offered her by the English nation to the establishment of her famous school at St. Thomas' Hospital on secular lines. She herself drew up the rules for this school; and in these celebrated rules she laid down the absolute principle that the Matron must be the head of the training school, and must have control of all that pertained to the nursing of the sick and the well-being and discipline of the nurses.

The speaker then said :—

My introduction has been rather long, but I wished to make it clear that English nursing, as a calling or profession, did not come into existence under the direct influence of the church, but has been the creation of a woman—a woman who recognised clearly the importance of thorough training, and who was convinced that this training must be directed by women.

The physician must demand unconditional obedience in all that relates to the treatment and care of the patient; but the discipline and the training of the nurse were placed in the hands of the Matron, as head and guide of the Sisters. This is still the English ideal and system.

It has been truly said that, in hospitals where the entire control of nursing lies in the hands of the medical profession, the nurses develop a tendency to regard themselves as assistants to the physician, rather than as nurses to the sick, and to neglect all the fine points of nursing care, which mean so much to the patient. Again, when hospital committees have absolute control, the nursing staff is usually too little regarded; and, from motives of economy, is turned to house-work; the plan of working hours is likely to be stupid and ineffective, so that nurses have no time for rest. A weary, exhausted woman, with hands roughened by coarse work, cannot bring to the bedside the patience, the serenity, and the gentle touch which the patient needs.

It is not our ideal to develop eithe half-taught physicians or half-trained servants, but well-taught, expert, and devoted nurses. And at their head there must be a woman, herself a nurse, who has passed through every stage of nursing, and who knows every detail of the probationer's life and work, who will see to every link in the chain of her pupils' education and training in the nursing art. She must cherish the moral and the ethical needs of the nurses under her, and must also care for their physical well-being. It is the duty of the Matron to see that the nursing staff is not harmed by injudicious and unintelligent efforts at economy, which, on the side of hospital authorities, are usually aimed first at the women's departments, and she must not hesitate to protest when such tendency is shown, for she may not hold her office and ignore its responsibilities. It is her duty to see that the nurses have suitable living quarters and nourishing food, and that their day or night plan of hours allows sufficient time for rest. She must see that nurses are in a fit condition to perform all their duties perfectly, for her responsibility towards the medical staff is to see that all orders are fulfilled thoroughly and punctually. She has also, toward the patients, the responsibility of seeing that they are cared for with a devotion to infinitely small details, and in a serene and tender manner, and that the ward service shall not become a routine performed in frenzied haste by women who are trying to make two hands do the work of six or eight. To see that nurses have sufficient time for rest is one of the Matron's chief duties, for if they are physically exhausted they are unable to utilise the instruction that is offered them.

The tone or atmosphere found in any hospital is given by the Matron's influence. There is a proverb, "Practice is better than precept," and if the Matron gives her nurses an example of uprightness, humanitarianism, order and discipline, this example is worth more than sermons. If to this she adds a truly religious spirit, a real faith, she stands so much higher.

The position of Matron is, I think, an ideal one, but it calls for an ideal personality to fill it. The Matron must have a truly noble character, a firm will, a cheerful and motherly spirit, and a complete armament of education. A human being before all, she must help to bear the common lot of humanity.

The Direction of Pupil Nurses.

Miss Anna Maxwell, Superintendent of Nurses at the Presbyterian Hospital, New York, U.S.A., who said that she had been working in hospitals for thirty-eight years—thirty-three in charge of schools, for twenty of wh ich she had superintended the Nursing School at the Presbyterian Hospital—explained that in America there was a somewhat different way of managing to that which had previously been described. There was a male Superintendent of the Hospital as a whole. The Superintendent of Nurses was responsible for the training of the nurses in the wards, and followed the career of each pupil from the day she entered to the day she left. At the Presbyterian Hospital a six months' preparatory course had been established, two months of which were spent in practical and four in theoretical work. The Superintendents had absolute authority over the pupils, their correction and direction. A strong line of demarcation was drawn between the work of a nurse and of a physician. In this way the risk of friction was minimised.

In their first lessons on ethics the nurses were taught what to expect, and wherein lay their responsibility; they also received instruction in the ethical side of private nursing. In regard to district nursing, instruction was given in social problems, and the work was thus developed and made stronger.

Miss Maxwell emphasised the fact that one individual was responsible for and cared for the pupil throughout the whole of her training. She could not imagine that two or three people could be responsible successfully.

The Development of the Nursing Profession.

Sister Agnes Karll said that, from the nursing standpoint, the Matron was a most important

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