

you follow these the noble objects of your profession, in a proper spirit of love and kindness to your race, the pure light of benevolence will shed around the path of your toils, and labours, the brightness and beauty that will cheer you onwards, and keep your steps from being weary in well-doing; while if you practise the art that you profess with a cold-hearted view to its results merely as a matter of lucre and trade, your course will be as dark and miserable as that low and grovelling love that dictates it."

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THE engraving of Guy's Hospital, which we present to our subscribers with this issue, is from the skillful pencil of Miss LILLIAN C. SMYTHE. It represents the front of the great Institution, and many former Guy's Nurses will doubtless be glad to know that they can obtain this artistic souvenir of their old school from the offices of this journal. Further particulars will be found in our advertising columns.

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THE Winter Session of the Royal Infirmary, Glasgow, was opened on the evening of October 2nd. A large number of Nurses assembled to hear the introductory address, which was delivered by Professor HENRY E. CLARK; HUGH BROWN, Esq., Chairman of the Nursing Committee, occupying the Chair. Professor CLARK gave a most interesting sketch of the history of Nursing, and the movement which led to the introduction of the present system. He also made allusion to the success which has attended this effort to establish systematic instruction for women wishing to follow the practice of Nursing, and the great appreciation shown by the Nurses themselves. The meeting concluded with a hearty vote of thanks to the Lecturer, and Dr. THOMAS, Superintendent of the Infirmary, made fitting allusion to the great interest shown by Mr. BROWN in the movement, and the indebtedness of the Nursing Staff to his efforts for their benefit.

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MRS. STRONG, the Matron of the Glasgow Royal Infirmary, so well known as the inaugurator of a curriculum of education for Nurses—the principle of which will probably be widely adopted in our Nursing Schools in the near future—remarked in her admirable introductory address to Practical Classes on ward work:—

"Some think nursing a peculiar life, requiring peculiar grace. It is not. It will not take you out of your 'common labour and life.' The same grace is required in every household as in the wards of an Hospital.—*grace to make those nameless sacrifices, which must adorn each day, if we would live as honoured women.*"

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"A power of accurate representation of facts, uncoloured by one's own particular bias or thought, is difficult to acquire, and requires a long and patient self education.

Words do not always convey the exact meaning we wish to impress upon another, and the misunderstanding arising therefrom is apt at times to appear as want of strict adherence to truth, therefore, take care that you are fully understood, even at the risk of being thought fastidious or tiresome. In making reports, do not trust to memory; keep a note-book, and jot down all that you wish to report. Memory is treacherous and plays fantastic tricks. Mistakes and accidents will occur with all, at times. Acknowledge them at once; use no compromises, and promptly mention any forgetfulness. By this means you will save endless trouble, besides building up your own character. If an act of the kind is once trifled with, it is a step on the downward path, and difficult to recover."

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"It is by close observation and correct reporting of what you observe that you can render much valuable aid to the medical attendant. In time, observation will become an almost unconscious habit, and every little expression of face and gesture will be noticed without teasing your patient, and making him unnecessarily anxious by asking useless questions. A doctor knows that great changes are likely to take place during the intervals of his visits, and expects the Nurse to be his representative, his intelligence, taking his view of matters. If you realise this, and how much the treatment depends upon your faithful representation, I am sure you will take care there is no vagueness of statement in the giving of reports."

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"The teaching you have received is for the awakening of the faculties within you. Your teaching is objective; your reasoning subjective. Objects and knowledge can be presented to you, but it is for you to digest and assimilate that mental food making it your own, each according to her ability, some with much more ease than others; but much can be done by patience and perseverance. The young have an advantage in possessing fresh plastic minds open to new ideas and impressions. They are, therefore, more able to educate or turn their minds to new channels or paths of thought. Concentration of thought, and diligent application are both necessary to the full attainment of skill. Whether natural or not, they should be carefully matured and guarded, as any carelessness in the cultivation of natural tendencies is liable to weaken them. Take care to be thorough in all you do. Superficial work may sometimes have the best appearance, but do not rest satisfied with appearances; let all you do bear the closest inspection."

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"Nursing is not a mechanical work for which hard and fast rules can be given to guide you in an unerring road. It is an ever varying work, each physician and surgeon bringing the results of his own particular studies to bear upon the individual patient; therefore, keep an open mind, guard against taking too narrow a view of things, thinking your own little bit of knowledge conclusive."

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"Nursing, like all other arts, is progressive; the facts of to day will yield to the knowledge of to-morrow. Nothing human is final, all knowledge is cumulative, and upon the foundation you receive now, build up a superstructure which shall help on the ages yet to come. The pupil should surpass the teacher. The teacher but passes on the knowledge which has been gathered from the past and the present; it is for you to add to those venerable piles of learning. Do not confuse wisdom with knowledge. You may have all the learning of the ancients, and

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