They of course understand nothing about the years of study, and the examinations he must pass before a doctor is qualified to practise. Any more than they understand that under existing circumstances anyone may pose as a nurse, and even undertake to nurse and teach others without ever being inside a hospital.

It is generally granted, I think, that a well-trained nurse, knowing her work so well, realises too, her own limitations; a sham or half-trained nurse does not know these, and her very slight knowledge becomes the dangerous thing we hear so much about.

The following incidents will, I think, illustrate this.

I followed a lecturer who had given a course of lectures in a large village, and heard that this lady had told her audience that "when the doctor told them to do so-and-so, they must use their own judgment and common sense, as she always did. They were always to make their poultices on brown paper, &c., &c."

Needless to say, the doctor in that village does not approve of "Home" nursing lectures, owing to the amount of trouble he had among his patients after this course.

On another occasion a lady told me she "had attended some nursing lectures, but they were so evidently merely got up from the book that she felt she knew more about it than the lecturer, as she had had a great deal of experience in nursing among her own family, and as she could also get information from the same source she attended no more."

I give these illustrations to emphasise the importance of knowing thoroughly one's subject before attempting to teach.

Beside knowing the work, the teacher must be able to speak distinctly, clearly, and simply, always using the simplest language possible, so that the most ignorant in her audience can understand and follow her.

In lecturing, the possession of tact, that most wonderful of all qualities, is as indispensable as in actual nursing, for one hears so many histories, so many different versions of people's affairs, that sometimes it is somewhat difficult to steer clear without committing oneself to a decided opinion.

Then, too, one must always be on the look out not to be drawn into unintentional prescribing; people are apt to say, "Nurse, what would you do for such and such a thing?" although, on inquiry, one very often finds out that there is a medical man in attendance, and much mischief may be made by answering such an apparently simple question off hand.

Much patience and never-failing good temper are absolutely necessary, for one meets in the practice classes much willingness coupled oftentimes with a denseness which seems almost impossible to penetrate.

Very often, too, over-anxiety is the cause of continual failure, and then the disheartened pupil needs much encouragement.

To those who object to monotony, the work, to a certain extent, varies. True, one gives the same lecture four, five, and sometimes six times a week, but it is always given to a different audience, and if one lectures extempore, the lectures themselves must vary, as many new thoughts and views come; therefore the lecture is freshened even to oneself and monotony prevented.

The trouble usually is that far too much is expected to be given in the hour allotted for the lecture. This, of course, depends upon those that draw up the syllabus, and they err more frequently on the side of too much rather than not enough.

The work is confined to eight or nine months of the year, commencing in September or October and continuing until May; this necessitates travelling during all the worst weather.

The salaries vary from £75 to £130, with travelling expenses for the working year. This is, of course, reduced by the numerous out-of-pocket expenses which come with perpetually moving from place to place, and which would scarcely be counted as legitimate travelling expenses by the auditor.

The work consists of five, six, or seven lectures and practice classes a week, the combined lecture and class taking two hours. On Saturdays there are no classes, so that when more than five lectures a week are given, two a day must be arranged; this is very exhausting when coupled, as it often is, with long distances.

In some counties no practical classes are given; then two or even three lectures a day can be managed quite easily, especially when the villages are fairly close together.

It must not be imagined, however, that to do only two or four hours' work a day leaves the remainder of the time at one's own disposal; much of that is often spent in getting to and from the villages. Sometimes the whole day is spent in getting to and from a village and giving only one lecture and class—two hours' work.

Then, too, pupils are expected to write weekly papers; these have to be taken home, corrected, and returned the following week, so that one can count upon being fairly well occupied, although ostensibly but a few hours' work a day is arranged for.

There are, of course, disadvantages; the greatest is undoubtedly having to work under committees composed entirely of men who, whilst endeavouring to do their best, often cannot grasp the fact that a trained teacher must know more about the work than even the best-intentioned men, even though that teacher is a woman.

Then, too, just lately many of the classes which

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