

men are duly acknowledged (to say nothing of the teaching constantly given to the medical students by the nurses in the wards), yet in a training-school of about 130 students the actual instruction may be in the hands of a bare one half-dozen people, all of whom are occupied many hours daily in executive duties. Comparisons are odious; I admit it. They are made in this instance not with the view of claiming great similarity of needs, but to point my moral, which is, that a good education always costs. The question is, who shall pay, the hospital or the student? There seems to be a tendency to settle this in a measure, so far as preparatory instruction goes, by calling upon the student for a tuition fee, which, while at present in no instance large, probably well covers the actual cost of additional instruction. Where the practical teaching of these probationers is partly carried on in the hospital wards, and bed-making, dusting, sorting of linen, care of bath-rooms, &c, are the duties assigned them, there cannot be any question of appreciable expense, for the preparatory course then becomes not unlike an extended period of probation—somewhat modified in respect to hours and the character of duties assigned—but not requiring any considerable increase in actual numbers.

The additional work and responsibility are worthy of careful thought. Practically, a new department is created requiring the selection of suitable fields for practical work, a well-arranged system of classes, lectures, and demonstrations, a wise adjustment in its relation to other departments, and the most constant and rigid supervision. It means additional work and care in many other ways, from correspondence and the keeping of records to the training and selection of supervisors and teachers. The responsibility of watching, developing, and placing upon a secure and stable basis such a new department, under the difficulties, doubts, and criticisms which new measures may confidently expect and generally get, is large and should not be underestimated, but in my opinion it is not greater than that which a conscientious and high-minded woman must feel when twice a year she is called upon to replace outgoing senior nurses in busy hospital wards with a class of raw, untaught probationers, with a certain knowledge that they will be pushed into acts for and over the sick they do not understand and are not able to perform in a satisfactory way. To my thinking, the responsibility is not so much increased as altered. It is more in one place but far less in another. Admitting, then, the increased expense and much additional work and care, what are the results in other directions? What are the advantages and the benefits to the student and to the hospital? If one can imagine a medical student being permitted to enter the wards of a hospital and begin his work over the patients with-

out any previous preparation, and can further imagine the profit he and the patient would derive from such exercise, it should be equally easy for us to realise the advantage which suitable preliminary instruction gives to a pupil nurse. In teaching her first *the principles* upon which all nursing work is based it provides the only good and safe foundation upon which to build her further training. It thus enables her to profit from the very beginning by her practical work and opportunities in the wards. It makes her an intelligent instead of a confused and bewildered performer of acts; it prepares her gradually, mentally, physically, and morally, for a right appreciation of the gravity and responsibility of her work. If she is of those who adapt themselves slowly to new conditions, it gives her a chance to develop. It seems clear the prolonged period of preparation proves most valuable in giving a further insight into the character and ability of our pupils. The qualities on which judgment has sometimes been based have not always been those which stand well the test of time, nor can one always trust to the sound judgment and unbiassed vision of young assistants or head nurses, whose reports must be considered in reaching a decision. Probably every superintendent here will admit that many a superficially clever, diplomatic young person has passed a reasonably satisfactory period of probation. Her quickness, activity, and ready adaptability to conditions about her, being qualities desired and needed in hospital wards, have been noted and commended, and other less desirable qualities have been overlooked to appear at a later stage, when the termination of her connection with the school has become from every point of view a more difficult matter. It is almost out of the question for such a pupil to go through the six months of preparation under the same instructors daily and be passed on into the wards.

On the other hand, who has not sent away in doubt an extremely good woman, simply because she developed too slowly to satisfy the minds of her instructors, impatient at what seemed dulness and lack of progress? Some of the best and most efficient nurses we have ever graduated have been those about whom the gravest doubts were entertained in their first few weeks, owing to disabilities which placed them at a disadvantage in such unfamiliar surroundings.

(To be continued).

The Passing Bell.

We regret to record, on June 22nd, the death of Nurse Susannah Jury, a member of the Nurses' Co-operation. Miss Jury was trained at the Middlesex Hospital, and subsequently held the position of Matron of the Convalescent Home, Wolverhampton. For a considerable period she has been on the staff of the Nurses' Co-operation.

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