

# The Nursing Record

"QUI NON PROFICIT, DEFICIT."

No. 54.

THURSDAY, APRIL 11th, 1889.

VOL. 2.

## Contents.

EDITORIAL	225
PRIZE ESSAY COMPETITION.—IX.—LIFE AND WORK IN A COTTAGE HOSPITAL. BY BLANCHE BECKS	226
A GUIDE TO MEDICAL AND SURGICAL NURSING— CHAPTER XI.	229
NURSING ECHOES	232
THIS WEEK'S VACANCIES	234
HOSPITAL INTELLIGENCE	234
THE RELATION OF THE NURSING TO THE MEDICAL PROFESSION	235
EXTERIORS AND INTERIORS.—MIDDLESEX HOSPITAL	236
"NURSING RECORD" BENEVOLENT FUND	237
WOMEN AND THEIR WORK	237
CORRESPONDENCE	238
REPLIES TO CORRESPONDENTS	240
VACANT APPOINTMENTS, WANTED, &c.	240
COMPETITIVE PRIZE ESSAY	240

## EDITORIAL.

WE have had the pleasure and the privilege of bringing before the notice of our readers the Papers read before the London meetings of the British Nurses' Association during the past winter session. It appears to us, that we may now with advantage devote some attention to the many important points, which have been touched upon by their distinguished authors in these essays. And, to take the last of these first, we find several questions raised by Dr. Sturges' paper upon "Nurses and Doctors," which should receive the deepest attention, not only from every Nurse, but also from the authorities of every Training School for Nurses.

Dr. Sturges—himself the Senior Physician of the Westminster Hospital, which must for ever be associated with the great efforts of Lady Augusta Stanley for the advancement of skilled nursing—asked whether it was advisable to give Nurses distinct clinical instruction. In other words, whether it would be good that they should participate in the advantages which Medical students enjoy, in visiting the Wards of a Hospital—a clear exposition of the disease from which each patient

is suffering, the signs and symptoms upon which its diagnosis is founded, and from which its future course can be predicted. We are not surprised to observe that most of the speakers in the discussion which followed this paper, expressed their opinion that it would be well for all Nurses to receive such teaching as this.

We would without hesitation concur in this conclusion, and deem the matter to be of such great moment that it will well repay some close attention. We would make two strong assertions—that Nurses cannot be considered efficiently trained who have not received systematic clinical instruction; and that, in the future, no scheme of training will be considered satisfactory, unless it includes such tuition. To prove these points, let us remember the work which a Trained Nurse has to perform. In former days, it could truly enough be said, that most women were "born Nurses," because all that nursing then implied was the exhibition of some sympathy and gentle care with the sick and the suffering. If the patient received his medicine and his nourishment according to directions, and was kept quiet and cheerful, it was supposed that the whole duty of the Nurse had been fully done. But Nursing now means so much more than this, because it requires so much more knowledge, and entails so much more responsibility on the Nurse's part.

To begin with, recovery now is almost expected as a matter of course, in cases which, fifty years ago, were looked upon as nearly inevitably fatal, simply because absolute cleanliness and compliance with well-defined sanitary laws are now stringently enforced in the sick-room. It has, therefore, become essential that Nurses should not only be verbally informed of the necessity of attention to these matters, but also be practically taught how to carry them into effect in the best possible way. But this naturally leads to a further development in education, because it is manifestly absurd to expect duties to be performed with any degree of efficiency, if they are regulated merely by some rule

[previous page](#)

[next page](#)