

Bills drafted by it in 1919, and disallowed by the Ministry of Health at that date.

(5) No class legislation providing for the exclusion of poor women from rising in the Nursing Profession, by instituting grades of nurses—thus placing them in compounds—for the benefit of public employers, such as County and Borough Councils.

(6) That the examinations of the General Nursing Council shall be based on sound practical nursing knowledge and not on standards more fitted for medical students.

(7) Educational courses to qualify Registered Nurses for positions of authority, and for special branches of work and usefulness in the uplift of national health, to be organised by Universities, Colleges and kindred institutions, for which instruction scholarships should be available. Thus the policy of the Special Committee demands justice, and self-government for the Nursing community.

What we have we hold. Degrading will be strenuously opposed.

Chairman of the Committee.

Miss M. S. Cochrane, R.R.C., was elected Chairman of the Committee and kindly consented to act. It was agreed to hold the next meeting on Thursday, October 2, at 19, Queen's Gate, at 2.30 p.m. Tea was served in the Club-room.

INFECTIOUS HOSPITALS MATRONS' ASSOCIATION.

An Executive Meeting of the Infectious Hospitals Matrons' Association was held at the Royal British Nurses' Association, 194, Queen's Gate, London, S.W.7, on Saturday, September 20th, 1941, at 3 p.m.

Owing to the unavoidable absence of the President—Miss Mabel Wright—Miss H. McLoughlin was in the chair, and the meeting was well attended.

A large amount of correspondence was considered. The question of representation on the General Nursing Council was discussed, and it was agreed that steps be taken to urge and work for the election of a fairer proportion of municipal nurses to the General Nursing Council for England and Wales.

A letter from the President of the British College of Nurses, inviting the association to appoint a representative to serve on the "special committee for the consideration of the legal status of the Registered Nurse" was considered and was unanimously accepted. Miss A. N. Spall, Matron, Clare Hall Sanatorium, S. Mimms, was appointed to act.

An invitation to visit the American Red Cross Harvard Hospital, now in England, was accepted, and it was agreed to make arrangements for the Association, in conjunction with the League of Fever Nurses, to extend hospitality to the staff of the Red Cross Harvard Hospital, to be arranged at an early date.

A Vote of Thanks was proposed to the Chairman.

The meeting then terminated.

For he who values Liberty confines
His zeal for her predominance within
No narrow bounds; her cause engages him
Wherever pleaded. 'Tis the cause of man.

COWPER: "The Task."

THE IMPROVEMENT OF NURSING EDUCATION IN THE CLINICAL FIELD.

A SUPPLEMENT TO "A PROPOSED CURRICULUM FOR SCHOOLS OF NURSING IN CANADA."

As a result of the work of the Canadian Nurses' Association in its "Survey of Nursing and Nursing Education in Canada," the Education Committee of the Association prepared and published "A Proposed Curriculum for Schools of Nursing in Canada." Though a section of this book deals with clinical teaching the use of the curriculum over the past five years has shown the need for more emphasis on this aspect, and for further guidance in the methods by which it could be introduced. The Education Committee has, therefore, prepared this very thoughtful paper on the subject.

This book will be of interest and of value to everyone associated with the teaching or training of nurses, and should be of special interest to the ward sister, who is the most important teacher in the training school.

It is set out in two parts. The first part deals merely with the principles of nursing education and the method by which it may be evaluated. It sets out the plan to be aimed at, and is therefore the basis for Part II, which discusses the many problems and the organisation of ward work so that the clinical programme desired may be achieved.

The second part which forms the bulk of the book is arranged in sections dealing with clinical experience in all its aspects and relationships to the patient and the nurse.

Each section covers a different aspect of the subject and leads on to the next in logical sequence. Section one discusses the problems associated with maintaining nursing ideals in a busy over-crowded hospital where the student has a heavy load of theory as well as nursing techniques to learn, and where a continuous demand is made by the hospital for service from the nursing school.

Section two discusses what the nurse should be, in regard to personality, character, attitude, etc., and what she should know and do, which reiterates some of the nursing aims already given.

Section three outlines the hospital resources for clinical teaching. The patient, of course, is the most valuable factor, but the ward and the hospital as a whole must also be considered.

Section four discusses the organisation of the teaching programme in the wards, and stresses the vital necessity for staff conferences before plans can be made. It outlines the various systems used for correlating theory and practice in training schools, and the importance of rotation so that an all-round experience is provided.

Section five concentrates on ward teaching, with special reference to the personality and ability and necessary qualifications of the ward sister. It also discusses the case assignment method of nursing, and compares it with what is called the efficiency method, which is the form of team work more commonly seen in New Zealand hospitals. This section is the most detailed and probably the most valuable in the book, and is well worth careful study.

Section six gives various methods of teaching in the ward, and is also extremely useful to all interested in this subject, and there are many suggestions that could be easily tried out in our own training schools.

Section seven discusses ward reports and methods of evaluating a nurse's progress, while the last section outlines the meaning and the value of good supervision in a training school.

The value of this book lies in its challenge to New Zealand training schools to utilise the suggestions outlined so that our own nurses may benefit by more modern methods of education. It has always been recognised that the ward

[previous page](#)

[next page](#)