

the most precious material; but is given material of little or no value. A nurse has only one kind of material she can practise upon; and this is, at the same time, the most precious material upon earth—the human body and the human soul. Every precaution should, therefore, be taken to prevent needless suffering to the patients in the hospitals, through the ignorance of the probationer. A preliminary training of some months, under the guidance of qualified teachers, will greatly assist toward removing this difficulty.

Miss Hubrecht stated that the time given to the preliminary training varies greatly from two or three weeks to six months, and the amount of theoretical study also varies considerably. There is general agreement, however, that the pupils shall be taught outside the wards, practising upon each other how to handle, bathe, attend, and care for a sick person.

#### CONCLUSIONS.

As a result of the inquiry, Miss Hubrecht suggested the following conclusions for adoption:—

1. Preliminary training is desirable and is recommended, as it gives probationers a uniform preparation for their work by the bedside.
2. Two to six weeks we regard as too short a time in which to give much theoretical instruction, even in an elementary form, with preliminary training, and we suggest that only the elements of practical nursing, the principles of hygiene and sanitation and sick cookery can be satisfactorily taught in so short a time.
3. Theory should not be limited solely to the preliminary training which is meant first of all to prepare the hands and the special senses of the pupil. Theoretical instruction in a simple form should accompany the practical work throughout the entire two or three years' course.
4. If it is desirable to limit theoretical teaching in anatomy, physiology, drugs and their actions, simple chemistry, bacteriology and hygiene as closely as possible to a preliminary period of time, such a period should be from three to six months long, and during this period the pupil might spend a part of every day in the wards.
5. State Registration will help to form public standards and so make it easier for us to arrive at preparatory study for nurse-teachers, graded work in training schools, and uniform preparation of probationers.
6. The cost to hospitals of a good preliminary course is so considerable as to prevent its organisation in many instances, and it would be desirable that such courses should be carried on by some special school in co-operation with several hospitals.

In the discussion which followed Miss Nutting, Mrs. Bedford Fenwick and Miss H. L. Pearse took part. Miss Nutting pointed out that a preliminary course of organised theoretical training was the first effort to bring nursing education into touch with an academic course. The report just presented was a most important consensus of opinion, and record of successful work. Those

schools which had adopted preliminary courses were most enthusiastic as to their usefulness. The definite acceptance of courses of preliminary theoretical training could be regarded as a small measure of progress. We had found out, however, that five or six weeks, even three or four months was too short a period for preliminary training. Science and principles could not be taught in that time, and we must accept an extension of the time devoted to theory. A nurse who had to handle human life could not get on without a knowledge of chemistry and bacteriology, and this could not be acquired in the course of the two lectures which were all some training schools devoted to these subjects. Nurses were doing better work to-day than any other body of workers, but discipline was needed, more especially the discipline of the mind. There was sometimes a tendency to cut short the theoretical and introduce practical work into the preliminary course. The hospital should be kept from working the preliminary pupil, who should not be pushed into theoretical work, and have hospital work required of her also.

Mrs. Bedford Fenwick said that with the up-rising of medicine the field of the nurse had extended. She was no longer a ward hack, and the curriculum of her training must be founded on the same basis as that of medicine. All the progress made by medicine had been based on scientific principles. Nurses now must be trained to meet the requirements of the Medical Officer of Health. The maternity nurse working in connection with maternity clinics, needs to know how the diet of the mother before and after the birth of her child is to be regulated, district nursing, school nursing. Government departments all make special demands upon nurses, but the training they receive was designed to meet the needs of nurses a quarter of a century ago. New curricula of training were required; they should be extended to fit nurses for branches of social nursing. The course should be designed, not only for ward workers, but to qualify nurses for every branch of nursing in the social sphere.

Miss H. L. Pearse endorsed this view, and said that there were now a number of new branches of social service into which nurses were expected to go fully equipped. Work done in the schools made demands upon the social knowledge, judgment, and clerical ability of nurses; and fully trained nurses, taking up school work, had to be carefully instructed after their appointment.

On the proposition of Miss Maxwell, seconded by Miss Snively, the Report was adopted, and Miss Nutting accepted the position of Chairman of the International Committee on Nursing Education.

#### ORGANISATION AND STATE REGISTRATION.

The remainder of the afternoon was devoted to receiving the reports from various countries on Organisation and Registration.

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