

not. Unless a woman had a natural sympathy for babies she would not be successful with them, but one who had sympathy would soon learn to manage them.

The speaker also said that there was a type of woman who had lived with babies, studied them, brought them up, and who, provided she was free from fads, was worth more in regard to the care of infants than a highly trained nurse when she had not such experience.

Speaking to trainers of nurses, as one who has taught many medical students and monthly nurses, Dr. Griffiths urged that they should never use words which pupils did not understand, and never pass a difficult word without explaining it. The word *synchondrosis* for instance did not convey much to many pupils. The members of a class, if their teacher got beyond them, should stop him and ask him what on earth he meant.

Dr. Griffith referred to the Conference as of great value in bringing teachers and learners together. He also advocated the joint instruction of students and nurses. In most places this was not done. A woman went into a hospital quite ignorant, and perhaps in a month's time left it in the uniform of a fully-trained nurse, and believing herself to be one. The benefit of training students and nurses together was that nurses had learnt what the ordinary doctor had not, and *vice versa*. Nurses should be made to question doctors, and doctors nurses, the result would be that both would learn modesty.

Miss Edla Wortabet also advocated the training of maternity nurses in midwifery. She thought this work should be undertaken by fully-qualified nurses, but the expense of training was a difficulty. She spoke of her experience as a lady pupil at Middlesex Hospital, where she had done some district midwifery and had also had opportunities of observing students' midwifery. The patients, she said, suffered through their want of knowledge, though some of them were very kind.

Miss M. Breay said that she thought trained nurses were a spoilt race in regard to their professional training. From the time that they entered a hospital, and while they were receiving an education which fitted them for a remunerative profession, they were boarded and lodged free of expense, and received uniform and a small salary as well. The homely woman was able to find the money for her midwifery training, and she thought that trained nurses, who were drawn from a higher class, should also make an effort to do so.

In regard to maternity nurses having a knowledge of general nursing, she thought much responsibility rested with the Matrons of lying-in hospitals in the matter of selection. At the large hospitals there were more applicants than there were vacancies, and, as all seemed to be agreed that it was desirable maternity nurses should have had general training, those who brought evidence of this training should have the preference. Matrons had a duty to perform to the untrained women who came as amateurs to experts quite willing to take advice.

If a matron said in reply to the application of the untrained woman "Yes, I will take you, for three

four, or five months," she would cheerfully enter for that training, believing that it was the right thing, but if on the other hand she was advised to get her general training first and then come back for the special training, the probability was that she would take that advice—advice which would be for the good of the public and the nursing profession as a whole, as well as of the individual.

Mrs. Bedford Fenwick said that so far nurses had not been encouraged to consider that they should follow along the lines laid down for the profession of medicine in the organisation of their education, and that they should be competent to care for medical, surgical and obstetric patients. Dr. Griffith had mentioned that in America instruction in obstetric nursing was included in the ordinary curriculum; another noticeable point in the Maternity hospitals in America was that the pupils were contributed from other hospitals. Canada had followed the United States very closely in this organisation. She would suggest that physicians in the obstetric wards of the London hospitals would be furthering the cause of nursing education if they would inform their committees as to the importance of including obstetric training in the general curriculum for nurses, and use their influence to secure this addition.

Mrs. Fenwick also drew attention to the need of the establishment of an authoritative Nursing Board to define standards of training. She referred to the influence of the Central Midwives' Board in raising the standard of obstetric training for Midwives. A Central Governing Authority was as necessary in the case of nurses as of midwives. Under present methods a great deal of energy had been expended, but work and good intentions were not enough. What was needed was the regulation of nursing and the definition of standards by a central board, and she asked the eminent medical men present to help those nurses who were endeavouring to gain organisation in the ranks of their profession by means of an Act of Parliament for the State Registration of Trained Nurses.

Dr. Champneys said he thought a most interesting evening had been spent, and he was sure that those present would wish him to convey their thanks to Dr. Gow and Miss Hughes. Miss Hughes had implied the existence of certain trade secrets kept from the doctor and detrimental to the mother and baby. She was wise not to mention them because, obviously, the less publicity given to them the better, but he was not sure if she would not be guilty of a misdemeanour if she refused to divulge them to authority. The Chairman also referred to the extreme seriousness with which all the speakers had treated the subject before the meeting. Whether only one woman in ten understood babies was a question. Undoubtedly some had the faculty for doing so much more than others. There was a great difference in the skill shown in the management of the newborn.

The bringing up of an infant by hand was one of the most difficult problems with which the medical profession was confronted. There were some most excellent nurses who, with all the good will in the world, were not skilful in this respect. The gift for

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