

done when the spirit of service is the energising force, and we would foster that spirit that we may not fall short of the great traditions of our predecessors.

We fully realise the difficulties of our less fortunate training schools; the variety and inequality of material and mental equipment; the lack of means, of suitable teachers, of sufficiency of staff. But the problem has got to be faced, and the difficulties overcome.

We desire your hearty co-operation to evolve some elastic scheme that, even at the present moment, will embrace all schools whatever grade of education their nurses possess; yet one that will permit a steady progressive rise in standard, without putting too severe a strain on the training schools.

The Draft Syllabus placed before you has been submitted to adverse criticism, but perhaps you will permit me to give some further explanation of its working, and meet some of the criticisms that have already been offered before it comes up for discussion.

The First Year.

The Syllabus for the first year may, at the first glance, appear over-weighted and include too many subjects, but these unless given as instruction in a Preliminary School Course of six to eight weeks when continuity and due relationship can be assured by the daily tuition, would better serve their purpose if blended in one whole—that is, Anatomy, Physiology, Elementary Science—and even Food Values—made explanatory of, and closely linked with the Theoretical and Practical Nursing. I will try and give an example:—

Introductory lectures on cell-structure, the skeleton, joints, muscles and skin, would arouse greater interest in clothing, personal hygiene, care of feet and hands, and even methods of cleaning would fall into line. Such would emphasise the practical nursing lecture on the care of the patient, and bring the nurse's intelligence to bear on the essential details with three-fold force.

Again, instruction on the preparation of instruments, the dressing of wounds, etc., must be preceded, for full effect, by a knowledge of infecting agents, of tissue-reactions, of methods of disinfection and sterilisation; and these again, for intelligent understanding, need some explanation of the composition and impurities of air, of atmospheric pressure, of heat; finally, illustrations of these principles might be sought very naturally and usefully in the warming and ventilation of the ward.

And yet another example. Treatment of the alimentary canal for gavage and lavage must involve a description of its structure and natural functions, entailing, for practical illustration, a brief survey of the food-values of the simpler food stuffs and of their unutilised residue; while the importance of pure water in all these relationships would give an excuse for a digression on the nature and character of water that would but serve to strengthen the chain.

Before the therapeutic action of drugs can be explained, it is necessary that the nurse should have some brief outline of the processes of absorption and metabolism; and that she may be able to administer the drugs correctly she must be able to read the prescription and measure the dose accurately, whether it be ordered in the Imperial or the Metric System. Such instruction would not be complete without a practical demonstration of the local application of drugs, detailing the various methods in use; and I think you will agree with me that the close continuity of these subjects would ensure a fuller practical grasp.

In these days of widespread venereal disease, its devastating effect on the race, together with the publicity now given to these questions, it seems only right that the nurse should be early informed in some simple language of its nature, its danger to the community, its effects on child and adult life, and of the general lines of treatment adopted. This subject can be more naturally introduced when the teacher is outlining the reproductive system and treating of gynaecology with its special nursing details.

Similar linking up to bring all points to bear on practical nursing can be followed throughout, but the relationship should not be too closely strained.

I have given these examples to show you how the first year's work can be undertaken by one teacher, entailing no very arduous task on the nurse, yet maintaining her interest and preventing the isolation of one subject from another.

Others have objected that the lectures on nursing, especially the practical demonstrations, rob the Ward Sister of her prerogative and impose methods not altogether the choice of the individual Sister. The accompanying chart is the answer to that criticism, for in it the teaching and personal approval of the several Ward Sisters are not only sought but expected, and, indeed, form the basis and body of the nurse's practical training. No oral instruction can take the place of practical teaching and experience in the wards. Indeed, it may be the desire of some hospital authorities to provide the nursing instruction exclusively in this way; in which case the Syllabus will be a guide to a systematic teaching, which the nurses must realise will include the material for subsequent examination.

The Second and Third Years.

The Syllabus for the second and third years of training will, in most cases, be in the hands of specialists of the subjects, and therefore will be worked out in the several courses. It suggests little more than the headings of subjects on which the nurse must have some knowledge, and does not preclude a considerable divergence of treatment.

Some have requested that the Syllabus should provide for special courses on Bacteriology, Materia Medica, Hospital Economy; others, that a definite place should be assigned to Diseases of the Eye, Ear, Nose and Throat, to Orthopaedics, and to their respective nursing; but in a scheme

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