

duty, and quite sympathetic with the opinion loudly expressed to a friendly scrubber well within our hearing, that "She's a 'ard-'carted curmudgeon."

But love laughs at hospital Sisters as well as locksmiths, and we are bound to confess that the access of family affection upon the part of the nurses thus deprived of their lovers was nothing less than marvellous. Brothers appeared most plentiful in their family circles, and to say good-bye to a brother in the lobby with a good hug and a kiss was a proceeding with which the most strait-laced Sister could not find fault.

Miss Edla Wortabet, formerly Lady Superintendent of St. George's Hospital, Beyrout—with whose name the readers of this journal are familiar as the contributor of various letters and articles—has written a book on nursing for Syrians, which was at once accepted by the editors of the best Arabic monthly magazine in the East. It covers all the ground with which it is essential that a nurse should be acquainted. She has also contributed a series of articles to an Arabic daily paper of high standing on such subjects as "The British Nurse: Who She Is and What She Is," "The System of Training: What She Does," "British Hospitals: How Managed, How Administered, How Supported," and so on.

The *National Hospital Record* has some very pertinent remarks in its last issue on the Essentials of Teaching, and, now that the nursing world is arousing itself to demand a more sensible and thorough system of education, these remarks may be read with profit:—

"Teaching implies the existence of two factors, one imparting, the other receiving, instruction. Professor Hart, in making a distinction between the hearing of recitations and the real teaching process, says: 'A child recites lessons when it repeats something previously learned. A child is taught when it learns something not known before. The two things often indeed go together, but they are in themselves essentially distinct. *Teaching is causing another to know.*'"

"If we accept this definition of teaching, we are forced to admit that much that passes for teaching is really not teaching. It is merely the repetition of facts or theories. If these are not learned or grasped by the student, then no teaching has taken place, for teaching includes the two-fold process of imparting instruction and learning. Neither part alone constitutes teaching.

"Four things are necessary to intelligent teaching—the teacher must know the pupils—their individual needs and attainments; he must know what he is to teach; he must know how to teach it; and there must be a common language. The pupil must understand the words employed if learning is to take place. 'The mind grows on what it assimilates,' and

for this reason it is essential for the teacher to test the pupil's knowledge and measure his ability before beginning the teaching process. How else can he judge what the pupil is capable of assimilating? This is perhaps more necessary in nurses' training-schools than in many other departments of education, since in such schools are found pupils of very variable attainments.

"The young woman who never saw the inside of a high school and who had not attempted study for ten years before entering the hospital is put side by side with the college graduate who has all her life been a student. Natural ability will often overcome the lack of early education, but if they are to be graduated equally proficient there must be some individual attention and direction as to methods of study. Individual defects should be noted and emphasised with a view to their correction. Poor penmanship and bad spelling are not insuperable difficulties, but they are decided disadvantages to a nurse and should not be deemed unworthy of notice.

"Another point to be kept in view in the teaching of nurses is that it is sheer waste of time to proceed with a subject until every member of the class has grasped the fundamental principles underlying the subject to be taught. A mere smattering of technical terms is not knowledge. Superficial instruction is the result of taking things for granted, which is rarely justifiable and usually disappointing. Let the foundations be well laid before proceeding with the superstructure. Time spent on fundamental principles is always time well spent."

The examination in practical nursing to be applied by the State Board of Examiners to candidates for registration as trained nurses in the State of New York, will include a practical demonstration and a written test. Both will be held on the dates, and at the places, prescribed for Regents' examinations in the other professions.

### The Passing Bell.

The death Mr. W. J. Walsham, F.R.C.S., surgeon, to St. Bartholomew's Hospital, which took place at his residence in Harley Street on Monday last, will cause genuine sorrow to a large number of nurses. Himself an enthusiast in his profession, and delighting in work, he expected a high standard also in others, and, where he found it, accorded appreciation ungrudgingly. He was one of those medical men who realise the responsibility which devolves on Matrons and Ward Sisters, and invariably supported them in the discharge of their duties, by his unmistakable recognition of their supremacy in their own departments, and by the punctilious courtesy which he was at some pains to show them. Such an attitude on the part of visiting surgeons and physicians of a hospital is the greatest support to its nursing staff, and for this conspicuous characteristic, as well as for his personal attainments, Mr. Walsham's name will long be held in remembrance by nurses who knew him.

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