

of the regular nurses can be spared for special duty, for which there is much demand, and fewer nurses from outside the hospital have to be employed. Thus the expense of the preliminary course is reduced. The pupils are not only becoming familiar with their duties, but are made to assist in the real work without the responsibility of actual nursing.

Step by step they are initiated into new practical duties, each new step being thoroughly taught in class and a trial of skill required before they are assigned to the actual work. How thoroughly each step is taught, may be gathered from the following headings taken from one of the instructor's notes. The lesson was on cutting and preparing dressings: "How to place sheet on table or bed; how to prepare hands; how to unroll and cut and fold gauze four times, leaving selvedge edge up; placing in bags; keeping squares for each hall separate; each pupil required to fold two or more squares, where to place gauze scissors and bags containing finished packages."

The proper method of serving food is taught by the dietitian of the hospital, and a certain number are detailed to assist in this work each day. Later each nurse is required to spend a term in the diet kitchen, where all the special diets of the hospital are prepared, also the broths, desserts, and beverages for the household. Ethics are taught from the beginning of the pupil's career in hospital.

These are only a few of the practical things on which instruction is given, and which are required to be practised in the first two months of their probation. Nothing is taken for granted. The right way of doing things—the way they are expected to do their work in Harper Hospital is taught in detail, and a solid foundation for future instruction laid. At the end of two months, they are assigned to regular duty in the wards, and given an opportunity to show whether or not they have profited by the instruction given. The other half of the class of thirty required is summoned, and the same routine pursued with them. Examinations are held in theory and practice at the end of three months, and again at the end of six months. The probation term proper extends over six months. In the fall of each year the lectures and studies of the junior year begin. The study of anatomy, physiology, and other branches is continued. Hampton's text-book on nursing is covered thoroughly, supplemented by other text-books and the private notes of the instructors. Each head nurse or supervisor is expected to keep an account of what she teaches each day, so that the principal knows just what the pupils have been taught, and how they have been taught, and where to place the blame for faulty work.

The benefits of this preliminary teaching are manifest in every department of the hospital, and no one would be willing to return to the old methods.—*The National Hospital Record.*

Nursing Progress in France.

It was on November 1st last year that courses of instruction for nursing pupils were inaugurated in the Bordeaux civil hospitals. Experience having proved that great alterations in the original organisation were necessary, a former sub-commission was re-appointed by the administrative commission, and authorised to study the question and to present a re-organisation scheme. Ultimately Dr. Arnoz presented a report in the name of the commission, and Dr. Gabriel Faure presented a second one dealing particularly with the administrative side of the question. Dr. Lande, also, in a third report presented some observations.

The three points discussed in Dr. Arnoz's report, which exhibited great breadth of view were:—

1. Is it necessary to have a school of nurses.
2. Should it be composed of internes or externes.
3. How should the pupils be distributed in the different services.

On the first point all were unanimous. Everyone was of opinion that those entrusted with the care of the sick, and with the carrying out of medical directions should be as well instructed as possible in their work. They would like to reserve this teaching to those destined to remain in the hospitals with the title of "Gardes Malades," but it appeared desirable to open it to all desirous of following this profession, whether amongst the civil population or in the smaller local hospitals, in short, to make the hospitals of Bordeaux, so to speak, a nursery turning out well-taught nurses, capable of performing their work in the different posts they ultimately selected.

The views of those in favour of the interne *versus* the externe arrangement were stated, and the decision on this point left to the commission.

The third point occasioned an interesting debate by the sub-commission. It was held essential that there should be a fixed staff independent of the number of pupils; this was regarded as a necessary guarantee of efficiency, of regularity in the nursing service, and of the adequate care of the sick.

M. Arnoz declares that since the foundation of the school it has been easy to understand how the juxtaposition of the incongruous elements of which it is composed has created difficulties, notwithstanding the goodwill of all concerned.

To avoid these in the future, the sub-commission unanimously recommended the appropriation of the hospital at Tondu as a training ground for the lay section of the school, under the supervision of a lay superintendent of nurses nominated by the hospital committee, and to leave at the hospital of St. André the pupils of the religious section under the supervision of the Superior of the establishment. Theoretical lectures will be given in the two

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