

bring herself and her work to the highest point attainable.

Perhaps enough attention is not given to the question of the general culture of the nurse; indeed, it is apt to be lost sight of in the earnest endeavour to make her proficient in her practical work, and the important point of strengthening her hands by increasing her mentality and perfecting her physical condition is overlooked.

Text books and ward drill are only one factor in the education of the nurse.

It has been truly said that "As a character builder, the school for nurses has no equal." The points to be developed and educated are principally self control, obedience, accuracy, cheerfulness, firmness, patience, and tact. Most, if not all of these attributes, are possessed by women in the major or minor degree, though sometimes perverted and disguised beyond recognition, but the very fact of their existence puts to the test the superintendent's power to rescue and develop.

The pupil must learn that development is impossible without self-denial and that perseverance is essential to success.

It is the superintendent who is the autocrat of willing subjects, whose personality should leave a lasting impress upon her pupils, who should guide their faltering footsteps until able to walk alone, and be an inspiration in their ambition toward perfect achievement.

In the moral training of the nurse, where rules are made for her protection, where vigilance is exercised in the supervision of all duty, both day and night, where the code of honour is enforced, the woman learns that to command the respect of others she must respect herself, her superiors, and the position she holds in the hospital ménage. She must learn to perform her duties with dignity, walk circumspectly, and govern her conversation with charity and learn to do right, not merely because it is right, but for her self-protection. This is expected of her, and if she fail she places herself in the attitude of one antagonistic to the life she has adopted, eventually drops from the school, and accepts the lower standard.

The physical education of the nurse is an important one. The effect of the physical upon the mental is nowhere better exemplified than in attendance upon the sick. The nurse must be taught that to be competent to take care of others she must first learn her duty to herself, and during her training she should be closely watched, as she is apt to allow her work to absorb her thoughts, making her health of minor importance.

Suggestions as to hours of rest, study, and recreation (real genuine play), and dress, with the important one of nutrition, should be daily carried out.

Considering the climate and customs of the country, especially the habitual lassitude of the

women of the tropics, we should be very observant in these matters, bringing gradually into play the physical forces, and toning the muscles to the strain eventually required, that the nurse may learn physical economy and be capable of reserving the surplus energy that will frequently be needed in cases of acute diseases, when she can prove herself invaluable if of sufficient mental and physical calibre to stand the strain. To do this successfully I consider the moderate use of gymnastics, or a course in physical culture, of inestimable benefit in the development of powers of endurance and resistance, also increasing mental activity, and I urge the employment of such a course in schools for nurses everywhere.

Taking these points on general culture developed and moulded into a perfect whole, intelligence quickened by daily exercise, emotions toned, impulses modified, and the physical condition (which should respond to certain requirements before admission into the schools) subsequently perfected, make the nurse the better woman, better able to meet the conditions of life, whether her choice lies in the fulfilment of duty in the homes of the sick and destitute or in the important rôle of wife and mother, better equipped to command the respect of the world, especially in the earning of an independence, which is now permitted her, and in this special line of work bear her share of the world's burden without losing any of the attributes of womanhood.

In this work we are setting the women of Cuba no light task. Those who have so far been admitted into the schools for nurses are less prepared to enter the great arena of self-supporting and philanthropic workers than the women of other countries, who have been educated on broader lines, and where tradition and prejudice have not played so important a part in the history of the country. Here education has not always been easy to secure; the cultivation of thinking and reasoning powers has been limited, and the ulterior aims and motives of real life are wanting; but in spite of these differences I find the women who have been accepted in the school under my charge possessing many desirable qualifications, with promise of higher development, and a tractability and willingness to conform to existing authority most gratifying.

The incident most fatal to the ultimate success and final graduation of the nurse is the noun commonly called *Novio*\*; otherwise I would dare predict the result of the three years' course as satisfactory.

The military Governor of the Island of Cuba, upon the recommendation of the Superintendent of the Department of Charities, has lately issued such regulations governing the schools for nurses in Cuba as place the profession on an educational basis

\* A would-be bridegroom.

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