and Physiology; Medical Cases, giving

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