

else much time given to Medicine, Surgery, etc., would have to be spent in presenting the practical side of Anatomy and Physiology.

She did feel that the choice of many probationers would be greatly in the hands of the Head Mistresses, as they would decide whom they would recommend to take up Nursing. Parents, therefore, who would pay fees for an additional year or so at school and would also pay the Preliminary State Examination fees, would feel they had every right to question the decision of a Matron if their girls were not considered satisfactory for the Nursing Profession. It was not always easy to say why a girl was not suitable for Nursing to the satisfaction of the parents, although that might be very plain to the Matron and Sisters. Also, girls who had no idea of what Nursing meant would be encouraged to pay fees and take examinations for a profession of which they had no practical knowledge and might find that they did not like when in hospital. There would be different types and standards of school teaching. Apparently, the General Nursing Council were to have no responsibility as to method and kind of teaching, and during the two years that might have to be spent before entering hospital, much would be forgotten. It was a well known fact that the teachers of those who required less extensive knowledge of a subject ought to be the best qualified both in knowledge and experience.

Miss S. A. Villiers said that Dr. Eason spoke of the higher grade of schools principally. But many nurses were drawn from the Secondary and Council Schools, and she thought the fully qualified Sister Tutor was able to teach Anatomy, Physiology and Hygiene quite as satisfactorily as many of the teachers in the ordinary schools.

Miss Cox-Davies had referred to the smaller training schools; much of her own work for the General Nursing Council had been visiting these smaller schools, especially the Infectious Hospitals, which were supported from the rates. She felt it would be no help to these hospitals if their Committees thought that in order to save the ratepayers expense, they could dispense with their Sister Tutors, under the impression that most of the probationers would have learnt Anatomy, Physiology and Hygiene in the schools, and that all they required was to be taught Nursing by a practical nurse and Sister, thus saving the expense of a fully qualified Sister Tutor.

Miss E. R. Gwatkin, supporting the amendment, said that as representing the schools she felt bound to say something in answer to Miss Lloyd Still's challenge. She supported the amendment for the division of the Preliminary Examination from the point of view of the strain on girls during their first year of hospital training. Her information on this point was drawn from parents, from the girls themselves, and to some extent from medical practitioners who had had to treat those who had broken down. In some cases the girls who had breakdowns were the sensitive ones who would make the best nurses later on.

Her own knowledge was of the best educated girls, but the less educated they were the more severe the strain must be because the work was more difficult for them.

The second point was the question of the choice of girls. She thought perhaps the people who drew up the Memorandum did not know what Mistresses or girls were like.

The Leeds Memorandum said that the effect of the suggested procedure would be that Head Mistresses who had no practical knowledge of the requirements of the Nursing Profession would select the girls they thought suitable for it. The girls came to them and they did their best for them. She certainly would not think of putting any sort of pressure on the Matrons. Miss Innes had said they would have to deal with the parents, and she herself was well accustomed to difficulties with them, and she

should have thought the Matrons were also accustomed to dealing with these difficulties, even if they were slightly increased.

Girls of 17 and 18 were thinking of a career. At the age of 16 they had reached the school standard, and after that nearly all girls specialised for a future career.

All girls would benefit by instruction in the subjects under discussion, and their acquaintance with them would benefit the whole community.

It had been said that it was proposed that the teaching of pupils for the Nurses' Preliminary Examination should be relegated to the Games Mistress, but the Games Mistress taught other subjects: for instance, Physical Exercises and Gymnastics.

Another point was that teachers were trained to teach, and took a pride in maintaining standards. It was a matter of professional pride.

Miss K. M. Willis asked what period of training would be required of those who had taken the first part of the Preliminary Examination before entering hospital, and the Chairman said it would be the same in all cases.

Miss E. E. P. MacManus said they had heard a recent speaker talk of Municipal Training Schools, and the difficulties encountered from nursing students of poor education, some drawn only from Council Schools, some with only a very brief period of secondary education. The speaker feared the inadequacy of the teaching given and that if the instruction in anatomy, hygiene and physiology so taught were recognised by the General Nursing Council the hospitals would not provide further teaching in these subjects. Sister Tutors were not provided to teach anatomy and physiology only, but all the subjects, and the fact that the proposed scheme was optional would always ensure that there were in each hospital nurses of both types, those who had taken the first part of the examination and those who had not. It could not possibly release hospitals from the responsibility of providing a Sister Tutor. In the first class Nursing Schools the probationers had every opportunity of benefitting from instruction by first class teachers and had access to the medical schools. The present proposal was made in the interests of girls in the middle group who really needed help badly.

With regard to the Memorandum from Leeds she felt great respect for the people who had spent so much time on drafting it, but she supported Dr. Eason in thinking that it contained a great many inaccuracies and misapprehensions.

Mr. W. H. Harper said that he was no expert on these matters, but, knowing that the question was coming on in the Council, he had taken the trouble to find out what the smaller hospitals in the Midlands thought about it. *Without exception*, he had been advised not to vote for the division of the Preliminary Examination. He also enquired of probationers themselves, and again, *without exception*, he was informed that they preferred to wait until they entered hospital before they took this examination.

Mrs. M. H. Kettle remarked that it had been stated that a probationer's hours on duty were now much shorter than formerly, but it should be pointed out that the educational requirements were now much greater. In regard to the burden of responsibility felt, this varied with the temperament of the probationer.

In regard to the views of probationers as to the examination, the speaker suggested that probationers were apt to take their opinions ready made.

In regard to the supply of candidates for the nursing profession, the Head Mistresses might say: "You want the best girls, we have them." An impetus might be supplied to them to adopt nursing as a career if they were allowed to stay longer at school.

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