

their activity as students is utilised and a matter of much moment, and the effect of this knowledge upon the character of their efforts is constantly noted.

One entire floor of the school building has been set apart as a place where a group of students is detailed for six weeks' duty in studying and practising the details of practical hygiene as it should be applied to wards and rooms for the sick. This floor contains the bedrooms of one class of students, and, with adjoining halls, bathrooms, lavatories, &c., is used as a field for teaching. Each pupil is assigned a definite territory, and the work is carried on as though each room were occupied by a patient. The routine practical work daily begins with showing how rooms are properly aired, and bed linen, mattresses, and pillows so arranged as to receive the fullest benefit of fresh air and sunshine. Careful bed-making, with reference to the details essential in preparing the beds for the sick, together with instruction as to the suitable kinds of beds of hospital wards, also the cost and care of mattresses, blankets, and bed linen, are included in these lessons.

The most suitable and convenient arrangement of furniture is observed, as well as a thoughtful adjustment of light and shade. The noiseless closing of doors, moving of chairs, preserving of order and quiet in all work, the comfort of future patients being constantly borne in mind, the care of windows and walls, of hard-wood floors and rugs, of paints, varnish, mirrors, and brasses, including the scrupulous cleanliness of utensils and appliances, are subjects for thorough teaching. The right method of dusting and its extreme importance in hospitals are dwelt upon. In caring for and cleansing porcelain tubs, nickel and brass fittings in bath-rooms and lavatories, the effect of good and harmful agents is demonstrated, and the paramount importance of absolute cleanliness and free ventilation in these frequently obscure places is indelibly impressed upon the minds of the students by the scrupulous care given.

In the linen-rooms the pupils become familiar with the details of the care and arrangement of linen and household supplies.

Instruction in the surgical-supply room extends over a period of about six weeks. It is most practical in character, and includes the making of the numerous surgical dressings, sponges, gauze rolls and pads, the medicated gauzes, iodoform and bismuth, the preparation of silver-foil and tissues, and the making of gauze, muslin, flannel, and plaster bandages. Instruction is given in the methods and purpose of sterilisation, the handling of sterilisers, and the principles governing asepsis and antisepsis. By the distribution of the sterile supplies to the different wards each morning knowledge is gained of the kind and amount of supplies required for the

average ward per day, and the weekly and monthly records of the use of materials and their cost is thus obtained. The pupils are taught as they make and prepare for the steriliser the various kinds of dressings why some are used in certain kinds of work and not in others, and this is supplemented by occasional visits to the wards, inspection of bandage-closets and surgical carriages, and, if possible, a few dressings are seen.

In connection with this are the various clinics of the out-patient department, the orthopaedic clinic in particular, where pupils of this group are detailed in rotation to assist the head nurse. Here they are taught how to prepare the children for examination, the care of the skin where plaster casts are to be worn, the use and proper handling of plaster bandages, the use of apparatus for correcting deformity, and by becoming familiar with seeing and handling these crippled and deformed children much is done towards preparing the pupils for their later work in the wards. In these clinics, where so many plaster dressings are made on ward patients who have undergone surgical operations, experience is had in the use of instruments and gloves for dressings and their after-care, the handling of surgical supplies, the making of carbolic and bichloride solutions, preparing for irrigations, accuracy in hearing and alacrity in obeying orders. A thorough course in bandaging comes later in this preliminary training.

The ground of the course of preparatory instruction as carried on here at present is thus outlined. To the regular schedule of work and study a number of lectures and talks by experts in various subjects are added as opportunity for securing them arises. These talks are upon topics relating to the general scheme of the course and included under the head of "Household Economics," such, for instance, as the history and manufacture of various textiles, linen, cotton, woollens, silk; potteries, the making and decorating of earthenware and china; floors and floor coverings, and similar subjects.

As before stated, it is too early in the day to say anything conclusive on this subject either as to its merits or demerits. At present the former constantly obtrude themselves; later the other side may claim more of our attention. The basis of all arguments in favour of such a course may perhaps be briefly summed up in the following statements:—

That training in the practical or technical side of our work can only be pursued in any satisfactory manner, or to any sufficient degree, when the pupil has been suitably prepared by theoretical instruction. Otherwise she is merely a routine performer of acts which she does not understand and which, therefore, are of little or no benefit to her, and which are liable through her ignorance to be distinctly injurious to her patients.

That the effort to prepare pupil nurses hitherto has

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