

tion cases? Have the Nurses been efficiently trained at some general Hospital, or are they pupils paying fees to the Home, and gaining a meagre experience at the expense of the patients who go there to obtain skilled care and attendance? How many patients is each Nurse supposed to attend to? If medical men would make these few simple inquiries, and would carefully consider what the answers which they receive, mean—to the comfort, or perchance, the very lives of their patients—we feel confident that they would save themselves many frustrated efforts, and the sick much altogether unnecessary suffering.

Trained Nursing.

OUR valuable contemporary, *The Brooklyn Medical Journal*, contained in its January number an eloquent address to Nurses, by Dr. W. L. Estes, from which we extract the following:—

Medicine as practised to-day is divided into three distinct branches, and has three classes of Practitioners—namely, first, The Specialist, or Consultant; second, The Family Physician; and third, The Trained Nurse. Modern society is unable to do without any of the three. The proper education of the members of these several classes is, therefore, a matter of the utmost importance, and the Institution that undertakes the educational work of any of the three classes does a most necessary and important function. St. Luke's Hospital has begun by undertaking the education of Nurses; and since the school was established the Hospital has steadily advanced in usefulness and reputation.

The question of proper education for Nurses is a somewhat vexed one, on account of the different conceptions of what a Trained Nurse really ought to be. If we admit, as we must sooner or later, that a trained Nurse belongs to a class of Medical Practitioners, and that her functions are distinctly scientific, running in parallel lines, but differing from those of a Physician, I think the matter may be cleared up somewhat by determining what *ought* to be the relation of an educated Nurse to the Physician in charge of the case. Let us adopt for the moment, as an illustration, the idea that life is an ocean, and that each individual is a ship or vessel riding this wind-tossed and storm-beaten sea. When a storm is actually encountered, or a dangerous coast is near,

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a pilot—the Physician—is summoned to take charge of the ship; the pilot, in turn, places an experienced and qualified steersman—the Nurse—at the wheel. The pilot gives certain definite instructions to this steersman as to the course, the point of compass by which to steer, or what stars to follow. He feels sure that the wheelsman understands full well the management of the wheel, the resistance of the vessel, and the indications for changing the course one or more degrees as directed, as well as the reading of the compass, or running by dead reckoning when necessary. The wheelsman should understand just as well that he is only to follow strictly to the letter the directions given by the pilot. If, while the master is taking necessary rest, some unforeseen event should occur, he must at once be summoned, the matter made clear, and fresh directions be given. In short, the man at the wheel is the executant; the pilot is the director, and is responsible for the safety of the ship. Anything arising which menaces the vessel must be made known to him, and the necessary orders for meeting the danger proceed from him. In order to perform his function properly, the wheelsman must understand the construction of the ship, and especially the steering apparatus; he must know much about the ocean's currents and waves; he must understand something about navigation, and be able to read the stars, as well as to know how to "box the compass"; and, finally, he must understand the indications of a fresh outbreak of the storm, and know the sound of near-coming breakers.

I believe, then, that a Nurse's education should be fundamentally identical with that of a Physician. I mean by that, that she must be well indoctrinated in what are called the *elements* of medical knowledge. She should know human anatomy and physiology thoroughly; she must understand not only the influences which affect the working of the human machine, but also how to minimise or counteract these effects—that is to say, she must be a good hygienist. She must know the fundamental symptoms of diseases, and how to estimate their severity. It is not absolutely necessary for her to be able to differentiate between two diseases. There are, however, certain phenomena common to all diseases, and symptoms belonging to all dangerous physiological or pathological conditions; and these she must know, and be able properly to estimate. She must also be equipped to meet the sudden accidents, or so-

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[previous page](#)

[next page](#)