

Progress of State Registration.

The divisions of the British Medical Association are still considering the question of the Registration of Nurses.

The West Bromwich Division of the Birmingham Branch approves in general of the proposals of the Select Committee, it does not approve of a separate Register of midwifery nurses, and considers that, on the Governing Body set up, the medical profession should have adequate *direct* representation.

The Dundee Branch considers Registration of Nurses on the lines of the Select Committee's Report is desirable, and that midwifery nurses should also be registered.

The South-Eastern Counties Division of Edinburgh Branch does not consider the Registration of Nurses desirable, Dr. Calvert dissenting. It is, however, quite evident that the trend of medical opinion is strongly in favour of the Registration of Trained Nurses by the State.

The Royal British Nurses' Association.

We understand that at the General Council Meeting of the Royal British Nurses' Association, to be held on Friday, April 27th, Miss Christian Forrest will offer a Resolution of Protest on the lines of that forwarded to the Executive Committee last month. It will be remembered that the Executive Committee declined to bring that Protest before the General Council, and Miss Forrest is to be congratulated upon taking the matter into her own hands.

The Midwives Act.

At the recent meeting of the South-Eastern Division of the British Medical Association Dr. Calvert, as reported in the *British Medical Journal*, made a few remarks advising the extension of the Midwives Act to Scotland. He dwelt on the intolerable position in which medical practitioners were placed by the spread of the idea that all troubles which arose *post partum* were due to malpraxis on their part. This was largely the result of the teaching of Dr. Horrocks and others. In most cases and in poorer-class midwifery a certificated nurse could do all that was necessary. The medical man would become a skilled official, called in when emergencies arose or when interference was necessary to bring about delivery. The members present seemed to agree with the premisses but refused to grant Dr. Calvert's conclusions. It was therefore decided that the extension of the Midwives Act to Scotland was not advisable.

Thoughts on Note-taking.

One of our contributors has sent us the following suggestion in regard to note-taking which we most cordially endorse. She says: "I would like to suggest to training-school teachers the perhaps heretical idea that the present mode of treating lectures, by having the pupils diligently scratch down notes as fast as they can while the lecturer is speaking, is stupid and absurd. I have been brought to this conclusion by giving some lectures myself, and experiencing the very disagreeable sensation of talking to nothing, while a body of people in front of me, with eyes glued to the paper, were absorbed in the race of trying to get down as many words as possible. The conclusion was irresistible that the hearers did not really hear, and certainly did not enjoy, the lecture, and I am moved to make the following suggestions as to note-taking. It is of course important that pupils should get all the definite points of a lecture straight, for in lectures much new material is presented which is not in the books, and it is essential that it should be preserved as valuable material for study and reference. But why should all the class try to put down every word for fear of not knowing how to select the most important, and so missing something which will be needed afterward? The personality of the lecturer is also, often, an important element in the training of the pupils, and this is entirely lost under the note-taking system. The words of the lecturer might as well be recited by a gramophone.

"Our suggestion is that one competent person take notes of lectures, afterwards preparing a well-articulated syllabus and giving all important and leading points of information, and that the rest of the class listen in a quiet and serene frame of mind, prepared to enjoy the lecturer and to get the effect of his personality. At the close of the lecture, the prepared syllabus should be ready for each one to refer to, and each can then put down in her own note-book the points which are important, adding as much of her own recollection or impression as she can. I believe a vastly greater interest and a much increased intelligence of understanding would be evident under this plan. Hitherto it has been too much the plan to treat lectures as if they were a puzzle which every one must solve without assistance, or be disgraced. On the contrary, we should look upon them as unpublished books, of which the advance sheets are placed at the disposal of the students. And the lecturers will like it better, too."—*American Journal of Nursing*.

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