

Miss Paull took her General Training in the J. J. Hospital, Bombay and her Midwifery at the Eden Hospital, Calcutta and Clapham Maternity Hospital, London. She has subsequently held the posts of Matron of the Civil Hospital, Allahabad and Theatre Sister and Gynaecological Ward Sister at the Lady Hardinge Hospital, Delhi. She will take the Hospital Administration Course.

Miss M. Korah took her General and Midwifery training at the Christina Rainy Hospital, Madras and her Health Visitor's Certificate at the Madras Health School.

She is Health Visitor attached to the St. Anne's Hospital Centre, Kumbakonam and is doing very good work covering a wide field of Public Health. She will take the Public Health Course.

Competitions. A prize is offered to staff nurses for the best Snapshot of Nursing Work or Institutions. Entries should be sent to Miss Hartley not later than April 25th. Each entry must be accompanied by 6 annas in stamps. No prize can be given unless there are 12 entries, in which case the competition will be held over until May.

A prize is offered for the best essay on Nursing Ethics by a Student Nurse, entries must be accompanied by 4 annas in stamps.

No prize will be given until there are 12 entries. All entries should be sent to Miss Sharwood-Smith before April 25th.

NURSING, A BRANCH OF EDUCATION

*By SAUNBY, Nursing Superintendent,
E. T. C. M. Hospital School of Nursing, Kolar.*

In a peculiar manner nursing should be of vital interest to the people of India because some of the oldest records which tell of nursing are those of the ancient Vedas. We learn that medicine and nursing flourished in India before the Christian era; that well-built hospitals were erected and furnished with a variety of equipment; that the personnel included physicians, nurses, compounders, and attendants who were expected to lead lives of purity and devotion to their patients. They were kind, clever, and skilled in giving all services required by the patient. Cleanliness is mentioned repeatedly as essential for the patients' comfort.¹ This period extended from early times until A.D. 750 when the public hospitals were destroyed and medicine and nursing deteriorated.

With the advent of Christianity in Europe, nursing began its development in that section of the world. The Deaconesses, Roman Matrons, Knights Hospitallers, and orders of the Roman Catholic and Protestant Churches—all made their contribution. Unfortunately many of the best nursing orders were either suppressed or became largely limited by rigid rules of seclusion so that the 'Sairey Gamp' type of nurse became common, prior to Florence Nightingale's day. Conditions surrounding the ill were so desperate that Miss Nightingale was deeply stirred and determined to throw all her ability and influence in the direction of reform of nursing and its establishment on a moral, humanitarian, and educational basis.

In appreciation of her work in the Crimea, the British soldiers presented her with £10,000 which she used in establishing the first modern school of nursing at St. Thomas's Hospital in London. In this school she insisted on many of the fundamental principles of nursing which, as yet, have not been

¹ *Charaka-Samhita*, translated by Avinash Chandra Kaviratna, Calcutta—Part VI.

completely accepted throughout the world. For example she stated that the nursing service of a hospital and the school of nursing must be under the control and supervision of a nurse. We find instances in India in which physicians or lay people control and dominate the nursing in hospitals and in some instances the policies of nursing schools. Only in those countries where Miss Nightingale's teachings have been fruitful has nursing been able to contribute largely to the life of the people.

In the minds of many people nursing is a trade, a more or less technical work which requires mechanical skill, personal devotion, but limited intellectual attainment. How often recommendations have come to me for a

prospective student stating that she has not the capacity for continuing in school but will make a good nurse! It is not my desire to minimize the importance of skill in bedside nursing or the essential necessity for personal devotion but these two qualities alone are not sufficient in this scientific age. Since Miss Nightingale's time the evolution of nursing has been rapid and in step

with scientific discoveries. Bacteriology is a young science but full of vital significance to nursing and on its precepts aseptic surgery, surgical nursing, maternity nursing, and communicable disease nursing have developed. The many discoveries in physiology and the building up of physiological chemistry have provided a scientific basis for nursing in all its phases during the last 50 years which has been revolutionary in its results. Nursing now demands of nurses intellectual capacity and the academic preparation which will enable them to use their mechanical skill and spirit of devotion intelligently in the light of our present knowledge. God has revealed to man much of the amazing scientific basis of our environment, should we not use it to the utmost in the relief of suffering, and in the teaching and maintenance of health that He may thereby be glorified?

Modern nursing education includes the development of curricula and conditions in hospitals and schools of nursing which shall enable the student to grow in the personal qualities of sympathy, of understanding of suffering, of devotion to the care of the patient, whether located in the hospital or the home, of devotion to spreading the knowledge of prevention of disease and the teaching of health. Mechanical skill is developed through the repetition of nursing procedures on the wards, provided there are a sufficient number of well-prepared graduate nurses in the hospital to supervise the student nurse's work both day and night. It is a tragedy to see students developing bad habits and failing to become skilful, when one is powerless to prevent it because there is not a sufficient number of skilled graduate nurses to supervise students 24 hours a day and 365 days in the year.

Again may I repeat that conditions which aid in the development of skill and personal qualities, important as they are, are not sufficient for

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modern nursing? A curriculum which includes the following sections is also essential:—

1. Courses in the sciences which are basic to nursing.

Anatomy.	Bacteriology.
Physiology.	Chemistry
2. Courses in all the various branches of nursing.

Medical Nursing.	Communicable Disease Nursing.
Surgical Nursing.	Mental Nursing.
Maternity Nursing.	Public Health Nursing.
Children's Nursing.	
3. Courses in the spiritual, social, and psychological factors involved in treating the patient as a complete individual and as a member of a community with obligations to his fellow man.

The vast content and extent of the subjects included above indicate that material for courses must be selected with great care to give a sound basis on which the nurse may continue to build throughout her professional experience. It is important that they include the fundamental principles on which sound nursing and public health practice are built. The nurse is required to use her knowledge and technics in many varying conditions and only through understanding their basic principles can she make satisfactory and intelligent adaptations. For example extreme precautions are taken to prevent infection in operating-room technic because deep vital tissues of the body are exposed. In the home, the public health nurse uses much simpler technic since the surgical conditions treated are superficial. And yet her technic must be equally effective.

To administer and teach such a curriculum as this, the requirement of well-prepared teachers is self-evident. The tendency in America today is to have the student receive her scientific basis in college but where this is impossible it is expected that the school of nursing will employ suitable science instructors and provide adequate facilities in laboratories for science teaching of a good quality. An appreciable group of nurses have prepared themselves by the study of subject-matter and by qualifying as teachers to undertake the teaching of sciences.

For the teaching of the nursing courses, the graduate nurses who are employed to supervise the various clinical divisions in the hospital specialize in one or two branches of nursing and secure training as teachers. They are capable of teaching students at the patients' bedside, as well as in the class room, thereby correlating the clinical experience with class instruction. One of the peculiar aspects of education in nursing is the use of the hospital as a laboratory in teaching the various branches of nursing and in the use of the public health nursing units for field experience in public health nursing. The great danger lies in placing nurses in these environments, without adequate supervision and suitable preliminary teaching, under such conditions much of the experience is rendered futile and even dangerous to patients and to the student nurse herself.

The teaching of nursing presents many peculiarly difficult problems because it must be carried on both day and night and every day in the year that students are securing experience on the wards. The only way in which any relief can be secured is to have a part of the day work, or part of the night work carried completely by graduate nurses, which is constantly being done to a greater extent in many American hospitals. In some of the European hospitals it has been an accepted policy for many years.

At present the only source of suitably prepared teachers of Nursing is from occidental countries. India has made no provision as yet for

the education of this group which are essential to good education in nursing.

The third section of the curriculum requires the teaching of Christianity, Social Science, Psychology, and History of Nursing. The nurse requires an understanding of the patient as an individual in his relationship to those about him and as a responsible member of a family group and a community group. Often the physical ailment is closely related to social, spiritual, or psychological maladjustment and the expert nurse may accomplish much by recognizing such conditions. These courses are frequently taught by specialists from nearby colleges or by nurses who have qualified for teaching in these fields.

In America, to a greater extent than elsewhere, Nursing has made a place for itself in a number of universities. Recognition is given to its scientific basis, to the breadth of its content, and to its inclusion of health promotion. Post-graduate courses for graduate nurses in preparation for hospital supervision, teaching of nursing and the sciences, and in administration of hospitals and nursing schools has produced a group of intelligent leaders who have revolutionized nursing and created a group of nurses who through bedside nursing and public health nursing have brought great blessings in the form of relief of suffering, the prevention of much illness, and the preservation of health. The humanitarianism of nursing, its idealism, and religious significance are exemplified in the life of Florence Nightingale and in the lives of many of our present-day leaders of nursing.

With this picture before us shall we strive to incorporate into the preparation of nurses in India the scientific, social, spiritual, and psychological facts upon which modern nursing rests until it becomes more than a devotion and a skill by contributing to the welfare of the patient in all needful phases. Even as in the earliest period of nursing in India the nurse was expected to be 'skilled in every kind of service that a patient may require'¹ so today Indian nurses should be prepared to give this service to sick patients interpreted broadly according to our present scientific knowledge and in addition by means of health promotion contribute to the welfare of the entire population. Only through such development as this can Nursing take its place as a branch of education.

EXAMINATION QUESTIONS FLORENCE NIGHTINGALE MEMORIAL SCHOLARSHIP, 1938

GENERAL NURSING PAPER

[TIME—2 HOURS]

FOUR questions only to be attempted.

I. What is meant by the following terms, and what is their use in medicine?

(a) Vaccine. (b) Antitoxin. (c) Schick Test. (d) Widal.

What is vaccination and what is its object? How is it carried out and what are the complications?

II. Describe the normal constituents of urine and state some abnormalities which may be present. Describe the tests you would employ for the discovery of their presence.

III. What is an empyema? In what infectious diseases and under what conditions may it occur? What instruments may be required for its treatment?

¹Charaka-Samhita, translated by Avinash Chandra Kaviratna, Calcutta—Part VI.