

knowledge or experience?" Do you think it is desirable that candidates for an examination should display a uniformity of knowledge or experience?—A minimum, yes.

212. You do not think that that minimum could be obtained without a compulsory scheme of training?—I do not, because there are such a very large number of schools. Every little hospital has constituted itself a school. Under the Rules there is a great benefit now in the affiliation of schools and associations of schools for part training, but until now every little hospital has constituted itself a complete school. There are hundreds and hundreds of hospitals that are training nurses without the material to train them on.

SIR CHARLES FORESTIER-WALKER.

213. Might I ask whether those hundreds and hundreds of schools are recognised training schools?—A good many of them have been recognised as affiliated training schools and associated training schools with the larger hospitals and infirmaries.

CHAIRMAN.

214. I should be very much obliged if you will explain to me what "affiliation" actually means from the educational point of view. Suppose a small hospital is affiliated to a larger hospital, does that mean that the nurse goes to the larger hospital for a certain amount of her training, lectures, and so on?—Yes.

215. So that she gets the advantage of the education given by the larger hospital?—She does, and if she is in a special hospital, the special hospitals are affiliated to some of the general hospitals and infirmaries, so that she gets her general training. It is not an ideal system by any means, because, of course, a nurse should have general training before she begins her special work; but the sick must be nursed, and there are such a large number of special hospitals in England that if that principle was insisted upon the specialist hospitals could not be nursed.

216. But is it the case that every nursing student does get access to good teaching in a large hospital under the present scheme?—It is a very varied system of teaching. For instance, one of the large hospitals of London with a medical school attached has as yet got no sister-tutor, and the probationers in that hospital, I believe, are failing somewhat largely in the examination. That you would be able to find out from the General Nursing Council; I cannot give evidence upon that; but I do know that they have appealed to their matron to have a sister-tutor appointed, and after five years that may be done.

217. I notice that you speak somewhere in your Memorandum of the evils which exist by reason of the present system?—Where, Sir?

218. I think it was on page 3 somewhere: "The unsatisfactory condition of nursing education." It would be a great help if you could enable me to realise the points in which you think the existing system of nursing education is unsatisfactory?—In the first place, there is no minimum standard. There has not been until now; but we hope we are going to have one, and in consequence every hospital trains upon what system it chooses. You may have a matron at the head of the hospital who is an educationalist, interested in education, and she will see that the very best is done to provide a good system of theoretical as well as practical training; but you may have a matron who is not an educationalist, and does not care in the least about it.

219. Would not that evil cure itself? Would it not be fair to assume that in the event of a hospital being insufficiently equipped with teaching power, that the number of nurses would fail for their examinations, that the hospital would get a bad name as a centre for the education of nurses, and that that hospital would be unable to recruit probationers at all?—We think that that in time might be

the result, but as the lists are not published I do not see how the unfortunate probationers who apply for training at certain institutions are to know anything about it.

220. Have not various institutions their special reputations?—Yes, but that is a fleeting thing—so much a personal thing. I mean if you have a progressive Committee, or a progressive matron, or a progressive medical school, you will have a good system, but otherwise you will not.

221. Do you gather that there is considerable complaint among the nurses as to the absence of this uniform system of training?—Amongst those with whom I am in communication they certainly feel that they have not had justice done to them in not before now having this syllabus of training, and I could give instances if you would like of complaints.

222. No; I do not think it is necessary to have instances; but you think there is a widespread feeling of dissatisfaction?—I do not know that it is widespread, but it is certainly amongst the intelligent minority. On April 24th of this year the Education Committee reported to the Council that the skeleton (that is a very good description of these little books) for syllabus of examination for general nurses had not given satisfaction. Many Examiners were anxious to have it amplified. It was the Examiners who wanted it amplified, as well as the Nurses.

223. That is the examination, is it not?—Yes, the examination.

224. I understood that there was no complaint of the examination. The complaint was the complaint that there was no syllabus for the examination.—Yes. The complaint was that the nurses were asked questions in their examinations on which they had not been instructed. I have several cases of that here.

225. That is a very common complaint, I am afraid; I have heard that before.—The Chairman of the Education Committee reported last April that the Examiners were dissatisfied with the whole syllabus; it had to be revised.

226. But I understood that there was considerable dissatisfaction with the syllabus of training in the Yellow Book, and that the Ministry of Health were very much impressed by the criticisms which reached it with regard to that syllabus of training.—I am bound to say that when I was on the General Nursing Council I was surprised at how little criticism there was, because we had been fighting these schools for these privileges for 30 years, when we got our Act, and I think they showed a most wonderful spirit of helpfulness; and certainly, when I was on the Council, there were very few complaints brought before it.

227. Then it is the view, is it, that it is a privilege to be compelled to teach up to a syllabus?—I think so, decidedly.

228. It is thought to be a privilege and not a penalty?—Decidedly a privilege.

229. I was merely thinking of the teaching body.—The teaching body I think have shown a very admirable spirit in desiring to have things satisfactory.

230. Then on page 5 of your report there is this: "As the Examinations were of a very simple and elementary standard, the large number of failures proved the inefficiency of the teaching."—Yes, I should say so. You will perhaps not think that a percentage of failures of 15.2 per cent. is a large percentage.

231. Mrs. Fenwick, as an old Examiner, I have sometimes drawn a different inference from a large number of failures.—Yes; but with regard to those 888 probationers who failed, we have got to realise that those unfortunate girls, who have very small salaries, paid £1,800 for that Examination, and got nothing for it; therefore, what they feel is that they have a right to be instructed sufficiently to pass their Examination.

232. That is a very reasonable desire.—Again, when they have to pay another 3 guineas when they have their final

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