

within or without its walls." Such is the ideal of Miss Monk for the nurses of King's, and, during their training, she spares no pains to instil into them her own high standard. Is it any wonder that, with a Matron, possessed of keen enthusiasm for her work, of the knowledge which is the result of many years of devotion to it, and with an unusual capacity for organization and detail, the reputation of King's nurses should be a high one. Upon my asking Miss Monk for her views as to methods of training, she explained these with the greatest kindness. "I am quite sure that the collegiate basis is the right one for nursing education. The relations of the Sisters to the probationers are those of teacher and pupil, and I expect the Sisters to furnish me with a detailed report of the work and conduct of each nurse, by means of written answers to definite questions each month. Of course, I have verbal reports as well, but I should not consider it right to trust only to verbal reports. Suppose a Sister gives me a report of a nurse when I am in the ward, how am I to be sure, when I return to my office, after having given my attention to all sorts of business demanding my consideration in between, that I have retained the exact impression which that Sister intended to convey to me, and that I should be perfectly fair to the nurse if I recorded that impression? No—I think that the only satisfactory way is to have a periodical, detailed, written report of each nurse, then I strike the average of these reports and sum up accordingly. Do I believe in a theoretical training for nurses? Certainly. We cannot get on without it, and we have here an excellent medical library for the nurses, which I add to as funds permit (not hospital funds—not one penny of hospital money has been spent upon it), and the best illustrated charts on rollers. The books in the library are under the control of the Home Sister, and no nurse is allowed to keep one longer than a fortnight at a time. If she does, then I know that she is not reading it, that she is lazy in fact, and a lazy nurse I cannot do with. The advantage of this system (everything is done on a system here) is that the Home Sister knows what each nurse is reading, and can advise her on this subject. She also gives classes to the nurses. Then we have excellent courses of lectures given by the medical staff. These we keep on nursing lines by having every alternate lecture one on nursing. For instance—suppose one lecture is on the anatomy of the ear, the next one is on the nursing of diseases of the ear, and so on. To show you that we do require a high standard of theoretical knowledge here, I may mention

that the text-book on anatomy with which we require our nurses to be acquainted is "Gray." But, of course, what we aim at is to make their theoretical knowledge a peg upon which to hang their practical work, to make them better nurses for it; this is the end of our theoretical training. Do you know how I teach them this? I never allow a medical book in the wards. I make the nurses understand that there their patients come first and foremost, and that they will learn from them what no book can teach them. Then, to ensure that they actually do observe and learn in this way, all the nurses have to come to the Sister at her table each night, and report to her in detail upon the patients for whom they are responsible, and then she gives them a little clinical class. 'That man was a bad colour—why? Why should you expect it from what you know of the disease?' 'Why was the fluid diet restricted in that case?' and so on. An immense amount can be taught in this way.

"As to time for theoretical study, we have an eight hours' working day here, so, of course, there is plenty. This plan has the further advantage of testing the capacity of all the probationers. Supposing there are two probationers in a ward—a sharp one and a dull one, and the Sister knows she is going to have a busy afternoon, well, she can't keep the sharp one on duty if it is her time off. This gives the duller probationer a chance, for all there is to be done she must do, under the direction of the Sister, and it also gives the Sister the opportunity both of teaching her and of testing her capacity. Now, if you will come into the office, I will show you my books." So we move on, and I see all the beautifully kept books, the system and order with which everything is arranged, and the completeness of detail, so that anyone taking up the work of the Sister Matron for a time would know exactly where each nurse is, what training she has had, and how the work should be carried on. On my commenting on the organization involved, Miss Monk remarked, "You see, I come of a naval and military stock, so it comes naturally to me. I like discipline. I have roll-call twice a day, when every nurse has to answer to her name. We also have prayers night and morning. I try to impress upon all the probationers that they will never be really good nurses unless they are self-sacrificing women, caring for their neighbours ten times more than they care for themselves, and I am sure that the short time spent in chapel at the beginning and end of the day is a real assistance towards this."

*(To be continued.)*

M. B.

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