nursing staff, wanted the Fund to supply larger numbers for the new hospital in Lambeth. The Fund had a limited income and the only way to finance more probationers was to "drive a harder bargain with St Thomas'" - and St Thomas' would not be driven(9) - or to get some candidates to bear some of the cost on the promise of jam tomorrow.

It says much for the publicity of the Fund that it did attract some suitable candidates. However, the rigorous routine, the lack of instruction and Mrs Wardroper's arbitrary rule were no more palatable to the specials than to the ordinary probationers. The specials, however, had one difference. They were articulate and they told Miss Nightingale of the shortcomings of the training and above all of the uncertainty of Mrs Wardroper's temper. At this stage, in 1867, after the fall of the Liberal government, Miss Nightingale found herself bypassed in official circles so she gave more attention to the Nightingale School. What she found and how she set about resolving the problems had an important bearing on the subsequent development of nursing.

It was clear that Mrs Wardroper could not cope with the dual role of matron of St Thomas' and the superintendent of the training school. She did not know the probationers and made little arrangement for their instruction. The famous Red Book with its fourteen heads for assessment, so beloved by biographers to show how well the probationers were vetted, was said to be "as capricious as if a cat had made it".(10) The ward sisters to whom the Fund was paying money to give instruction were not doing so, the sickness rate was high and it was discovered that Mr Whitfield had lost his enthusiasm for the School and "had been in habits of intoxication for years".(11) All this coincided with a new agreement with St Thomas' in which the Fund was tied for another seven years. The committee took Counsel's opinion about spending capital and they obviously had thoughts of starting independently elsewhere. But where? No answer was forthcoming.

Instead of a radical solution they sought compromise. They brought in Miss Torrance, an early special who had been sent to pioneer a training school at Highgate, to be an assistant to Mrs Wardroper and to have charge of the probationers. But Mrs Wardroper would not have an assistant and she and Mr Whitfield refused to allow Miss Torrance on the wards. Instead, for the sake of peace, the title 'Home Sister' was invented and Miss Torrance was responsible for instructing probationers in the Home. So we get the beginning of the dichotomy that has plagued nursing ever since - one thing taught in the classroom and another taught - or picked up - on the wards.

The next stage in Nightingale's plan was to dismiss Mr Whitfield from the service of the Fund and to take on his antagonist, Mr Croft, to give a series of lectures. Miss Nightingale was ambivalent about the amount of medical theory nurses needed, but she was pushed by events and Mr Croft was enthusiastic and soon joined by some of his colleagues. Mr Croft's lectures are extant and they show a strange amalgam of instruction on nursing procedures and theoretical medicine. It was not intended that the specials should have privileges but efforts were made to give them