

And then the question arises, What does lie in our power? What can we do for these young women, who place themselves in our care in order to develop their best qualities? And how can we check the growth of other qualities which are not desirable? In a large hospital the Principal of the Training School comes very little into personal contact with the pupils. It is difficult for her to learn their various characteristics, and to deal with them accordingly, because these are apt to be tucked away in some hidden corner while in her presence. She is obliged to trust largely to the reports given her by the head nurses of the wards, just as she is obliged to leave the practical training almost entirely in their hands.

- It is, therefore, necessary that the nurses selected for such responsible work should be women above the average in every way; women who realize the importance of their work and are truly interested in doing their best for those under their charge. Their example and teaching mean much to the young probationer. By their watchfulness also, and reports of the first appearance of faults, the Principal is enabled to check the tendency at once, and perhaps to implant some good thought, or encourage some good resolution to take its place.

The rules, always so trying to the undisciplined mind, should be as few as possible, and only such as are absolutely necessary for the protection of the patient and the guidance of the pupil. If these rules were carefully gone over with the probationer and the reason for each explained, it might possibly assist her to keep them cheerfully and willingly; and if each class could be induced to form their own class code of honour it would be a good preliminary training for enabling them to assist in establishing and maintaining a code of ethics, when they become members of the Associated Alumnae.

Then, in order to prepare them for the duty of assisting to "elevate the standard of nursing education" must they not themselves receive the best education that we can procure for them? Not merely so many lectures and so many recitations, but a true education, the discipline of the intellect, the establishment of the principles, the regulation of the heart."

During the pupil's first year, it is necessary, as a rule, to teach her how to study, and to supervise all her work most carefully. But when the year's work is satisfactorily completed, it is best to allow her to receive and digest for herself the knowledge placed before her; and though she may not appear to acquire so rapidly, yet she is also learning self-reliance and a sense that she alone is responsible for what she gains or what she loses. The course of study should be systematic and pro-

gressive throughout the training, and should embrace as wide a range of subjects as can be taken up with thoroughness, and without over-taxing the mind; the chief aim being to cultivate a desire for knowledge, and to train the mind, so that it may be able to assimilate and use with judgment the knowledge when acquired.

To further prepare nurses for their duties as Alumnae it is well to instruct them in the History of Nursing, and in the efforts that are being made at the present time to further its interests. They should also be prepared to take their part in business and other meetings, and should be drilled in the usages of parliamentary law, and in the writing and discussion of papers.

During the third year of the nurses' training at the Pennsylvania Hospital a portion of their class-work consists in forming and managing an Association of their own. It is re-formed at the beginning of each class year, the members drawing up their own Constitution and By-laws. The officers serve for one month only, and the committees are appointed by each incoming President. There are two committees, one on Nomination, and one on Arrangements. The Committee on Arrangements selects subjects for papers and appoints members to write and discuss them. No restriction is placed on the choice of subjects. The Association is entirely self-governed, as the Principal of the school never holds office, nor does she know anything of the work done by the Committees until they present their reports at the regular meetings. This form of class-work has the following advantages. It gives the members ample time to get over their "stage fright," before the time comes for them to speak in the presence of strangers. They learn to formulate their thoughts and opinions, and to express themselves in a business-like manner. They also learn to express themselves accurately, which will be an advantage in teaching others. It teaches them to govern themselves, and it certainly helps them to think of their work from the intelligent standpoint. They learn from their own mistakes, when the mistakes produce no serious consequences, and they gain some experience to guide them, when, their student days ended, they take their places as members of their own Alumnae Association and members of the Associated Alumnae. Most earnestly do we hope that the future members of our profession may be above all women, high-minded, broad-minded, strong-hearted, striving not only to gain honour in their own individual work, but to heartily aid in establishing and maintaining a code of honour, in elevating the standard of nursing education, and in promoting the usefulness and honour of the nursing profession.

*(We will report the discussion upon this paper next week.)*

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