

not learn. It appeared to her that more latitude and individualism must be allowed. She would like, to a great extent, to leave open the future scope of Nursing. With the advancement of science the Nurse—the handmaid of medicine—must also advance upon a scientific basis of education. She was in favour of establishing a definite curriculum to-day, leaving it open for the curriculum to be extended in the future. The pupil-Nurse should certainly know the elements of the theory and practice of the work she would have to do before entering the wards. Under the present system there ensued continual worry and irritation to the Sisters and Nurses from the numbers of ignorant Probationers who were constantly being drafted into the wards. Preliminary training would be a relief both to the Probationer and the Sister-in-charge, as the latter would thus have the burden and anxiety of her work somewhat lightened, and as it was acknowledged that hospitals were instituted for the care of the sick, the more efficient that care was, upon the part of the probationers, the better.

Mrs. Fenwick said we heard a great deal at the present time about the domestic arts, but in her experience the average better class probationer had received little or no training in household duties, such as cooking, sewing, cleaning and order. It might be supposed that Nurses taken from the servant class and brought up in cottages would be less particular than the better classes as to cleanliness and order; but it was just in these two points that she had found well educated women compare unfavourably with their poorer sisters.

Mrs. Fenwick then touched on the necessity of recognising the value of co-operative training between the general and special hospitals, so that probationers might obtain practical experience in the Nursing of infectious fevers and other specialities, the departments for which were absent from, or were very limited in, many general hospitals.

Touching on question 9, Mrs. Fenwick claimed that the Superintendents of training schools or colleges should take a prominent part in the examination of the pupils, especially in practical subjects, and that every influence should be brought to bear to instil into the pupil the great importance of practical knowledge and experience in attendance on the sick.

Speaking on the financial side of the question of a Nurse's education, Mrs. Fenwick expressed the opinion that it was high time that parents recognised an equal responsibility for the future welfare of their daughters with that of their sons. The day was passed when they could hand them over at a marriageable age as a financial burden to another man; women repudiated the system as demoralising, and claimed the right of individual existence, whether married or single. The largely charitable basis upon which the Nurse's education had been granted in the past had now become such an increasing burden upon the funds of our public hospitals, that, if it was to continue, a special fund must be demanded from the public to meet it. But in her opinion the most just and most dignified method for the future professional woman was to pay in cash and in labour for her own education, and thus to acquire the right to claim efficient education to prepare her for the very responsible work of a Trained Nurse. The present condition of things was most unsatisfactory, as the hospital authorities in many instances naturally felt little responsibility in the matter of the Nurse's education; the Probationer, like the Ward-maid, being merely the paid servant of the

institution—and unable therefore to *claim* anything beyond board, lodging and wages.

She advocated the teaching of nursing ethics founded on firm discipline, and thought the pupil-Nurse should be thoroughly taught both the etiquette of the wards, and her relations towards her superior officers.

She called attention to the need of some help being given towards a recognition of the value of the work done by Ward-maids. So many duties formerly performed by Nurses had devolved on their humbler sisters, and she should like to see a greater value—and some reward or system of merit—placed upon the cleanliness and order maintained by many faithful Ward-maids, who in efficiently performing their duties were of great assistance to the nursing staff and patients alike. A certain high standard of efficiency in the performance of their duties, and some means of reward for that efficiency, would be a great encouragement to this most necessary class of hospital workers, and as the day had happily dawned in which all real work was beginning to be estimated at its true value, the part they took in keeping the wards hygienic by their kit brush and broom should receive encouragement. Of course her remarks referred to resident Ward-maids.

Miss PARMITER, of the Children's Hospital, Nottingham, spoke of the system recently established at that Hospital for the preliminary training of Probationers. She said the Probationers were instructed in the best methods of scrubbing, polishing, and cleaning, &c., as representing the domestic side of their training, while splint-padding and the preparation of dressings formed the professional part of their preliminary instruction. In addition to this they were allowed to spend some time daily in the out-patient department, and if they showed a special aptitude were allowed to do some simple dressings. They were also expected to take convalescent children out for an airing, and to teach reading to children whose cases were chronic. In this way they were brought into relation with the patients. In addition they learnt something of hygiene and baby-feeding.

Miss EMILY JONES, Matron of St. Mary's Infirmary, Islington, asked if it would not be better for Staff Nurses to be made more or less responsible for what the Probationers learn in their first and second years, and that some credit should accrue to the Sisters for the way in which the Staff Nurses passed their finals. By helping the Probationers, the Staff Nurses would themselves learn how to teach, preparatory to becoming Sisters.

A lady visitor asked how the scheme of State Registration would work practically. If Hospital training were to be paid for, and Nurses had to undergo a definite number of years of training, what would patients do who could not afford to pay the fees which thoroughly trained women would expect? She also wished to know in the event of a Parliamentary Bill enforcing State Registration, what would become of the unqualified Nurse already practising?

Miss ANNESLEY KENEALY said a few words on the necessity of a good education as a preliminary part of the Probationer's training, and dwelt on the value to the Nurse of cosmopolitan views and some knowledge of the ways of the world.

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